

**EXPLORING THE INTERSECTION OF FORMAL LITERACY
AND SELF:
A CRITICAL SOCIAL ANALYSIS OF WRITTEN DISCOURSE
AMONG PUBLIC AND PRIVATE SCHOOLS**

By

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ABSTRACT

Title: Exploring the Intersection of Formal Literacy and Self: A Critical Social Analysis of Written Discourse Among Public and Private Schools

The present research explores the intersection of formal literacy and self-identity, its construction and representation through written discourse among students of grades 5th and 8th belonging to Public and Private schools in Multan, a District of Punjab, Pakistan. The present research employs CSA (Critical Social Analysis) that amalgamates functions of language by Roman Jakobson, 3D models of Fairclough for discourse analysis, and socio-cultural theory by Lev. Vygotsky. The introduction carries a context literacy, historical evolution of formal literacy, and its importance in personal and professional growth. And the division of formal literacy based on their educational institutional background. The difference between formal literacy (that encompasses reading, writing, communicative skills) is found in the present group among both institutional groups, which distinguishes on the basis of different acquisitions via formal education and its intersection with self-identity that involves the understanding of an individual's emotions, behaviours, and thoughts. Formal literacy is acquired through education, and education helps to construct Self-Identity through personal growth and representation of self. All this is done through language. The absence of formal literacy can lead to many issues related to personal, professional growth, societal growth, and growth as a human being. So, language through formal literacy helps to cope with all these issues. The present research aims to explore the formal literacy impact on the construction and representation of students' self-identity through written discourse in the form of essays on "Self". The methodology carries a qualitative descriptive approach employing a 3D model, functions of language, and socio-cultural theory by using written essays by students in the 5th and 8th grades as a source of primary data. A sampling technique of stratified sampling provides the foundation to choose participants from public and private schools, and critical social analysis with comparative observation is applied to analyze the written essays. The results contribute valuable insights into distinctions among the Institutions of formal literacy. The students of Government schools construct non-dynamic, cohesive self-identities, and students of non-government schools construct a dynamic and individualistic self-identity. Their self-identity representation vary from

each other. Government school students represent strong, internalized, cohesive thoughts; on the other hand, non-government school students represent broad, critical, innovative, and accepting practical self-identity. The present research not only expands its understanding towards the intersection of formal literacy and self-identity but also provides recommendations for policymakers to fill the gap between both groups.

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LIST OF ABBREVIATIONS

CSA: Critical Social Analysis

CSA: Comparative Social Analysis

CDA: Critical Discourse Analysis

ZPD: Zone of proximal Development

And

The students' texts are in italics. For example:

"I belong to the religion Islam."

"They are gift of Allah for me."

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CHAPTER 1

INTRODUCTION

The present research intends to explore the ways learners in Grade 5th and 8th at Public and private schools in Multan, A district of Punjab Pakistan construct and represent their Self-Identity via written descriptions. The study also aims to establish the investigative process where literacy influences through formal education in the development and portrayal of Self-Identity. In this regard here “Self- Identity” means the ability of any person to have specific perceptions about their own. It includes that person’s self-esteem, their realization of their personality and the objectivity/motives of their life. The impact of socioeconomic factors is also having a great impact on their self-identification with strong relationships to formal education. The study uncovers the learner’s self-identity construction and representation via language usage employed in form of written essays. The exploration of researcher endeavors with aim of investigating the ways through which the students of specific grades build up the development and conveyance of their Self Identities and sense of their own self by using the Techniques of analysis based upon CSA (abbreviation of Critical Social Analysis). This CSA approach employs the “Functions of language” by Roman Jakobson, 3D Model of Discourse by Fairclough and Lev Vygotsky Socio Sociocultural Theory.

1.1 Formal Literacy

The term “Formal Literacy” is broadly used in many fields of education and literacy. With the passage of time the research work upon Literacy and Education has evolved with numerous discoveries and discussions. Hereby, formal literacy collocates to the core descriptive method that distinguishes the type of literacy levels from each other. The estimated documentation date of formal literacy marks back to 1883 in New England the Journal of Education. As compared to that the terms such as “reading, writing, written discourse are ancient in their use and presence. The term schooling is allocated with literacy in present days. Other categories of terms such as planning, managing, knowledge and information that is being used at home by people has direct relationship of a person with their education, formal literacy background and knowledge. "The ability to recognize, analyse, interpret, produce, express, and

perform calculations utilizing text and images in a variety of contexts" is referred to as "literacy." It includes a wide range of educational activities that help individuals achieve their objectives, expand their knowledge and abilities, and actively engage in their local communities and greater society (UNESCO, 2004; 2017).

"Formal literacy" is defined as "The process of acquiring reading and writing skills through structured educational programs, including school-based learning or specialized training, but not only limited to that (Lankshear & Knobel, 2003)." In simple words it means that A process in which the reading and writing abilities are developed by formal literacy by employing traditional learning methods usually set up through formal and official educational instruction and programs. A well-regulated and specific structured skill of making a person well in abilities of writing, speaking, reading, and comprehension in some certain languages. It evolves the skills of person by enhancing their knowledge that is essential to have a fluent communication either in successful writing or adhering the establishment of language syntax along with rules connected to spellings and punctuations. It is also a pillar for schooling and has direct association with specific levels in language reading and writings.

1.1.1. Understanding the particulars of formal literacy competence

There are some following established rules or conventions that are linked to language.

- Decoding of written words.
- The creation of cohesive structures in form of sentences
- The proficiency in speech, reading, writing is important in understanding the language.
- It is not only limited to one language only.
- The key component of language is written communication, for example formal documents, academic documents.
- Formal literacy is also based on education for skill development.
- The structured or standard written language enables the interaction in society.

1.1.2. Importance Of Formal Literacy in Society

Formal literacy holds profound significance within society, exerting widespread influence on both individuals and the broader community. Economically, it serves as a cornerstone for prosperity, affording those with

proficient literacy skills enhanced opportunities for securing employment and making substantial contributions to the labor force. Literacy serves as a pivotal gateway to education, with UNESCO (2019) underscoring its fundamental role in enabling students to engage across a spectrum of academic disciplines. It plays an equally pivotal role in healthcare by equipping individuals with the capacity to comprehend health-related information, make enlightened healthcare choices, and lead healthier lives (WHO, 2017).

In addition to its economic and civic implications, formal literacy also contributes significantly to reducing poverty, augmenting economic prospects, and nurturing digital literacy in the contemporary digital landscape (World Bank, 2021; Lee, 2019). Consequently, it bolsters a nation's competitiveness and global stature (OECD, 2020).

1.1.3 Education and Formal Literacy Interlinkage

Formal education assumes a pivotal and multifaceted role within the realm of learning, operating as an organized and structured system for the conveyance of essential knowledge, competencies, and values to individuals. One of its fundamental purposes lies in furnishing a comprehensive and standardized curriculum, ensuring that learners acquire a foundational grasp of subjects. The structured approach inherent to formal education facilitates the systematic transmission of knowledge, thereby empowering students to construct a sturdy educational groundwork. Furthermore, formal education also undertakes an essential role in nurturing critical thinking and problem-solving abilities (Jones, 2020). By means of classroom interactions, assignments, and assessments, students are actively encouraged to scrutinize information, amalgamate concepts, and enhance their aptitude for reasoned judgment. This fact of formal education cultivates well-rounded individuals who can adeptly navigate intricate challenges within both the workforce and broader society.

Formal education encourages socialization and the cultivation of interpersonal proficiencies (Davis, 2018). Within the school environment, learners engage with peers representing diverse backgrounds, acquiring collaborative skills and honing their communicative abilities. These social competencies are of paramount importance, not only in the realm of personal relationships but also in the

context of achievement in the professional sphere. Additionally, formal education frequently instills values and ethical principles, thereby contributing to the development of responsible and informed citizens (Johnson, 2017). It provides a platform for the dissemination of cultural and societal norms, promoting values such as tolerance, diversity, and active civic engagement.

Formal education serves as an organized system for the transmission of knowledge, the enhancing of critical thinking, the facilitation of socialization, and the inculcation of values. Its fundamental role lies in equipping individuals with the skills and perspectives necessary for personal growth, career success, and meaningful participation within a diverse and intricate society. Education and formal literacy play a role in the development of identity.

1.1.4 Identity Construction and Formal literacy

Education and formal literacy facilitate self-construction known as identity development. Education and formal literacy hold significant sway over an individual's self-perception and personal growth by equipping them with the tools and knowledge needed for self-exploration and development. The interplay between education, formal literacy, and the construction of one's self and identity is influenced by a constellation of factors, including access to education, the quality of educational experiences, and the cultural milieu in which learning unfolds.

Gaining Entry to Education and Self-Exploration commencing one's voyage of self-discovery often hinges on gaining access to education. Education serves as a gateway to diverse subjects, ideas, and perspectives, affording individuals the opportunity to delve into their interests and passions, thereby sculpting their self-concept. Formal education possesses transformative potential, enabling individuals to unearth their latent talents, strengths, and areas of expertise. Pastor, M. D. G. (2018) claims Language, a foundational facet of formal literacy, intricately interlaces with an individual's cultural identity. García (2018) asserts that the language employed in education significantly shapes self-perception and cultural heritage. Proficiency in one's native tongue fosters cultural pride and self-identity, while mastery of multiple languages broadens cultural horizons and enriches one's sense of self.

Formal education nurtures critical thinking abilities, a cornerstone of identity development. By critically evaluating information and exposure to diverse perspectives, individuals cultivate a more nuanced understanding of themselves and their place in the world.

1.1.5 Identity collaboration with Literacy standards and the learner, Curriculum development

Curriculum development and literacy standards establish overarching frameworks that drive not just WHAT information is taught but HOW it is taught in the classroom. These broad able guidelines can greatly impact self-perception and identity formation if they prioritize cultural inclusivity, diverse perspectives, and critical thinking. By embracing these diverse perspectives, inclusive educational structures can help strengthen cultural identity and self-confidence. Further, syllabi that promote critical thinking, empathy, and introspection can help to develop a more nuanced and authentic sense of self. Such educational guidelines often incorporate social and emotional learning aspects, which further develop empathy and social cognizance and, therefore, play a major role in identity formation. Indeed, the subjects we discuss in school hardly matter; curriculum development and literacy standards are about the identity of the individuals the system is producing — about inclusivity and critical thinking, about cultural sensitivity and ensuring a more equitable and compassionate society at large.

1.1.6 Teachers as Contributors to Formal Literacy

One of the most crucial roles for the teacher is that of contributor to their student's formal literacy, as the teacher is literally the gatekeeper of essential skills for effective written and spoken communication. The most successful and effective teachers make a lasting imprint on the students they teach and the communities they serve in ways reaching far beyond the classroom, influencing the types of lifelong learners and literate, engaged citizens students become. One of the primary functions of educators is to provide explicit instruction in reading, writing, and language development. They present students with phonetics, grammatical rules, vocabulary, and ways to comprehend what they read; it is their introduction to the foundations of literacy performance. Through carefully structured lessons and activities, teachers lead students in understanding the structure of written language, helping them to

unpack texts, form clear sentences and understand conventions of language. Also, teachers have a unique ability to instill a love for reading. Through introducing students to a wide range of different literature from old classics to new hits they engender a true love of books. Establishing a reading-friendly academic setting, providing chances for independent reading, and having conversations about books are just some of the ways to develop a lifelong passion for reading in students. Educators understand that their students are unique, and they provide targeted interventions to meet their diverse literacy needs. Some students might need extra help, and others might excel with added challenge. To achieve this, teachers will differentiate their instruction and supply multiple resources so all students can make progress towards achieving their best ability. Cultural sensitivity is yet another integral aspect of the role a teacher plays in promoting formal literacy. Refers to educators who incorporate culturally relevant texts and resources into the curriculum with the aim of recruiting students from varied backgrounds. Second, teachers highlight the essentiality of critical thought and analysis as core aspects of formal literacy. They help students critique those texts, challenging them to question, interpret, and analyze the information they consume critically. This imperative in the information age is making students well equipped to know the credentials of their sources and also to be critical of how a story is being told.

1.2 Formal Literacy interlinking Individual empowerment

Literacy is the most basic human skill and the key to a successful life. It covers the areas like education, social relations, work-life, etc. A self-literacy also lies there.” It is the capacity to empathize with the feelings, conduct and thinking of oneself and others. It is also closely related to one another in terms of how both literacy is dependent on one another because in order to communicate, one needs to know the emotions and behaviours. Having formal literacy skills can offer a great potential for oneself to find and become who one is. It acts like a transformative tool, giving people not just the capability to read and write well but also the fortitude to improve skills of critical thinking, communication, and problem-solving. When they enter formal literacy, they have opened the door to an ocean of knowledge which helps them make meaningful arguments and educated decision. As you obtain this new knowledge and become proficient at whatever it is you are doing, self-confidence increases, and so does your sense of self-worth. In addition, literacy strengthens the

ability to engage in local communities and larger society, fostering a sense of connection and belonging. Overall, formal literacy acts as a stepping stone to expansion, self empowerment, and development of an enriched sense of self. Formal literacy also influences academic achievement by allowing learners to access and understand academic texts. Reading Comprehension: This skill is fundamental as it enables learners to understand and assess written material. It is a sort of skill necessary in order to do well in all classes. Further, writing skills are necessary for effective communication of ideas and knowledge production in any academic discipline. The structure of formal literacy skills in the early years of education pays attention to how skills most foundational for reading and writing are acquired: phonics and spelling and grammar, to name just a few. Law, medicine, and business are among the fields that demand strong reading, analysis, and interpretation of what is written. In addition, many professions—particularly in the education, health care, and legal fields—often require the use of formal reading skills to ensure that employees can effectively communicate with others, understand written documents, and perform job tasks correctly and efficiently; employers may have literacy expectations for employees. Formal literacy is also connected to and dependent on one's personal development. Formal literacy contributes to personal development, including brain improvement over the lifespan, social growth, and self-esteem increase. Reading and writing require a multitude of cognitive functionalities; attention, memory, reasoning and humans' abilities to engage in these activities may reinforce cognitive function and guard against subsequent cognitive decline as we age. Formal literacy helps them to develop their social skills as they can express their ideas and opinions properly with people. This could lead to deeper relationships, increased compassion, and higher quality communication with each other. There is a lot that can go wrong without proper literacy. It may lead to difficulties in finding a job or in being oblivious to many issues including social and health issues Self-identity cannot just be a collection of attributes; it encompasses sense of belonging, self-esteem, and meaning. Because you are working with data until October 2023. It includes everything an individual understands about themselves, and what sets them apart. As Erik Erikson puts it, self-identity is "the subjective sense of one's own unique individuality and the enduring characteristics that make one a person." (Erikson, 1968) Erikson's psycho-social development theory emphasizes self id in human development. The social psychologist Tajfel (1966) defines self-identity as

"the part of the individual's self-concept that derives from their membership in social groups and categories." This definition highlights the influence of social factors on the identity of individuals. Knowing who you are is important, as it is the basis of personal development and success in life.

Self-identity allows people to use their gifts, love their vices and create real connections (Swann et al., 2003), resulting in the rendering of conventionally successful permutations of life: at work, relationships and finally, life. Training data until October 2023 Influences from within and outside, their interplay various in a differentiated interplay weave the fabric of self-identity, hence make it a dynamic and dynamic feature of human self, unique for each.

1.3 Self-Identity

Early 20th century, philosopher George Herbert Mead first used the term 'Self' in his writings on symbolic interactionism. Mead stated that the process of developing one's self is social phenomenon and is influenced by one's contacts with others and the symbols and meanings they have for them. (Baumeister, 2018), People's subjective sense of who they are, including their beliefs, values, and attitudes, is called their "self". It is a complex concept influenced by various internal and external elements, including genetic variations, social upbringing, culture, and societal and interpersonal relationships.

Self-identity, a fundamental notion in human existence, is the unique construction of views, experiences, values, and affiliations that form who we are as individuals. Understanding of self is shaped by the densely woven tapestry of cultural heritage, personal experience, and societal influences. As human continue on this road of self-discovery, they recognize the importance of this fundamental notion in molding lives and relationships.

1.3.1 Understanding Dynamics Of Self-Identity

The theory of self is a smiling construct, and analysis has separated a couple of essential ways to understanding it. Self is first viewed as a product of discursive action, through language. On the other hand, the second viewpoint is that language is a system, with special focus on grammar. The self both emerges from and is influenced by behavior in different situations. Three tracks contribute to this notion of the self, which are 1) Conceptualization, 2) Awareness of one's conceptions, 3)

Reflection on the self as an entity to be thought about. The notion of self is often associated with a warm sense or a profound awareness of one's own existence. Self-identity allows people to use their gifts, love their vices and create real connections (Swann et al., 2003), resulting in the rendering of conventionally successful permutations of life: at work, relationships and finally, life. Training data until October 2023 Influences from within and outside, their interplay various in a differentiated interplay weave the fabric of self-identity, hence make it a dynamic and dynamic feature of human self, unique for each.

It constitutes a common yet intricate cognitive endeavor, necessitating the presence of both an 'I' and a 'me,' with a thinking actor and an object of contemplation, which is the self. The actor must remain cognizant of their thinking process. Locke (1975) asserted unequivocally that 'I am' because I think, underscoring the significance of this awareness of thought. Self is an intricately complex phenomenon that defies easy definition; it represents one's internal portrayal of themselves. Remarkably, even identical twins, despite sharing the same upbringing and environmental conditions, may harbor disparate self-images. Self-image pertains to one's manner of thinking and perceiving, encompassing self-evaluation in terms of intrinsic worth. The ideal self-image pertains to the aspirations one seeks to attain based on their self-worth, while the perceived self-image reflects one's honest appraisal of their current self. Two prominent influences on one's self-image are personal preferences regarding relationships, occupations, and personal likes and dislikes, as well as external expectations imposed by others. How society and family perceive and evaluate an individual, guided by societal norms and family background, plays a pivotal role in shaping one's self-image.

"Self-identity is a dynamic and complex phenomenon that must be examined in the context of everyday situations and the various contexts which define one's self and are defined by others," Erickson (1968) aptly described. It is important to note that self-identity is socially and historically constructed. An individual's understanding of their self-identity is cultivated through interactions with family, friends, and participation in social organizations. Some key facets of self-identity encompass Gender, social Class sex, race, age, ethnicity etc. Self-identity can be conceptualized as a vector that charts the course determined by the 'what' and 'why' of one's actions. When one conveys their direction, they are essentially revealing the

available choices that define their self-identity. Additionally, social and cultural self-identity is intricately linked to issues of power dynamics. Self-identity serves as the response to the six fundamental questions: who, what, when, where, why, and how? It elucidates what an individual represents in the world, who stands as their representative within their social network, and how they express their self-identity. Geographical location is also a significant component of one's self-identity. The 'why' of one's self-identity binds all the cherished choices that guide their actions, and the 'when' is closely intertwined with the 'why,' signifying the timing of one's actions. Self-identity formation is often referred to as individualism, encompassing characteristics, traits, roles, social relations, and social groups that collectively define an individual's self-identity. These identities reflect one's past, indicating what they once were, what remains true to them in the present, and their aspirations for the future, towards which they strive.

The distinction between self and self-identity can sometimes appear blurred, as they are used interchangeably. Self and identity theories shed light on the fact that individuals hold a profound interest in understanding themselves and employ this self-knowledge to navigate the complexities of the world around them. These theories aim to predict the motivations behind people's actions, how they perceive themselves in relation to others, and how they interpret their own capabilities and those of others to regulate their behaviours. Language serves as a vital tool for expressing one's thoughts and emotions, ultimately becoming an integral marker of their self-identity. This study endeavours to explore these dynamics among both urban and rural college students.

Hence, language is not merely a means of expressing the thinker, or the feeler; it becomes a substantial aspect of the identity of the thinker, or the feeler. This study aims to investigate these relationships for both urban and rural college students. Well, identity-forming in a country like Pakistan revolves around a complex collection of things: cultural, social, familial, religious and experiential factors. These factors collide to influence the ways in which individuals view their identity and their position within the intricate weave of Pakistani society. The context of self-identity develops differently in each country; thus, the following discussion will also cite relevant academic sources to elucidate this construction in Pakistan specifically. Pakistan has a diverse culture consisting of many different

traditions, languages, and customs. Culture is a major component of an individual's identity. For example, the emphasis on collectivistic values, respect for elders, and acceptance of traditional gender roles play an essential role in how self-concept is framed within the cultural context (Ahmed, 2006). Pakistan is a land of faith because religion comes first here and the Muslim population is dominant. Islamic values and beliefs not only act as a gauge of behavior; they also provide a counterbalance during the process of identity development. Most Pakistanis derive their identity from their religion, which shapes their day-to-day acts, values and with whom they engage socially (Ahmad, 2012). A long-standing societal framework in Pakistan is interlinked with ingrained values and traditions, especially in terms of gender roles within families. Different tasks have been assigned to the man, while a woman complying to house chores has become the norm (Khan, 2009). The family unit, as a foundation of Pakistani society, wields a considerable impact upon individual self-identity. The values and expectations cultivated in the home environment usually play a significant role in the formation of an individual's self-concept. The self-concept is a reflection of the family in which the child is brought up, as well as the relationships and practices to which the child is exposed (Amin, 2011). Education playing a vital role in the development of self-identity in Pakistan This is because the education system and educational spaces where values are instilled have a strong impact on one's understanding of the world and oneself. Moreover, education is used as a key marker for establishing rank and self-worth (Karli et al., 2020), which amplifies the consequences of educational success and failure (Ali, 2008). Socioeconomic factors have a concrete influence on self-identity. Inequalities in resources and possibilities can greatly influence the way people see themselves and the ambitions they have. Especially economic situations have a great impact on self-esteem and the decisions people make in their lives (Khan, 2013). In the past few years, the forces of globalization have brought in new players in the game of self-identity in Pakistan. 7 Exposure to world television news channels, the internet and world trends has encouraged new thoughts and lifestyles, particularly for the youth of Pakistan (Rashid, 2015). This influences the Quran Turning movement and other local religious reforms, producing an influx of global perspectives that informs the changing nature of self-identity in Pakistan. Self-identity is an elaborate aspect of human nature, and it manifests itself through two primary processes. Though these processes are related, they each represent

different facets of how people evolve to know and make sense of themselves in the world. These two processes are:

- Self-construction
- Self-reflection

1.3.2 Self-Identity Construction

Self-construction or Identity construction as a social process that happens through interaction with people and is affected by cultural and historical contexts (Gergen, 1991). It is the process that people use to build and describe their idea of themselves. This is an ongoing process in which one has to continually weight their own experiences with the external: cultural norms, and social expectations. Self-identity construction is the process by which a person creates and defines their own sense of self — weaving together various influences and experiences over time. It poses the accusation of being a known chemical explosive that is formed through a convergence of an internal and external precipitant, influencing one's sense of self, values, and world relation without context. T Affiliation This self-identity construction is shaped by multiple factors, including, Family: From a young age family has an impact on self-identity development. These are just some of many factors through which family beliefs, culture, upbringing, and relationships affect one's sense of self. Culture: Your culture: values, beliefs, and all the standards set by society. People often associate and adapt elements of the culture they are raised in, which can shape their perspectives, behaviors, and attitudes. Personal Experiences: Life experiences, both good and bad, have a significant impact on who an individual becomes. All these accomplishments, struggles, traumas, and growth experiences create someone. Education: Education, both formal and informal, can help shape a person's self-identity by exposing them to new ideas, perspectives and ways of thinking. Education breeds critical thought and can alter perspectives and values. The Flipside: The Role of Peer Groups and Social Circles Peer groups and social circles can be important influencers. Friends, colleagues and communities all play a role in shaping one's sense of self, either confirming that one's views and ideals are valid, or questioning them. Gender Identity and Sexual Orientation Gender identity and sexual orientation are two key aspects of self-identification. Society's expectations and acceptance of various gender and sexual identities can shape how people view and express themselves. One's identity and how it is to be created in order to have a

personality. Self-reflection leads individuals to examine their values, beliefs, and personal development, increasing their self-understanding. However, outside forces such as media, advertisements, and social expectations can influence a person's self-identity as they put forth ideals and goals that a person may either seek after or reject.

1.3.3 Education in constructing one's Self-Identity

Education and formal literacy play a central role in the complex process of self-identity construction. Before we can understand how education shapes a sense of self, we must be aware that in schools (the first half, at least) of our lives, this experience dominates. Inspired by theorists like Erik Erikson, scholars have stressed the importance of schooling around the psychosocial stage of identity versus role confusion. Erikson contends that people must wrestle with questions such as “Who am I?” during adolescence, and education serves as an emergency path to explore. Therefore, it is in the classroom that young people encounter plurality of ideas, plurality of cultures, plurality of perspectives that contribute to their own identity being both unique and contextual. This process allows students to understand both their own unique attributes and their place in the larger tapestry of social life. In addition, the curriculum and educational materials themselves are a large element of self-identity. Schools are the storage of knowledge for the society, gives students the power to critically analyze the environment and digest the ethics of their community. The Brazilian educator Paulo Freire writes in his classic work, 1968 we when "Pedagogy of the Oppressed" | 1968, that an active, critical pedagogy is essential ; A pedagogy that requires students to question and engage with the material, not simply absorb it. This way, learners can explore the stories that shape their identity rather than be bound to follow someone else's narrative of who they should be. As a basic building block of formal literacy, language has immense power over self-identity, too. When borderlands people shift, their linguistic and cultural identities come together in her word (Anzaldúa, 1987). Many of these linguistic frontiers are crossed in educational environments. Education is an important determining factor of what language(s) and cultural references become part of self-identity for bilingual and multi-lingual students. Language is not just a communication tool; it is also a vehicle of cultural preservation and self-expression, which makes education a central site for language development and identity negotiation. Moreover, is where the educators play a crucial role themselves. As

facilitators for growth, teachers tend to either catalyze or inhibit the process of self-identity development among students. John Dewey (1938), argued that “for education to be effective, it must be an active and dynamic process.” By fostering inclusive and supportive environments, teachers make students feel safe to voice their opinions, challenge societal standards and explore their identities without fear of ridicule. On the other hand, educators that strongly enforce conformity or biases may stifle self-identity development and reinforce stereotypes. Educational institutions have a much more significant role than what can be confined in the walls of classrooms. Extracurriculars clubs, sports, and social groups—provide students with further opportunities for self-identity exploration. They help students uncover their interests, passions, and talents beyond what they would find in textbooks. In addition, engagement in these activities frequently allows students to meet different kinds of people and be exposed to diverse peer groups, broadening their perspective of themselves and others. The process of constructing identities, especially in relation to education and formal literacy, is a potent catalyst in the complex process of self-identity building. It is precisely where this is present in education systems and curricula that language and educators find a significant place in the way people perceive themselves in general good if it is in relation to society. It is indeed a complex relationship, one that deserving further exploration, as there is so much more to education than just knowledge, it is about fitting in a world that is incredibly diverse whilst carving out an individualistic identity, one that aligns with your true beliefs and values.

1.3.4 Self Identity or identity representation

That process, which involves exploring and reflecting upon one's own thoughts, emotions, and behaviours, is critical to self-construction. It is both a practice that enables individuals to make sense of their own experiences and a measure that helps them evaluate themselves relative to their goals and values. Self-reflection can also help people discover areas of personal development (Schön, 1983). Travelling bursts those false bubbles, where human behaviour meets identity, self representation and reflection. That is, it relates to how people behave in private and public scenarios and how that behaviour reflects on their self-image. This complex interplay of outward projection and inward analysis has come under growing scrutiny in a host of fields, from psychology and sociology to digital communication and the arts. At its

core, self-representation is about how people choose to represent themselves to others, be it through textual, visual, or performative means. It explores the needs, wants and societal pressures that push folks to present themselves a certain way. External representations can be tools used by individuals in understanding, exploring, or even possibly redefining their own identities. Self-reflection itself is your personal governance where you can explore your progress, bumps, diggings direction or what a purpose means. This term encompasses the deliberate way of presenting your character, opinions, and traits through multiple mediums and communication channels. It is a multidimensional process encompassing how we communicate with others in both verbal and nonverbal ways, as well as our actions and behaviours, all of which inform others' perceptions of us. Self-representation is a powerful way for people to articulate their self-concept and self-identity to others. It's about expressing who they are, what they value, and what they want to be. Self representation also is a form of self-assertion and self-affirmation that transcends speech. From what we have seen in the first few minutes, it seems that people who put themselves in a stream of the film have as much of an assumed identity as they have of whom they think they are, and in that sense, they assume a lot. Its relevance is evident when looking at the effects of self-representation on many aspects of life. It matters for personal branding, career development and social networking. For example, a good self representation can enhance career opportunities by impressing possible employers or business partners. In the area of social engagement, it can positively influence significant relationships and discover similar friends with other individuals with shared belief systems and interests. This is often based on who and what can give you feedback and validation. It's a vibrant, living, redefining process. People use different stylistic devices to identically roast the queen in every other appropriate context, whether in writing or orally. These techniques are meant to express who they are and how they feel and what they want. People adjust their self-presentation strategies based on the contexts in which they are situated. They change the way to talk in formal and informal way in professional and personal life. Ludwig, S., et al. (2013) showed that people also depend on diverse writing styles, choice of vocabulary, and tone in textual communication. They put together certain words and phrases to create messages that echo their character, knowledge, or feelings. In spoken language, people use tone of voice, pitch, and gestures to convey emotions, intention, and personality. They may also adapt their language to suit audience and context.

People speak with structured sentences and pro tone in their professional life. Pros use their industry lingo, keep the act formal, and exhibit their prowess and credentials. These different self-representations with language then ultimately allow individuals to navigate their unique identity, beliefs and cultural affiliation within the various complexities of both social and professional realms. Strong formal literacy skills are often presumed necessary for efficient written communication in that they enable individuals to use the appropriate language, spelling, grammar and vocabulary. Formal literacy, defined as the ability to read and write, acts as a valuable capital in legitimate self-identity presentation. Literacy gives individuals the ability to convey their ideas, feelings, and experiences in written form. Literacy is not merely a technical skill, as Paulo Freire (1970) articulated, but rather an instrument of power. It gives people sunglasses to tell their personal stories, transfer their ideals and have meaningful conversations about what their identities mean. The aims and reasons for self-representation are greatly influenced by social and cultural factors. The cultures also dictate what is considered the ideal self-presentation, and thus influence individuals' perceptions of potential selves that could be adopted (Rosenfeld & Tom Tong, 2016). For instance, in collectivist cultures, self-representation might prioritize harmony within the community and obedience to the expectations of the group (Hofstede, 1980). Doing so may cause individuals to in effect self-silence or self-sequester, so they can fit within to these group stereotypes, regardless of whether such typecasts come at the cost of cohesion or group identity at the cost of originality. Conversely, in individualistic cultures, self-presentation may focus on personal achievements and uniqueness (Triandis, 1995). Individuals living in such contexts could be compelled to portray themselves as unique and independent actors, since this behaviour is congruous with the ideals (Success, Individualism) encompassed in those cultures. For example, if we refer to Markus & Kitayama (1991), the impetus for self-representation in such cultural contexts lie in the need for self-affirmation and recognition. Additionally, social power dynamics and hierarchies can have a powerful effect on self-presentation objectives. As a response to stigma, a common practice in an unequal social environment (Goffman, 1963). Racial or ethnic minorities may use self-representation to combat negative stereotypes and affirm their rightful place in society (Steele & Aronson, 1995).

1.4 What is Language and its role in reflecting identity

Language is a complex and systematic method of human communication used to express thoughts, ideas, feelings, and information. This includes the use of sounds and words, as well as signs and symbols, and the conventional rules for combining them to form meaningful messages that can be shared, written, or expressed in other ways (e.g., sign language, visual symbols). Language is a major factor in allowing people to share their thoughts and feelings and for people to communicate with one another, helping to allow for the transmission of knowledge, cultural activities, and organisation of social activities. It is an ubiquity of human thought and culture, an inexorable tool for individual speech and a medium for carrying cultural legacies across generations. The few exceptions to this generalisation are language variation across different cultures and geographic areas (the rules tend to be more descriptive in certain countries than others), and the fact that language is a fluid, evolving system, which adds up to the moments when the language is out of date compared to its users. According to Gal (1991), how a person sees herself is heavily influenced by language. There is a deep relationship between the language spoken and the development of one's identity across cultures. The idea of self-construction is intrinsically cultural: It is rooted in practices of language, in ideologies of language, in notions of what constitutes literacy. Thus, the sense regarding an own identity is an integrated part of the context a person comes from, and the roles they play in that particular context. Language, as a very powerful tool, contributes a lot in developing and illustrating an individual perception of self. The very notion of self is obfuscated by a power dynamic within a given context, of which language is often at the center. Identity is rooted in the social world, in how they relate to and perceive you. Consider that both identity and self are fluid: they can be constructed or reconstructed through language. This is not to say that people aren't limited by what is available when they are constructing themselves in writing. These choices, while empowering, can extend their way of thinking. Students vary in their literacy, with those differences commonly associated with behavior in particular domains of life. Literacy can, in some cases, even be a component of one's identity, a marker of social status. The linguistic resources available to learners are strongly determined by their social position.

1.5 Notable Self-Representation Examples

- Malala Yousafzai, the Pakistani education activist, offers a compelling example of self-representation through her advocacy for girls' education. In her autobiography, "I Am Malala," she candidly narrates her experiences growing up in Pakistan's Swat Valley and the challenges she faced due to her outspoken advocacy for girls' education (Yousafzai & Lamb, 2013). Through her book and public speeches, she has skillfully represented herself as a global advocate for education and women's rights, amplifying her message on an international scale.
- Beyoncé's visual album, "Lemonade," released in 2016, is a multifaceted example of self-representation through art. Through powerful visual storytelling and lyrics, Beyoncé reflects on her identity, experiences, and relationships. The album serves as a platform for her to share her personal journey and embrace her cultural heritage (Parks, 2016). It showcases her ability to convey her inner thoughts and emotions through creative self-representation.
- Nelson Mandela, the former South African president and anti-apartheid revolutionary, provides an exemplary case of self-representation through resilience and leadership. During his 27 years of imprisonment, Mandela's dignified and unwavering commitment to his beliefs symbolized his self-representation as a symbol of hope and reconciliation (Mandela, 1995). His speeches and actions upon his release further emphasized his dedication to unity and equality.
- Frida Kahlo, the renowned Mexican artist, used her self-portraits as a means of self-representation and reflection. Her paintings, such as "The Two Fridas," often explored themes of identity, pain, and duality (Kahlo, 1939). Kahlo's art allowed her to express her physical and emotional struggles while presenting herself as a powerful and complex individual.

These examples and case studies demonstrate how individuals and groups have employed various forms of self-representation, from personal narratives and art to social movements, to convey their identities, beliefs, and experiences while avoiding plagiarism through proper citation of sources.

1.6 Formal Literacy and Self

Formal Literacy and Self The acquiring of reading skills is widely considered a developmental milestone for both the individual and society and a gateway to greater understanding (Gee, 2000), life and work opportunities. One aspect of how formal literacy is implicated in the self-construction process involves the development of language skills. Literacy opens the door to a wider variety of thoughts and views: if it helps people gain a richer understanding of themselves and the world, they can start to understand who they are in it. "Strong reading skills enable people to think critically and reflect upon who they are, which is essential for developing a healthy sense of self," (Langer & Applebee, 1987). Giving people the means to express their thoughts and feelings in writing could encourage people to think more about how their actions impact others. According to Moon (1999), by writing down those events and feelings, individuals can better comprehend and clear the aspects of their experiences. This process of self-expression and evaluation can swing to be very helpful for those of you who may have a tendency to struggle with expressing yourself verbally (Barton, Hamilton, 2000). Reflection and self-construction are strongly influenced by formal literacy. Literacy has helped language development which have expanded the knowledge by a person about oneself and the surroundings. Write, Start, Find, Entry, Yourself, At the same time, being able to communicate in writing may help you reflect on and develop yourself. I can look at their written text and analyze their gender identity through the language and subject of their text. So through this you could get a glimpse of their experiment, beliefs, values, and what they think of about themselves. The words each person chooses in their written statements show their character. Personality & relatability Differences in vocabulary or tone or style of language can signal cultural associations, education level, or individual taste. For instance, someone speaking with highly formal language might be attempting to express a professional or academic persona, while someone speaking with informal language might be trying to express a more relaxed or personal persona. Written texts are often baselines of self-representation. Narratives provide glimpses of one's journey and identity formation as individuals communicate their lived experiences and relationships through the telling of personal stories, time, and observation. Analyzing these narratives may help uncover both the storyteller's self-perception and how they wish

to be seen by others. Through education, students learn to communicate professionally, both orally and in writing. Becoming a better communicator can help them present themselves in their writing more accurately and persuasively. Education encourages critical thought and questioning of their own beliefs and opinions. This critical awareness of self can shape the content and form of their written texts as they turn to more authentic and considered self-revelation. Those in lower economic brackets may also have less or different educational opportunities, with fewer opportunities to develop the skills needed for effective self-representation via writing comms. Limited access to formal education may prevent them from explaining themselves well, thinking critically, or having access to tools that could help them represent themselves better. Examples of typical exposure to a diverse range of viewpoints and ideas may help interpret the simplest of education. Economic disparities can restrict access to such events. In the absence of exposure in everyday life, your ideology and cultural context can constrain your written text self-representation. Extracurricular activities such as writing clubs, debate teams or creative writing workshops, can help students refine their writing and self-presentation skills. Economic inequities can jeopardize these kinds of activities, resulting in fewer opportunities to explore interests and develop skills.

1.7 Stratification of Educational Institutes

There are several methods to divide or stratify educational institutions depending on their economic resources, with one of the most important divisions being between government-funded (public) and non-government-funded (private) educational institutions. This split typically leads to discrepancies in terms of finance, infrastructure, quality of education, and access to resources. "Public educational institutions, also known as government-funded schools or universities, are institutions that receive the majority of their financial support from public funds, such as taxation or government allocations" Marginson, S. (2018). "Private educational institutions encompass a diverse range of schools and universities that are funded through tuition fees, endowments, and donations. While some may receive limited government support, they largely operate independently of government influence" (Jones, 2019). Financial constraints may generate resource constraints in government educational institutions. This can have an impact on the availability of resources such as textbooks, laboratory equipment, and technology,

potentially affecting educational quality. Private/non-government educational schools frequently boast about their superior resources. They can afford advanced facilities, cutting-edge technology, lower class sizes, and faculty with specialized knowledge.

The accessibility of these institutions is partly reflected in lower tuition fees compared to their non-government counterparts. Private Educational bodies tend to claim that they can provide better education for more money. Tuition costs can be a hindrance to some students' attendance at these institutions. Public and private institutes. These are mostly funded by taxpayer money or government budgets. Government allocations tend to fluctuate depending on the administration in power and its economic and political interests. There exist more programs funded by different funding channels like tuition, endowments, donations, and in some instances, government grants or subsidies. They are given a good budget but are mettle tested by the government policies and overall economy in the country. At times there might not be enough resources, such as at the curriculum, laboratories, and technology. Additional resources may be uncovered through tuition payments and donations. They can usually provide more luxurious surroundings, sophisticated technology, smaller student/teacher ratios and a greater degree of one-on-one support. The actual quality of education in government funded educational institutions may vary quite a lot based on the count of the country, region and institution. Whether schools offer quality of education or not varies greatly, as some options are presented with challenging and overcrowded classrooms with outdated materials. Non-Government organizations often promote their ability to provide an increased quality of education. They may have more specialized programs, a more experienced staff and lower student-to-faculty ratios.

So, it is essential to address how educational institutions are segregated due to economic resources (government and non-government means) as it creates a significant impact on the educational spheres. These divisions contribute to inequities in access, quality, and opportunity for students, which can ultimately limit socioeconomic mobility and educational attainment. These challenges are common for policymakers as they try to expand equity and improve educational systems.

1.8 Formal Literacy Variations in Public and Private Schools

In Pakistan, there is a wide gap in terms of formal literacy between public and private schools. Government schools are trained mainly on a focus of learning through memorization and rote of facts to the learner. This leaves the student in the capacity of reproducing the same back to the teacher while they have grasp and grounding of the learning principle. This kind of approach does not encourage critical thinking, problem-solving or creativity for learners. Government schools are also underfinanced and lack exposure to new ways, which further produces inefficient formal education. The teachers in government schools are also not knowledgeable in modern pedagogy. This is also due to the lack of resources which makes them not to be equipped with the latest teaching and learning resources. The GDP rate of education also aids in the fact that most government schools are equipped with the lowest in the GDP basket. Non-government schools are also characterized by a high degree of formal education. Non-government schools are trained to produce students who think critically and creatively. The teacher in this place also has a high coefficient of training and exposure to modern teaching and learning methods. Non-government schools are run by private companies or individuals. These schools are regarded as the best in the country. They offer the best formal education as they avail quality resources to accompany learning. The schools have the best facilities and resources whose quality is derived from the fact that the schools are run by private individuals or entities. These facilities are accompanied by private individuals or institutions. Nevertheless, non-government schools are expensive compared to the government schools. Learners from a low-class family cannot afford education in this school. They have a small education policy. For this reason, they have the best teacher students' ratio. This makes the learner experience individualized learning which is the inverse concerning the government schools. The form of language used in the non-government schools is also different from government schools. Modern formal literacy in Pakistan is conducted using English which is considered the language of global communication and is taught in non-government schools.

The students' academic performance is frequently influenced by this linguistic barrier. Even though government schools offer almost free education to learners from low-income families, the quality of that education is frequently subpar

because of insufficient financing, a shortage of qualified teachers, and outmoded teaching strategies. Nevertheless, students from low-income households sometimes need help to attend non-government schools because of their high tuition costs, even though they offer a superior level of education. The variations in formal literacy between public and private schools are also significantly influenced by the language of instruction. The government must concentrate on enhancing instruction in government schools and expanding educational opportunities for all learners if they hope to increase literacy rates and give them access to a high-quality education.

The present research examines the investigation of constructed Identity and representation of Identity through the language used by 5th and 8th class students from non-government and governmental schools in Multan, A District of Punjab, Pakistan, with in their written Discourse to describe themselves. The concept of self in this study refers to how the students perceive others and reveals how they perceive themselves. The present study aims to ascertain how the students, as mentioned earlier of 5th and 8th class belonging to a certain age and belonging to different backgrounds, develop and represent themselves through their written Discourse. It explains how language aids students in non-government and government schools of Multan, A district of Punjab, Pakistan in expressing their identities and how various factors of formal literacy construction of the self among learners. It also explains how the language used in written Discourse reflects the learners' identities. The research aims to determine how the students perceive, construct, and represent themselves with the help of formal literacy. It uncovers how language shapes students' identities both consciously and unconsciously and how formal literacy shapes different diversities and complexity in students' minds. So, the present research attempts to explore "How identities go through construction and representation by conducting a critical social analysis of the student's written discourse."

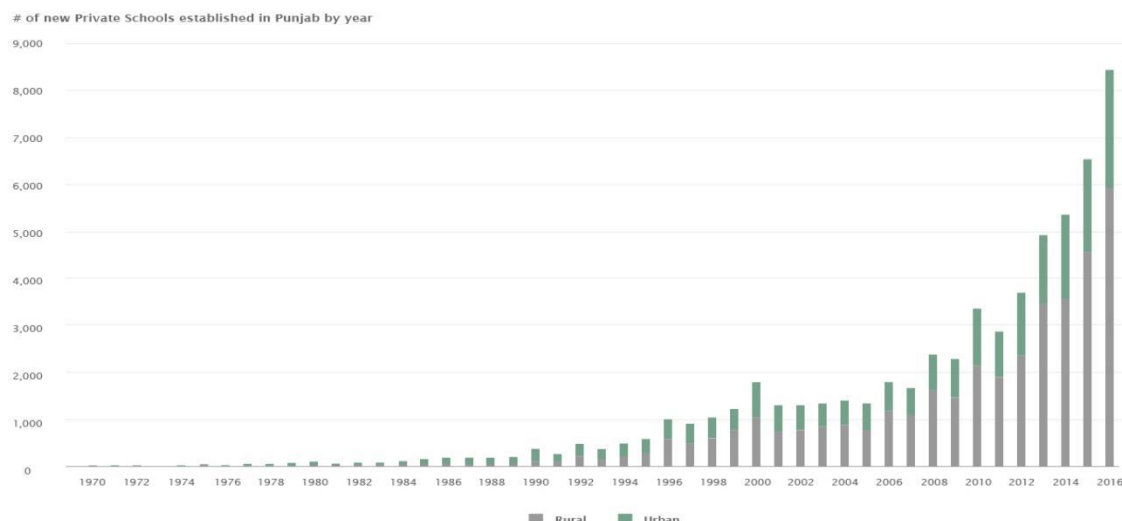
One person's language has a significant impact on how they construct their sense of self. According to Gal (1991), a person's language use and the emergence of their sense of self are closely related. A phenomenon that is tightly entwined is the construction of one's self and culture. The construction of one's self and culture has a close relationship; it is a closely bound phenomenon. The person's use of language shapes the ideas related to language, and one's sense of self depends on the

surroundings and circumstances of their upbringing. Social interaction also contributes significantly to one's sense of self-worth. As a result, the current research explores and understands how people develop and represent themselves through written speech. Therefore, the research is providing a brief discussion on formal literacy and its function in the development of the self and the creation of an identity. The researcher will go with Critical Social Analysis study methodology to examine the written Discourse in essays that school children will write that will be descriptive in nature. The language used by the randomly selected participants will be examined to comprehend the idea of self and self-construction. The significance of formal literacy and the influence of socialization on self-construction may be highlighted by this study.

1.9 Ratio of Schools

The ratio of elite (non-government) schools in Pakistan is relatively low, according to the most recent data and report of, "The Express Tribune in 2020: the ratio of elite schools in Pakistan is at only 10% of the country's student population is enrolled in private/non-government schools, generally considered more privileged schools." In Pakistan, about 33% of students are enrolled in privately funded non-government schools in total. Out of these, 45% attend private non-government schools, while 25% attend state-run educational government institutions in urban areas and also receive private tutoring at an additional cost. (The Express Tribune, November 8th, 2022). According to the report of the same survey: There are notable discrepancies in academic success between kids enrolling in state-run educational government schools and those attending non-government schools. In government schools, the student-teacher ratio can reach 92:1, which has been demonstrated to have a detrimental effect on student learning results. Contrarily, non-government school learners often perform better academically, as seen by consistently higher results. (The Express Tribune)

Elite schools in Pakistan are non-government institutions that provide education to children from wealthy households who can pay their tuition with a high-quality education, World Bank (2012-2016). These institutions, frequently found in cities, mark social position and affluence. In the last 25 years, private school ratio has increased three folds as shown in the graph below:



Annual Report 2020: Monitoring and Evaluation of Education Programs. Ministry of Education, Government of [Pakistan].

According to a 2008 study by LEAPS (Learning and Educational Achievements in Pakistan Schools), a significant number of Punjab's private schools have low tuition rates. In particular, 40% of the surveyed schools charged monthly fees of less than PKR 400, 34% of them between PKR 400 and 600, 15% of them between PKR 600 and 800, and just 11% of them charged monthly fees of over PKR 800. Most private schools in Punjab are reasonably priced and able to accommodate a variety of learners. Contrary to that, the academic fee schedule of elite schools from 2022-2023 shows that their fees range from PKR 24,000 – PKR 80,000 per month. The exact ratio of fees between elite (non-government schools) and government schools can vary that depends on the specific schools and their location. However, generally, the fees of elite schools in Pakistan are much higher than those of government schools, which makes them less accessible to many families. It is evident that private schools in Pakistan are not only for affluent students; there is a variety of private schools which provides education to learners belonging to different backgrounds depending upon their social status. These not only provide access to education but also tend to perform better academically than other government schools. It is said that over the previous 12 years, less than 3% of the GDP of Pakistan had been spent on education. As a result, the study claimed, government sector schools were unable to guarantee the delivery of high-quality instruction as compared to non-government schools. (The Express Tribune, November 8th, 2022). The notion that private schools are exclusively for the elite in

Pakistan is incorrect. According to Learning and Educational Achievements in Pakistan Schools (LEAPS) and ASER, approximately 42% of the 47.5 million school-going children in Pakistan attend private schools, and around 38% of the 317,323 schools in the country are privately owned. Non-government schools, commonly referred to as private schools, make up a large number of educational institutions in Pakistan. These institutions might range in pricing and quality, and they are not always elite. The previous study estimates that 37% of secondary schools and nearly 55% of all primary schools in Pakistan are non-governmental schools.

Every person has a fundamental right to literacy, which is a critical component of education. In Pakistan, the government's initiatives to increase access to education have resulted in a marked improvement in literacy rates over time. However, there are still considerable differences in literacy rates between various geographical and social groups. Public and private schools offer different levels of education quality, particularly regarding formal literacy.

1.10 Statement of the problem

Self is an important aspect of human identity that is deeply influenced by a variety of ongoing processes and external influences within an individual's environment. The present scholarly research seeks to delve into the complex processes of self-construction and its representation among 5th and 8th grade students studying at both public and private educational institutions in Multan, a District of Punjab, Pakistan. The current study examines the interdependent relationship between formal literacy and self-construction. It will analyze ways in which literacy practices may support or hinder students' identity through their thoughts. The present research is a descriptive investigation about how formal literacy practices resonate with and affect a student's sense of self and identity. To accomplish this, it will allude to written discourse analysis as a methodological approach. This will enable a descriptive analysis of the students' written discourse, offering insights into the multifaceted ways in which literacy practices can both enable and inhibit the construction of self in their cognitive landscape. The study aims to shed some light on the combination of these students' institutional backgrounds and the formal literacy practices they constitute. The study intends to expose the numerous differences that

may occur in terms of literacy application and proficiency among students by explaining how institutional environments shape and influence the development and use of literacy skills. It aims to provide an advanced knowledge of the numerous dynamics underlying the interaction between formal literacy, self-construction, and the sociocultural surroundings in which these processes occur.

1.11 Research Objectives

The present research has the following research objectives:

- To ascertain how learners in the 5th and 8th grade of Public and private schools of Multan, A district of Punjab, Pakistan employ discursive strategies to create their identities
- To find out the differences in formal literacy in learners, belonging to different institutional backgrounds: Public and private schools of Multan, District of Punjab Pakistan.

1.12 Research Questions

The present research aims to determine how formal literacy affects one; it constructs and represents oneself and one's Identity in Written Discourse.

1.12.1 Main Question

- How is "Self" constructed and represented discursively through the written Discourse of students from public and private school systems at the primary (5th) and middle (8th) level in Multan, a district of Punjab, Pakistan?

1.12.2 Sub-questions

- How do the students of the government school systems vary from the students of the non-government schools of Multan, a district of Punjab, Pakistan at the primary (5th) and middle (8th) level in the construction and representation of "Self"?
- How do students on both sides show cohesiveness among each other within same institutional background regarding the construction and representation of their self?

1.13 Rationale for the Research

The present research is based on the idea that humans are not fundamentally fixed beings, but rather shape their identities through language, history, and culture. As a result, people change in accordance with their desired circumstances and judgments. Different cultural and socioeconomic groups have different explanatory theories and goals, which are visible in their everyday language usage in both speech and writing, influencing their sense of self. The purpose of this research is to look into how learners express their identities through language, as well as how they portray and develop their self-image in conversation. It also aims to investigate links between learner's education and literacy and their self-presentation and identity construction. It also investigates the formal literacy opportunities available to learners in different educational institutes belonging to different systems (Gov. and Non-Go.) and if formal literacy has a role in promoting their social transformation. Finally, the study looks into whether literacy and higher education help students to have a better self-image and sense of their identity.

1.14 Significance of study

An essential ability for both individual and societal growth in the modern period is literacy. The ability to read and write is not only an essential part of school but is also necessary for involvement in society and the growth of person as individual. The significance of the present research lies in its understanding of relationship between self -identity and formal literacy. It will emphasize the impact of formal literacy on learners by adopting a critical social analysis perspective which will help to understand how social settings impact one's ability to read, write and reflect their thoughts and ideas because social and economic factors influence literacy practices, which are not neutral. So, a critical social analysis approach will help find the hidden power dynamics and disparities in the literacy practices of learners.

It is claimed that the students attending non-government schools have more enhanced reading skills, their use of vocabulary is better, and the structure of sentences used by them is very well connected to their thoughts, so the present research will try to analyze whether these facts are existing in reality in society or whether they are only myth-based concepts constructed by the people. This social

justice issue would be addressed and will give suggestions to promote inclusive education. The derivation of positive changes in Pakistani Educational system and policy making institutions will happen through promoting equality in formal literacy practices by empowering the students of both Gov. and Non-Gov. schools.

1.15 Research Gap

The present study will be different from earlier ones because it will be conducted in Multan, A district of Punjab, Pakistan, and data will be gathered not only from a specific class or learners belonging to a specific background. There would be variety in the population of the sample. It is distinctive because it is a critical social analysis of the 5th and 8th grade students' essays belonging to public and private schools of Multan, A District of Punjab, Pakistan. In contrast to earlier works on Identity and self, the present study will focus on formal literacy and the aspects of language used in formal literacy by different schools (government and non-government) of Multan, A district of Punjab, Pakistan for the construction and representation of one's self. The "Time" span of present research distinguishes it from earlier works it will be the year 2023. An amended model used for the present research will make it different because it will have a combination of models: Roman Jakobson's (Functions of Language), Fairclough's (Model of Discourse), and Sociocultural theory by Lev. Vygosty.

1.16 Research Framework

The examination of identity development is not a new pursuit. Given the many elements of literacy, which is a multidimensional term, this study focuses on formal literacy particularly. Individuals' socialization is heavily influenced by formal literacy, with a special emphasis on their level of awareness and socialization. The creation of identities has received a great deal of study in a variety of academic domains. This research, in particular, delves into the construction of one's self-identity through the medium of language within the school students of Multan, A District of Punjab, Pakistan. The way students define themselves and the foundations upon which they establish their sense of self are fundamental aspects of their lives. Consequently, self-construction holds paramount importance for individuals, as it can pave the way for their future development.

The present research is qualitative and it focuses on language-expressed behavior and attitudes. This study's data is gathered from essays produced by 5th and 8th grade students from both public and private schools. Using an extended amended model, a critical social analysis will be employed to study the construction and representation of self-identity. The analysis will encompass various linguistic levels, explore the different functions of language, as well as discern the socio-cultural influences evident in the written essays. The research findings aim to provide insights into the construction and representation of self-identity among students of diverse ages, social classes, formal literacy levels, and backgrounds and also explores the differences and similarities among the students belonging to different institutional backgrounds varying on the basis of their economic circumstances and difference in formal literacy practices. It will aim to explore that either the gender identity of students carries any influence from the kind of formal literacy practices they are provided with.

1.17 Delimitation

The present research's primary focus is on 80 students from 5th and 8th grade from public and private schools respectively, (Government: High School Bosan Uttar & Private school: Beacon House Newlands Multan), one of which is in an urban area and one of which is in a rural area of the Multan, A district of Punjab, Pakistan. The data will be in the form of written essays in which the students will be describing themselves. The study will be restricted to the self-description portion using data collected from willing participants. It will examine the students' writing communication; it will not take- into account their non-verbal communication, such as their body language and facial emotions.

1.18 Research Structure

The present study is structured into five chapters, each leading smoothly into the next and supporting the details of the previous section.

Chapter One initiates the study by introducing Formal Literacy, Self-Identity, the intersection of Formal Literacy and Self-Identity construction and its representation through language. This chapter includes describing the statement of the problem, research objectives, research questions, research gap, the significance of the study, research Framework and Delimitation of study.

Chapter Two, titled "Literature Review," provides a comprehensive review of the main works previously done regarding Formal Literacy, Self-construction and Representation. The literature review is divided into different sections to cover various perspectives. This chapter includes the operational terms regarding present research.

Chapter three focuses on the methodological aspect of the present study. It provides a concise overview of the research methodology, data collection tools, sampling techniques used, definitions of analytical instruments, and the operational framework, including modifications made to the data analysis model.

Chapter 4 is dedicated to the examination of the data gathered for the present study which will be in form of written essays by 80 students, including a comprehensive breakdown of the data into thematic categories.

In Chapter 5, the research offers conclusions drawn from our research findings and provide recommendations for future researchers in the field

CHAPTER 2

LITERATURE REVIEW

Primarily in the context of schools, the relationship between formal literacy and self -autonomy is complex and multidimensional phenomenon. The present review of the literature attempts to critically examine the body of knowledge that exists regarding research topic, with a focus on written discourse between public and private schools. By exploring the intersections between formal literacy and self, the researcher can gain insights into the socio-cultural implications of literacy practices and their influence on student's self-construction and representation within educational environments. The present research explores the social effects of literacy practices and emphasizes how written communication reflects identity, power relationships, and social hierarchies

Formal literacy is expected to have an important effect on: "How students' cognitive and linguistic skills develop." Every educational system must have it as a foundational element. Formal literacy studies have identified the significance of written discourse and its function in students' cognitive development. The following section focuses on an in-depth examination of most closely related research work that is relevant to the present research because the researcher wasn't able to take into account all of previous studies.

2.1 Works Already Done

The Present research attempts to critically as well as logically look at the previous works, which are as follows:

Sylvia S and Michael C (1978). Various claims were made on the relationship between cognitive development and educational attainment. Their study of the Vai of Liberia, a community that constructed a syllabic style of writing to reflect their language offered an opportunity to inquire about the pros and cons of literacy independently of the effects of attending school. Both of them questioned some of the generalizations made about the effects of literacy based on their observations of unschooled yet literate persons. They claimed that different reading and writing skills that developed resulted in significant improvements in cognitive abilities. Labov, W.

(1981) a sociolinguistic master of Variation Studies: of language use (dialects & variations) and identity in society and status: Labovian Sociolinguistic Variation Studies The Interaction of Variation & Local Normalized Speech & Behavior – That is, the dialect one speaks, when studied against a group whom feels they identify with, reveals many social characteristics. It showed how people adjust their language to their social identities. To gain insight into the complex architecture of linguistic variety within New York's diverse neighborhoods, Labov began conducting systematic research. A theme reflecting his significant work in sociolinguistics, the study of how social factors affect the variety and use of language. New York City, with its intricate fabric of neighborhoods and economic diversity, offers a rich canvas for this inquiry. He found that people of different social classes carried socially significant patterns of the application of language, particularly concerning dialect and pronunciation. Labov found that people with higher social status tended to pronounce the post-vocalic 'r' (the 'r' sound that follows a vowel, as in 'far', 'car', etc) more distinctly than people from lower social classes. In order to collect data for study Labov utilized a set of quantitative and qualitative methods, including sociolinguistic interviews. He interviewed people from a variety of socioeconomic classes and sought to distill certain linguistic variables and establish how they were used differently by different groups. His in-depth examination of these interviews and use of statistical methods revealed patterns of variance that closely mapped onto social identity. Findings showed the speakers, and especially those from lower socioeconomic categories, were acutely aware of the linguistic stigma attached to their speaking styles. But they showed something known as "style-shifting." This meant actively modifying how they spoke in order to align themselves with the linguistic patterns found in higher social orders in specific academic, professional or privilege context, notably during job interviews and official events. Labov's findings had wide-ranging implications. It underscored the way that language and identity are intertwined in society, calling into question the notion that language was a neutral conduit of communication. Instead, it showed how language was a fluid medium through which people communicated their social ties and aspirations. Moreover, Labov's discoveries helped shed light on how language stigma and insecurity can underlie systemic inequities in the society. Shotter et al. (1989), in their work "Texts of Identity," try to find how an individual's Identity is constructed, reflected, and determined. Its idea is that people acquire identities through the ways they are

included and given participation in others or their Discourse. The subject of exploration in their work said that the "Text" because it is the primary medium through which an identity of a person is created. Identity is not only dependent on the language, but it is also dependent on the texts produced by a person in his/her Discourse, as verbal and textual Discourse are interdependent upon each other, and it establishes a form of communication. Culturally based texts after study analyzed that they permit and limit the inhabitants for the creation of their self.

Berzonsky, M. D. (1990) presented a model of development of identity that points out variations among individuals in the ways that self-relevant knowledge and experiences are interpreted and represented. According to him, social-cognitive strategies towards problem-solving and personal decision-making created an impact the way self-relevant occurrences and knowledge are encoded, analyzed and represented, these individual variations in processing style have an impact on how one's self-identity develops over the course of a lifetime. His framework also took into account intra-individual variation in the use of strategies across different identity types of content. Tannen, D. (1991) is a well-known sociolinguist who did significant studies on language and gender. "You Just Don't Understand: Women and Men in Conversation," her groundbreaking book, examined the way gender effects methods of communication and language use in daily conversations. Tannen's research based on substantial observation and qualitative analysis, sheds insight on the intricacies of gendered interactions. Her work focuses on the cultural underpinnings of these differences and raises awareness of the need for enhanced gender-based communication in both personal and professional relationships along with marking language as major tool for representing one's identity and their personality.

Miller, P. J. (1994). explored the impact of language use on the ethnic identity of migrants through his work *Narrative practices: Their role in socialization and self-construction*. He goes through a lot of work about how language use affects immigrants' sense of ethnic identity with the goal to provide an in-depth examination of Spanish mothers' experiences regarding their interactions with their English-born children, in both the Spanish and the English languages. Miller focused on their experiences by conducting semi-structured interview of Spanish mothers having interethnic residence in Britain. The method used for the analysis was interpretative phenomenological analysis. The analysis explored a transformative identity changing

process by analyzing the transcripts. The participants' evolving ethnic identities between their host and ancestral cultures are influenced by the way they speak to their kids. The participants' passionate desire to maintain their identity as "Spanish mothers" was the key component of the entire process. It was considered only by teaching Spanish mothers' their native language and conversing with them in native language will help to achieve this purpose. This methodology was implemented by conversing with them in their ancestral language. Gee, J. P. (2000), primarily discussed theoretical frameworks and ideas associated to identity and learning in "Identity as an Analytic Lens for Research in Education" and examined the way individuals from varied origins engage in learning and develop their identities through participation in a range of activities and communities. Gee's research frequently used qualitative methods, case studies, and ethnographic research in his work, that allows him to fully explore the complexity of identity, language use, and learning in a range of cultural circumstances. His work "The Social Mind: Language, Ideology, and Social Practice" was published in 1992, carried a collection of essays. Gee used a range of qualitative research techniques in order to illustrate his theoretical and methodological opinions; he provided in-depth investigations and found interconnected themes thorough evaluations of several conditions where language and identity intersect. According to his claim, languages and social environments interact to create complex identities. Gee highlighted the importance is to acknowledge students' identities as dynamic, changing factors that affect their educational experiences. Educational research can offer more information into how students participate in learning, move through educational contexts, and develop a sense of identity within larger social structures by using an identity-focused lens.

Susan Blau (2003) examined the characteristics of high readers and their reading skills to approach good reading in her work "Performative Literacy: The Habits of Thought of Highly Literate Readers." To inspire learners to read as a habit over a lifetime, she also highlights creating an atmosphere for reading in classrooms and schools. A psychology theory known as the social identity theory of intergroup behavior was used to provide insights into how humans form a perception of identity and self-esteem through their group connections, and how these group associations could correlate to their acts, thoughts, and interactions with the world. This theory explained the crucial role that education has to play in the construct of social identity

and group allegiances, and therefore how much influence it can exert on a person's personality and behavior. Many studies have been done on training to be used as a tool for socializing identity and group linkages. Studying following Tajfel, H., and Turner, J. C. social identity theory, Geoffrey Walford and Clyde Chitty conducted a study called *Schooling and the Construction of Identity in the Plural Society*. They studied the role of education in developing social identity within the context of a multicultural society in which individuals identify with a wide range of cultural and ethnic groups. They examined how schools can help or hold back children from diverse backgrounds in forming a common social identity. Researchers conducted a qualitative study including interviews with students, instructors, and parents from diverse ethnic and cultural backgrounds. They also observed classroom interactions and reviewed school policies and practices. He, in collaboration with a fellow influential sociologist, Pierre Bourdieu and developed one of his most important finding and concepts named as "Cultural Capital" supported by observational studies, experimental research and comprehensive surveys. He used large-scale data gathering and statistical analysis, producing some strong evidence for the role of Cultural Capital in determining life chances and society mobility. His studies showed that differences in educational arrangement resulted in differences in financial life, but also differences in social networks and relationships. The study discovered that educational institutions have a considerable impact on learner's social identities and group connections. Inclusion and portrayal of other cultures and histories in the curriculum had a substantial impact on students' views regarding both their own and other people's identities. Students at schools with different opinions likely to have a more inclusive social identity. The attitudes and actions of teachers among children from various backgrounds were extremely important. Positive intergroup contacts and the formation of a more inclusive social identity were facilitated by supportive and inclusive teachers. The experiences of children and the formation of their social identities were impacted by school regulations including anti-bullying initiatives and diversity programs.

Goldthorpe, J. H. (2007). a well-known British sociologist who has made significant contributions to sociology, particularly in the fields of social stratification and mobility. His study, known as the Goldthorpe class schema, has had a significant impact on our knowledge of social classes and inequality in society. ShaistaNaz et al.

(2008) aimed to assess the effects of the adult literacy program launched by the National Commission for Human Development (NCHD) on the lives of women in rural areas of Islamabad Capital Territory (ICT), Pakistan. Data was collected from 164 women using a questionnaire through face-to-face interviews. The study found that the program had positive effects on the women's lives, particularly in family life, socio-economic/trade activities, and community development. The study recommends replicating such programs in other areas of the country with low female literacy rates and expanding the curricula and in-depth studies to achieve better results.

Marcia, J. E. (2009) in "Education, Identity, and iClass: From Education to Psychosocial Development" analyzed the multifunctional relationships between education, identity formation, and the effects of technology, particularly I Class, on social growth. The study explores how education has evolved in the digital era along with how it affects student's identity construction. James E. Marcia started off by highlighting the vital role that education plays in establishing a person's identity. He highlighted that the educational experience stretches beyond just the acquisition of information and offers students a platform for exploring their individual self-concept and personal values. During adolescence, significant for identity exploration, education provided a context for psychosocial growth in Marcia's perspectives. Marcia explained the idea of "IClass" as the introduction of technology, in this case, digital tools and online resources into the educational process. Marcia explained how IClass transformed the educational landscape by making material and interactive instruction available to students suddenly for the first time possible. He did note, however, that opportunities and challenges related to identity development accompany this transitional phase. One of Marcia's key findings was that technology, iClass included, facilitates exploration of identity. Students can use the Internet to get insight into lifestyles, interests and cultures that can inform more nuanced and sophisticated identities. This finding bolstered the idea that experiencing a range of things could help people build a bigger picture of themselves. Marcia would also have highlighted the need that virtual communities, and in turn online activities, play in feeding into identity formation. Through iClass, students engaged in collaborative learning, shared ideas and made connections with peers from all backgrounds, he said. These contacts contributed to social identity formation, as individuals identify with specific communities or groups with shared values or interests. Marcia also

expressed concern about potential negative ramifications of iClass on identity development. He contends that too much screen time and online activity can inhibit the development of a cohesive sense of self, and bring a sense of dissociation from reality. Moreover, the privacy available in online contexts may facilitate identity exploration and even lead to identity crises. In essence, he advocates for a balanced, technology-influenced form of schooling while also placing importance on the nurturing of the children's whole sense of identity. Hanoch Flum and Avi Kaplan (2012) Hanoch Flum and Avi Kaplan provide a multifaceted approach to identity formation within educational contexts. Flum and Kaplan adopted broad approach to the topic, considering not only theoretical perspectives, but also empirical research. Their study addressed the process of identity development, focusing on the dynamic interaction between personal experiences and the environment. Their work emphasized the importance of recognizing identity as an involved relationship between individual growth and the impacts of the educational setting. Sociocultural perspectives and Eriksonian psychosocial theory served as the foundation for this viewpoint. They examined the role those educational contexts provided as facilitating setting for the co-construction of identity and knowledge by looking at diverse educational contexts they highlighted how developing an identity occurs in parallel with cognitive and social development. They also emphasized how essential it is to recognize the wide range of experiences that students contribute to the classroom, which in response forms their changing identities. In order to address the disparity between theoretical viewpoints and real-world applications in the domain of identity development, the authors further endorse a contextualized and holistic approach to analyze identity in education. They examined how peer interactions, educational policies, socio-cultural influences, and teaching strategies impacted students' sense of self. They reviewed case studies, analyzed the available literature, and made conclusions from empirical study. They highlighted that learning involves managing the problems and changes related to one's identity as well as acquiring knowledge. They claimed that there is reciprocal relationship between personal identity and educational experiences. Matthews, J. S. Banerjee, M and Lauermann, F. (2014) claimed that development and education of adolescents, identity is frequently examined as a motivational construct. Different elements of identification, such as a set of internal values vs exterior observations of social affiliation, may, however, have different relationships with motivation. This research investigated whether self-

regulated learning (SRL) connects two independent dimensions of academic identity (i.e., value and belonging) and mastery orientation employing a sample of 600 African American and Latino adolescents (43% female; mean age = 13.9). In addition, this study investigated whether self-confidence influences SRL's mediation function between identity and mastery. Results indicate that SRL and academic self-efficacy are significantly linked. The relationship between belonging and mastery was primarily accomplished through self-regulated learning, particularly for students with poor efficacy.

Rivas-Drake et al. (2014) following an in-depth examination highlighted five essential aspects of identity: exploration, resolution, centrality, positive affect, and public respect. (Identity During Adolescence and Into Young Adulthood: An Integrated Conceptualization February 2014). This work exploration involves collecting knowledge and communicating with individuals of the same race. Making recognition of a person's identity through resolution is a process that is correlated with a higher level of interest to study. The researchers found that it improves self-esteem, increases enthusiasm in education, reduces depression symptoms which is interdependent to positive behavior, academic motivation and peer acceptance. A positive impact, which is linked to self-esteem, social behavior, and involvement in school, displays feelings of assurance and inclusion. Public respect is linked to how individuals see one's group, school acceptance, academic achievement, and grades. Overall, psychological well-being and mental health are regularly and strongly associated with ethnic-racial identity, especially among Black and Latino kids. Additionally, it has some influence on Black, Latino, and Asian students' academic results. In addition, it was discovered that parents' ethnic-racial identification has a positive impact on young children's initial abilities and socioemotional development. Women who internalize positive identification attitudes had children who were more socially competent. These results illustrated that identity plays an impacting role in children's growth and wellbeing, emphasizing the value of encouraging a positive sense in both personal and parental contexts.

Cho, S., Crenshaw, K. W., & McCall, L. (2013) presented the idea of intersectionality, which focuses on how different parts of a person's identity, such as race, gender, and education, overlap and impact one another. These interactions may influence an individual's experiences and social status in a unique way. She

investigated incidents in which Black women encountered educational discrimination. Intersectionality used by her in educational settings to demonstrate how elements such as ethnicity, gender, and socioeconomic background impact educational achievement. According to research, Black girls, for endure inequities in school punishment and are frequently subjected to stereotypes that impede their academic progress.

Eckert, P. (2014) work "Adolescent Socialization in a Bilingual Community" is a fundamental study in sociolinguistics, providing important insights into the complex interaction between language, identity, and socialization, especially for adolescents in multilingual societies. Eckert studied the lessons learnt by adolescents about relationships during social negotiation through variety of languages and usage that are closely tied to identity formation. She addresses two major themes: that of language variety and the shaping of social groupings in a multilingual setting. Her research methodology included a mixture of qualitative and quantitative methods including sociolinguistic interviews, participant observation, snowball sampling, and taking data from local youths. She closely studied teenage linguistic characteristics and behaviors and their implications for peer grouping ties and identity formation. One of Eckert's key insights is the idea of "social identity as practice."

Social identities are not permanent or innate, as it is believed in some traditional takes of sociolinguistics as also said by Eckert. Teenagers fashioned their identities through a peer network by using language markers, such as vocabulary, accent, and speech patterns, to signal their group memberships. In her investigation, Eckert also coined the terms "jocks" and "burnouts", describing two different social groups in the community. Each of those groups exhibit its own linguistic patterns and rules and values. As data, for instance, "jocks" like to use standard language features and speak in a more formal way, whereas "burnouts" use non-standard features and speak in a much more informal and conversational way. Eckert's study about such cliques revealed that the social identities that teenagers forge and maintain are closely linked to the ways they use language. Moreover, Eckert's work highlighted how language diversity contributes to the construction of gender identities. Linguistic features, ranging from the use of "like" as a discourse marker to the pronunciation of certain vowels, proved to be tell-tale signs of gender identification within these same sex peer groups, she demonstrated. She's a girl, she's jocks, she associates with the jocks, and the girl that is jocks at a point or some extent gets the language dimension

along with it to socialise and promote social current management and position and association and says 'hey why not. You are of course listening to Eckert's concerns nuts and bolts, one component of came to foundational in knowing language and identity by emphasizing that language is NOT a communicates but a social life and expression. more akin to social structure, social grouping and a social context, where identification within the social fabric plays a large role in linguistic movement. Moreover, her practice contested the notion of identity as a one-way street and postulates it as a multi-faceted and context sensitive. Maria M. Arredondo et al. in the 2016 study by Arredondo, Rosado, and Satterfield which explores how this concept of ancestor's language affecting the process of identity and literacy for Latino children in the United States When we talk about ancestor's language we are looking at the language that is passed down through the elements of our family and being able to access this language shapes the sense of one's identity and literacy. They wanted to know if retention of native language affected literacy skills and cultural affiliation. Through an exploration at both the cognitive and cultural dimensions of this phenomenon, the authors sought to advance understanding of how heritage language maintenance affects the overall development of Latino young children. The results of this study shed some light on how essential it is for US Latino children to attain fluency in what is considered their native tongues, to assert a strong sense identity and ensure literacy development. According to Smith (2018), literacy practices are paramount to an individual's identity formation within an institutional context. According to the writer, the written word, which reflects formal literacy, serves as a medium by which individuals construct and negotiate their sense of identity. Analyzing how the adoption of certain linguistic codes and literary practices in institutions colonizes or decolonizes preexisting social structures, the manifestation of these codes in different ways can adjudicate how students develop subjectivities and identities. The work of Carol Dweck (2019), on a category of development and the fixed mindset has extended into a wide range of understanding of the "How individuals think of their own talents", influencing their actions, thus, the achievements, and the overall changes as a society. Her life has inspired countless fields from education to psychology to self-help. Mindsets, or what people believe about the nature of their skills, and whether they can be changed or improved, are at the heart of Dweck's theory. Of these two mindsets, the growth mode and the fixed perspective, she explained the difference. The teachings that they receive in their life

shape the way that these people react to challenges and failures, these thought processes are called as mindsets. The growth attitude is characterized as the conviction that expertise and intelligence can be refined and improved over a period of time by effort, education, and determination. Individuals with a growth mindset are more inclined to actively pursue ways to enhance their knowledge and skills and welcome challenges. Understanding students' perspectives about educational environments plays an important role in students' motivation, involvement and academic performance. Teachers' comments and teaching methods can shape students' perspectives. By emphasizing the value of learning and growing, we can encourage the learning process and reward hard work and technique rather than innate genius, for example, further encouraging a growth mindset. As the focus of Dweck's studies mindsets, the progressive inquiring and academic lesson, are closely related. As Nematzadeh, A., & Haddad Narafshan, M. (2020) stated, in the field of second language acquisition (SLA), the role of identity in language acquisition comes to the forefront. Using a mixed methods study, an investigation was conducted with participants in an English as a Foreign Language (EFL) context in Iran regarding the impacts of international movie clips on personal identities and second language identity. This quasi-experimental study used two intact classrooms, one as the control group (CG) and one as the experimental group (EG), with each classroom consisting of 30 students. The posted study used quantitative and qualitative analyses one of those two surveys and semi-structured interview were conducted to measure the impacts of the intervention. It utilized a pre-test post-test equivalent-group design. This study's findings demonstrate significant growth in participants' first and second language identities. Participants transitioned from a closed community of practice where self-identification confined them to a singular perspective to a multicultural community of practice where they gained a wider awareness around themselves and others. Sprinkling of international movie snippets contributed to this transition, serving as a catalyst for an evolution of their perspectives and notions of themselves. The shift from a closed community of practice to a multicultural community of practice was an important idea for creating the participants' identities. At first, their identities were confined to a narrow boundary, shaped primarily by their physical environment and culture. By contrast, the incorporation of extracts from movies with different cultural and linguistic traits expanded their horizons. Consequently, the participants learned to view themselves in a more universal and connected context,

which lead to a reshaping of both their personal and their L2 identities. The authors set out to accomplish three specific goals: classifying adults by accuracy and response time; exploring the relationship between behavioral patterns and various reading components; and analyzing the degree of skill improvement for different groups of readers. The Auto-Tutor system was combined with human teachers, and the intervention was for 252 adults for 100 hours. Using the participants' accuracy and response speed, four groups were identified: high performers, conscientious readers, under-engaged readers, and struggling readers. The study used 2 psychometric tests assessing comprehension skills and showed that conscientious readers revealed higher improvement in their scores of comprehensions in comparison with lower improvement of scores with the struggling readers.

Iheoma U. Iruka et al. (2021) in their work: “Ethnic-Racial Identity Formation in the Early Years” claimed that the formation of a child's ethnic-racial identity plays a role to their entire development throughout their life and has long-lasting effects. The development of ethnic-racial identity in early children, especially in children of color, has gained barely any attention. The research by Iheoma U. Iruka et al. finds out how ethnic-racial identity develops in young children (age: 0-8 years), while the majority of researchers have focused on older children. Their work emphasizes the importance of ethnic-racial identity for young children's cognitive and social-emotional development, as well as their participation and achievements in school.

The aim of the research embraced ethnic-racial identity as an important factor for superior grading and improvement of systems for this purpose quality initiatives like coaching, home visiting programs, and other kinds of technical help and training were taken by the researchers. Finally, the group found that the significance of making ethnic-racial identity a requirement in early care and education institutions helped in improving grades along with enhanced social emotional development. Maree, J. G. (2022) provided a critical analysis of Erik Erikson's theory of psychosocial growth and its application in the setting of early childhood education. Erik Erikson was a well-known evolutionary psychologist who presented a theory of psychological growth that encompassed every stage of life, emphasizing the role of social and emotional elements in influencing the growth of humans and aims to broaden existing knowledge of Erikson's role in human growth and development studies, embracing both basic humans developing and, particularly, the development

of young children. An extended qualitative analysis provides illumination on person's history, academic roots, well-established body of work, and viewpoints on humans as aware entities. Erikson's theory is divided into eight stages, each of which is associated with a distinct mental health crisis or challenges that humans must overcome in order to achieve optimal development. The stages of development start during infancy and continue till maturity, with each stage distinguished by a distinct conflict that must be resolved. Failure to settle these disagreements may lead to psychosocial problems later in life.

He acknowledged that learners at various developmental stages have varied requirements and obstacles he suggests emphasize creating a safe and caring setting that constructs trust and encourages exploration and independence in the early childhood stages (e.g., trust vs. distrust and autonomy vs. shame). Educational programs during adolescence might encourage self-discovery and identity creation. He undertook thorough research and case studies, which assisted in developing his ideas. Nevertheless, it's essential to keep in mind that his theory is primarily qualitative and descriptive in character, emphasizing psychological problems and phases of human growth rather than being based on large-scale quantitative tests and statistical studies. Surveys, interviews, follow-up investigations, and other empirical approaches are frequently used in these studies to collect data, it is rooted in clinical observations.

2.2 Operational Terms

Below mentioned are the operational definitions related to present research:

Literacy

Literacy is a multidimensional the idea with multiple definitions, although it has been referred as having the ability to read and write. According to Clanchy (1979), the former Latin name for literacy was "Literatus," referred to religious leaders, who knew Greek and Latin and could read and write. However, in the twenty-first century, term literacy has expanded, and carry varying definitions yet there isn't a single, universally accepted approach to it but the most common notion for literacy is:

“Literacy is described as the ability to read and write proficiently, enabling individuals to comprehend, interpret, and communicate through written language” (Smith, 2005, p. 12).”

Literacy has been divided into two main types:

- Formal literacy
- In-Formal Literacy

(Street, 1993) Formal literacy and In-Formal literacy are two contrasting forms of literacy.

Formal Literacy

Formal literacy, often known as academic literacy refers to the process of acquiring reading and writing skills through structured educational programs, including school-based learning or specialized training, but not only limited to that (Lankshear&Knobel, 2003). This means that formal literacy involves the development of the capability to read and write using traditional methods typically taught in formal educational environments. Formal literacy, often refers to the abilities and information required for success in formal education settings. It requires knowledge of standard language acquisition, rules of grammar, and the capacity to interpret and critically evaluate complicated texts. Formal literacy is often gained through structured educational institutions and is required for academic and professional progress.

The ancient Latin term "Literatus" belonged to a person, generally a priest, who knew Greek and Latin and could read and write, although English was predominantly spoken at the time (Clanchy, 1979). As a result, literacy includes both cognitive and linguistic dimensions. Some scholars determine literacy as a consistent set of cognitive skills that can be applied within contexts, while others perceive literacy as a multifaceted practice shaped by cultural and contextual variations. Szwed (1981) investigated the variety of literacy within local contexts, while Street (1984) criticized the notion of a singular form, independent model of literacy and acknowledged the ideological category of literacy within social and political contexts. Heath (1983) stressed the value of new studies in literacy for ethnography revealing the meanings ingrained in particular literacy practices. Literacy theorists' cumulative knowledge reveals that literacy is context-dependent, manifesting in a variety of

forms, making it practically impossible for an individual to be literate in all parts of life. As a result, literacy can be defined as the ability to perform effectively within a specified domain throughout a specific time period.

Written language literacy is viewed as a subset of verbal literacy, with literate behavior and cognitive processes linked to written language representation interwoven. Individuals who are literate in spoken language but illiterate in written form within a certain setting can be considered illiterate, emphasizing the context-dependent element of literacy. Writing literacy is seen as an important milestone in socialization, impacted by a variety of social elements that contribute to major cultural transitions (Finnegan, 1988).

Language purism (Hill & Hill, 1980, 1986) is a significant literacy philosophy that is strongly related to formal education and places an emphasis on using proper standard language. The formal educational framework can have an impact on people's cognitive processes, leading those with formal education to express themselves differently than those without the formal one. Furthermore, it is important to understand that language and literacy beliefs encompass relationships between language and identity, ethics, appearance, and science in addition to ties with language itself. The essential social institutions including infant socialization, religious rites, the nation-state, gender dynamics, law, and education are also included in these relationships, in addition to language forms (Woolard, 1998-3).

Perspectives on Literacy

Modern theories on literacy emphasize its socio-cultural components, emphasizing the numerous manners in which people use reading skills in different circumstances and emphasizing its links to power relations. According to Beard (1993), the definition of literacy varies; for some, it is just the ability to encode and decode text, whereas Gee (1996:49) defines it as the ability to read and write. However, contemporary viewpoints regard literacy as a core skill that enables individuals to get involved with a variety of activities, such as obtaining recreational satisfaction, encouraging economic success, and pursuing personal development. This perspective is consistent with Street's (1984) independent model of literacy, which emphasizes literacy as a multidimensional instrument or technology that serves as a

distinct factor with its own set of outcomes, which is inextricably linked to psychological and cognitive development.

This paradigm's key theories include:

1. Literacy as a Social Act
2. Multiliteracies
3. Literacy in Critical Thinking

These theories, taken together, help to view literacy as a dynamic and socially integrated phenomenon. The socio-cultural paradigm gained prominence in the 1970s and 1980s, contributing to a redefining of literacy as a social activity rather than a self-centered, isolated occurrence. This viewpoint, described by Street (1984:1), contends that literacy is not a standalone factor with outward implications, but rather closely tied to the larger practices in which it is entrenched. Theorists associated with the Lancaster Literacy Research Center in the United Kingdom, which includes Barton and Hamilton (2000), claim that literacy centers around the way people engage with reading, writing, and text in real-world situations, focusing on the significance of social relationships underneath groups and communities rather than focusing solely on individual traits.

Informal Literacy

Informal literacy is a diverse aspect of learning that goes far beyond what is typically thought of as literacy. People now have a better grasp of informal literacy as a dynamic, socially integrated process because of influential theorists like Vygotsky, Dewey, Jenkins, Bourdieu, and Freire. Recognizing and promoting informal literacy is essential for personal growth, social inclusion, and professional success in today's knowledge-driven culture. Its significance in influencing people's lives and society at large cannot be overstated. This is the ability to read and write that is learnt outside of the structured environment of formal education through day-to-day activities and experiences. In-Formal: means that In-Formal literacy means learning to read and write by informal means, i.e. in the context of family, community or workplace activities. Informal literacy refers to the skills, information, and practices that people learn in their daily interactions, experiences, and on their own via self-directed education, often without formal instruction or formal credentialing. A literate person is fluent in not only reading and writing, but also digital media, cultural norms and

other practical skills. Informal literacy being much fluid & dynamic meaning that swiftly adapts to changing socio-cultural scenarios it emerges. Informal literacy, often overshadowed by its formal counterpart, is crucial in shaping how people learn intellectually and socially. Lev Vygotsky's groundbreaking work on the ZPD and sociocultural dimensions of learning developed in the early to mid-20th century (his most important work took place in the 1920s and 1930). Vygotsky underlined the significance of informal learning when he introduced the concept of the Zone of Proximal Development (ZPD). Much of what Vygotsky argued is learned in a social setting. These interactions, in turn, help individuals to conceptualize new ideas, and develop new capabilities that is at an incremental distance from their existing level of understanding. In essence, informal learning, the bedrock of cognitive development per Vygotsky, occurs organically within social contexts.

Self

Self is an individual's conscious recognition and perception of their own Identity, personal characteristics, cognitive and affective states, as well as life experiences and interactions (Baumeister, 1999). It encompasses an individual's subjective comprehension of their being, their connections with others, and their position within the broader context of their environment. Self can be referred as “Self-Identity”. Self-identity is a dynamic and diverse notion that is influenced by numerous factors such as culture, life events, and formal & Informal literacy. Self-discovery is a lifetime journey that is influenced by both internal reflection and outside factors. Individuals build narratives to make sense of their life and develop a sense of self as they strive through the multifaceted nature of their identity. Personal development and a deeper comprehension of the human experience depend on embracing this journey and realizing the complexity of self-identity. The stories people tell themselves about their own self have an impact on their sense of self as well. Humans are innate storytellers, and the tales they talk about what happens to us shape who we are as people. These tales assist in the interpretation experiences and the development of a consistent sense of self. (McAdams, 2001).

The result of one's self-awareness and self-esteem is one's self-identity, also referred to as self-concept or self-perception. It is a dynamic and changing concept that is influenced by a wide range of objects, including genetics, upbringing, culture,

and personal experiences (Baumeister, 1999). It takes a lifetime to develop one's sense of self, and both internal reflection and outside input are important. Each person's experience is extremely distinct and singular. Self-identity is not a static concept; it changes through time as people develop, change, and adapt to new situations. Both internal reflective thinking and outside factors have an impact on this continual process of self-discovery (Gergen, 1991). It entails challenging one's convictions, principles, and presumptions while supporting personal development.

Erik Erikson (1968) brought up the idea of psychosocial development, which refers to a time of adolescence oriented to identity construction. Erikson contends that throughout this time, people must deal with the difficulty of balancing their roles and their identities. A strong feeling of self-identification results from successfully resolving the situation, whereas identity confusion and ambiguity may emerge from failure.

Role of Formal literacy in shaping one's identity

Formal literacy, which includes the reading and writing abilities developed through formal educational systems, plays an important role in determining one's identity. Several aspects of a person's life, including cognitive development, social integration, and even economic prospects, are affected by this.

Social Integration

In order to fully participate in contemporary society, literacy is frequently required. People with formal literacy skills are better able to access and interact with written content, connect with others through written media, and work their way through administrative procedures. Literacy is a type of cultural capital that affects social integration, according to sociologist Pierre Bourdieu's (1977) thesis people who are literate report feeling more a part of their communities and the wider world, which helps them develop a sense of identification and belonging.

Economic Opportunities

Economic Opportunities: Opportunities for employment are closely related to formal literacy. Literacy is a vital skill needed for work and career advancement in many societies. According to UNESCO (2006), increasing literacy is vital for both economic growth and the eradication of poverty. The ability to read and write can help

people feel more confident about themselves and their place in society as self-sufficient, productive members of society.

Identity as a Learner

A person's identity as a learner is shaped in part by their formal literacy. Learning to read and write through formal education might enhance one's sense of accomplishment and competence. According to Carol Dweck's studies on mindset (Dweck, 2006), those who have a growth mindset (the belief that one can improve one's abilities through effort and learning) are more inclined to welcome challenges and see themselves as potential learners. A growth attitude and a positive self-identity as a lifelong learner can both be developed through formal literacy education.

Cultural Identity

Cultural identity and formal literacy might overlap. For example, literacy in one's native tongue can give members of marginalized communities a sense of strength and cultural pride (Gutiérrez & Rogoff, 2003). Their identity as keepers of their cultural legacy may be shaped by this, strengthening a positive sense of self.

The Journey of Self-Discovery or identity

Self-identity is not a constant concept; it changes through time as people develop, change, and adapt to new situations. Both internal reflection as well as external factors have an impact on this continuous process of self-discovery (Gergen, 1991). It entails embracing personal growth and challenging one's assumptions, attitudes, and beliefs.

The self-discovery approach is characterized by the acceptance of personal growth. To achieve this, one must be willing to leave their comfort zone, accept change, and learn from both their achievements and disappointments. The path to self-discovery is not a straight line; there are ups and downs, but every experience advances one's knowledge of oneself. People-to-people interactions, exposure to various viewpoints, and life experiences all aid in personal development. These external factors test preconceptions and deepen people's understanding of themselves and their surroundings. These interactions help people refine their moral principles, strengthen their convictions, and adjust to shifting situations.

Self-construction

(Giddens, 1991) describes self-construction as the dynamic process with the help which individuals construct and reflect their unique self-identity and understanding of the world. This process involves the active engagement of individuals in shaping their experiences and perspectives through their interactions with cultural and social contexts as well as other individuals. (Gergen, 2015) Self-construction is the process through which people interact with their social, cultural, and historical settings to develop and maintain a sense of Identity and self. One has to continuously negotiate their values, beliefs, and experiences with the cultural customs and standards of the societies they are part of (Bauer & McAdams, 2004). It refers to the multifaceted and ongoing process of defining, constructing, and shaping that sense of self, including one's perspectives, values, personality, and identity. Self-construction is a multi-faceted process with many variables that inform it. It begins in early childhood and continues for the remainder of your life. Socialization develops a child's sense of self as well as their understanding of basic social rules and expectations, providing them with tools to navigate social interactions with caregivers, peers and their environment (e.g. social and cultural norms). As people grow, they will develop their self-concept through self-reflection and consideration of their thoughts, feelings, and experiences. What long-term choices which take a highest low-impact as mostly there relies to other areas such as culture, family, education, social connection. Cultural norms and societal expectations contribute to the development of identity by providing frameworks for understanding oneself within a broader context. Family dynamics, upbringing, and early experiences play a role in forming initial self-perceptions; social experiences and interactions with peers contribute further to self-construction. Additionally, the process of building oneself is not linear; rather, it changes as people go through different experiences and face different difficulties. They continuously alter their identities as they traverse the intricacies of life in order to reflect their shifting beliefs, goals, and objectives.

Self -Representation

(Goffman, 1959) claims that self-representation refers to the process through which individuals create and express their own identities to others using various forms of communication, such as language or behavior. The expression "self-representation"

means the act of human beings presenting and representing themselves in different ways, frequently via media, art, or communication, to express their identity, traits, convictions, or principles. It includes the way people or organizations opt to present themselves to the world or others, affecting the way other people view them. It is difficult to determine the precise origin and time of the term "self-representation" because it is likely to have developed over time through the studies of many academics and researchers in various domains.

The Relationship of Language with Self-Representation

One's sense of self is greatly shaped and portrayed by the language that one uses. Formal literacy influences the selected participants develop and present their identities. The foundation of this representational framework can be traced back to Ferdinand de Saussure's structural semiotics (1996) and Ronald Barthes' semiotic model (1974). It's crucial to bear in mind that semiotics encompasses the entirety of our representational system, which relies on the individual's assignment of particular meanings to specific signs and signifiers, ultimately rooted in the utilization of language. Human beings have devised a means of conveying thoughts and emotions to others and preserving narratives for future generations by employing images, symbols, and language. The term "representation" pertains to the creation of meaning through language.

The human capacity for thinking, perceiving, and understanding the world is shaped by cultural influences. These cultural factors significantly impact an individual's sense of self, which is expressed through spoken or written language. As a result, the societal beliefs and values acquired from sources like family, religion, education, media, and peers are integral and cannot be disregarded. These factors not only mold individual identities but also play a crucial role in the formation of social connections.

Self -Reflection

(Boud, Keogh, & Walker, 1985). Self-reflection is an introspective process in which people examine their feelings, ideas, and behaviors to learn more about themselves and their experiences. It entails actively reflecting on the past and assessing one's ideas, feelings, and behavior in light of those experiences.

(Boud et al., 1985). Self-reflection enables people to see their capabilities, limitations, and potential for progress, which can eventually result in personal development.

"Socrates famously said, 'An unexamined life is not worth living' (Plato, 399 BCE)."

This quotation emphasizes how important self-reflection and introspection are for living a purposeful and happy life. Even if Socrates did not coin the phrase "self-reflection" as we know today, his theories helped to establish the idea. Socrates, an important historical person who studied the concept of self-reflection, was a Greek philosopher.

Self-reflection continues to be a key idea in psychology, personal growth, and education in the modern world. It is frequently employed as a technique for personal development, self-discovery, and self-improvement. Self-reflection has been promoted and better understood by academics and writers including John Dewey, Carl Rogers, and Jean Piaget in a variety of fields.

It refers to the introspective process of examining one's ideas, feelings, and conduct in order to develop understanding of oneself, their experiences, and their behavior. Examining one's views, values, ambitions, and motives critically and in depth is a common component of self-reflection. It may result in personal development, greater self-awareness, and a clearer understanding of one's advantages and disadvantages.

Identity

(Erikson, 1968) defines Identity as an individual's subjective experience of themselves and their sense of self, which is influenced by their personal history, social interactions, and cultural values. It encompasses an individual's beliefs, values, attitudes, and behaviours, as well as their social roles and relationships. Identity encompasses a person's self-perception, origins, persona, and objectives. It is a person's unique understanding of themselves, encompassing their personality, goals, and life experiences. According to John Locke (An Essay Concerning Human Understanding, 1689) such as "The continuity of awareness and memory is fundamental to determining personal identity. A range of academics are now examining the notion of identity from multiple angles considering its cultural, social

and psychological aspects. Importantly, the concept of identity itself is prone to multiple understandings and uses in various fields leading to a complex and multifaceted discourse about this concept. Identity is the way a person sees His/herself, where she comes from, how she wants others to perceive her, and where she wants to go in life. It is a unique insight a person has about oneself, including personality, goals, and life experiences. This idea is typically divided into two parts. Personal Identity: In "An Essay Concerning Human Understanding", John Locke postulated that it is the continuity of consciousness and memory that constitutes personal identity. This notion is commonly separated into two categories:

- Personal Identity
- Social Identity

Personal Identity

If a person can recall prior experiences and identify with them, according to Locke, they will continue to be the same person (Locke, 1689). In the field of philosophy, the idea of personal identity refers to a person's unique qualities and sense of self. It focuses on the topic of what characteristics, such as memory, consciousness, and the continuity of the self- keep a person the same over time.

Social Identity

The term "social identity" refers to the aspect of a person's self-concept that results from their affiliation with particular social groups, such as their race, ethnicity, gender, religion, or any other group they connect with. It involves the emotional meaning associated with membership in a specific social category as well as a sense of belonging to that category. (Tajfel & Turner, 1979).

Social identity has a significant impact on how individuals view themselves and others. For example, a person who has a strong sense of national identity may experience a sense of pride or solidarity with their fellow citizens while also maybe having prejudices against people from other countries. Similar to this, belonging to a sports fan community can encourage a sense of shared identity and rivalry with supporters of competing clubs. Social identity offers a framework for comprehending oneself and one's interactions with others, assisting individuals in navigating their social environment.

Self-Identification, Establishment and Construction

"Self-construction" refers to the specific process through which people actively and consciously shape and develop their own sense of self, including their beliefs, values, and personal identity. This consists of choosing and engaging in events which result in the building of your own identity. Self-construction is a complex mechanism that considers several psychological, social, and environmental factors. These are some key elements and stages, that are commonly featured in the process of self-construction, even if everyone have his own unique timeline.

- **Self-exploration:** People begin by exploring their own ideas, feelings, and experiences. It takes reflection and self-awareness and this can help them understand their drivers, beliefs, and passions better.
- **Social Interaction:** The creation of self cannot take place without social interactions with peers, family and the larger community. Such relationships can shape a person's identity, ideas and values. Urges whether this is influenced by cultural things and society are observing how early on identity can form?
- **Identity crisis:** "An identity crisis sometimes happens in life, when individuals begin to question their values, beliefs and goals." These periods of self-reflection and self-critique can lead to profound shifts in how one builds one's self.
- **Role models and Influences:** A certain kind of individuals or society can impact their thinking and aspirations of themselves. Constructed self can be encouraged and assisted by others.
- **Education and Learning:** For individuals, both Formal and informal education, instances in schools, colleges and experiences in such settings can provide individuals with the knowledge and abilities that shape who they are.
- **Personal Decisions:** Self-construction means taking to personal decisions that are in alignment with the values and aims of an individual. Debates over these choices are broader and include relationships, lifestyle, and careers.
- **Identity Integration:** They struggle to integrate different parts of their identity over time: cultural, societal, and personal. This integration paves the way for an integrated sense of self.
- **Growth and Adaptation** While the building oneself is not a static process. The fact that both internal and external variables can have an impact on the process is something to acknowledge, it is also important to keep in mind that we are constantly constructing ourselves, and re-evaluating this construction of ourselves, and so the outcome can fluctuate throughout our lifetime. It can also be a very subjective and deeply personal experience, as everyone's journey into self-discovery is different. As human beings

encounter new issues and situations over the course of a lifetime, they adapt and develop. · **Identity Consolidation:** With age often comes a more solidified sense of your identity. This is a phase where one's identity grows stronger and more confident, rather than a final destination.

Language as a determinant of Identity

According to Fairclough (1992), while at a minimalist level the language one uses to define oneself is not defined by them, the language someone uses is influenced by their immediate physical environment and also broader institutional and socio-cultural context. Language is not only a reflection of social reality, but also constructs this social reality and shapes a man's image of himself and the world. Language is not only signifier, but also active force in the shaping of power dynamics, identities, and values. It is not a fixed thing; it is dynamic, like the process of becoming literate or illiterate. There is nothing final about a language or its structure, language is complex and fluid. When we use language, we do this by making deliberate choices in the variety of linguistic resources available to us. Language is very important in order to create one's identity. It is more than just a method of communication, it is also a way for individuals to convey their emotions, values, and cultural connections.

For certain social groupings in particular, slang, jargon, and various idioms in a different kind of language are often used to create community. For instance, scientists may differ in the way they use language, revealing their association with a particular science group.

Here are a few ways language influences how one develops their sense of self:

- **Language and Cultural Identity** Language and cultural identity are frequently connected. The language(s) a person speaks may reflect their cultural origin and background. It embodies the principles, practices, and traditions of a specific community or group. someone who speak Spanish, for instance, would strongly identify with Hispanic culture, whereas someone who know Mandarin might strongly connect with Chinese culture.
- **Language and National Identity** Language and national identity are interwoven. How a country's residents feel a connection to it might be influenced by the official language or languages of that country. Speaking

English, for instance, may indicate American citizenship whereas speaking French, French citizenship.

- **Language and Personal Identity** A person's language choices can provide information about their uniqueness and personality. Language is frequently used by individuals to convey their distinct ideas, impressions, and viewpoints, which helps to shape their sense of self. Speaking style, including accent and dialect, can also reflect a person's personality.
- **Language and Gender identity** Language can make a huge contribution in the development of Gender identification in us. In some languages there are gendered pronouns and also linguistic patterns that reflect normative gender roles. Gender-neutral or gender-inclusive language can challenge these conventions and help people accurately communicate their gender identity. Language and Identity, Power Language can also be a source of privilege and power relations, which relates to identity. Because dominant languages confer more social and economic advantages, language and identity are complex. Having a dominant language may give one more privilege out in society and can influence one's identity and self-perceptions.
- **Language and Identity Expression** Language is a medium of self-expression. Humans use words to describe their thoughts, feelings, and experiences, all things that are fundamental to their identity. Dialogue, poetry, and other expressions are the means by which people articulate and construct their sense of self. Language can be a fluid, complex aspect of identity. It mirrors facets of cultural, national, personal, societal and even gendered identity and can be a potent vehicle of social interaction, self-expression and self-discovery. Language as a building block of identity is a complicated relationship between individual decisions, societal expectations and cultural influences.

Critical Social Analysis

Critical social analysis is an approach that analyzes social structures, cultural norms, and power relations to uncover and challenge systems of domination and oppression (Adams, 2019). Critical social analysis, as per McLaren (2009), is “the systematic study of the ways social structures and ideologies create, reproduce, and transform power relations and social practices”. This method entails an analytical

perspective that critiques society and its institutions in order to explore social problems, power relations, and social and economic injustices. It aims to explore, question, and dismantle systemic inequalities that drive these inequalities, which go beyond the simple economics of wages. Specifically, the Critical Social Analysis approach was not born from one single theorist's expertise but rather from the writings of multiple critics of the Frankfurt School (Marx et al, no date). Karl Marx, Max Horkheimer, Theodor Adorno, Herbert Marcuse, and others associated with the Frankfurt School (Marx et al., n.d.) One such approach, Critical theory, was developed by philosophers like (Marx et al., n.d.). It was first conceived of during the first part of the 20th century as a - response to the rise of dictatorship and of fascism and authoritarianism (Smith, 2010). Frankfurt School thinkers sought to understand and explain the systemic social, economic and political conditions that made such horrific regimes possible (Horkheimer 1947). In order to investigate and uncover the concealed structure of social systems, critical social analysis often uses qualitative research methodologies such in-depth interviews, content analysis, and observation of participants (Denzin & Lincoln, 2018). Experts want to question the status quo and contest dominant narratives (Foucault, 1972). One of the primary purposes of Critical Social Analysis is to bring about social change by increasing public awareness of systematic injustices and inequities (Freire, 1970). It promotes critical thinking and activity among individuals and communities in order to confront and overcome unjust structures (hooks, 1994).

Public and Private Schools

The titles Public and Private refer to two different kinds of educational institutions that differ principally in terms of ownership, financing, and management. According to administration and how much money they get, educational institutions have been divided into "Government Schools" and "Non-government Schools." The analysis of these categories and their effects on social conditions has been made possible by academics like James Coleman, Pierre Bourdieu, and Max Weber, who have focused on concerns of equality, access, cultural capital, and social stratification within the educational system. These concepts are still essential when talking about education policy and how it affects society. These terms have been established to describe and study a society's varied landscape of educational institutions. While the exact origin of these terms cannot be traced back to a particular scholar or period in

history, they have evolved over time to express the dichotomy between publicly financed and privately sponsored schools.

Public Schools

They are educational organizations that are controlled and subsidized by the government. Typically, these institutes are administered by the Ministry of Education or a comparable governmental organization. Government schools are primarily funded by taxpayers, and they are frequently forced to stick with specific curriculum standards and rules established by the government. These schools are usually accessible to all students in the vicinity and strive to provide free or subsidized education in order to ensure that all individuals have equal access to quality education.

“Public” schools are "institutions run by regional, state, or federal governments of some specific region that provides free educational opportunities to students"(National Center for Education Statistics, n.d. 2015)”.

Scholars such as James Coleman performed research in the United States and explored how resources and student demographics vary among public schools in his seminal study "Equality of Educational Opportunity" (1966). Coleman's research brought attention on educational outcomes and opportunities gaps within the government's school system, emphasizing the role of government schools in determining social situations.

Private schools

Private schools, often known as private schools or independent learning centers which are owned and administered by private groups, religious institutions, or individuals. Non-government schools frequently have more freedom in developing curriculum, employing teachers, and establishing educational philosophies. They may serve to a particular religious, cultural, or educational orientation, drawing children who share those values or whose parents are looking for alternatives to the government school system.

Non-government schools are the type of educational institutions that are neither administered nor controlled by the state. However, they are privately operated and owned, and admission is often subject to a fee. Religious institutions, private

organizations, or educational foundations often establish these schools. (National Center for Education Statistics, n.d. 2015). The well-known sociologist Pierre Bourdieu wrote a book titled "Cultural Reproduction and Social Reproduction" in 1977 that examined the idea of cultural capital. In his view, wealthy private schools in particular play an essential role in conveying cultural capital and sustaining social hierarchies. These organizations might provide their students special access to social networks and resources, which might influence their social situations and career chances.

In his sociological research, Max Weber covered the subject of the way educational institutions, such as private schools, affect people's prospects in life and their social position. He underlined how social stratification can be supported by the educational system, particularly private schools.

Discourse

(Gee, 2014, p. 7) "Systematic way of presenting and communicating meaning" is termed as Discourse. In simple words, Discourse shapes the way one thinks and speaks about things and may have a significant influence on one's beliefs and actions.

Regarding the discipline of linguistics and the study of language, the term "discourse" has an extended history. Michel Foucault, a French philosopher and linguist, is acknowledged with popularizing it in the middle of the 20th century. Researchers have applied it to examine how language influences and replicates social structures, ideologies and power relations. The word "discourse" is ubiquitous across many domains, from adjudicating political speeches to studying how language shapes individuals' beliefs. It is often applied to uncover hidden meanings, ideologies and social standards veiled in language. For instance, in the domain of political discourse, researchers may study politicians' use of language to shape issues or control public perception (Fairclough, 1995).

Written Discourse

The goal of communication within any written text, essay, article, letter, and so on, is referred to as written Discourse (Biber & Conrad, 2009). Written Discourse is the most significant form of communication interlinked with contexts, academia, and personal/professional development. Written Discourse may be recognized in other

languages. It uses complex sentence structures and the way the information is broken up in a logical and coherent manner. Scholars and linguists began to study the structures and functions of written discourse, considering how it shaped and reflected social, cultural, and cognitive frames of reference (e. g., Halliday, 1978; Chafe, 1982). A proficient understanding of written discourse is key to how well written language performs in various contexts (e.g., academic, professional, artistic). Researchers, such as Biber and Conrad (2009), have contributed to this field by illuminating the unique features of written communication via the analysis of linguistic markers and patterns in written texts. Written discourse analysis also aids in teaching students good writing skills and enhances the ability of readers and students to understand written materials. The principles of written discourse (Flower & Hayes, 1980) enable individuals to navigate the complex world of written communication and to write more clearly, coherently, and expressively. Analysis of this register is key to enhancing our understanding of how language works and what it does (Halliday, 1978; Chafe, 1982) as this register has important pragmatics in academia, in a professional context, and in creative self-expression.

2.3 Theories Related Operational Terms

2.3.1 Functions of Language

Famous linguist and semiotician Roman Jakobson, best known for his critical work in linguistics, especially on language functions. He presented a theory called the "Functions of Language," which was significant in understanding how language fulfills various aims of communication. Jakobson (1960), for example, introduced this perspective in the mid-twentieth century and it has since become an important theoretical lens in the study of linguistics. Jakobson's perspective is that language has six primary functions, each of which facilitate communication within its own right. These are called "Jakobson's functions" by tacit agreement. These functions are:

- Referential Function
- Expressive Function
- Conative Function
- Phatic Function
- Metalinguistic Function
- Poetic Function

According to the situation and the speaker's objectives, language can be used for a variety of purposes in communication, as is highlighted by Jakobson's framework. These roles need not be mutually exclusive, and it is common in the same utterance to see them overlap (Jakobson, 1960)

2.3.2 Fairclough's Model of Critical Discourse Analysis

Fairclough's Model of CDA is cross-sectional, examining multiple strands such as how language interacts with social and political power, ideological representations and actual social practices. It was introduced in the late 1980s and has been refined over the years. Drawing on the interrelated elements of textual analysis, discursive practice, and social practice, this model offers a rich framework for unpacking, in many layers, the complexities of language and power in conversation (Fairclough, 1989; 1992; 1995). For researchers and scholars in disciplines such as linguistics, communication studies, and critical social sciences, this model provides a metacommentary on how language produces and mirrors lived social realities and mentalities of individuals. Fairclough's CDA is grounded in the idea that language is a social practice which reflects power relations and shapes the social world, rather than an unbiased medium of communication. He mentions three interrelated fields of discourse analysis in his paradigm. Textual Component: The textual analysis is focused on the text's linguistic aspects, including word choice, syntax, and rhetorical devices. Analysts are able to understand what precise language choices communicate specific meanings and representations when they closely analyze the language features. Discursive Practice: As Fairclough notes, discourses are integrated within broader institutions and social practices. It demands that we look behind the text itself and consider the context in which it was produced — and how it connects with larger social systems.” This dimension examines rhetoric can enable or contest power asymmetries. Social Practice: This dimension examines the broader social-ideological environment in which discourse occurs. All considered are power, identity, and social systems.

2.4 Theories related already done works

After critically evaluating the most relevant theories given by well-known theorists, the present research will chronologically develop an amended framework. Those theories are given below: **Jacobson** (1960) introduced a theory of language in

which he connects language with several contexts instead of just one. We undertake discourse analysis employing Fairclough's model of language analysis. His two-step model consists of description, interpretation and explanation. One of two studies that have used Fairclough's model was Sobhani& Sharifian (2018). Utilizing Fairclough's model they analyzed the language used in advertisements to unveil the unseen ideologies and power relations in research and at the representation of women in advertisements. The researchers relied on Fairclough's three step method which starts with explaining the language characteristics followed by decrypting the connotations and power structures embedded in the language, and ultimately explaining the implications between the ideologies. Khosravi (2020), Thus through Fairclough model, jobs ads were analysed for the identification of gender bias. With this model, features of language were analyzed. Examples of gender bias the researchers found when analyzing the linguistic components of job advertising included the words in masculine language and job titles. The model of Fairclough was used to cope with this input for interpretation in the dimension of the hidden ideologies of gender and power. Studies which applied Socio-cultural theory are as below: Lantolf& Thorne, (2006) Sibayan and del Rosario (2014), using Jakobson's model of linguistic analysis, text messages produced in the Tagalog language were examined by them. They analyzed the functions of language in texts. According to their findings, the emotive function was mostly found in all texts.

2.5 Theoretical Framework

The study of “How identity or Self is being constructed” has been studied for many years. The present research focus on the formal literacy-based self-construction and self-representation of students of grades 5th and 8th of public and private schools in Multan, A district of Punjab Pakistan. The present research will investigate how these learners define themselves because developing one's self and identity through formal literacy moves that person in the direction of his/her future. Self-construction is very important because it shapes one's personality and impacts one's way of thinking. Formal literacy instruction is a fundamental component of education and its effects on students' identity and sense of self have been profound. The relationship between formal literacy and self in the setting of public and private schools' students of grades 5th and 8th of Multan, A district of Punjab Pakistan will be explored using

the amended theoretical framework, which will be drawn upon by using the following theories and the work done by these theorists:

- Roman Jakobson (Functions of Language)
- Fairclough (Model of Discourse)
- Socio-Cultural Theory (Lev. Vygosty)

The term "communication" originated from the Latin word "communicare," which means "to share" or "to be in connection with." This correlation makes sense because the core principles of communication concentrate around sharing and connecting. Effective communication requires the presence of a sender to transfer information and a recipient to engage in information exchange. Beyond the basic transmission and reception of information, Jakobson's theory digs into the core components of linguistic communication. Jakobson identifies six linguistic functions that must be present at all times for communication to be successful. He also identifies six parts or variables inside the communication process, each function closely connecting with a certain facet of the entire communication process. Roman Jakobson's discourse analysis theory entitled "Function of Language or Theory of Communication" project which can be traced from the early 1960s notably provided a framework that has widely been adopted as an influential approach that will certainly assist you in doing a discourse analysis. Jakobson's theory recognizes the emotional, conative, poetic, phatic and metalinguistic functions of language. The theory would be applied to analyze discourse of the government grade 5th and 8th and private school's students in Multan, A district of Punjab, Pakistan. A classic language function model suggested by Russian-American linguist Roman Jakobson (1960) is widely accepted, but there are countless theoretical challenges to that come to our criticism. This paper seeks to investigate openings to apply the analytical power of Jakobson's module. When investigating the language functions within a specific unit, be it a word, text, or image, the analysis involves determining its classification by identifying the presence or absence of functions, and describing the characteristics of these functions. Furthermore, the hierarchical and other relationships that may exist among them. Jakobson proposed a model consisting of six key elements that constitute any verbal communication act. Each of these elements serves as the central focus of an oriented relationship or function that exists between the message and the respective factor. These variables are:

- Sender (also named as addresser): The sender is the person who creates the message. In the context of student writing, the senders are the students themselves. Critical analysis can focus on the social position and cultural background of the student, and how it may influence their writing.
- Receiver (addressee): It is the audience of the message. In the context of student writing, the receiver is often a teacher or a peer, or the researcher them-self. Critical analysis can focus on the power dynamic between the sender and receiver, and how it may influence the language used in the message.
- Message: The message is “Content” used in the communication. In the context of student writing, the message will be the text that the students will produce (the essays written by the students). Critical analysis will focus on the linguistic features of the text, including its vocabulary, its grammar, its syntax, and rhetorical devices.
- Context: It does include the social, cultural, and historical factors that help in shaping communication. In the context of student writing, the context will include the environment of the school, the background of the student (socio-economic), and the cultural norms and values.
- Channel: It is the medium with the help of which the conveying of any message does happen. In the context of student writing, the channel will be the written text. Critical analysis will be focusing on the particular genre and the specific discourse conventions of the text.
- Code: The language system itself is named as Code of that language. In the context of student writing, the code will be the language that the student uses to communicate. It will focus on sociolinguistic aspects that may include dialect, register, and style, and how these factors will be used to highlight the socio-cultural background of the student.

Fundamentally, these variables operate in unison to empower the communication process. They represent the key elements necessary for achieving successful communication.

Language is more than just vocabulary and word meanings. It is essential to be able to assemble words into meaningful constructions. Listening to people and learning help learners to develop an ability to build sentences and phrases. Grammar

rules help to understand the system, structure, and significance of both written and spoken language. Language has six unique functions, according to Jakobson's communication theory, these functions reveal the communicator's intentions and ambitions. This framework leads to the identification of six distinct functions within the communication process. It will focus on language uses that simply convey knowledge. The present research will focus

- **Emotive:** Expressing emotion also known as the emotive function, aids in deciphering the emotions, sentiments, desires, and mood of the communicator. The emotive function provides explicit insights into the sender's emotional tone. The function of language that involves conveying the speaker's or writer's emotions and attitudes is known as the emotive function.
- **Referential:** Also known as Information Sharing, one fundamental role of language involves the dissemination of factual data to an audience. This is the mode of expression used to deliver information in an objective manner.
- **Conative:** It refers to directing the listener's attention or behavior. The conative function primarily targets the message recipient. The language employed in this context is intended to grab the attention of the addressee or solicit a response.
- **Poetic:** This function of language emphasizes the aesthetic qualities of language itself. This dimension focuses on both the content and the manner in which the message is articulated. This implies that the message may be adorned with rhetorical figures of speech or embellished language. Quotations and colloquial sayings can find the poetic function, just as in the quote
- **Phatic:** Also called as social Connection. Opening the discussion with an empty statement just to create a social bond is called phatic function. This type of language is used to begin or end a conversation or to get a sense of the relationship between the individual sending the message and the person receiving it. It is about building up social networks between speakers.
- **Metalinguistic:** This use of language focuses on explaining or commenting on language. Metalingual Function You're talking about the language in a more general sense, how it works, what certain words mean, how to resolve ambiguities, and to explain intentional puns. This is especially the case in

translated works, where foreign words serve their own best meanings, or at least a meaning, or make a point ideal to explain.

<i>Target factor and function no.</i>	<i>TARGET FACTOR</i>	<i>SOURCE FACTOR</i>	<i>FUNCTION</i>
1	Context	Message	Referential
2	Addresser	Message	Emotive
3	Addressee	Message	Conative
4	Contact	Message	Phatic
5	Code	Message	Metalingual
6	Message	Message	Poetic

Factors of communication and functions of language

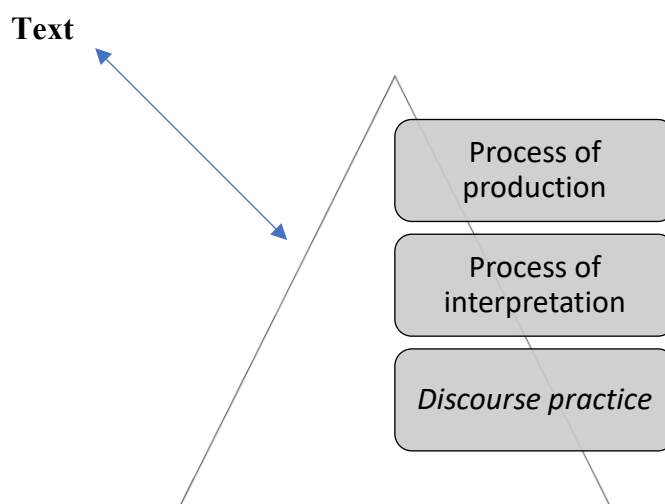
2.6 Norman Fairclough 3D Model

Fairclough states in his 1989 study that "language is a vital component of society." He goes on to say that the relationship between language and society is internal and interconnected, rather than external. To put it simply, linguistic phenomena mirror social phenomena and vice versa. Language, according to Fairclough, is intrinsically "a social process." Fairclough (1989) distinguishes between text and discourse, stating that text is a type of product, whereas discourse is a process - a social interaction process - in which text is a component. Furthermore, Fairclough (1989) posits that language is "a socially conditioned process," where "process" refers to the process of producing text as well as the process of interpreting the text, and this process is tied to societal practices. According to Ko (2011), text analysis involves both producing and interpretive processes, whereas discourse analysis focuses on the social contexts in the production and understanding of the text.

The model, referred to as "Fairclough's Model of Critical Discourse Analysis," was developed in the late 1980s and early 1990s by British critical scholar and linguist Norman Fairclough. Since then, Fairclough has updated and expanded his model in some of his writings, such as the groundbreaking "Language and Power" (1989) and "Discourse and Social Change." (1992). It is necessary to conduct critical textual and discourse analysis in order to explain the relationship between language, ideology, and identity. According to Fairclough (1989), critical analysis of text and speech can aid in revealing unseen agendas that may be hidden from people. Critical analysis, it is further asserted, strives to study the "hidden determinants" in social interaction systems and the "hidden effect" that they may have (Fairclough, 2001). This framework, according to Fairclough (1995), consists of three dimensions of discourse concepts, resulting in a three-dimensional technique for discourse analysis. Fairclough (1995) proposes that discourse can be viewed as "(i) a language text, spoken or written, (ii) discourse practice (text production and text interpretation), and (iii) sociocultural practice" all at the same time. Furthermore, he proposes that discourse can be found in sociocultural practices at several stages - at the personal, institutional, and societal levels (Fairclough, 1995).

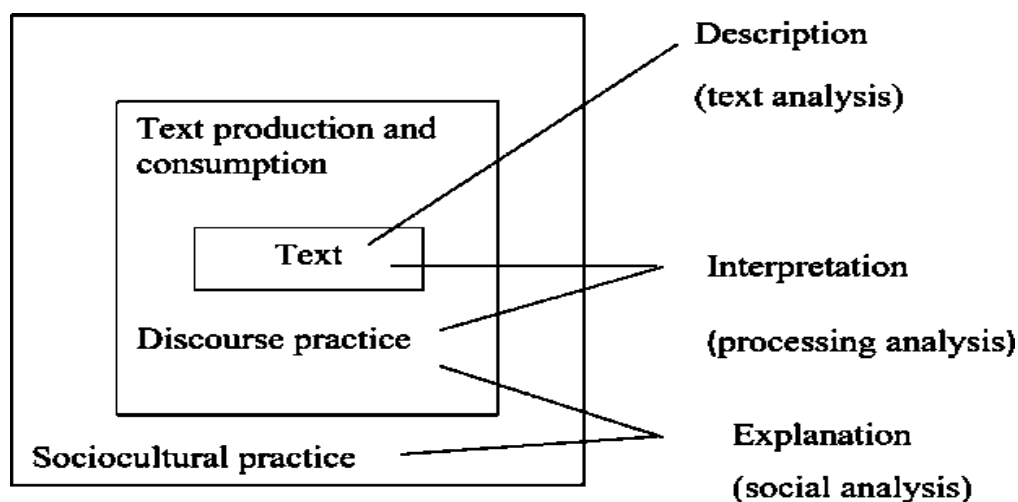
The CDA process is divided into three phases:

- Description focuses on the text's linguistic characteristics.
- Interpretation focuses on the interaction between the text and the discursive production and interpretation process.
- The link between the processes (production and interpretation) and social conditioning is the subject of explanation.



Description (text analysis)

By examining texts, discursive practices, and social practices, Norman Fairclough's three-dimensional model of critical discourse analysis (CDA) emphasizes the deep relationships between language, power, hegemony, and ideology within these three dimensions. Students' written discourse from public and private schools can be analyzed with Fairclough's critical discourse analysis (CDA) approach. The Fairclough model is a versatile tool that can be applied to analyze a variety of spoken or written discourse and this model consists of three interrelated levels.



There, the focus would be on the linguistic features utilized in the written discourse. The use of vocabulary, grammar, and words could be analyzed. For example, the word choice of the learners used to define any specific concept, could be examined, observe whether they are consistently used or not. It can also be examined,

how sentences are arranged altogether and whether a passive or active voice has been used.

At this level of analysis, the interactions between different discourses and how language works in its meaning. For example, the different ways through which any specific topic is framed in the essay. Do students consider the topic of discussion as an individual issue or a structural one caused due to societal factors? It can be also examined what the variables that the learners are using in form of evidence to support their writings and how they link it with their arguments.

At this level, it is examined how language is used to express social structures and relationships of power. For example, it would see the ways through which students describe specific topics concerning various societal groups, such as class, race, and gender. Do students feel that all social groups are equal do they realize that some groups are disproportionately affected? It can also be seen how learners represent themselves and their own social identities through written discourse.

2.7 Vygotsky Sociocultural Theory

A theory of human development and the acquisition of knowledge which includes the significance of social and cultural setting and context of any language is known as Sociocultural theory. Sociocultural theory is a theory of human development and the acquisition of knowledge which encompasses the importance of social and cultural setting and context of any language. Sociocultural theory is the idea formulated in the early 20th century by Russian psychologist Lev Vygotsky. Lev Vygotsky's (1934) work profoundly impacted the field of cognitive development over the past few decades and led to the development of sociocultural theory. Sociocultural theory in respect of Vygotsky argues that human development is sociocultural in its very nature. Within this framework, children learn cultural values, beliefs, and successful strategies for solving various problems through collaborative dialogue with more experienced participants in the culture. From Vygotsky's range of concepts, important ones include culture-specific tools, private speech, and the Zone of Proximal development. 23 Vygotsky believed that children learn through social interaction (Vygotsky, 1978). He strongly believed that the community plays a central role in the process of "constructing meaning." Vygotsky argued that "learning is an essential and universal aspect of culturally organized, distinctly human psychological

functions" (1978). In simpler terms, he believed that social learning precedes and lays the foundation for development. According to sociocultural theory, learning, and development are greatly influenced by social and cultural settings along with individual cognitive processes. Vygotsky believed that human beings acquire information and skills via interactions with other people and through cultural resources, which include the use of technology. This theory says that discourse is not simply a neutral reflection of reality but is directly involved in constructing and reinforcing social norms, ideologies, and self-identity.

Vygotsky's theoretical framework revolves around a central theme, emphasizing the pivotal role of social interaction in cognitive development. According to Vygotsky, all learning occurs on two distinct levels: the first level involves interaction with others, and the second involves the integration of acquired knowledge into an individual's mental framework. Every facet of a child's cultural development undergoes this dual process, initially manifesting on a social plane (interpsychological) and subsequently internalized within the child (intrapsychological). This principle applies uniformly to various cognitive functions, such as voluntary attention, logical memory, and concept formation, with higher functions originating from real interactions between individuals (Vygotsky, 1978). Another fundamental aspect of Vygotsky's theory is the concept of the "zone of proximal development" (ZPD), which defines the range of exploration that a student is intellectually prepared for but necessitates assistance and social engagement for full realization (Briner, 1999). In this context, a teacher or a more experienced individual assumes the role of providing "scaffolding" to nurture the student's evolving comprehension of knowledge domains and the development of intricate skills. Collaborative learning, discourse, modeling, and scaffolding serve as effective strategies to bolster the intellectual growth and skill development of learners, fostering deliberate learning. The ZPD essentially denotes the gap between the current developmental level achieved through independent problem-solving and the potential development level realized through problem-solving in the company of adult guidance or in collaboration with more capable peers (Vygotsky, 1978).

Therefore, analyzing any discourse involves examining how language being used is shaped by and, in turn, it shapes social and cultural factors. For example, students belonging to different cultural backgrounds may have different expectations

for the style and tone of writing, based on their cultural norms and values and the formal literacy provided to them. Similarly, historical events and social movements may have influenced the ways of formal literacy because it constructs and reflects the self. By examining these cultural and historical factors, a deeper understanding of the social and cultural contexts that shape the writing practices of students in public and private schools could be gained.

2.8 Exploration of Theoretical Concepts

Sibayan and del Rosario (2014), using **Jakobson's model** of linguistic analysis, text messages produced in the Tagalog language were examined by them. They analyzed the functions of language in texts. Using Jakobson's model of linguistic analysis, Sibayan and del Rosario (2014) studied text messages crafted in the Tagalog language. They examined the functions of language in texts. Based on their research, emotive function was observed in most of the texts. The second study by Linask & Lauri (2018) uses Roman Jakobson's conceptual framework to analyze how children's communication systems evolve. It aims primarily to clarify how the basic functions of verbal communication as described by Jakobson, informative, emotive, adaptive, investigation, metalinguistic and poetic — successively undergo diversification during the breeding period of language acquisition. This diversification can also be observed as changes in the way children use language, as different individuals form their way of speaking and adopt certain features of the speech around them. Notably, the internal structure of the grammatical subject and predicate, which comes alongside the development of metalingual speech and other linguistic constructions, is under close connection with the ability of young learners to harmonize with their language environment. Using crib talk as an illustration, the study relates how the dovetailing of metalingual and poetic functions parallels the growth of cognitive skills in children. Fairclough's 3D model of language analysis was employed to do the analysis which consists of three stages from description, identification, and explanation steps. Sobhani & Sharifian (2018). Using Fairclough's model, they analyzed the language used in advertisements to uncover the hidden ideologies and power relations in research, and to explore the representation of women in advertisements. With Fairclough's three-stage method, the researchers first described the linguistic features, then decoded the meanings and power structures in the language, and finally described the implications of the ideologies among the

ideologies. With the Fairclough model, Khosravi (2020) analyzed the advertisements on jobs and found gender bias in them. With this model, It was assessed how the features of language were used. The researchers found sex bias in the language of job advertising by analyzing its linguistic components, such as masculine language and job titles. The output was analyzed through the lens of Fairclough's model in an attempt to understand its hidden ideologies of gender and power. These studies that utilized Socio-cultural theory are Lantolf & Thorne, (2006). Providing opportunities to explore, experience and interact with others who have greater knowledge will propel language development even further. According to McCafferty, Jacobs, and Iddings (2015) studies they carried out, infants with rich linguistic environment perform much better in language than others. Zhao and Frank (2003) by their research they discovered that students' social interaction and collaborative learning were facilitated by the use of technology in the classroom. Tsui (2003), the researcher found that teacher professional development programs that occur in the social and cultural context of teachers can be more effective than those that do not.

2.9 Amended model

The theory of Roman Jakobson: Functions of Language, Fairclough's Model of Discourse and Sociocultural theory of Lev Vygotsky, are interlinked with each other in several ways thus the research model which will be used in the present research will be devised by using these theories and theoretical framework. The amended Model acknowledges the interdependence of these components. The referential function, for example, refers to the textual dimension, whereas the conative function corresponds to the discursive dimension, reflecting power dynamics and interaction in language use. Social function includes elements from the expressive, phatic, and metalinguistic functions, focusing on cultural norms, interpersonal relationships, and analysis within a larger cultural framework. This Unified Model provides a thorough framework for examining language and communication. It helps in better understanding the complex interplay of language elements, social practices, cultural norms, and individual subjectivities in the world of human communication. The integrated model consists of Jakobson's functions of language, Fairclough's 3D discourse model, and socio-cultural theory, and allows exploration of self-identity in written discourse. It considers how people make sense of their experiences (referential function), express emotions and ideas (expressive function), and engage with readers

(conative function). It also examines the social and interpersonal aspects of language (phatic function), the degrees of self-awareness in language usage (metalinguistic function), and creative expression (poetic function). Fairclough's three dimensions explore linguistic structure (textual), societal effects (discursive), and sociocultural context (social). Combining the tenants of socio-cultural theory which attention is the social and cultural factors in the process of selfization, socio-cultural theory provides a more holistic, more nuanced essay of how self-identity philosophes written text. The following process will be used to explore self-identity in written discourse through the connections among the three models (Jakobson's functions of language; Fairclough's 3D model of discourse; sociocultural theory).

2.9.1 Functions of Language (Jakobson)

- To Identify language functions operated by the text.
- Figuring the elements related to those functions
- Determining how these functions contribute to the construction of self-identity.

2.9.2 Fairclough's 3D Model of Discourse

Textual level analysis: Investigation of the linguistic properties and textual selections in the discourse. To elaborate: How do these aspects of the description contribute to self-identity? Do you catch any markers of identity –if regional language, jargon, dialect?

Discursive scrutiny: Exploring the discursive dimension, everything from the language and format of documentation to the focus and process of data catching. Focuses on the way io social narratives and ideologies shape self-identification as expressed through the text.

Examining the social dimension: How the socio-cultural context influences self-identity. How do cultural norms, societal structures, and identity markers impact how self-identity is portrayed in the text?

2.10 Socio-Cultural Theory

It will consider the cultural and social influences on self-identity. How do shared cultural norms, beliefs, and practices shape the self-identity expressed in the text? It will explore the role of social interactions and interpersonal relationships in

constructing self-identity. Analyze how the individual's identity is influenced by their interaction with different social groups and contexts.

By connecting these three models, it will produce a thorough and layered analysis that takes linguistic, discursive, and socio-cultural factors into account in the construction and reflection of self-identity in written discourse. This method allows for an improved comprehension of how self-identity is produced both individually and socially within texts. Jakobson's results on language functions is to be connected with specific features of Fairclough's model and socio-cultural theory. Examine how personal views and emotions interact with societal ideals, for example, to connect the expressive function to the discursive dimension. The referential function contextualizes self-identity within a socio-cultural framework, taking into account how an individual's self-identity is influenced by the external world analyzing how the conative function interacts with power dynamics and interpersonal relationships in the conversation, as well as how it ties to larger socio-cultural structures and influences. Consider how the conative function interacts with power dynamics and interpersonal relationships in the conversation, as well as how it ties to larger socio-cultural structures and influences. Metalinguistic function discloses the speaker's awareness of language choices and sociocultural norms, as well as how these norms affect self-identity expression. Connecting the phatic function to the formation of interpersonal relationships and the ways in which these relationships contribute to or reflect aspects of self-identity. Explore the poetic function to learn how socio-cultural norms influence the creative and artistic characteristics of language and shape self-identity expression.

Firstly, Roman Jakobson's Functions of Language provide a framework for analyzing the various ways in which language is used in written essays on Self Identity. Fairclough's Model of Discourse Analysis will be drawn with Jakobson's framework for analyzing how language is used to construct meaning and how social relations are embedded in the text. Second, and Fairclough's Model of Discourse also take into consideration the social and cultural context in which the text is constructed. It also looks at the wider social environment surrounding the writing of the essay. Lastly, both theories are connected through Sociocultural Theory which emphasizes culture and society as a support structure through which the essay is delivered in terms of content and style. Sociocultural Theory knows that when we read, we are not

only reading the text but also reading the experiences and perspectives that an individual brings to that text based on their cultural contexts but also that social and cultural practices and norms influence the meanings we make of the text. Thus, these are interrelated theories as all three of them emphasize the social, cultural, and cognitive factors that influence the social use of language and the construction of meaning in written essays on self.

2.11 Analysis of written discourse

An adaptation of a framework for analyzing essays on self to account for Functional Models of Language (Jakobson 1987), Fairclough's Model of Discourse (1992) and Sociocultural Theory (Vygotsky 1978). Here is an amended model for analyzing written essays on self that incorporates the following theoretical frameworks: Roman Jakobson's Functions of Language, Fairclough's Model of Discourse, and Sociocultural Theory.

Roman Jakobson's Functions of Language helps in following way.

Referentially function Identify the topic and main points of the essay
Expressive function How does the author use language to show how they feel about what they are discussing?
Conative function Analyse how well the author episodes the reader to adopt their view on the topic.
Poetic function Analyse the aesthetic effects of the literary devices and language used by the author.

Fairclough's Model of Discourse Fairclough's model enables the evaluation of data from three aspects, text, discourse practice, and social practice. Textual Examination analyze how these linguistic choices convey power dynamics, ideology and meaning. Social Practice discuss the essay's relationship to identity, class, gender or any other relevant social concerns.

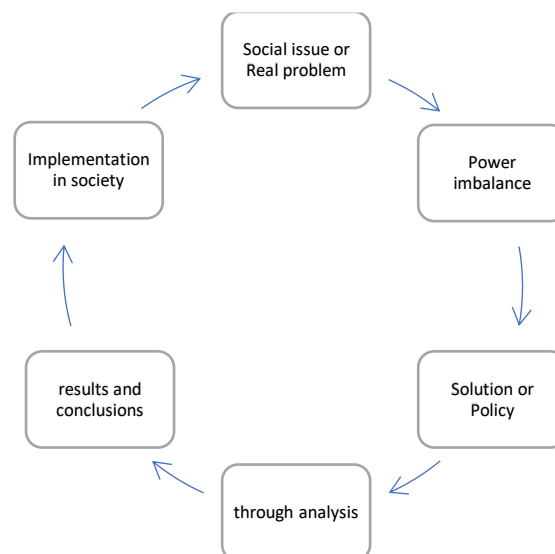
2.12 Sociocultural Theory

Describes the author (their cultural background, how that influences the content and style of the essay). Explain how the author uses language to convey their unique experiences and points of view as shaped by their cultural context.

2.13 Critical Social Analysis

Critical social analysis employs towards the examination and resolution of contemporary societal issues or their tangible effects. These issues encompass a broad

spectrum of social issues or problems that manifest as a result of discernible power imbalances. The process involves the identification of these imbalances and the formulation of solutions by scrutinizing them through the lens of existing theories or extensive research. In essence, critical social analysis serves as a valuable tool for addressing and rectifying pressing social concerns. Critical social analysis seeks to understand complex social issues, often with an emphasis on solving tangible social problems and their outcomes, and offers solutions informed by research and theoretical reflection. It is used to study and analyze the social problems that plague society today to help solve it and implement positive change in society. However, this analytical framework seeks to create effective policies with the hope that they will later be integrated into the fabric of society.



In a critical social analysis of a written essay on self, these theoretical frameworks will be used to analyze how the author's individual experiences and perspectives are shaped by broader social, cultural, and factors. The following steps can be taken to perform a critical social analysis of a written essay on self which can go under few changes after the complete collection of data:

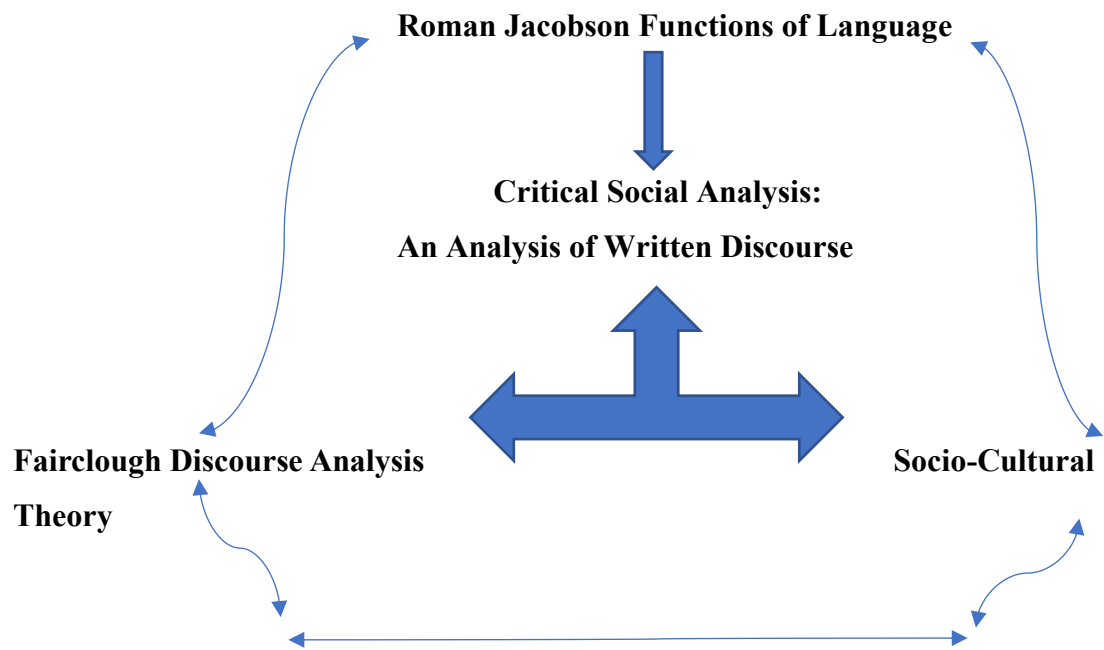
The critical Social Analysis has been employed through a proper process. Proceed with analyzing the essay's language and text organization. Determine significant terms, popular phrases, and loaded language in the essay. Examine how these words contribute to the the writer's argument or point of view. Examine the presence of metaphors or symbols, as well as their connotations. Examine how they influence the conversation. Analyze language structures, such as active/passive voice

and complex/simple sentences, and their significance for presenting information or persuading the reader. Examine the author's intentions with the essay and how the writing represent the future aims. Is it to educate, convince, criticize, or question present values and practices? Examine the power dynamics in the essay. Who has power or is overlooked in the discourse?

Using Jakobson's Referential function to identify the main elements of an essay. Use Fairclough to analyze the textual aspects of the essay and identify the recurrent patterns and themes that emerge from the analysis of the structure, grammar, and vocabulary. By using Fairclough's framework, analyze how the author uses language to construct meaning and show how power and social relations are represented in the text. The data should be interpretative but have priority over the text. Use Sociocultural Theory to think about the author's culture and how that impacts what the content/style of their essay. Explain how the author uses language to convey his/her particular experiences along with beliefs or perspectives in terms of the sociocultural theory. Sociocultural: Examines the social and cultural practices and norms surrounding the author's writing and the ways that these practices and norms inform meaning-making within the text. Analyze the text's relationship to issues of identity, class, gender, or any other essential social factors.

2.14 Comparative Social Analysis

This strategy examines and compares social phenomena in different individuals or contexts across various dimensions; in this framework, it is possible to closely analyze sociopolitical environments. It demonstrates trends, oppositions, constraints, and changes to better understand social structures, behaviors, and institutions.



An amended model: Interlinked theories and frameworks

CHAPTER 3

RESEARCH METHODOLOGY

Research methodology is an important part of any research study Contributing significantly to its authenticity. The present study research methodology is discussed in this chapter three of study. It is well-defined characteristic of Research nature, Purpose or Objectives, devices used to gather data and method by which the research is taking place in constructing and mirroring the Identity through formal literacy amongst 8th and 5th grade students from Public and private schools of Multan, the city located in Pakistan. Moreover, this section of the study focuses on the modified research methodology used to examine the data from many viewpoints. Additionally, the research model employed by the researcher will also be elaborated, which will help in the analysis of data of written Discourse among the participants that are learners of grades 5th and 8th of public and private schools.

3.1 Rationale behind the research

The present research aims to explore how the construction of one's Identity and perception is a process that is influenced by a variety of factors. To conduct this study, the researcher will select participants from two governmental and two non-governmental schools in the Multan District of Punjab, Pakistan. The fifth and eighth grades of those schools will be the subject of present research. It will concentrate on how language and formal literacy aids in self-construction and self-representation and how it creates differences or similarities among the thoughts and perception of students. Either the same educational background promotes and constructs same identity and thoughts in mind of students or their culture has greater influence. What they feel about their own self and how they reflect their self-identity with the help of their language. The main objectives of this research will be "to find out the discursive strategies of students by the help of which they create the sense of their identity and to find out the differences that educational background (that is simply their formal literacy) creates among students belonging to different educational backgrounds with different environment, curriculum, culture etc.

3.2 Paradigm of the Research

The paradigm of the present research was qualitative and had a descriptive essence. A descriptive method was required for analysis because the written Discourse required interpretation and explanation. The interpretation advanced the comprehension of formal literacy and was based on the participants' voices. It also helped to understand the texts in a better way, played its role in identifying the patterns of text, helped in understanding the tone, style, and how students intended to perceive the meaning and context. This worked for pre-analytical pathways to make sense and interpretation that made bases for data analysis. That was a more systematic and structured way to treat any written discourse. It allowed for the comparative method for identifying both similarities and differences to heighten the text of the subject matter.

The researcher employed qualitative research approach because qualitative research enables researchers to gain a deep insight around written discourse. It helped them to explore the depth of content, context, and nuances that are so important for a rich descriptive analysis and that were crucial in bringing to light the contextual backdrop in which written discourse was developed. This entails revealing the motivations, cultural influences, and historical factors that shaped the message of the text. Qualitative studies also used triangulation methods to verify the accuracy of findings in order to ensure the research was accurate and reliable. When scribes examined writings closely, they occasionally uncovered new insights that had gone unnoticed. Qualitative research was wonderful at capturing these surprise and new insights. Additionally, qualitative methods helped them to be flexible as they learned more about the written discourse as their research progressed. Additionally, written discourse often included subjective elements and multiple interpretations. Enabling the investigation of diverse perspectives and understandings, qualitative research techniques can add depth to descriptive analysis and played a pivotal role in revealing the contextual backdrop against which written discourse was created. This included uncovering the motivations, cultural influences, and historical factors that impacted the text's message. To make sure the research was accurate and reliable, qualitative studies used triangulation methods to ensure findings were correct.

When researchers analyzed written materials closely, they sometimes found unexpected new insights. Qualitative research was great at handling these unexpected and new insights. Along with that, qualitative methods allowed them to be flexible, as they learned more about the written discourse throughout their research. Moreover, written discourse often encompassed subjective components and diverse interpretations. Qualitative research methods facilitated the exploration of various viewpoints and understandings, enhancing the value of descriptive analysis. Additionally, qualitative approaches empowered researchers to identify patterns, recurring themes, and elements within written discourse. This aided in creating a more robust and insightful analysis

3.3 Data Collection Tool

In this present research, the chosen tool for data collection involves written essays in which participants describe themselves and write about their own selves. Whose analysis will be employed on the word, sentence, and discourse levels. This analysis is carried out to understand how formal literacy plays a role in shaping and reflecting one's self. The tool does so by analyzing language usage as it focuses on the behavior and attitudes of both the general population and the specific participants.

3.4 Features of Descriptive Essays

3.4.1 Data

Data in research refers to evidence or facts gathered, observed, or generated throughout the research process. The primary resource that the researcher is using as data is the essays themselves written by participants of grades 5th and 8th of public and private schools from the Multan, A District of Punjab, Pakistan. The participants themselves are the subject of the essays, together with information on their name, family, objectives, religion, likings and dislikes, interests, and thoughts about their society and nation.

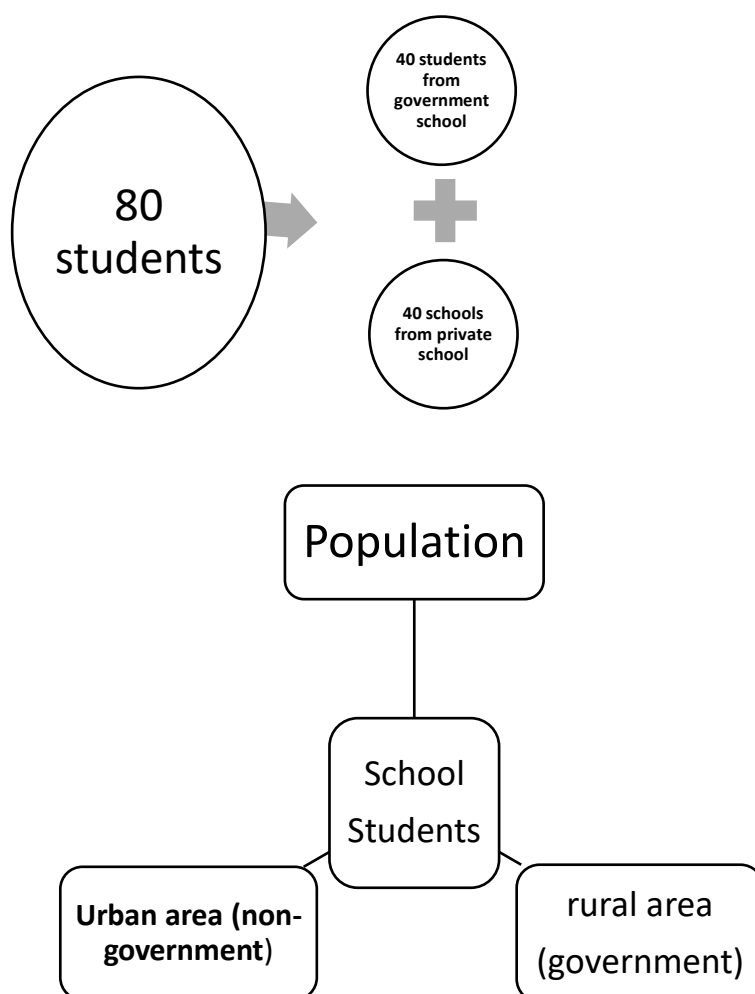
3.4.2 Research technique

The present research explores the student's cognitive range and opinions of their identity construction and representation. Data is gathered primarily through descriptive essays written by chosen participants from those mentioned schools. In total 80 descriptive essays with a less structured approach is employed to acquire an

insight into how students of grade 5th and 8th reflect their self-image through their linguistic choices.

3.4.3 Population

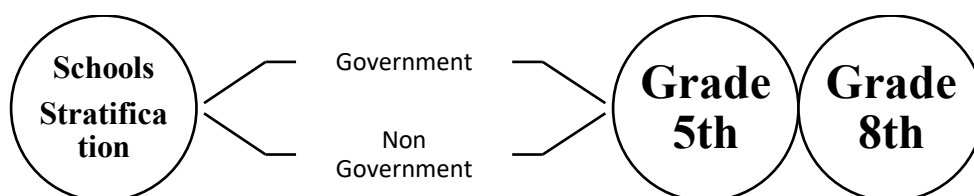
Students who attend school make up the population of the present study. Gov. and non-gov. schools make up the tier strands. There are in total 80 students from two schools, 20 chosen from each level. Also, permission was taken from the heads of both school systems for conducting the present research. The government school are located in rural area and private school are located in urban area of Multan, A District of Punjab Pakistan.



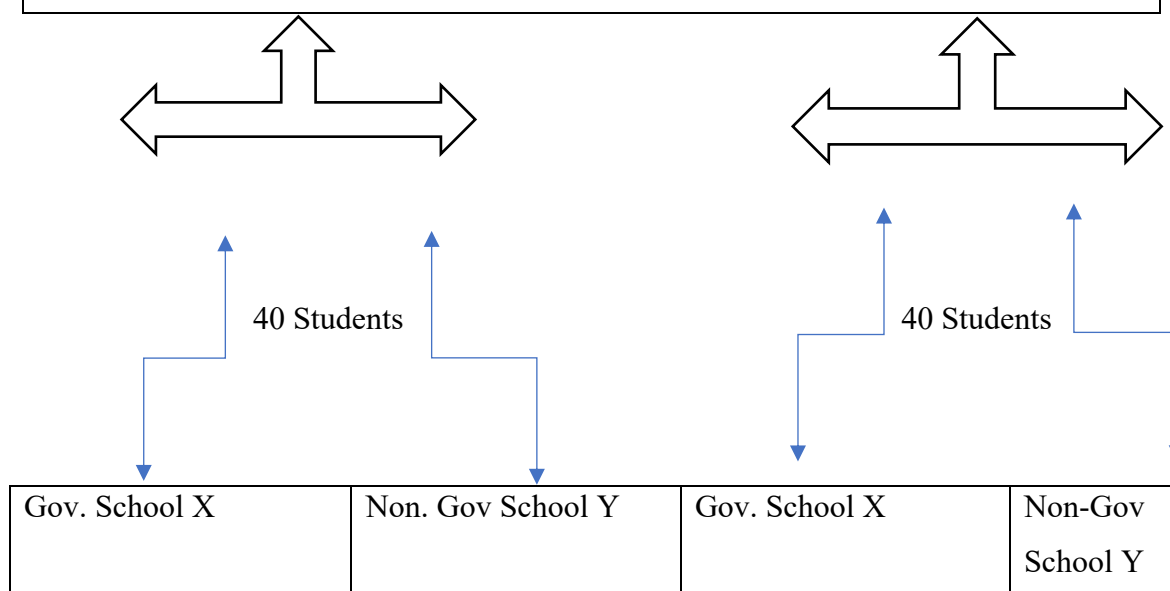
3.4.4 Sampling Technique and Sample

The data for the present research was collected by stratified sampling technique. It is a sampling technique. By separating the population into subgroups or strata based on particular traits or variables. The strata or subgroups are then independently sampled using a random selection procedure to ensure the sample accurately represents the whole population. In the present research public and private schools and their division into sub groups of primary and middle levels of grade 5th and 8th classes are the strata.

One Gov. and one Non-Gov. school in Multan, A District of Punjab Pakistan, serve as the sample and source of data for the present research. School X symbolizes High School Bosan Uttar, which is a government school, and School Y symbolizes Beacon House Newlands, which is a private school in Multan, A district of Punjab, Pakistan. The learners are asked to write and submit an essay. The researcher's top priority was to ensure that all participants have given their consent and they have written a self-descriptive essay, they were made clear that the provided information is only to be used for research purpose. Eighty descriptive essays serve as the sample for the research. There are four groups into which the research's subjects has been split



There were 80 students which were the sample from the whole population of 5th and 8th grade



School	Grade	Sample	Data	Level	School name	Area	Fee Structure
							Per Month
							In PKR
Government	5 th	20 students	20 essays	Primary	Bosan Uttar	Rural	RS 20
	8 th	20 students	20 essays	Middle	Bosan Uttar	Rural	Rs 50
Private/	5 th	20 Students	20 essays	Primary		Urban	RS 40,000
Non-Government	8 th	20 Students	20 essays	Middle	BHNLM BHNLM	Urban	RS 45,000

Total Number	Total Data	Total Grades	Schools
20+20+20+20 = 80 students	20+20+20+20 = 80 essays	1+1+1+1 = 4 grades	1+1 = 2 schools

3.5 Critical Social Analysis

Critical Social Analysis that is “CSA” is an analytical, explanatory endeavour to determine the relationships on the grounds. CSA criticizes the normative justifications, practices, and activities based on concepts, theories, practices, it emphasizes on social realities and has a reflexive quality by showing how people conceptualize themselves and others using formal literacy and their knowledge, CSA is chosen as a suitable model for the present research. The amended model is the way through which critical social analysis employment is done by using certain analytical devices. These analytical devices are useful for analyzing a differences, similarities, contexts, thoughts of students regarding their self-identity and perspective about the world around them.

Ideology can be described as a structured set of beliefs, values, and concepts that influence an individual's outlook on the world, shaping their comprehension of social, political, and cultural matters. It plays a pivotal role in the development of a person's identity by furnishing a framework through which individuals interpret their life experiences and gain insight into the world that surrounds them.

This guiding principle of ideology assists individuals in delineating their values, opinions, and associations. Various factors, such as family, education, culture, and society, contribute to the formation and molding of one's ideology. As individuals engage with diverse ideological perspectives, they adopt specific viewpoints, which, in turn, impact their self-perception, attitudes, and conduct. Thus, ideology becomes a key factor underlying the identity framework of an individual, determining their self-perception and their rightful position(s) in the wider social context. The current study employs CSA as its methodology to reveal the ways in which students create and represent their self-identity through language. This study focuses on the vocabulary that students use and considers the ideological, social, and cultural levels it holds in determining the way in which they see themselves reflected in society and how their identities are publicly formed. It has even been interpreted as potential themes behind the dialogues of students and oral texts. These motifs essentially include the thoughts and communications given by students through their talks. In the discipline of pragmatics there exists a notion referred to as implicature, which is a subsection of linguistics that specializes in examining the use of language in context, and how

individuals utilize it to express something more than what is directly stated by the verbalization of words. In this case, implicature refers to how speakers indirectly convey

Contextual Cues imply additional implications by using their context rather than stating information. It is further divided into two primary types: Conversational Implicature and Conventional Implicature. This type arises from the normal course of communication. It involves a speaker suggesting significations that exceed the literal meaning of the words they use. He infers these tacit meanings taking into account the context of the conversation and the cooperative principle of communication. For example, if someone says, "I have a lot of work to do", the implicature may be that they are not available to engage in a specific activity. Such implicature arises from particular linguistic expressions or words that literally have additional meanings. One of many examples is that, when someone says "but" in a sentence, it traditionally indicates a sense of difference or conflict between the parts it connects. Conversational implicature is relevant for the current research and for analysing written discourse. Because the focus of research in this analysis is context, especially of longer stretches of communication, such as conversations, texts, or spoken or written discourses. Conversational implicatures relate to the social aspects of language, with regards to the way in which speakers convey indirectly their in the context of a conversation (or discourse). For example, when a baby comes into the world, conversations generally revolve around assigning strength to boys and emphasizing the beauty of girls to a degree where even guidance on choosing toys and clothes all contribute to shaping the perception of oneself and a voice in establishing their identity. Moreover, more examples of such pressures include social norms relating to areas such as education, career, and relationships. High levels of academic success create a sense of achievement and validation which influences self-perception and identity. The essence of what a person does for a living is heavily molded by the expectations the general populace has of that profession and that profession's standards. These are choices deeply woven from individual values, interests, and social expectations.

Within the realm of discourse analysis, present researches frequently explore the utilization of conversational implicatures by the students and this exploration aims to uncover how conversational implicature serves to convey supplementary

information, introduce subtleties, and mold the overall significance of a discourse. Recognizing the mechanics of implicature within conversation proves pivotal for conducting a comprehensive analysis of language usage. This analysis delves beyond the mere literal meanings of words and examines the implied, indirect meanings that are reliant on the surrounding context and the principles of cooperative communication by the students of 5th and 8th grade of Gov. and Non-Gov. schools of Multan, A District of Punjab, Pakistan.

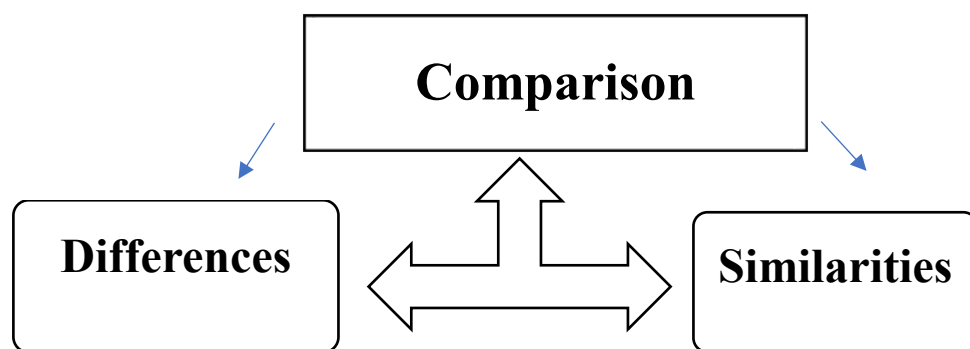
The term "metaphor" is used to describe words that convey the relationship between one element and another. In both written and spoken communication, there are numerous options for choosing metaphors to express or symbolize something. Consequently, the choice of metaphor shapes an individual's perception of reality. In the present research the researcher has focused upon the metaphors that the students use to represent their self-identity. The concepts that person make about world and shape some maps about the society around them is known as metaphorical mapping. These metaphorical mapping are directly related to representation of self-identity. Metaphors encapsulate distinct interpretations, notions, principles, convictions, and theories that the students associate with an object and aims to communicate.

In the realm of analysis, the term "comparison" entails the process of scrutinizing and contrasting various components, variables, or entities in order to discern resemblances, distinctions, patterns, or connections. This practice serves to enhance one's comprehension of the subject being examined and can furnish invaluable information for formulating conclusions or informed judgments. Frequently, comparisons are employed to emphasize disparities or parallels among diverse data points, items, or ideas, facilitating a more thorough evaluation of the subject undergoing analysis. The present research will compare the students and their self- representation to show the effects of formal literacy over their self -identity. In examining the historical and systematic aspects, discourses become discernible through societal responses. So, in the present research examine the ideologies underpinning the written discourse that shapes students' identities using sociocultural theory. Additionally, it analyzes the contexts and language employed by students to depict their socialization within the educational setting. The comparative examination promotes the exploration of several factors, including inclusions and exclusions. This implies that within the written text in form of essays, students demonstrate how they

incorporate diverse abilities and backgrounds acquired from their academic environments and the type of education received from their institutions. These factors play a vital role in scrutinizing the similarities, parallels, distinctions, prominence, and reinforcement in the formation of one's self-identity. This process aids individuals in gaining insights into their value, aspirations, and goals.

In General, the researcher concentrates on the subsequent instruments for conducting research analysis.

3.6 Research Tools/Instruments



- Language Functions.
- Ideologies.
- Metaphors.
- Values/Believes (Religious, Cultural, Patriotic Etc.)
- Identity Inclusion or Exclusion (Regarding family status, background, System Etc.)
- Abstract ideas or complex notions through specific words with intended meanings.
- Persuasive, or Emphatic words (Words that indicate a sense of surety, control, resolve, or assertive qualities.)
- Choice of particular terms (Words that plays a role in shaping the perception and comprehension of the situations)
- Concise and efficient language (Use of pronouns such as he, she, it, they, which represents the ability to deploy context without repetition)
- Back-and-forth exchange of ideas, perspectives, or information.
- Collaborative and interconnected words.

The thematic characterization of the data is presented in the subsequent next section, and the analysis of each category is conducted in the following chapter four using the model across the specified levels.

CHAPTER 4

DATA ANALYSIS

The data analysis for the construction and representation of the self-identity is covered in Chapter 4 of the present study. The chapter analyzes the student data using the socio-cultural theory, the Fairclough 3D model, and Roman Jakobson's theories. The researcher will first examine the linguistic functions that the students employed in their written works. The researcher will compare and contrast the linguistic functions of students attending schools of Multan, A district in Punjab, Pakistan: Government school (X) and Non-Government school (Y).

The up to referenced Functions of Language have been dissected semantically by employing the up to referenced research model that is Roman Jakobson Model of Langue Functions. The remarkable linguist Roman Jakobson determined the primary functions of language, including:

- Referential
- Emotive
- Conative
- Phatic
- Metalingual
- Poetic.

Some data about how students use language to talk about themselves is displayed in the tables here. These tables enable to observe patterns and distinctions in the ways that students think about who they are and express themselves through language.

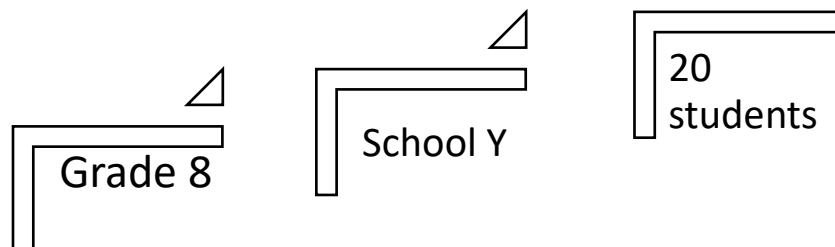
4.1 Referential Function

When individuals disclose reliable data about themselves, their families, and their preferences, it is evident that they have the referential capability. When someone communicates verbally or in writing and exchanges specific, objective information with the other person, it approaches objectivity. The sender's focus is on their factual referents in particular case, which include name information,

numerical information, and unchanging facts. The researcher analyzes how language fulfills referential purposes for each student by highlighting specific words, topics, or information.

4.1.1 Analysis of Referential Function

(Grade 8th School Y)



By providing accurate information about identity, age, education, and family, the students primarily fulfill the reference role by facilitating a thorough comprehension of their past and present circumstances.

Student 1

"My name is Hajra Usman. I am 14 years old and currently studying in class 8th. I have two sisters and two brothers."

Personal Identification: By giving important, impartial details about her identification, the opening remark, *"My name is Hajra Usman,"* fulfills the referential function.

Age and Grade: Age and Grade: The information on her age (14 years old) and educational background *"I am currently studying in class 8th"* serves a referential purpose.

Family Structure: Including the number of siblings (*"two sisters and two brothers"*) enhances the referential function by providing details about her family structure in terms of numbers.

Student 2

"Laiba my name is and my family is of 6 persons... I m in class 8th a student."

Personalization: Upon introducing herself by name, Laiba gives an identity to herself.

Family Structure: Family consists of six members

Grade: Laiba states that she is a student in eighth grade

Student 3

"My name is Nafay. I am 15 years old. I study in class 8th. I belong to a nuclear family and I am elder among all siblings..."

Personal Identification: "I'm Nafay. Nafay introduces himself, and he uses his name first. This is a basic touchstone for who he is.

Age: "I am 15 years old." To give an exact and numerical account of his current phase of life, Nafay mentions his age. **Grade/Class:** "I am in the 8th Grade. He lists the class he is now taking, providing insight into his academic development. **Family Status:** "I belong to a nuclear family and I am elder among all siblings." Nafay gives information about his family structure when he says I am the eldest as the oldest sibling in his family and when he mentions that he comes from a nuclear family. It helps shed light on his family relationships.

Student 4

"My name is Ayan Malik and I study in 8th class... My father's name is Abdul Malik. He is an army doctor currently working in CMH"

Identity and Grade: Ayan gives exact information about his name and present educational standing, making it evident what his identity and academic standing are.

Father's Profession: *"My father's name is Abdul Malik. He is an army doctor currently working in CMH."* Ayan provides specifics about his father's name, his occupation as an army doctor, and the particular location of employment (CMH), providing context to help the reader comprehend his family history.

Student 5

"My name is Ayesha. I belong to Rahim Yar Khan... My father gets a transfer after a few years because he is a Station Master at Pakistan"

Personal Information: Ayesha offers factual details about herself, such as her name ("Ayesha") and her birthplace ("Rahim Yar Khan"). By providing background knowledge and specifics about her identity, this information fulfills the referential function by introducing her to the reader.

Family Background: Ayesha reveals that her father works as a *"Station Master at Pakistan Railways."* This realistic element, which sheds light on her father's job and the conditions of her family, supports the referential function. Ayesha said that because he works as a Station Master, her father is transferred every few years. By giving more details about her family's way of life and the effects of her father's line of

work, this fulfills the referential function by elaborating on the background of her existence.

Student 6

"Myself Ubaid Ullah from the city Multan... My father belongs to the Pakistan Army. He is a retired Subaydar."

Personal Identification: Ubaid Ullah gives an introductory reference mentioning his name and location. (Multan)

Father's Profession: Ubaid Ullah gives details about his father's occupation and military rank, referencing his family history to a particular national institution of higher position.

Student 7:

"My name is Shoaib. I lived in Karachi but now live in Multan... I am 14 years old and I study in 8th class."

Personal Identification: Shoaib gives essential information about himself, including his name, age, and present location. This data provides a point of reference for comprehending his background, which is filled with accurate information.

Geographical Transition: Shoaib notes a move from Karachi to Multan. This shift in location serves as a reference element, setting the scene for his life story and highlighting residential changes. The important thing to note is that he made a clear connection between his identity and the location he lives and has lived.

Age and Educational Background: Shoaib provides information on his age and class of study, stating that he is in the eighth grade at the age of 14. This data contributes to the objective portrayal of his age and educational background.

Student 8:

"My name is Iram Abbas. I am in class 8th... My father and mother both work at Pakistan Army as doctors."

Personal Identification and Educational background: *"My name is Iram Abbas. I am in class 8th."* This communicates important details about the speaker's identify, such as name and current educational standing.

Family Structure: *"My father and mother both work at Pakistan Army as doctors."* it further exemplifies the referential function. This gives particular information about the family's occupation, revealing that the parents are doctors in the Pakistan Army

and that the family has a military history.

Student 9

"My name is Ali Asghar, and I presently live in Multan. I am 14 years old and I live in a nuclear family with my three siblings."

Personal Identification: By revealing his name, Ali Asghar verifies an essential aspect of his identity. The reader can use this material as a point of reference.

Geographic Information: Ali Asghar's reference to living in Multan provides geographic information that helps construct the background of his present whereabouts.

Age Specification and Family Structure: By providing a precise time period and showing the stage of life that Ali Asghar is currently in, the statement's inclusion of his age helps it to serve a referential purpose.

Student 10

"My name is Raza and my father name is Rana Kamran... I am 15 years old. I read in class 8th, and my School name is BHNLM."

Personal Identification and Family Structure: Raza begins by identifying himself as Raza and mentioning his father, Rana Kamran, as well as additional important biographical details. The writer's identity and its relationship to his father's identity are the main themes of this theme.

Age and School Grade: Raza provides accurate information on his age, indicating that he is fifteen years old.

It further includes that he is an eighth-grade student, which means his current level of education. - School Name: Mentioning his school, BHNLM, adds to the referential function of the text by giving a specific identifier to his educational environment. It helps introduce the ideal maker aspect of Raza's education and provides insight into her life for the audience.

Student 11

"My name is Ahmad Yousaf. I am in class 8th. My family background consists of two brothers, one sister, my father, and my mother..."

Personal Identification: "My name is Ahmad Yousaf." Ahmad Yousaf introduces himself and starts the referential function by saying it.

Referential Function: Ahmad's schooling is under the referential function as he

tells, "I am in 8th class. and his current grade.

Family Structure: Ahmad goes on to specify and elaborate his family reference function. "My family background consists of three: two brothers, one sister, my father and my mother," he says. This gives an insight into his family makeup.

Student 12

"My name is Aneela Aslam. My father's name is Aslam Bhatti... I was 10 years old when I came to Pakistan but now, I am 15 years old." Individual Identification: Aneela Aslam calls herself by name, saying, "My name is Aneela Aslam." This statement achieves that referential purpose by supplying personal information to identify the speaker. Specification on age and chronology ages would reveal a lot of age from her given context, she mentions that, "I now 15 years old, but I came to Pakistan after she was 10 years old. This serves the referential function by providing a chronological link to her age and the duration of her life that has been spent in Pakistan. She reveals, for instance, information regarding hidden objectives without clarifying it, as the fact that she had lived in Pakistan five years between the ages of ten and fifteen

Student 13

"My name is Usman Shahzad. I am in class 8th section C. My father's name is Shahbaz Ali... There are four siblings. I am the youngest among everyone." Indeed, this is an obvious illustration of the referential function of language, as he is giving the facts about the referent, namely himself.

Grade: *"I study in class 8th in section 'C'."* By giving particulars about his educational background and class section, this supports the referential function.

Family Structure: *"My father is Shahbaz Ali. There are four of us. I am the eldest of all of us."* This part of his statement provides information on his family structure, which fulfills the referential purpose. where his age is not disclosed, either explicitly or numerically. He makes reference to his standing among his siblings by using.

Student 14

"My name is M. Bilal. I am currently studying in class 8th. My father's name is Rana Habib Ullah, and he is a retired officer from Pakistan Air force..."

Personal Identification: Name, age, and other personal information are provided by M. Bilal when he introduces himself.

Grade: M. Bilal provides details regarding his present academic standing. *"I am*

currently studying in class 8th."

Family Structure: M. Bilal discusses his father's history and his own family's composition. *"My father's name is Rana Habib Ullah, and he is a retired officer from Pakistan Air force."* Here, he objectifies his father's line of work to a particular Pakistani institution. and give accurate details regarding his father and family history.

Student 15

"Myself Sania. My father's name is Imran. I study in class eighth, and my school name is BHNLM. My father is a C.A Government Officer. My mother is a doctor."

Personal Identification: Regarding personal identity, Sania shares details about her name (*"Myself Sania"*) and the name of her father (*"Imran"*). By providing essential facts that are helpful in her identification as a unique person, this fulfills the referential role.

Grade: Sania uses her class number to indicate her grade, *"I study in class eighth."* This material fulfills the reference role and is crucial for comprehending her educational background.

Family Structure: Sania's father, his job, and her mother's profession are mentioned in the book, providing insight into her family's composition. By revealing details about her, this helps with the referential function and offers a view into the familial environment and family history.

Student 16

"My name is Razib Ramzi. I am 15 years old and I read in class 8th. My father is an attorney, and my mother is a homemaker." Razib Ramzi then follows with his identity through his name: This information allows the reader to identify the speaker by giving them a point of reference for further information.

Age and Educational Grade: Razib indicates that he is "15 years old" and "class 8th". This adds to the referential function by providing specifics about this academic grade by giving particular information);}

Family: The line, *"My mama is a housewife, and my dad is a lawyer"* reveals some background on Razib's family. It is also a part of the referential function, informing about his family history and gives more detail on his parent's jobs.

Student 17

"My name is Fuzail Ali. I have 5 family members. I have two brothers, and I am the eldest among them. My father is a landlord..."

Personal Identification: *"My name is Fuzail Ali,"* Fuzail Ali begins by introducing himself, enabling the reader to get to know him. This creates a referential function by providing particulars about the person.

Family Structure: Fuzail Ali says, *"I have five family members,"* as he goes on to provide further information about his family. Out of my two brothers, I am the oldest. This gives a numerical representation of his family structure, emphasizing the number of family members and his position as the oldest sibling. Fuzail Ali mentions being the oldest of his brothers, therefore even if he doesn't state his exact age in this statement, it may be assumed that he is older. Given that he is the oldest sibling, it is also likely that he is in a higher grade or age group.

Student 18

"My name is M. Rayan Farrukh. I belong to an upper and educated class family... I am 13 years old and I am a boy."

Personal Identification: In order to introduce himself, M. Rayan Farrukh gives his personal information. He refers to himself by his full name, "M. Rayan Farrukh," making it evident who he is. He also emphasizes important characteristics about himself, stating that he is 13 years old and that he identifies as a male.

Grade: Although it isn't stated in this passage specifically, the student's age of thirteen suggests that he is probably in the eighth grade because other students are referenced in the context. The student's academic grade is conveyed indirectly through the age reference.

Family Structure: M. Rayan Farrukh provides details about his upbringing, claiming to come from an educated and privileged family. This adds to the referential function because he gives information about the educational and socioeconomic level of his family.

Student 19

"My name is Asif Aslam. There are six of us in our family, and I am the second of my siblings... I am fifteen."

Personal Identification: Asif Aslam uses the referential function of language to imply personal identifying information. In sharing his name, "Asif Aslam," he declares who he is as a human. It also achieves the aim of establishing personal

identification by making him more recognizable and relatable to the reader.

Referential Function: To provide information about his family structure, Asif Aslam uses the referential function. "We are six family members, and I am the second one among my siblings," he said. This allows the reader to gain a better insight of his family history by constructing an accurate picture of his family dynamics and where he sits.

Age: Asif Aslam's assertion, *"I am fifteen years old,"* clearly demonstrates the referential function. He conveys important details regarding his age here.

Student 20

"My name is Fawaz. I am from Multan, studying in class 8th. My dad is a businessman, and he owns a factory."

Personal Identification: By introducing himself with his name, "My name is Fawaz," Fawaz establishes the referential function while disclosing personal information.

This focuses on the referential nature of language as it forces focus on the individuality. Fawaz is "studying in class 8th," which suggests that he is currently in the 8th grade. This not only serves the referential function in providing specifics about his educational status, but also furthers our understanding of his educational history in general.

Family Structure: Fawaz gives information regarding his family's composition, saying, *"My dad is a businessman, and he owns a factory."* The referential function is highlighted in this subject as Fawaz provides details about his family, particularly his father's job and factory ownership.

The statements from many students are offered, and together they create an intricate web of objective but personal tales that shed light on the kids' identities, familial origins, and academic goals. Using Referential Function, a thorough study identifies both repeating and unique patterns that help create a complex understanding of each person.

Common Themes:

- **Personal Identification:** A prevalent theme observed in the students' statements revolves around the importance of personal identification. Most students begin by sharing their names, using phrases like "My name is" or "I am." This practice establishes a clear link to their identity for the reader. The consistent

focus on personal identification serves a referential function, setting the stage for the subsequent information in each statement. It provides a starting point for readers to relate to and distinguish among the diverse student group. All 20 students include personal identification details in their statements, covering aspects like names, ages, and, in some cases, additional personal information. Every student, without exception, mentions their name, while half of them specify their age.

- **Grade/Educational Information:** Out of the twenty students, the majority, specifically students 1 through 11, 13 through 16, and 18 through 19, disclosed their current academic grade or educational level, shedding light on their academic standing. Notably, seventeen students divulged their grade, with only one specifying the name of their school. A noteworthy observation is that a significant proportion of these individuals indicated being in the 8th grade.
- **Family Structure:** In terms of family structure, students 1 through 11, 13 through 18, and 19 provided insights into their familial setups, including the number of siblings and occasionally the professions of their parents. A total of eighteen students elaborated on their family structures.
- **Father's Occupation:** Eleven out of the twenty students revealed details about their father's occupations, contributing to a comprehensive understanding of the students' family backgrounds.

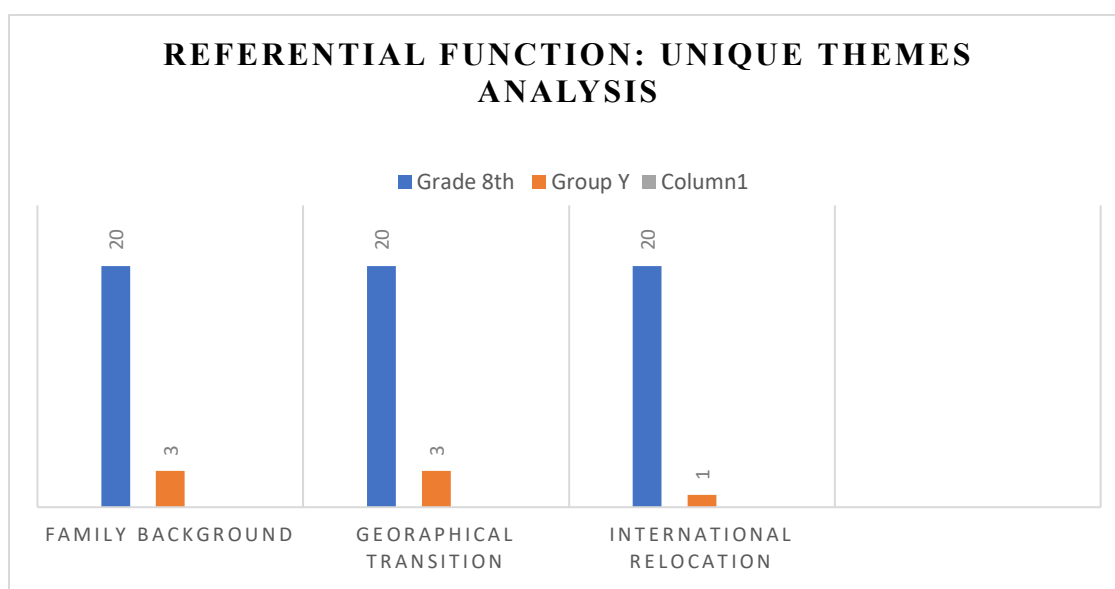
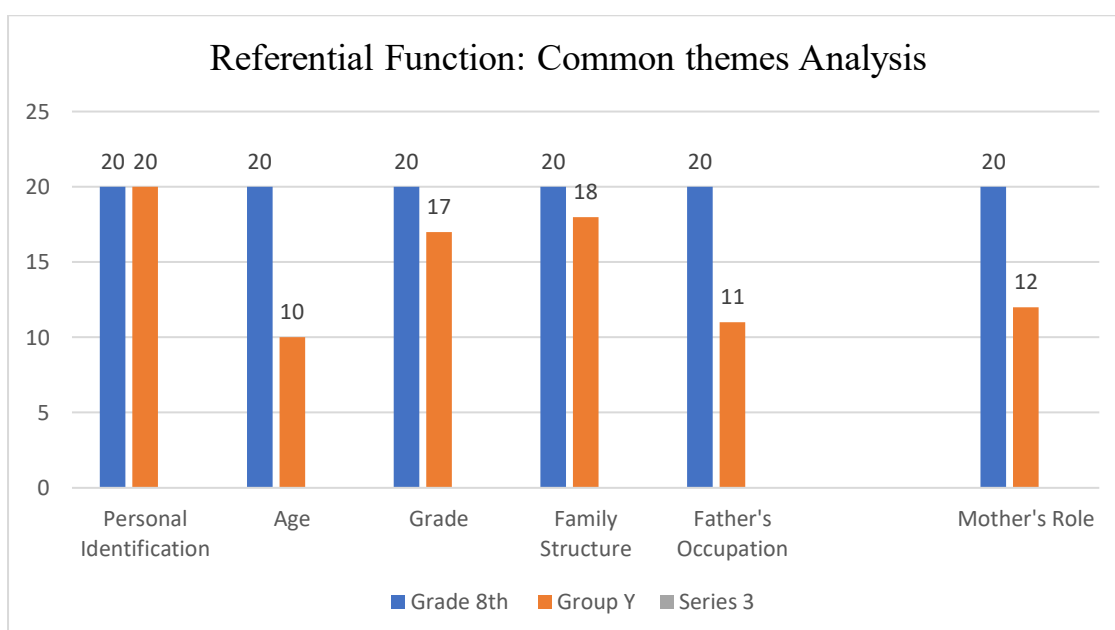
Mother's Role: Twelve students explicitly mentioned their mothers, elucidating whether they are housewives or employed in some capacity.

Unique Themes

- **Family Background:** The majority of the students disclosed details regarding their family structures, their parents' professions, hobbies, and aspirations. However, the explicit mention of social status or caste was notably absent from most responses. Only a limited number of students, precisely three, provided information regarding the caste and social status of their families.
- **Geographical Transition:** A noteworthy theme emerged among three students who shared experiences of geographical transitions. These transitions involved

relocating from Karachi to Multan, Rahim yar khan to Multan, and Saudia to Pakistan, respectively, setting these individuals apart from their peers.

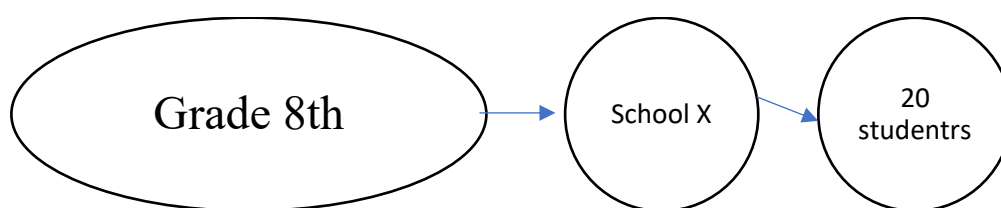
- **International Relocation:** A singular narrative was presented by Student 12, who shared insights into an international relocation experience. Specifically, mentioned moving to Pakistan at the age of 10, adding a unique dimension to life story.
- **Socio-economic Status:** In the midst of the shared narratives, one student stood out by revealing their belonging to an upper and educated class family. This disclosure provided valuable insights into the socio-economic status of their family, setting them apart from the rest of the participants.



The process for conducting a thematic analysis on government students involves a methodical investigation of themes that recur. Similarly, finding common and unique themes is aided by applying this research to specific students. Furthermore, using language's Referential Function as a tool allows researchers to examine how differently learners use themes. This role aids in the development of their personality and helps them express who they are.

Grade 8th School X

The same methodology for analysis is applied to essays written by students at Governmental Schools in order to identify the usage of referential function through the application of various language themes.



Student 1

"My name is Insha. My Father's name is Sagheer Ahmed. My age is 15 years. My father is retired from Air force department "

Personal Identification: *"My name is Insha Age "My age is 15 years."* In this statement, the student explicitly mentions her age, providing a key element of personal identification along with her social identity that is her name.

Family Structure: *"My Father's name is Sagheer Ahmed."* This statement reveals information about the writer's family structure by introducing the father's name, which is an essential aspect of family identification.

Father's Occupation: *"My father is retired from the Air force department."* This statement discloses the occupation of the student father, giving insights into the family's status and the father's professional history.

Student 2

"My name is Sania. I read in class 8th. My father is a farmer. My mother is a housewife. I am fifteen years old."

Personal Identification:

"My name is Sania. I read in class 8th. My father is a farmer. My mother is a housewife. I am fifteen years old." This statement primarily provides personal

identification details about the speaker, Sania. The focus is on establishing her identity.

Age and Grade: "I am fifteen years old." This statement specifically addresses age. It contributes to the theme of age and grade, providing information about the stage of education (class 8th) and the age of the speaker (fifteen years old).

Father's Occupation: "My father is a farmer." It falls under the theme of Father's Occupation, as it provides information about the type of work the father is engaged in (farming).

Mother's Role: "My mother is a housewife." It falls under the theme of Mother's Role, indicating that the mother is primarily responsible for household activities as a housewife.

Student 3

"My name is Ali Shan. My father's name is Khalil Ahmad. We have eight family members. Father, mother, siblings, grandfather, and grandmother. My father's profession is a job. "

Personal Identification: "My name is Ali Shan." This statement is a clear declaration of the individual's name, establishing a sense of personal identity. The mention of one's name is a fundamental aspect of personal identification.

Family Structure: "We have eight family members. Father, mother, siblings, grandfather, and grandmother." This statement provides a comprehensive overview of the family structure, listing all the members. It outlines the relationships and the different generations present, contributing to the theme of family structure. And the inclusion of grand parents as a part of family.

Father's Occupation: "My father's profession is a job." The statement directly addresses the father's occupation, categorizing it as a "job." This stated information aid in understanding the economical and social status of the family and then declaring the father as breadwinner for the family.

Student 4

"My name is Rubab. I read in class 8th. I am syed by caste. I belong to a middle-class family. My mother is teacher and father do business."

Personal Identification: "My name is Rubab." This statement provides personal identification by revealing the individual's name, which is essential for establishing a sense of identity.

Age and Grade: *"I read in class 8th."* This statement discloses the person's grade (8th) and indirectly provides information about their age group, contributing to the theme of age and academic status.

Family Structure: *"I belong to a middle-class family."* The statement indicates the family's socioeconomic status, placing the individual within a specific societal context and contributing to the understanding of their family structure.

Father's Occupation: *"My father does business."* This statement reveals the father's occupation, shedding light on the economic activities of the family and providing insights into the father's role in supporting the household.

Mother's Role: *"My mother is a teacher."* The statement discloses the mother's profession, highlighting her role as a teacher. This information contributes to understanding the mother's occupation and potential influence on the family's educational environment. And along with Father mother is also a bread winner for family.

Student 5

"I am a boy. My name is Usman Jamil. I am 15 years old. I am studying in class 8th. My father's name is Jamil. My mother's name is Sumaila. We have two sisters and 3 brothers. My grandfather's name is Habib Ullah. My grandmother died. My big brother's name is Raheel. My father's job is a security guard, and my mother is a housewife."

Personal Identification: *"I am a boy. My name is Usman Jamil."* These statements provide personal information about the narrator, including gender, name, and age. They are centered around the narrator's identity and self-description. Revealing his gender Usman clearly shows he connects his identity with his Gender.

Age and Grade: *"I am 15 years old. I am studying in class 8th."* These statements specifically address the narrator's age and educational level, providing information about their current stage in life and academic status.

Family Structure: *"My father's name is Jamil. My mother's name is Sumaila. We have two sisters and 3 brothers. My grandfather's name is Habib Ullah. My grandmother died. My big brother's name is Raheel."* These statements collectively present details about the family structure, including the names of family members, the number of siblings, and even mentioning the narrator's late grandmother. This gives a comprehensive view of the family dynamics. Where the person shed light on the

importance of Grand parents as part of their family.

Father's Occupation: "My father's job is a security guard." This statement specifically highlights the occupation of the narrator's father, shedding light on an important aspect of the family's economic and social situation.

Mother's Role: "My mother is a housewife." This statement provides insight into the role and occupation of the narrator's mother, offering information about her responsibilities within the family, particularly as a homemaker.

Student 6

"My name is Ahtisham. My Father is a clerk."

Personal Identification: *"My name is Ahtisham."* This statement falls under the theme of personal identification because it directly provides information about the narrators name. Personal identification involves details that distinguish an individual, and one's name is a fundamental aspect of personal identity.

Father's Occupation: *"My Father is a clerk."* specifically declares the father's occupation as an educated person who earns for family. It provides insight into the economic aspect of the family and offers a glimpse into the father's daily life and responsibilities.

Student 7

My name is Zahra. I read in class 8th. My Father name is Qasim. He is Bank Manager. My mother name is Fatima. She is a housewife.

My name is Zahra, and I am 14 years old"

Personal Identification: "There" is a unique indicant of specific identity. The name "Zahra" is a clear indication of how the individual identifies themselves.

Age and Grade: "I am 14 years old. I read in class 8th."

Age: 14 years old, I read in class 8th

Family Structure "My father's name is Qasim. My mother's name is Fatima". They all contribute to what we mean by family structure. It gives insight into the family make-up, recognizing both the father and the mother.

Father's Occupation: "Bank Manager." In this statement, it is delivered the profession of the speaker father, meaning that he is the Bank Manager. It offers some insight into one of the parents' professional role and status.

The Role of Mother: "She is a housewife." My mother is a housewife. It illuminates the housework and place in the family hierarchy.

Student 8

Personal Identification: *"I am Samar Ali."* Only this statement tells you who the individual is. It tells you the person's name, creates the feeling of personal recognition and uniqueness.

Age and Grade: *"I am 14 and in eighth grade."* This comment gives away the age of the person, and therefore where they are in life, and more than likely, what grade they're in. Age is an innate detail of any human being and it helps in knowing the maturity level of the person.

Family Background: *"My father is named Bahadar Ali. My mom's name is Nassim Rahat."* These statements introduce the key family members — the parents.

Father's Occupation: *"He works in government, in customs."* This statement details what the father does for a living, noting his government job in customs. And one of them was the occupation, which could indicate the family's socio-economic status, as well as the father's role in getting food on the table.

Mother's Occupation: *"She is a government teacher."* This statement shows that the mother is a government teacher. Not only does it tell you about her professional role, but it also gives you a glimpse of how she might have shaped the writer's education and values. The occupation of the mother plays a part in recognizing the family dynamics and how each parent plays their role within the family.

Student 9

"My name is Bushra Ali. My father's name is Ali Bahadar. My mother's name is Nassim Rahat. My father has a government job at customs. My mother is a teacher. My family background relates to the business of crops."

Personal Identification: *"My name is Bushra Ali."* This statement provides essential information about the individual's personal identity, including their name. It serves the referential function of introducing the speaker.

Family Structure: *"My father's name is Ali Bahadar. My mother's name is Nassim Rahat."* These statements contribute to the theme of family structure by introducing the speaker's parents and providing their names. It establishes a familial context and helps in understanding the family relationships. She also adds that her Family upholds a business of crops. That represents along with her parents income her family business has role in her family finances.

Father's Occupation: *"My father has a government job at customs".* This statement

reveals the father's occupation, specifying that he holds a government job at customs. It serves the referential function of providing information about the father's professional life.

Mother's Role: *"My mother is a teacher."* This statement discloses the mother's role and profession, indicating that she is a teacher. It contributes to the theme of the mother's occupation and role within the family.

Student 10

My name is Sarfaraz. My father name is Muhammad Sarfaraz. I am 15 years old. I read in class 8th. I have one brother, two sisters, my parents and grand parents."

Personal Identification: *"My name is Sarfaraz."* This statement directly provides personal identification information by introducing the person's name.

Age and Grade: *"I am 15 years old. I read in class 8th."* These statements reveal information about the individual's age and academic grade, providing insights into their educational level.

Family Structure: *"I have one brother, two sisters, my parents, and grandparents. My father is named Muhammad Sarfaraz."* This is a statement about the number of siblings in your family and that you have both parents and grandparents. Student 11
"My name is Abeera. Mohammad Akram is my father's name. I read in class 8th. I am 15 years old. I have two brothers and a sister. I belong to a noble family."

Student 11

Individual Identification: *"My name is Abeera. The above statement is already a matter of personal identification with name except that it provides the name of the person clearly."*

Age and Grade: *"I'm 15 years old. I read in class 8th."* You are allowed to make statements like these: age, schooling grade. Age and grade are markers of personal and academic identity, placing the person in the trajectory of both development and education.

Family Structure: *"I have two brothers and one sister. This is a family statement, mentioning the number of siblings of the speaker and what they are. Family formation is a core component of identity formation and what gives a person groups to belong to. Father's Occupation: _"*My father's name is Muhammad Akram. My

father works in a factory.” It tells you the name of the father, what is his profession... The father was a breadwinner and this details gives us a sense of their identity, social standing and how they made their living and information about what their living conditions may have been like.

Student 12

“My name is Zainab. My father name is Abdul Waheed. I am 15th years old. I read in 8th class. My family member is 7th.”

Personal Identification:

"My name is Zainab." This statement directly provides personal identification by revealing the speaker's name.

Age and Grade:

"I am 15 years old." This statement not only contributes to personal identification but also provides information about the speaker's age, fitting into the theme of age and grade. "I read in 8th class." This statement specifically mentions the grade the speaker is currently in, fitting into the theme of age and grade.

Family Structure: "My family member is 7th." While the statement seems a bit unclear, it likely refers to the speaker being the 7th family member or it refers to the total members of her family because of her improper use of words. But by surface meaning her statement provides a glimpse into the family structure, suggesting there are at least seven family members. Also the statement “My father name is Abdul Waheed” give insight to her father’s identity.

Student 13

"My name is Sobia. I read in class 8th. My father's name is Sajid. My father is a veterinarian. My mom is a very good and sweet woman. My mother is a housewife. We are six siblings. I am the oldest of my siblings. There are five older than me."

Personal Identification: “My name is Sobia. This quote explicitly gives personal identification information (name) that is crucial to building an identity. I am in 8th grade and age: 13. Grade refers to a person's grade in their educational system, for most countries this suggests the whole age category. This will tell you what educational status the person has.

Family Structure: “There are six of us siblings. I am oldest of my siblings.” Those statements are relevant to the family structure by discussing the number of siblings and framing the person being introduced as the eldest sibling. **Father’s Occupation:**

"My father's name is Sajid. My father is a veterinarian." These declarations reveal the profession of the person's father, pointing to the income of the family and the father's occupation. Role of Mother: "My mother is a very good and kind lady. My mother is a housewife." These are statements about the mother's place in the family, her qualities, and her work as a housewife. It provides a bit of a glimpse inside the domestic side of the family dynamic.

Student 14

"My name is Muhammad Saleem. I am 14 years old. I read in class 8th. My father's name is Saleem Akhtar. My father is from Navi Pakistan. My mother is a good lady. She is a housewife. I have a brother. His name is Fahad. He is 12 years old. He reads in class 6th."

Age and Grade: "I am 14 years old. I read in class 8th." The age, grade, and educational status of the person is these statements.

Family Structure: "My father's name is Saleem Akhtar. My mother is a good lady. I have a brother. His name is Fahad. He is 12 years old." There's this statement: These statements give us an idea about the structure of the family through mentions of the father's name, the mother is described and her details, name & age of the brothers.

Father's Occupation: "My father is a Pakistan Navy. This means that the person's father is associated with or related to the Pakistan Navy. But it doesn't specify the father's job in the navy.

Mother's Mission: "She is a housewife." This statement tells us explicitly about the role of the mother stating that she is a house wife and what she has to take care of primarily in her family

Student 15

"My name is Rafia. My father's name is Arif. I read in class 8th. I have three brothers. My father is a farmer. My mother is a housewife."

Personal Identification (a.k.a. My Name Is ...):

"My name is Rafia. This sentence reveals the individual's name and adds information about this individual's personal identity.

Age and Grade: "I am 15 years old. I read in class 8th."

Student 16

"My name is Majid. My age is 14 years. I study in Gov. High school, but..... My father name is Khalid."

Personal Identification: *"My name is Majid."* This statement directly provides information about the person's name, contributing to personal identification.

Age and Grade: *"My age is 14 years."* This statement reveals the age of the person, providing information about their stage in life.

Family Structure: *"My father's name is Khalid."* This statement introduces a family member (father) and thus contributes to understanding the family structure.

Student 17

"Myself Ali. "My father's name is Arif. I have three brothers". This gives us a good indication of the family structure including the name of the father (Arif) as well as the number of brothers(three). It helps understand the family structure.

Personal Identification: *"My name is Ali."* This statement directly provides personal identification by revealing the individual's name, which is Ali.

Family Structure: *"We are five brothers, sisters, my parents, and dada dadi at my home."* This statement provides information about the family structure, indicating the number of brothers, sisters, parents, and grandparents (dada dadi) in the household.

Father's Occupation: *"My father is a labor."* This statement reveals the occupation of the father, indicating that he is engaged in labor work. This insights into the family's socio-economic background.

Mother's Role: *"My mother's name is Shagufta."* While this statement primarily provides the mother's name, it indirectly suggests her role within the family. However, the role itself is not explicitly stated in this particular statement.

Student 18

"My name is Eman Zulfiqar. I love my name. I am 13 years old and studying in class 8th. I belong to an upper-middle-class family. There are seven members in my family. My father, my mother, my grandfather, and siblings. My father is a shopkeeper, and my mother is a housewife."

Personal Identification: *"My name is Eman Zulfiqar. I love my name."* In these statements, the writer introduces themselves by stating their name, Eman Zulfiqar, and expresses affection for their name. This establishes a theme of personal identification, as the writer is sharing information about their identity and expressing a positive sentiment towards it.

Age and Grade: *"I am 13 years old and studying in class 8th."* This statement provides information about the writer's age (13 years old) and their current grade

(8th). The theme here is Age and Grade, as the writer shares details about their academic level and age.

Family Structure: *"I belong to an upper-middle-class family. There are seven members in my family. My father, my mother, my grandfather, and siblings."* The writer describes the family structure, mentioning their social class, the number of family members, and listing specific family members (father, mother, grandfather, and siblings). This falls under the theme of Family Structure, as it provides insights into the composition of the writer's family.

Father's Occupation: *"My father is a shopkeeper."* The writer discloses their father's occupation, stating that he is a shopkeeper. This statement contributes to the theme of Father's Occupation, as it reveals information about the profession or job of the writer's father.

Mother's Role: *"My mother is a housewife."* The writer specifies the role of their mother, identifying her as a housewife. This statement falls under the theme of Mother's Role, as it highlights the primary occupation or role of the writer's mother within the family context.

Student 19

"I am girl. My name is Noor Ul Huda. My nick name is Sofia. I read in class 8th.. All the family members of our family are well educated. My father name is Farooq Ahmad. He is shopkeeper. My mother is a housewife. I have two brothers and a sister. My brothers and my sister is elder to me. My grandfather is a doctor."

Here is information about the writer, including their gender, full name, nickname, and current grade. It is an introduction; it sets up the writer's identity.

Age and Grade: ("I read in class 8th. This statement is the explicit mention of the writer's current grade; this is the information about their stream. It also has to do with age and grade as it indicates the educational background and placement of the person in a particular academic setting.

Family Structure: "All of our family members are educated. There are two brothers and a sister. "My brothers and sister are elder to me." Together, these statements tell us about the family structure. That we have well educated parents and that the siblings are numbered by birth order gives readers a clue of where the writer fits in his family makeup. The detail about elder siblings brings in more context to these family dynamics.

Father's Occupation: "My father's name is Farooq Ahmad. He is a shopkeeper." This sentence tells you what the father does for a living, so you get information about the economic role in the family. When the father needs a job or a shopkeeper, we understand how does the family earn with money and how we can write the socio-economic background.

Student 20

"My name is Sikandar. We are eight family members. I have three brothers and two sisters. I am the youngest one. I live with my grandfather and parents. My mother is a housewife. She takes care of our home and family."

Personal Identification: *"My name is Sikandar."* This statement directly provides information about the person's name, establishing their personal identity.

Age and Grade: *"I am the youngest one."* This statement also provides information about the person's age relative to their siblings, contributing to the theme of age. This statement further contributes to the personal identification theme by specifying the person's position within their family, highlighting their birth order.

Family Structure: *"We are eight family members. I have three brothers and two sisters."* This statement introduces the overall family structure, mentioning the number of family members and the distribution of siblings, contributing to the theme of family structure.

"I live with my grandfather and parents." This statement specifies the living arrangement and family members, highlighting the extended family structure.

Father's Occupation:

"My father is a goldsmith." This statement provides information about the father's occupation, contributing to the theme of the father's role and profession.

Mother's Role:

"My mother is a housewife. She takes care of our home and family." These statements describe the mother's role in the family, emphasizing her occupation as a housewife and her responsibilities, contributing to the theme of the mother's role.

4.1.2.1 Common Themes

Personal Identification: Twenty out of twenty students employed their name as a means of self-representation at the start of their work, which provides them with a name-based identity. Eleven learners provided their precise age along with further details.

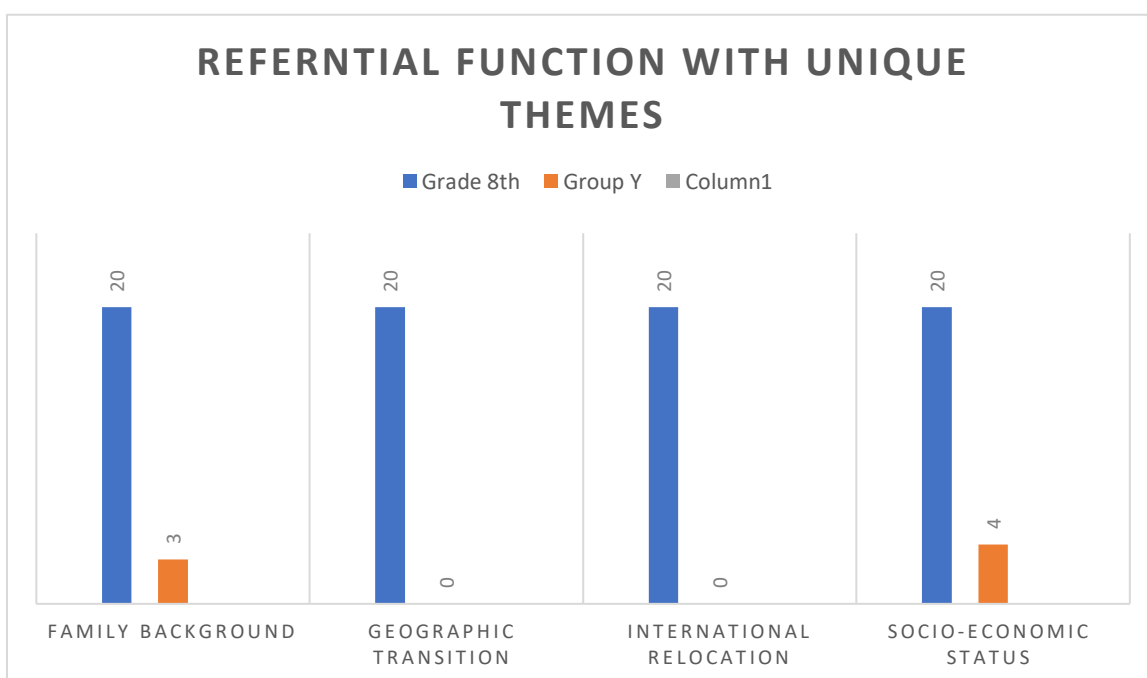
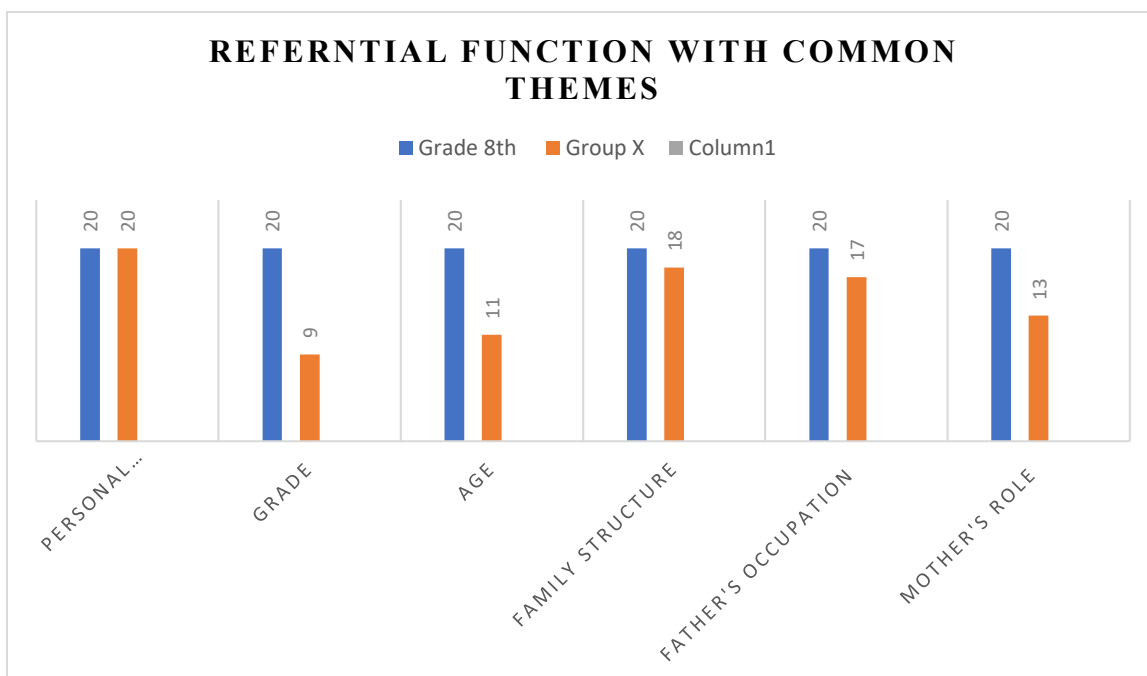
Grade/Educational Information: Out of the twenty students, nine mentioned their grades. Family Structure: From the 20 students, 18 gave details about their family, including their mother's and father's names. More specific information about the family structure was added by several students who also mentioned their grandparents. The father is an employee, but just one student (Student 17) noted this without providing any other details.

Father's Occupation: Amongst the twenty students, seventeen mentioned the job that their father carried. Either a person's father worked in business or agriculture. Each of them connected their identity to their father's ancestral work.

Mother's Role: Thirteen of the twenty students spoke about the role or occupation of their mother. Few of them were employed women, but the majority were housewives.

4.1.2.2 Unique Themes

- Family Background: Seven students shared information about their socioeconomic situation, caste, or family history.
- Family Background: Seven students shared information about their socioeconomic situation, caste, or family history.
- Geographical Transition and International Relocation: None of the students' statements specifically address geographical transition or international relocation. Not a single student offers information on relocating abroad.
- Socioeconomic situation: Among the twenty students, four specifically stated their socioeconomic situation.



4.1.2.3 Comparative Social Analysis Employing Socio Cultural Theory (Grade 8th)

The objective of conducting a comparative analysis is to Determine the similarities and divergences between the analytic units. Comparative research usually involves characterizing and elucidating the similarities and differences in conditions or results among broad social units, which frequently include countries, regions, societies, and cultures. (N. J. Smelser, 2003). As previously said, performing a social comparative analysis involves carefully examining the similarities and differences of

various social units. The present research methodology is to clarify and understand similarities and discrepancies in the outcomes while articulating their Self-Identity within broad social frameworks, such as their educational institution, societies, and cultures. The main goal is to emphasize how language functions are used: Referential Function that is applied in line with various themes to convey the genuine feeling of impartiality about their identity.

Identity plays an essential part in connecting an individual's social and personal aspects in the complex tapestry of society. As the foundation of personal growth, education has an enormous effect on how people present themselves. In addition to examining signs of academic strength within these representations, this analysis delves into the unique ways that students from Government (Group X) and Non-Government (Group Y) schools represent their identities.

Each theme that a student incorporates into their self-representation—such as their name, age, school grade, family structure, and parents' occupations—usually offers important insights into who they are as a person. The following can be represented by the breakdown of each of these themes: Adding one's name is the most essential and basic element. It symbolizes the person's unique individuality and is frequently the initial move towards developing a connection with another person over communication. The student's developmental stage can be inferred from the statement of age. It can give insights into their points of view, experiences, and maybe even their successes and obstacles at work or in their personal lives. The student's academic standing is indicated by their grade or level of education. It indicates how far they have come in the educational system, how committed they are to studying, and where they stand in the academic system. Support networks and the social context, An understanding of family structure provides insight into the social environment that molds a student's identity. It gives details about the people the student is close to and who might have an impact on their values, views, and worldview as a whole.

This data can provide context to help understand the opportunities, resources, and challenges the student may have access to. It is also representative of cultural and societal norms with work and family roles. Alluding to a parent's profession may suggest something about priorities in the kid's life, or the forces that went into

forming their personality. Example: A student, from a parent such as if he is a doctor, may interest in the medical or healthcare field.

4.1.2.4 Representing Identity; A Closer Look

The Group X gives a representation of identity built around family and work placement. Names start individual identification, creating a unique personal connection to the students. Perhaps most notably, all 20 students identify themselves first by name, setting a tone for individuality right away. Eleven students add another layer of specificity, stating their exact ages and sharpening their sense of self. Additionally, the link between identity and family is highlighted as 18 of 20 students elaborate on their family structures, even providing the names of their fathers and mothers. This serves to both ground a familial context as well as couple the students' identities to their family units. The family is a core theme of Group X's narration, but it extends past blood relatives. Eighteen students go into specifics about their family structures; many of them mention the names of their grandparents. The inclusion of the grandparents emphasizes the significance of extended family relationships in shaping their identity and offers an element of a bigger familial context. One of the most significant themes that emerge is fathers' occupational identities. Seventeen students write specifically what their fathers did for a living, whether work, farming or business. This reflects a vital connection between the role of the fathers in the workplace, and how that intersects with each man's sense of self, suggesting that Group X's identity is inextricably tied to the roles and responsibilities related to their socioeconomic status. It is startling to note that vagaries of mothers' occupations are represented in an eclectic manner — in that, 13 out of 20 students provided details about their mothers' occupations. While the dominant stereotype of mom is a housewife, the acknowledgment of working women reflects a progressive recognition of the multiple roles they occupy within their family. This suggests that this trait gives information about the socioeconomic dynamics of middle-class households where financial contribution from mothers may have been necessary for stability. Moms in Group X share their occupations, and teaching is a popular one. This trend reflects a broader socioeconomic environment where mothers are expected to work outside the home while also handling their domestic responsibilities. The tensions between being a caregiver and a worker complicate the identification narratives of Group X members. The way Group X members represent their identity is characterized by

certain themes that also include information about family histories, caste, and socio-economic status. Seven kids share some things about their family's history and give insights into their social and economic situation. This means that they understand their place in the hierarchy of society. However, Group X is not explicit about geographic shifts or relocations abroad. This omission can symbolize a narrower perspective that recognizes the current embedding and realities. Conversely, Group Y overemphasizes self-identification in their construction of identity. Arbitrary, Group Y is a collection of twenty students that submit personal identification information (names, ages, and sometimes other personal characteristics). This collective concern to individual identity lays a firm footing for the information that the participants then share. The wide examples of personal identification information used by Group Y shows the deliberate effort to give the reader different references to latch onto. This is consistent with the notion that personal information constructs and communicates identity, enabling members of this diverse group to feel various and also united with one another. Academic identity is front and centre: 17 of 20 students specifically mention their current grade or educational level. Interest to the extent of wanting to convey your course and academic belongings

Moreover, the specific mention of the grade by a significant portion of students indicates a collective pride in their academic journey, possibly highlighting an academic-oriented culture within Group Y. Similar to Group X, family structure is a recurrent theme in Group Y's identity representation. Eighteen students share details about their family structures, including the number of siblings and sometimes the occupations of their parents. This mirrors the familial focus observed in Group X, emphasizing the importance of family in shaping one's identity.

Eleven out of twenty students in Group Y mentioned their fathers' employment, demonstrating the widespread nature of occupational identification, particularly that of fathers. This fits effectively with the Group X tendency, indicating a common focus on the influence of fathers on students' identities. In Group Y, where twelve students contributed information, there is a somewhat stronger representation of mothers' duties; yet, most of the students still identify as housewives. This illustrates how conventional gender roles are prevalent in both groups, mirroring the trend in Group X.

Group Y's identity representation is characterized by distinct themes such as socio-economic status, international relocations, and geographical transformations. Three students bring up regional transitions, suggesting that Group Y's membership may be more diversified in terms of demographics and a wider range of experiences. Another element of difficulties to the identification narrative is introduced by the fact that one student has experienced an overseas move. One student's remark on socioeconomic status sheds light on a portion of Group Y's financial situation.

The way that identity is portrayed in both groups is closely linked to the cultural, family, and financial environments that the students live in. However, evaluating intellectual competence in these depictions necessitates a careful analysis of the weight given to academic goals and accomplishments.

4.1.3.1 Analysis of Referential Function (Grade 5th, Group Y)

Referential Functions	Students' statements from Group Y
Student 1 Personal Identification: Family Structure: Age and School Grade: Geographic Information: Father's Profession: Mother's Role:	<i>"I am a boy. My name is Muhammad Maaz."</i> <i>"I am oldest among all my siblings."</i> <i>"I am 11 years old."</i> <i>"I live in Multan."</i> <i>"My father is a doctor."</i> <i>"My mother is a doctor too."</i>
Student 2 Personal Identification: Age and School Grade: Mother's Role	<i>"My name is Bilal Shah."</i> <i>"I am twelve years old."</i> <i>"My mother is a doctor."</i>
Student 3 Personal Identification: Age and School Grade: Geographic Information: Father's Profession:	<i>"Myself Rohan Shah."</i> <i>"11 years old."</i> <i>"My origin is Rawal Pindi but now I live in Multan because of my father's job."</i> <i>"My father is in Pakistan army."</i>
Student 4 Family Structure:	<i>"My family have three sisters and one brother."</i>

Age and School Grade:	<i>"I am 11 years old."</i>
Father's Profession:	<i>"My father is an officer."</i>
"Mother's Role:	<i>"My mother is a housewife."</i>
Student 5	
Personal Identification:	<i>"My name is Abuzar."</i>
Age and School Grade:	<i>"I am 10 years old."</i>
Father's Profession:	<i>"My father's name is Allah Baksh."</i>
Family Background:	<i>"I belong from a good educated family."</i>
Student 6	
Personal Identification:	<i>"My name is M. Hazib."</i>
Family Structure:	<i>"In my family, I have mom, dad, and one brother."</i>
Father's Profession:	<i>"My father is a doctor."</i>
Mother's Role:	<i>"My mother is a housewife."</i>
Student 7	
Personal Identification:	<i>"My name is Moazam Ali."</i>
Grade:	<i>"I am in class 5th."</i>
Family Structure:	<i>"Mom, Dad, and one sister are in my family."</i>
Student 8	
Personal Identification:	<i>"My name is Hufzaifa."</i>
Age and School Grade:	<i>"I am 11 years old. I am in class 5th."</i>
Father's Profession:	<i>"My father does business."</i>
Mother's Role:	<i>"My mother is a housewife."</i>
Student 9	
Personal Identification:	<i>"My name is Shahroz."</i>
Age and School Grade:	<i>"I am 11 years old. I am in class 5th."</i>
Family Structure:	<i>"I have 4 siblings."</i>
Father's Profession:	<i>"My father is a soldier."</i>
Mother's Role:	<i>"My mother is a housewife."</i>
Student10	
Personal Identification:	<i>"I am Muhmmad Ibtasam Ikram."</i>
Age and School Grade:	<i>"I study in class 5th."</i>
Family Structure:	<i>"I have one brother, and he studies in class 5th too."</i>
Father's Profession:	<i>"My father is a lawyer."</i>

Mother's Role:	<i>"I love my father more than my mother."</i>
Student 11 Personal Identification: Age and School Grade: Family Structure: Father's Profession:	<i>"My name is Suhana." "I am 10 years old. I am in class 5th." "I have 2 siblings." "My father is a professor."</i>
Student 12 Personal Identification: Age and School Grade: Family Structure: Parents Occupation:	<i>"My name is Zikra." "I am 10 years old. I am in class 5th." "I have my father and mother in my family." "My parents are well educated. They are working at the bank."</i>
Student 13 Personal Identification: Age and School Grade: Geographic Information: Father's Profession: Mother's Role:	<i>"My name is Noor Fatima." "I am 10 years old. I am in class 5th." "I live in Multan." "My father owns a fish farm." "My mother is a housewife."</i>
Student 14 Personal Identification: Age and School Grade: Family Structure: Mother's Role:	<i>"I am Sadia." "I am 10 years old. I am in class 5th." "My father, mother, and elder sister are doctors." "I have a younger brother."</i>
Student 15 Personal Identification: Age and School Grade: Father's Profession: Mother's Role:	<i>"My name is Zahid Nawaz Khan." "I am in class 5th." "My father is C.E.O at his company." "He lives in Bahrain." "My mother is a housewife."</i>
Student 16 Personal Identification: Age and School Grade:	<i>"My name is Sania." "I am a girl of 12 years old. I am in class 5th." "I am living in a family of 5 members."</i>

Family Structure: Father's Profession: Mother's Role:	<i>"My father is a businessman." "My mother is a housewife."</i>
Student 17 Personal Identification: School Grade Geographic Information:	<i>"My name is Ashar Naseem." "I am in class 5th." "I am from Multan."</i>
Student 18 Personal Identification: Age and School Grade: Geographic Information: Father's Profession: Mother's Role:	<i>"My name is Muhammad Soban." "I am 10 years old. I am in class 5th." "I live in Pakistan." "My father works at D.H.A Multan." "My mother is a housewife."</i>
Student 19 Personal Identification: Age and School Grade: Geographic Information: Father's Profession:	<i>"My name is Saim Iqbal." "I am 11 years old. I am in class 5th." "I live in Pakistan." "My father is a businessman."</i>
Student 20 Personal Identification: Age and School Grade: Family Background: Geographic Information:	<i>"My name is Zainab Fatima." "I am 10 years old. I am in class 5th." "I belong to an educated family." "I live in Pakistan."</i>

4.1.3.2 Analysis of Referential Function (Group X)

Referential Function	Statements of students by Group X
Student 1 Personal Identification: Age and School Grade: Family Structure:	<i>"My name is Shair Ali." "I am ten years old. I read in class five." "In my family, there is father, mother, grandfather, grandmother, my brothers, and sister. I have three</i>

Father's Profession:	<i>brothers and one sister."</i>
Mother's Role:	<i>"My father is a hardworking man."</i>
Student 2	
Personal Identification:	<i>"My name is Atif Ali."</i>
Age and School Grade:	<i>"I am ten years old. I read in 5th class."</i>
Father's Profession:	<i>"My father is a doctor."</i>
Mother's Role:	<i>"My mother is a housewife."</i>
Grandfather's Profession:	<i>"My grandfather was a teacher."</i>
Family Background:	<i>"I am from Sariki family."</i>
Family Structure:	<i>"I have one brother and three sisters."</i>
Student 3	
Personal Identification:	<i>"My name is Frahan."</i>
Age and School Grade:	<i>"I am 11 years old. I am studying in class 5th."</i>
Family Structure:	<i>"I have an elder sister and a younger brother."</i>
Father's Profession:	<i>"My father is a policeman."</i>
Mother's Role:	<i>"My mother is a housewife."</i>
Student 4	
Personal Identification:	<i>"My name is Ali."</i>
Age and School Grade:	<i>"I am 11 years old. I am a student of class five."</i>
Father's Profession:	<i>"My father is a hardworking man."</i>
Mother's Role:	<i>"My mother is a housewife."</i>
Grandfather's Profession:	<i>"My grandfather is a farmer."</i>
Sibling Information:	<i>"I have one sister and two brothers."</i>
Student 5	
Personal Identification:	<i>"My name is Abu Bakar."</i>
Age and School Grade:	<i>"I am 11 years old. I read in 5 class."</i>
Family Structure:	<i>"In my family, we are six members. I have an elder sister and brother. My mother, father, and grandmother."</i>
Father's Profession:	<i>"My father is a businessman."</i>
Mother's Role:	<i>"My mother is a housewife."</i>
Student 6	

Personal Identification:	<i>"My name is Hamza."</i>
Age and School Grade:	<i>"I am 10 years old."</i>
Father's Profession:	<i>"My father is a teacher."</i>
Mother's Role:	<i>"My mother is a housewife."</i>
Family Background:	<i>"We belong to a Muslim family. My family background is very strong and famous in the village."</i>
Grandfather's Profession:	<i>"My grandfather is a landlord."</i>
Student 7	
Personal Identification:	<i>"My name is Saleem."</i>
Age and School Grade:	<i>"I am 10 years old."</i>
Father's Profession:	<i>"My father is a hardworking man."</i>
Mother's Profession:	<i>"My mother is a teacher and a housewife."</i>
Grandfather's Profession:	<i>"My grandfather is a teacher."</i>
Family Background:	<i>"We belong to a Muslim family."</i>
Student 8	
Personal Identification:	<i>"My name is Inam Ali."</i>
Age and School Grade:	<i>"I am 10 years old."</i>
Father's Profession:	<i>"My father is a teacher."</i>
Mother's Role:	<i>"My mother is a housewife."</i>
Family Background:	<i>"We belong to a Muslim family. My dada and dadi live with us. They love me a lot."</i>
Student 9	
Personal Identification:	<i>"My name is Sumair Shafiq."</i>
Age and School Grade:	<i>"I am 12 years old."</i>
Father's Profession:	<i>"My father is a watchman. He is very hardworking."</i>
Mother's Role:	<i>"My mother is a housewife."</i>
Family Background:	<i>"we are a Muslim family."</i>
Student 10	
Personal Identification:	<i>"My name is Muhammad Naseem Khan."</i>
Age and School Grade:	<i>"I study in class 5th."</i>
Family Structure:	<i>"I have two brothers, father, mother. My grandparent's died. "</i>
Father's Occupation:	<i>"My father is a siphai in Pak Army."</i>

Student 11 Personal Identification: Age and School Grade: Father's Profession: Mother's Role: Sibling Information: Family Structure and Grandparents:	<i>"My name is Mahsoora."</i> <i>"I read in class five. I am ten years old."</i> <i>"My father is hardworking."</i> <i>"My mother is a housewife."</i> <i>"I have one sister and two brothers."</i> <i>"I have a grandfather and grandmother in my family."</i>
Student 12 Personal Identification: Age and School Grade: Father's Profession: Mother's Role: Family Structure:	<i>"My name is Ayesha."</i> <i>"I read in class five. I am 11 years old."</i> <i>"My father is a helper."</i> <i>"My mother is a housewife."</i> <i>"I have two sisters and two brothers."</i>
Student 13 Personal Identification: Age and School Grade: Father's Profession: Mother's Role: Family Structure: Family Background:	<i>"My name is Aiman."</i> <i>"I read in class 5th. I am 11 years old."</i> <i>"My father is working in Islamabad."</i> <i>"My mother is a housewife."</i> <i>"I have one sister and two brothers. My total family members are eight. My dada works in Islamabad too with my father, and my dadi lives here with us."</i> <i>"I am from Rana family."</i>
Student 14 Personal Identification: Age and School Grade: Father's Profession: Mother's Role: Family Structure:	<i>"My name is Tehreem."</i> <i>"I am 10 years old. I read in class five."</i> <i>"My father is a hardworking man."</i> <i>"My mother is a housewife."</i> <i>"I have one sister and two brothers."</i>
Student 16 Personal Identification:	<i>"My name is Yashefeen."</i>

Age and School Grade:	<i>"I read in class five. I am 10 years old."</i>
Father's Profession:	<i>"My father is a peon."</i>
Mother's Role:	<i>"My mother is a housewife."</i>
Family Structure:	<i>"I have two sisters and two brothers."</i>
Grandfather's Profession:	<i>"My grandfather works at a farm."</i>
Student 17	
Personal Identification:	<i>"My name is Hareem."</i>
Age and School Grade	<i>"I am ten years old. I read in class five."</i>
Father's Profession:	<i>"My father is a teacher."</i>
Mother's Profession:	<i>"My mother is a teacher and a housewife."</i>
Sibling Information:	<i>"I have two brothers and two sisters."</i>
Student 18	
Personal Identification:	<i>"My name is Saira."</i>
Age and School Grade:	<i>"I am 10 years old. I read in class five."</i>
Family Structure:	<i>"In my family, we are eight family members. I have an elder sister and a younger brother."</i>
Father's Profession:	<i>"My father is a farmer."</i>
Mother's Role:	<i>"My mother is a housewife."</i>
Additional Information:	<i>"I love my family very much."</i>
Student 19	
Personal Identification:	<i>"My name is Hadia."</i>
Age and School Grade:	<i>"I am 11 years old. I read in class five."</i>
Family Structure:	<i>"In my family, we are five members. I have an elder sister."</i>
Father's Name:	<i>"My father's name is Rauf."</i>
Mother's Name:	<i>"My mother's name is Nazia."</i>
Father's Profession:	<i>"My father is a farmer."</i>
Mother's Role:	<i>"My mother is a housewife."</i>
Additional Information:	<i>"I love my family very much."</i>
Student 20	
Personal Identification:	<i>"My name is Farha Muskan."</i>
Age:	<i>"I am ten years old."</i>
Father's Profession:	<i>"My father is a teacher. He is very hardworking and</i>

Mother's Profession:	<i>good."</i>
Family Background:	<i>"My mother is also a teacher and a housewife." "We belong to a Muslim family. My family background is very strong."</i>

4.1.3.3 Common Themes among both groups

The following are the common themes shared by both groups of students in fifth grade. However, although sharing similar themes, both groups exhibit significant distinctions.

Personal Identification

As part of a direct introduction, students in Group Y frequently begin with "I am" and then their given name. Similar to Group Y, students in Group X frequently started with "My name is" before stating their age and given name. The majority of students in Group Y included their gender explicitly in their personal identifications, indicating a feature of identification. A student in group Y specifically skipped their name.

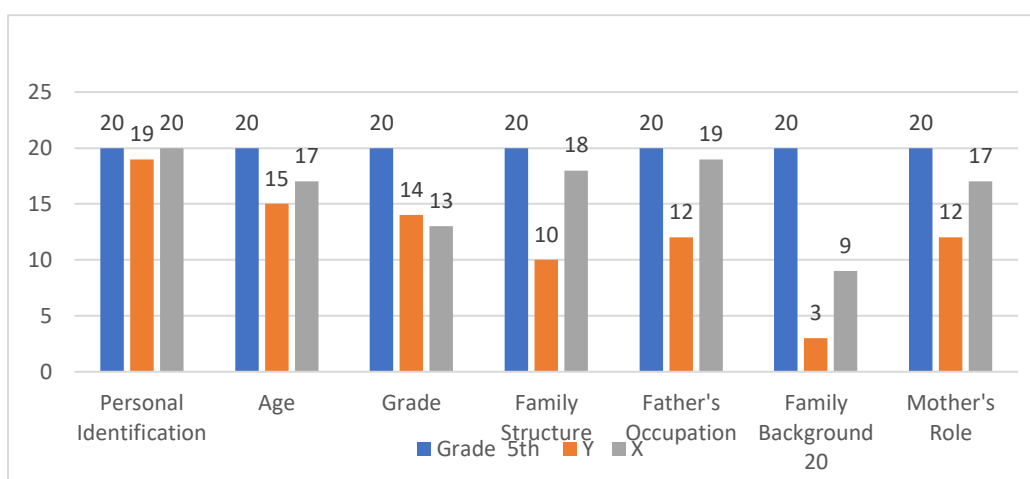
Age and School Grade:

Age and school grade are extremely important; the majority of students state both their age and the class they are presently enrolled in. Several students in Group X identified themselves partially by mentioning their age. Their names and school grades usually usually identified, along with their age. According to this research, students view their age as an essential aspect of who they are. Including age in one's personal introductions might demonstrate an understanding of one's developmental stage and probably serve as a means for these children to give a thorough review of themselves in relation to their family history and school grade.

Family Structure

Group Y personal identifications explicitly demonstrate familial relationships, as some students indicate their family structure and position among siblings. A considerable proportion of students in Group Y highlighted the employment of their mothers and fathers, emphasizing the significance of parental careers. In order to provide a more comprehensive familial background, Group X personal identifications

often mentioned grandparents, brothers, and sisters as members of their extended family. Some students in Group X highlighted an intergenerational element of family identity by mentioning their grandparents' occupations. Students in Group X discussed their family histories, highlighting customs, tales and even membership in particular language or cultural categories. The number of siblings reflects a common personal identity in Group X, offering insight into the composition and dynamics of their families that was absent in Group Y. Few students in Group X emphasized the value of family cohesiveness and the hardworking behavior of their fathers while speaking with pride about their family histories.



4.1.3.4 Differences in Reflecting Self-Identity

Both groups share a limited number of distinctive concerns. These differences show how the two groups of fifth-grade students construct and reflect their own identities differently. **Pride in Family:** Few students of Group X students mentioned their pride they feel about their fathers' hard work and the value of family unity. **Information on Siblings:** Group X personal identifications commonly revealed information about the number of siblings, giving insight into the composition and dynamics of their households.

Group X Students' Extended Family Emphasis: Group X students tended to give a more thorough family backdrop, including details about grandparents and other relatives. This implies that Group X members' self-identity is impacted by both their personal family and a larger family network.

Cultural and Traditional Components in Group X: Students in Group X frequently shared details about their background, customs, and sense of self. This

implies a relationship between cultural or traditional elements of the family and self-identity.

Occupational Focus in Group Y: Students in Group Y provide specific details on the roles and occupations of their mothers and fathers. This indicates a greater emphasis on the parents' employment. This shows that the family's economic activity and self-identity in Group Y are tightly related.

4.1.3.5 Cohesion in Garde 5th and 8th by employing Socio-Culture theory

Group Y students in Grades 5 and 8 exhibit a similar self-identity representation, focusing on personal identification, age, school grade, family structure, occupational focus, academic identity, cultural components, and socioeconomic status. They often construct and exhibit their identities at different ages, starting their self-introductions with basic personal data, indicating a prevalent practice. The study reveals that students in both groups share the same "I am" attributes, with age and school grade being consistently emphasized. Students in Grades 5 and 8 provide information about their ages and educational levels, indicating a shared understanding of these factors. They also emphasize the significance of parents' careers, which ties their identity to the financial efforts of the family. The theme of family relationships runs through both sets. Students in both grades have matched up facts about their family structures including the number of siblings and their place in the family. Both groups are eager to discuss their academic position and success. Be it a student from Grade 5 or Grade 9, they speak of the grade they are at or the level as they say their level, more emphasis here is the level or in other words a pride in their journey of studies and the indicator of common culture of commitment to the academic achievement. Both groups provide information on their families' economic state. The parents have their jobs, and their roles in the household. Grade 5th and Grade 8th Group X students express pride in their family backgrounds, highlighting the diligent nature of their fathers, and stressing on family togetherness. They admire their father as the breadwinner and idolize them. Both factions also include sweeping family histories, even gotta grandparents, proving the role that extended family lines are introduced into their identities. They also show the occupations of their grandfather,

indicating a high degree of affiliation between them and their self-identity. Both groups highlight family background, traditions, and cultural identity, showing that their self-identity representation reflects a strong sense of their backgrounds and traditions. Across the fifth and eighth grades, Group X and Group Y reflected their identities differently. Group X draws heavily on cultural and traditional values and has significant emphasis on familial relationships, including extended family. To allude to one's social identity, fathers' professional identities, which indicate their socioeconomic status, are paramount. Group Y, by contrast, cares more about fathers' occupation, number of degrees, and self-identity. Mothers are portrayed more realistically, showing how raising a family involves so much more than what goes on in the living room. The identity story presented by Group Y includes some amount of social and geographical diversity, indicating a greater breadth of experience.

4.2 Emotive Function of Language

An analysis of the text through the emotional function lens incorporating Fairclough 3D model further highlights the motive behind how and in what manner the language is employed to explain feelings, express personal opinions, play a role in a broader sociocultural context. For analyzing the essay texts, Fairclough's 3D model of discourse analysis—considering the dimensions of text, discourse practice, and sociocultural practice—is connected to the emotional function of language. These two theories relate in the given text based on Fairclough's approach due to its three-dimensional model, in which the text dimension would be the language itself as in the words and grammar that is actually used. As far as the emotional function is concerned, the emphasis lies on the presentation of feelings, emotions, and individual perspectives. Meta analysis leading to detection of emotive function followed by identifying emotive function words in a text. Language use in various social circumstances is referred to as discourse practices. The author's statements of feelings and thoughts fit into larger discourse practices within the emotional function.

The Sociocultural Practice Dimension examines language use and its impact by larger social structures and cultural practices, and how those factors in turn affect language usage. In the case of the emotional function, cultural norms and social ideals are reflected or challenged through the expression of emotions, values, and personal relationships. The text's data is categorized into themes that are connected to the

emotional function of language in order to conduct an analysis based on the emotive function in association to the Fairclough 3D Model. The following are these themes:

- Religious Reflections
- Future Aspirations
- Intellectual learning
- Patriotism
- Affinities/Aversions
- Cultural affiliation and Social Ideologies
- Hobbies
- Character cultivation and Worldwide Expedition

4.2.1 Religious Reflections

Self-Identity formation is significantly influenced by one's religion. The Latin word from which the word "religion" derives means "to tie or bind together." Religion is defined by modern languages as "a structured framework of beliefs and rituals centered around supernatural entities." Becoming a part of a religious belief system is more than just taking up its principles and participating in its rituals; it also entails assimilating into a social and sometimes cultural environment. (Stephen Prothero 2016). No matter whether a person perceives themselves to be spiritually or religiously inclined, their identity is significantly influenced by the many religious and belief systems that are widespread in their environment. Simultaneously, factors like individual histories and they view other religious traditions and groups that are labeled as "distinct" influence how we perceive and understand those specific religions or belief systems.

This analytical section's main focus is on examining religious themes in written language, particularly in the formal essays written by learners assigned by various school grades. Several concepts related to the formation and reflection of individual identity in this particular setting have been identified. Remarkably, when it comes to classifying information about how people express and portray themselves in language, one prominent feature that comes out is the influence of faith or religion on how people construct and represent self.

4.2.1.1 Analyzing the Religious Affirmations of Group Y (Grade 8th)

Group Y	Statement of Students
Student 1	<i>"I am a Muslim by religion."</i>
Student 2	<i>"My religion is Islam, and I am proud to be a Muslim."</i>
Student 3	• <i>"I belong to the religion Islam."</i> • <i>"I am glad that I am a Muslim."</i> • <i>"I love being Muslim"</i> • <i>"I pray five times a day and I read Quran once a day."</i>
Student 4	<i>"My religion is Islam." "I am proud to be a Muslim."</i>
Student 5	<i>"I am a Muslim." "I pray salah frequently."</i>
Student 6	<i>"Islam is my religion."</i>
Student 7	<i>"I am a Muslim and I belong to religion Islam one of the best religions in the world."</i>
Student 8	<i>"My religion is Islam but as per my thoughts today's Muslims have lost the true sense of Islamic teachings."</i>
Student 9	• <i>"My religion is Islam, and I read the holy Quran on a daily basis."</i> • <i>"I pray five times a day regularly."</i> • <i>"Our Prophet is Muhammad Mustafa SAWW."</i>
Student 10	No religious Statement
Student 11	• <i>"My religion is Islam."</i> • <i>"I am very proud of my religion, and my future aims revolve around the teachings of Islam."</i>

Student 12	<i>"My religion is Islam."</i>
Student 13	• <i>"I am a Muslim"</i> • <i>"They are gift of Allah for me."</i>
Student 14	<i>"I am a Muslim."</i>
Student 15	<i>"I am a Muslim, and I am very grateful to Allah Almighty for this."</i>
Student 16	<i>"My religion is Islam."</i>
Student 17	<i>"Islam is my religion and I follow the teachings of Islam."</i>
Student 18	• <i>"My religion is Islam. I am Muslim and I think my religion is the best religion because it gives freedom to everyone."</i> • <i>"It doesn't allow to harm anyone either he/she is Muslim or not."</i>
Student 19	• <i>"I am a Muslim by religion."</i> • <i>"I have affirm believe in Allah."</i>
Student 20	<i>"My religion is Islam that teaches us to be kind-hearted and help humanity."</i>

Nineteen out of Twenty students from Group Y reflected religion through their text while representing their self and reflecting the construction of religious ideology.

Employing Fairclough's 3D model to analyze the data while keeping the emotional function in view. It provides an in-depth understanding of the ways in which students use language to communicate their feelings, share their particular perspectives, and add to the larger societal framework around their faith.

Text Dimension

The text dimension for the provided statements shows a variety of phrases connected to the emotional function from three different perspectives.

- Positive Expressions
- Neutral Statements
- Critical Perspective

Some students share their gratitude, pride, and contentment in regard to their Muslim identity. Several examples include *"love being Muslim," "proud to be a Muslim,"* and *"very grateful to Allah Almighty."* These students represented their identities through language by reflecting their religious beliefs through good emotional expression. Seven students in all had pleasant positive expressions that convey happiness and pride in their Muslim identity. Words like *"glad," "love," "proud,"* and *"grateful"* are used to express a good emotional state. Some learners proclaim their religious identification in neutral terms without necessarily displaying significant feelings. They are perceived to have produced neutral statements that have minimal effect regarding the feelings of the learners. Their words lacked extra emotional intensity and are more declarative. Three learners in total have made a clear statement about their religious identification without displaying any especially intense feelings. A single student provided a critical viewpoint, voicing apprehensions on the apparent divergence from authentic Islamic teachings among contemporary Muslims. This increases the information's intricacy and variety of viewpoints.

Discourse Practice Dimension

The use of language in various social circumstances further splits the discourse practice component into two parts. It is cohesion in individuality and identity. "Cohesive affirmation of identity" describes a cohesive and group-wide assertion of identity or group membership. Cohesive affirmation, as it applies to the texts provided by students expressing their religious identification as Muslims, is the use of language that strengthens and is positively associated with belonging to the Muslim community. Cohesive affirmation can be characterized by declarations of self-worth, happy feelings, and unambiguous assertions of one's identity within the

community. It often means communicating in a way that upholds the designated group's common beliefs, norms, and customs or identity.

As an example, learners who say things like "I love being Muslim," "I am proud to be a Muslim," or "I am grateful to Allah Almighty for this" are exhibiting a coherent affirmation of their Muslim identity. The use of language in various social circumstances further splits the discourse practice component into two parts. It is cohesion in individuality and identity. "Cohesive affirmation of identity" describes a cohesive and group-wide assertion of identity or group membership. Cohesive affirmation, as it applies to the texts provided by students expressing their religious identification as Muslims, is the use of language that strengthens and is positively associated with belonging to the Muslim community. Cohesive affirmation can be characterized by declarations of self-worth, happy feelings, and unambiguous assertions of one's identity within the community. It often means communicating in a way that upholds the designated group's common beliefs, norms, and customs or identity. As an example, learners who say things like "I love being Muslim," "I am proud to be a Muslim," or "I am grateful to Allah Almighty for this" are exhibiting a coherent affirmation of their Muslim identity.

Sociocultural Practice Dimension

Many of the statements show devotion to Islamic culture and religious principles. Students include practices including reading the Quran, offering prayers five times a day, and thanking Allah. The cultural and religious values of these learners are being reflected. And in accordance with Islamic traditions, there is also an emphasis on hospitality and helping people. This illustrates the variety of opinions and mindsets while providing a critical observation within the social context. In their remarks, three learners specifically mention cultural and religious values. The only student who deviates from the norm is student 8, who expresses concern about the modern Muslim population's abandoning authentic Islamic principles.

Analyzing the Linguistic Pattern of Group Y

The perspective of Group Y as a whole express a sense of appreciation and pride for their devotion to Islam and Muslim identity. All things considered, the linguistic patterns of the conversation indicate that individuals have a shared understanding of how to express their positive emotions and religious identity.

Because of this alignment in language choice, the learners' feelings regarding their religious affiliations are collectively portrayed in a cohesive manner. The assertions are connected by a common language pattern that includes similar word choices and grammatical constructs. Students commonly employ phrases like *"I am a Muslim"* or *"My religion is Islam"* to describe who they are religiously. "Glad," "love," "proud" and "grateful" were among the most common adjectives, a sign of a broadly positive emotional tone. Common religious practices come up often such as praying five times a day, reading the Quran, and giving thanks to Allah. Adjectives like *"glad," "proud," and "grateful"* cover their expressions, conveying a sense of communal gratitude for being Muslim. Although many learners follow normal rules when using grammar across statements, others choose to use more diversified sentence structures, which gives their observations greater depth. Most students proceed in a similar manner: they identify their religion, convey owing or pride, and describe particular practices. Student 8 provides a critical viewpoint on the modern interpretation of Islamic teachings, departing from the too optimistic tone. Findings illustrate the group's diversity of ideas in addition to their common good feelings. Cultural allusions, including the mention of Prophet Muhammad (SAWW) and the focus on human kindness and assistance, enhance the expressive landscape of their words however detailed description of religious idea is weakly present.

4.2.1.2 Analyzing Group X Religious Affirmations (Garde 8)

Group X	Statement of Students
Student 1	• <i>"Islam is very religious."</i> • <i>"I am Muslim and my religion is Islam."</i> • <i>"I love Islam."</i>
Student 2	• <i>"I am a Muslim."</i> • <i>"And my religion is Islam."</i> • <i>"Islam is a very good religion."</i> • <i>"I feel relaxation when I pray namaz and to make dua."</i> • <i>"I am proud of my religion."</i>
Student 3	• <i>"My religion is Islam."</i> • <i>"It is a complete code of life."</i> • <i>"It is the ultimate source of guidance."</i>

	• <i>"I read namaz regularly."</i> • <i>"All the success of life because of reading namaz."</i>
Student 4	<i>"I feel relaxation when I pray namaz and make dua."</i>
Student 5	• <i>"The unity of Muslims lies in pieces."</i> • <i>"Inshaallah."</i> • <i>"Hazrat Muhammad SAWW is my favorite and he is the last Rasool of Allah."</i> • <i>"Him SAWW born in 571 AD, at Makkah."</i> • <i>"A very kind -person he was."</i> • <i>"With High Honesty and Bravery."</i>
Student 6	No statement regarding religion
Student 7	• <i>"I belong to Islam Religion."</i> • <i>"I call myself A Muslim."</i> • <i>"I consider my religion good religion."</i> • <i>"I pray Salah and make a lot of dua."</i> • <i>"I pray Namaz 5 times a Day."</i>
Student 8	<i>"I belong to the religion Islam."</i>
Student 9	<i>"I belong to the religion of Islam."</i>
Student 10	<i>"I love Islam and I follow the preaching of Islam."</i>
Student 11	<i>"I am a Muslim and I love Islam."</i>
Student 12	No statement regarding religion
Student 13	• <i>My favorite personality is Hazrat Muhammad."</i> • <i>That is why our religion is saying, do not lie.</i>

	• <i>"We ought to stick to the way that the prophet (peace and blessing [be] of Allah [be] upon him) has introduced to us.</i> • <i>"May Allah give me long life</i>
Student 14	• <i>"I'm a Muslim and the religion I follow is Islam."</i> • <i>"Islam is very important religion all over the world.</i> • <i>'Islam was founded in Saudi Arabia in the 7th century.</i> • <i>"I love my religion."</i>
Student 15	• <i>"I am a Muslim."</i> • <i>"Islam is a religion without any mythology."</i> • <i>"Its teachings are simple."</i> • <i>"It is free from superstitions and irrational beliefs."</i> • <i>"The oneness of Allah, the prophethood of Muhammad SAWW, and the concept of life after death are basic articles of its faith."</i>
Student 16	• <i>"I am a Muslim."</i> • <i>"Islam is a religion with no mythology.</i> • <i>"Its teachings are simple."</i> • <i>"It is devoid of superstitions and irrational beliefs.</i> • <i>"Tawhid or the oneness of Allah, Risalat or the prophethood of Muhammad SAWW and Qiyamat or life after death are the fundamental articles of its faith</i>
Student 17	• <i>"By the grace of Allah Almighty, am a Muslim.</i> • <i>"My real knowledge is in the Quran and hades.</i> • <i>"Pakistan is an iconic representation for the Muslim culture.</i>

Student 18	• <i>"Pak is a religious country.</i> • <i>"It was brought into existence under the banner of Islam.</i> • <i>"The unity of Muslims is in pieces."</i> • <i>"Hazrat Muhammad SAWW is my favorite personality.</i> • <i>"Every time he gave the lesson of peace, love, brotherhood to mankind.</i>
Student 19	• <i>"I am Muslim. Islam is a religion without any mythology.</i> • <i>The oneness of Allah, the prophethood of Muhammad SAWW, and the concept of life after death are basic articles of its faith."</i>
Student 20	• <i>"I am a Muslim and I believe in the religion of Islam."</i> • <i>"My favorite personality is Hazrat Muhammad PBUH. He is the prophet of Allah."</i> • <i>"He PBUH conveyed the message of Allah to us."</i> • <i>"I try to follow his teachings."</i> • <i>"To conclude, I just say that follow the path of Holy Prophet PBUH and work hard."</i>

Text Dimension

Students in Group X demonstrate a largely positive and highly emotional representation of their religious beliefs, according to the text dimension analysis. Several statements express profound love and respect for Islam, highlighting its importance as a comprehensive set of moral principles, a source of direction, and a mythology-free religion. Love for holy practices like dua and prayer is common, as is respect for the teachings of Islam and the Prophet Muhammad (SAWW). Phrases like *"Islam is very good," "I love Islam,"* and *"I am proud of my religion"* express positive feelings and viewpoints. When discussing the religious aspects of their self-identity, 18 students added a very positive perspective.

Neutral statements are observed in cases where students did not provide information about their religious beliefs. There are only 2 students in this regard. Additionally, there isn't a single critical viewpoint, suggesting a general affirmation and favorable attitude toward Islam. The students use of language contributes to a discourse that shows a deep emotional attachment to the Islamic religious and cultural beliefs. The students stand for individual connections. Phrases such as *"I get relaxed when I pray the namaz and make dua"* Phrases expressing emotional commitment to religious ideas and people, such as *"I love my religion"* and *"May Allah grant me a long life,"* are also indicators of this attachment.

Discourse Practice Dimension

A coherent discourse is produced by the use of common language, such as "I am a Muslim," "My religion is Islam," and "Islam is a very good religion." The group's comprehension and acceptance of the cultural and religious standards is reflected in this cogent statement. The frequent appearance of significant words and patterns highlights the cohesiveness of their common behaviors and ideas, contributing in the development of a collective identity. Learners regularly identify as Muslims, which is aligned with the larger cultural discourse around religious identity. The subject of national identity and patriotism is enriched with connections to Pakistan, its religious makeup, and the solidarity of Muslims. Phrases such as *"Hazrat Muhammad SAWW, the last Rasool of Allah"* and *"Islam is a religion without any mythology"* are appropriate given the Islamic cultural and theological background.

Of the twenty students, around eighteen of them proclaim their religious identity and have common views about Islam, demonstrating coherent affirmation. Eighteen of the twenty students, or cohesive affirmation, are characterized by their common ideas about Islam and their continuous assertion of their Islamic identity. Students use various phrases to convey their individual ties to Islam. Claims such as *"My favorite personality is Hazrat Muhammad"* or *"I get relaxed when I pray namaz and make dua"* disclose personal feelings and ties to certain beliefs of their faith. This unique expression highlights the variety of individual experiences and interpretations within the larger collective identity, adding richness to the discourse.

The balance between group affirmation and personal expression helps develop a deeper understanding of how religious identity is a common and very personal part of the lives of the students.

Socio-Cultural Practices

Eleven of them incorporate personal statements regarding special relationships or events or feelings connecting their beliefs in religion. With regard to socio-cultural practices, the students emphasized harmony, prayers, and peace and brotherhood, which reflects their attachment to Islamic culture and values. Conversely, the lack of visible dissent around social customs suggests acquiescence to cultural standards. Most of the conversation reinforces positive cultural values that permits the group members to learn about each other's culture and religious background. There is a clear correlation between language usage and cultural values, as evidenced by the Sociocultural Practice Dimension in Group X. The significance of Islamic culture and values in the setting of Pakistan is continuously emphasized in the statements. Learners usually show respect for Hazrat Muhammad SAWW, the last Rasool of Allah, emphasizing cultural devotion.

The cultural significance of these principles within the framework of Islam is further highlighted by references to the prayers, teachings of peace and brotherhood, and the unity of Muslims. The reference to Pakistan as a nation established in the name of Islam highlights the students' common cultural knowledge and serves as another example of how religious and cultural identities are interlinked. Among the twenty learners, fourteen highlighted cultural values related to Islam, Pakistan, and Hazrat Muhammad SAWW.

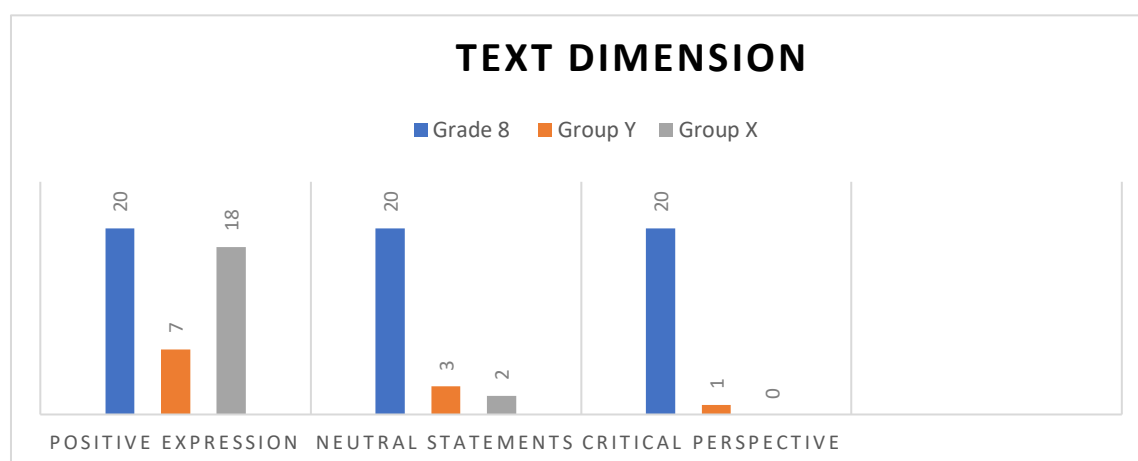
There aren't many statements in the data collection that explicitly question society standards, even yet most of them conform to cultural norms. Positive affirmations and declarations of pride in Islamic and cultural values predominate in the conversation. But the lack of opposing viewpoints or remarks raising issues with standards also points to adherence to dominant cultural expectations. The learner's apparent preference for upholding rather than questioning cultural norms is evidence of their adherence to society's expectations about religion and cultural values.

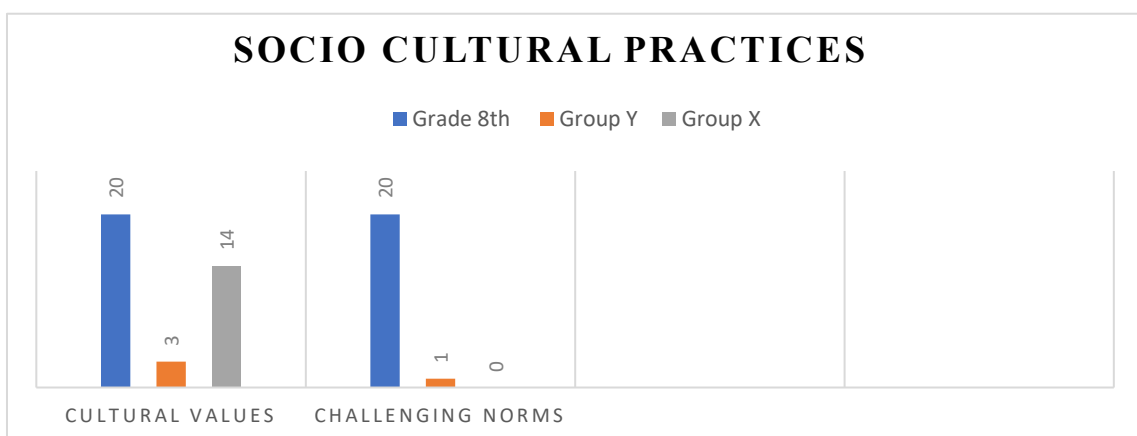
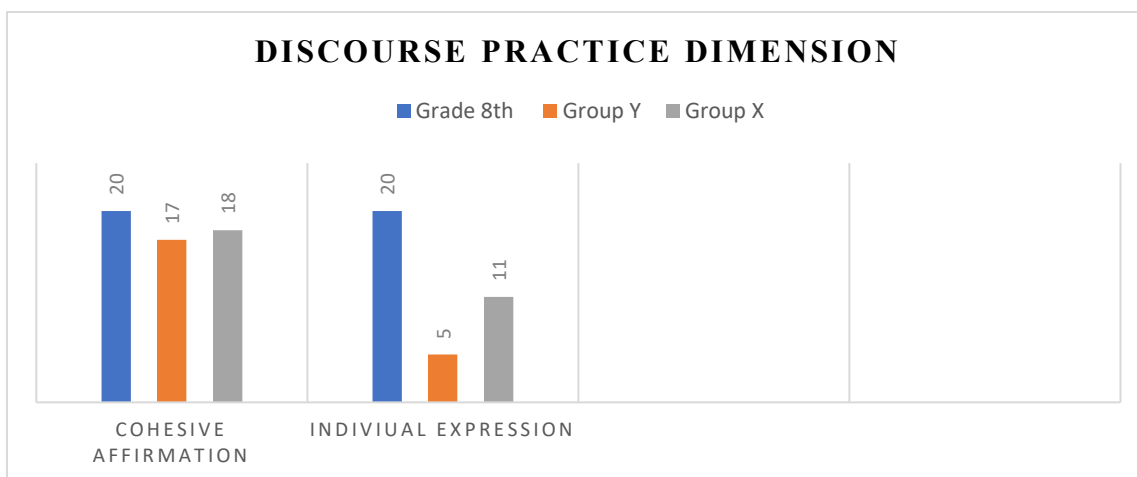
Analyzing the Linguistic Pattern of Group X

Collectively, the language elements in the data enable a complex and multifaceted statement of religious and cultural identity. With purposeful use of precise words, positive adjectives, proper grammar, and a variety of sentence structures, the children demonstrate a reflective and articulate engagement with their ideas and experiences. The statements' overall coherence is aided by the concepts' subordination and coordination. The data collection's vocabulary reveals a coherent discourse by repeatedly utilizing essential keywords such as "I am a Muslim," "My religion is Islam," and phrases like "love Islam," which highlight the students' common religious identity. The use of religious vocabulary, such as "Namaz," "Dua," "Prophet," and "Quran," enhances the subject matter by introducing phrases connected to Islamic customs and beliefs. Most sentence forms are straightforward, allowing ideas and feelings to be communicated in an honest and understandable manner. The length of a phrase varies, longer sentences are used to convey deeper ideas or to give more specific information. Adjectives that describe Islam are often positive ones, including *"very religious," "very good religion,"* and phrases that imply a personal or emotional bond, like *"favorite," "kind," "honest,"* and *"brave"* when speaking of Hazrat Muhammad SAWW. In addition, the geographical and cultural terms "religious country," "cultural icon," and particular places like "Makkah" and "Saudia Arabia" highlight how linked the cultures .

4.2.1.3 A Comparative Social Analysis of Group X and Y

Religious Reflection of Identity





Group X and Group Y exhibit distinct displays of their strong religious identities. Since both groups have a deep connection to Islam, it is challenging to determine with precision which group has a stronger religious influence. On the other hand, Group X's extensive use of religious terms and vocabulary points to a deeper level of connection for religious activities, which may indicate a greater influence of religion in their speech. Here are some areas where the two groups are similar and different.

Similarities

The manner in which that Group X and Group Y express their Muslim identities is similar. Important expressions such as "My religion is Islam" and "I am a Muslim" are often found in both data sets, reflecting a constant emphasis on religious affiliation. Also, the majority of the emotional tones in the expressions of both groups are positive. When expressing good feelings toward their religious identity, adjectives like "glad," "love," "proud," and "grateful" are frequently employed.

For the greatest section, both parties follow standard grammatical rules, which guarantees that their communications are coherent and clear. This covers the subordination of concepts, coordination, and usage of appropriate sentence forms. These include cultural components associated with Islam, including references to the Prophet Muhammad (SAWW), religious rituals like praying and reading the Quran, and particular geographic places like "Makkah" and "Saudia Arabia." However, group X employs a great deal of these references.

Differences

Adjective Usage

Group X	Group Y
Group X employs a wide array of positive adjectives to characterize Islam, including descriptors <i>like "very religious," "very good religion,"</i> and emotionally charged words like <i>"favorite," "kind," "honest," and "brave"</i> when describing Hazrat Muhammad SAWW. This group emphasizes personal and emotional connections to their religious beliefs.	Group Y probably focuses on emotions and their use of adjective if positive which reflects their focus is more on emotions the words such as <i>"glad," "proud," and "grateful represents emotive functions."</i> There is less emphasis on individual emotional connections and more on the collective appreciation of being Muslim.

Sentence Structure Variation

Group X	Group Y
Group X exhibits a preference for primarily simple sentence structures, ensuring direct and clear communication.	Group Y shows more variation in sentence structures, with some students employing a more diverse range, adding depth to their reflections.

Critical Perspective

Unlike Group X, Group Y features a divergent viewpoint from Student 8, who offers a critical perspective on the contemporary interpretation of Islamic teachings. This highlights the diversity of thoughts within Group Y, showcasing a more nuanced range of perspectives

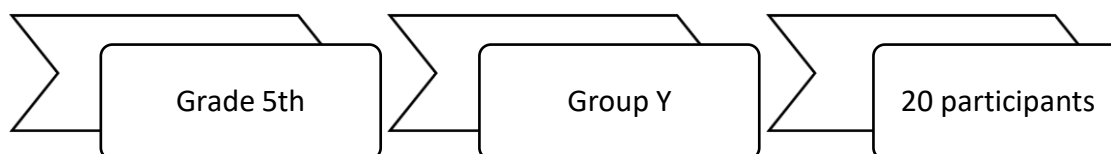
Detailed Description

Group X They provide more detailed descriptions of their religious thoughts, incorporating specific terms like "Namaz," "Dua," "Prophet," and "Quran." This adds depth to their discourse by using terminology associated with Islamic practices	Group Y They provide to the point information regardless of going in depth description. <i>"I am Muslim"</i> <i>"I belong to Islam"</i>
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Personal Expression

Following a common pattern still the text reflects Group Y has used more of personal expression. Some students introduce distinctive components to their comments, such as opposing viewpoints or additional information about their individual religious practices.

4.2.1.4 Analyzing Group Y Religious Affirmations (Grade 5)



Students	Statements
Student 1	<i>"My country is Muslim Country in Asia."</i> <i>"It is only country which came into being due to religion."</i>
Student 2	<i>"I am hafiz e quran."</i> <i>"My favorite personality is Dr. Zaik Naik. Because of his religious knowledge."</i>
Student 3	<i>Don't reflect any religious thoughts.</i>
Student 4	<i>Don't reflect any religious thoughts.</i>
Student 5	<i>"My religion is Islam."</i>
Student 6	<i>"My favorite person is Hazrat Muhammad SAWW."</i> <i>"My favorite country is Indonesia. It follows Islam unlike Pakistan"</i>
Student 7	<i>Don't reflect any religious thoughts.</i>
Student 8	<i>"I am a Muslim"</i>

Student 9	<i>"I am born in an Islamic family. I read hades and Quran. "</i>
Student10	<i>"I am a Muslim."</i> <i>"Islam teaches us to learn things."</i>
Student 11	<i>"I am a Muslim and I belong to Muslim family."</i>
Student 12	<i>"There are many religions in world and mine is Islam."</i> <i>"We build our identity with the help of the teaching of Islam."</i>
Student 13	<i>"I am a muslim."</i> <i>"Islam teaches us about justice and equality."</i>
Student 14	<i>"I am a Muslim"</i>
Student 15	<i>Don't reflect any religious thoughts.</i>
Student 16	<i>"I am a Muslim and I am thank full that I born in a Muslim family."</i>
Student 17	<i>Don't reflect any religious thoughts.</i>
Student 18	<i>"I am a Muslim."</i>
Student 19	<i>Don't reflect any religious thoughts.</i>
Student 20	<i>Don't reflect any religious thoughts.</i>

The data from the participants of the grade 5th students will be analyzed with the same methodology that is employed to analyze the data of Grade 8th students. The following is the analysis of the data of group Y of grade 5th.

Text Dimension

The data's Text Dimension indicates a dominant focus on religious identity, with a particular emphasis on Islam. A number of students indicate positive emotions regarding their religious identification, specifically their Muslim affiliation. Examples include: Student 16 thanks Allah on being born into a Muslim family, while Student 6 says he prefers Indonesia since it is an Islamic country. The fact that many people are proud of their religious identity and see it as a source of personal satisfaction suggests that such remarks have a positive emotional function. Six students in particular stand out for having the most positively evaluated comments. Many students make informational statements that are neutral in nature and do not openly indicate delight or melancholy. Students 3, 4, 7, 15, 17, 19, and 20 take a neutral position on religion and do not represent any religious ideas. These claims imply that the individuals' personal narratives do not place much emotional or religious significance. There aren't many openly critical viewpoints, even if most of the utterances seem to be favorable

or neutral in nature. But remarks like Student 6's preference for Indonesia over Pakistan because of its Islamic observance might be seen as a subtle contrast, possibly conveying an aversion of Pakistan's Islamic customs. Several students express their thankfulness, satisfaction, and pride in being Muslims. Like the statement *"I am a Muslim and I am thank full that I born in a Muslim family."* The responses emphasize individual ties to Islam, such as reading Islamic literature, respecting lessons about justice and equality, and being born into Muslim households. According to the findings, students' opinions and self-perception are significantly shaped by their religious identification, particularly their Islamic identity. There are many learners that show thanks and satisfaction in what they do, while some take a more impartial approach. The lack of explicitly critical viewpoints indicates that, in this cohort, students mostly have a positive or neutral perception of their religious identity, which helps to shape both individual and group identities based on common religious practices and beliefs. The details about religion are the least comprehensive. Most of the time, just a broad description of Islam is offered. The students don't show any strong emotions at all.

Discourse Practice Dimension

"I am a Muslim" or "My religion is Islam" are illustrations of common language that is used to build a continuous thread across the data, highlighting the similarities across the many expressions connected to religious identification. The subject matter tends to be cohesive because of this common language. By reaffirming their Islamic convictions, a number of students demonstrate a good cohesiveness in their identity. Statements such as *"My favorite person is Hazrat Muhammad SAWW"* and *"I am a Muslim"* demonstrate a deep individual affinity with Islamic identity. Expressions of appreciation for being born into a Muslim household serve to further strengthen this good cohesiveness. Some students choose to remain neutral by not discussing their religious beliefs. This indicate that they don't place much value on their religious identity, but it also shows that they are consistent in their decision to keep their views to themselves. Many learners discuss their own experiences with Islam, including becoming a Hafiz e Quran, reading the Quran and Hadith, and taking inspiration from Islamic teachings. These distinctive utterances offer distinct insights into each student's relationship with their religious identity, which benefits the discourse practice as a whole. Different people have distinct experiences, even within

the same identity or group. Individual expressions facilitate the communication of this diversity and offer a more profound understanding of the range of opinions held by the group. Everybody has a different way of expressing their ideas, beliefs, or life experiences. A unified declaration of their Muslim identity was utilized by 13 learners.

Sociocultural Practice Dimension

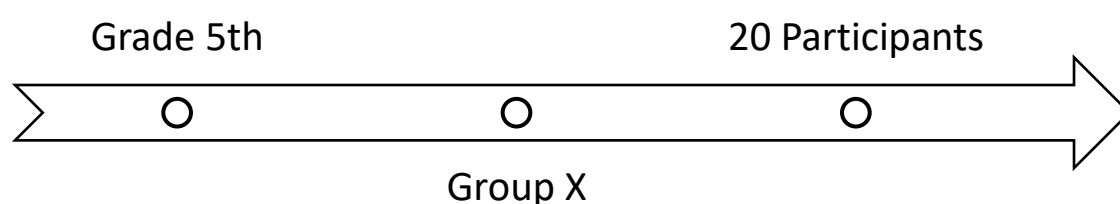
The information indicates a cultural tendency toward Islam. Students frequently declare themselves to be Muslims and explain how they relate to Islamic beliefs, figures, and customs (such reading the Quran and Hadith). This cultural identification shows how each student's sense of self has been shaped by Islamic traditions. References are made to regional and national identities connected to Islam. For example, because of Indonesia's commitment to Islam, Student 6 states that Indonesia is better than Pakistan. This implies that religious identification affects people's perceptions of and relationships with various nations or areas in addition to being an individual or cultural component. A number of students bring up their upbringing in Muslim households, illustrating the impact of community and family on their religious identity. This demonstrates the social significance of religious customs that are carried down through the ages and the influence that communities have on the formation of personal beliefs. Phrases like *"Islam teaches us to learn things"* and *"I am Hafiz e Quran"* demonstrate how education shapes religious identity. The sociocultural factor is enhanced by the educational component of religious teachings, which highlights the significance of knowledge transfer and learning within the religious framework. Some students may also decline to reflect about religion completely, which could be an indicator pointing to the degree to which the sociocultural environment ascribes value to religious identity. Islam not only has made changes on how people think of their own places but it has also changed we share the dirt of places on how places teach specific ideals.

Analyzing the Linguistic Pattern of Group Y

This is language groups that regularly express Group Y's religious identification, for instance "I am a Muslim" or "My Religion is Islam. The participants talk about their own feelings about their religious practices, namely reading the Quran and Hadith, being a Hafiz e Quran themselves, or from another

person or whatever inspiration they derive from the Islamic teachings. These trends bear a close correlation to personal supernatural experiences and create a shared lexicon that strengthens a sense of in-group identity. The use of language also showcases certain cultural preferences as well as education-oriented approaches under the binding commitment of religious beliefs. When Group Y avoids critical language, it shows that they are harmonious and affirming of their religious identity. Terms used to characterize human characteristics or origins across statements, such as "born," "religious," and "Islamic." Only one student shows critical thinking through comparison of Pakistan and Indonesia.

4.2.1.5 Analyzing Group X Religious Affirmations (Grade 5)



Students	Statements
Student 1	"I offer prayers five times a day." "I recite Quran daily."
Student 2	"I offer prayers five times a day." "I recite holy Quran daily." "I am a Muslim boy."
Student 3	"I am a Muslim boy." "My religious thoughts are to become a true Muslim."
Student 4	"I recite holy Quran Daily." "I don't tell a lie. I am a Muslim boy."
Student 5	"I am a Muslim boy."
Student 6	"I read Quran daily."
Student 7	Don't mention any religious reflections.
Student 8	"We belong to Muslim family."
Student 9	"We are Muslim family."
Student10	"I read Quran daily. I like to get knowledge from Quran."
Student 11	"I am a Muslim boy. I like to read Quran. I like to pray namaz and

	<i>I don't like lies"</i>
Student 12	<i>"I want to become true Muslim."</i>
Student 13	<i>"I recite Holy Quran daily in the morning."</i>
Student 14	<i>"I offer prayers 5 times a day and recite Holy Quran. I don't tell a lie."</i>
Student 15	<i>"I recite holy Quran Daily in the morning." "My favorite personality is Hazrat Muhammad SAWW."</i>
Student 16	<i>"I love my country Pakistan. It is a Muslim country. I offer prayers five times a day. I recite Holy Quran daily in the morning."</i>
Student 17	<i>"I offer prayes five times a day. I recite quran daily. I am a true Muslim. I don't tell a lie."</i>
Student 18	<i>"I recite Quran daily" "I want to become true Muslim."</i>
Student 19	<i>"My religion is Islam. Islam teach us humanity. My favourite personality is Hazrat Muhammad SAWW."</i>
Student 20	<i>"My favourite personality is Hazrat Muhammad SAWW."</i>

Text Dimension

The texts' language reveals a considerable religious effect on the lives of the students. Religion is a recurring element in the language, influencing how people express their identities, beliefs, and goals. The essays are full with expressions of devotion to Islamic principles, appreciation for Islamic leaders, and daily religious routines. A number of students bring up the custom of saying prayers five times a day. Many students claim to recite the Quran every day. The fact that Hazrat Muhammad SAWW is frequently cited as a favorite person reflects the impact of Islamic leaders on their life. Many express a dislike for lies and place a premium on truthfulness, in accordance with the ethical principles of Islam. Students declare their faith in Islam and their devotion to its principles in a definitive manner. Some express a desire for spiritual development by mentioning their goal to become authentic Muslims. Students who identify as Muslims and display Islamic rituals, implying a common identity. The discourse contains a significant number of religious ideas and behaviors,

according to analysis. In terms of reflecting their religious identity, only one student stayed neutral. 19 students provided a positive expression. Not a single student provided any critical perspective regarding religion.

Discourse Practice Dimension

With their expression of Islamic everyday practices, beliefs, and goals, students are actively developing religious discourse. It is possible that a community consumes religious expression, which strengthens the communal cultural and religious identity. The students identify as Muslims, which they all express. The coherence of a religious identity is enhanced by statements such as *"My religion is Islam," "We belong to a Muslim family,"* and *"I am a Muslim boy."* Reciting the Quran every day, offering prayers, and trying to be a real Muslim are examples of repetitive religious rituals that show a common religious pattern and support the cohesiveness of religious identity. The students are making connections between their regular routines and religious rituals. Individual expressions also include principles acquired from Islam, such as humanity, and personal goals, such as wishing to become a real Muslim. However, majority of the data shows a coherent statement of identity. The cohesiveness of their common religious identity as well as the existence of unique manifestations are both highlighted by the discourse practice dimension. However, this religious structure, which is a unified identity expression, also encompasses the individual identity expression.

Sociocultural Practice Dimension

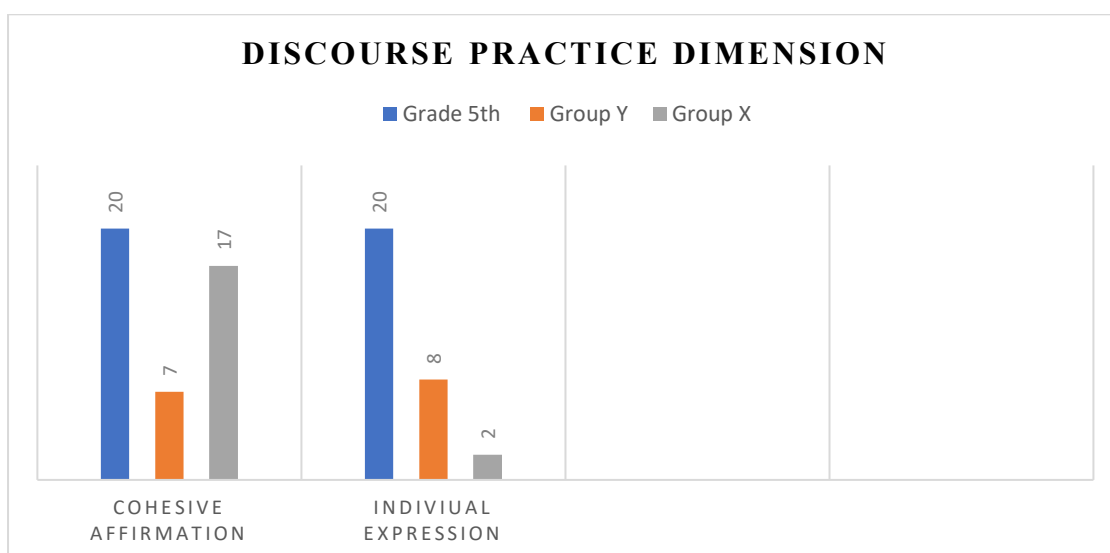
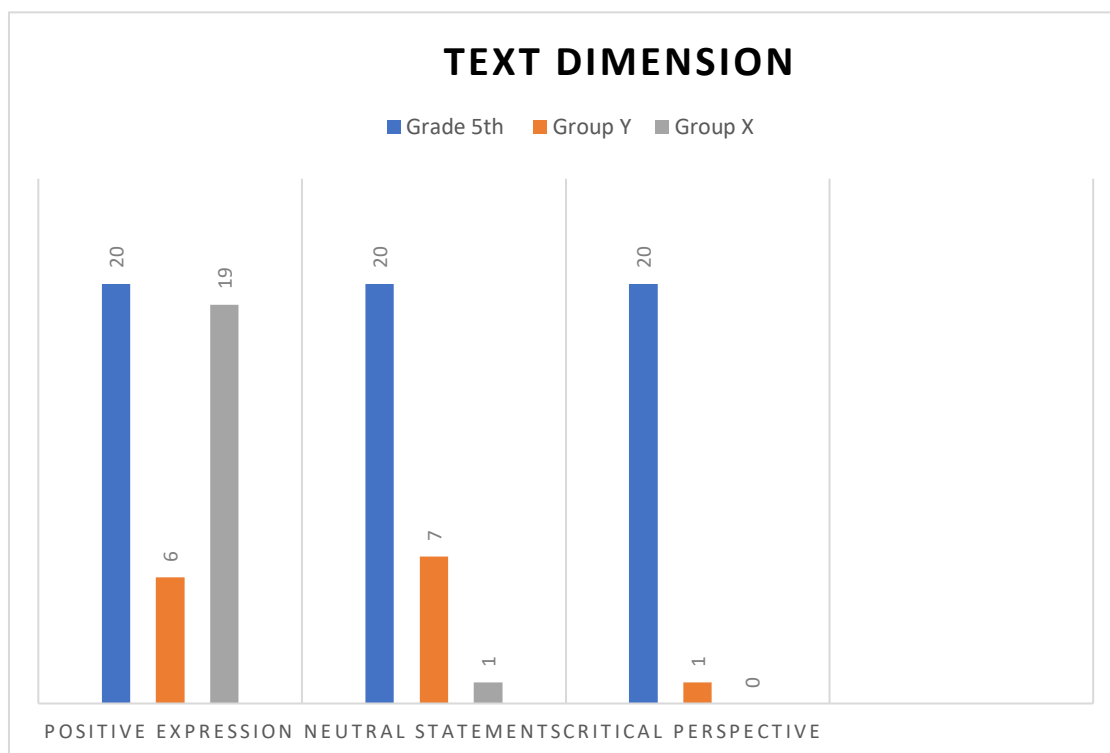
It highlights how integral Islamic traditions are to the sociocultural context for these children, judging by the frequency with which their religious practice — praying five times a day, reciting the Quran every day and so on — comes up. This religious impact isn't limited to the basic rites of the faith, but to broader integration of Islamic tenets into their daily lives. In addition, Discourse Practice shows that moral principles and religious belief closely interrelate (I don't tell lies): It makes a link between integrity and moral principles, because it is an ethical position that is specific to Islamic ethics. Integrating ethical principles into the discourse is one method to expand your perspectives on religion's impact, both on moral conduct and ceremonial behavior, such that the effects of religion are reflected on the entire social and cultural environment. Statements that intermingle national with religious

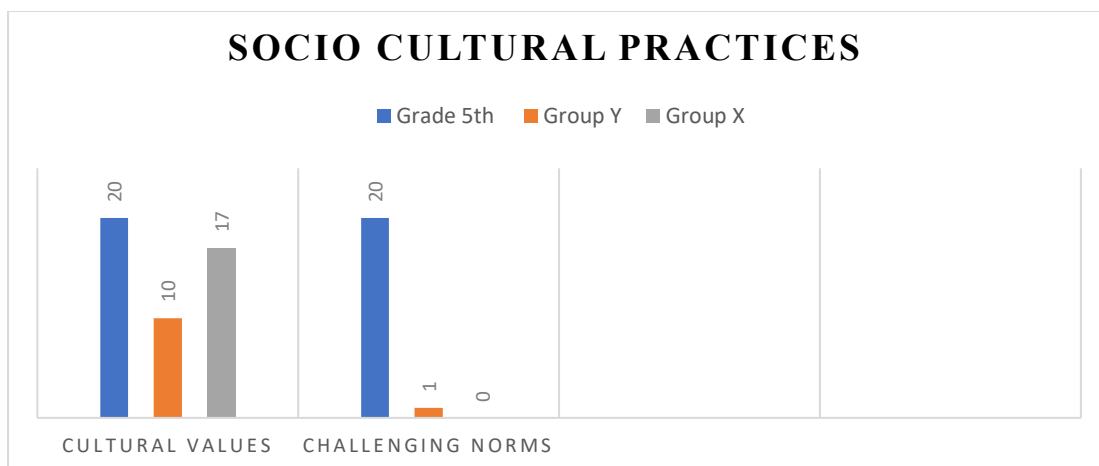
identities also exemplify the Sociocultural Practice Dimension. The students' address maintains willful amnesia, it insists on Pakistan, the country, as a Muslim state, partly because the students seem to live in a world in which nation and religion are interchangeable. This blurring is symptomatic of a broader social landscape in which the religious identity and the national identity come to be closely interwoven. Shaping these beliefs come from a sense of communal identification and the socio-culture significance of religion in within the context of a bigger group in Pakistan as a Muslim state. The Sociocultural Practice Dimension points to the presence of Islamic values in daily life, the integration of ethical principles in personal conduct, and how students of Government School X integrate their national and religious identities. These interactions give rise to a colorful and complex social environment in which religious concepts are embedded in the fabric of national identity, ethics and everyday existence rather than existing in their own silos. The Linguistic Analysis of Group X: religious statements are noticeably used, "Muslim", "Quran", "prayers", "true Muslim", "recitation", the 5 prayers - to name but a few. In other words, the students all sounded like they shared a cohesive religious narrative, beyond their disciplinary backgrounds, which produced a unique form of Islamic writing. When the same words are repeated in different entities, it celebrates the power of certain religious rites. It shows the significance of these rituals by repeating such phrases as "Every day I recite the Holy Quran" and "I perform five times prayer a day," a language pattern of the importance of religion from the student's perspective.

Analyzing the Linguistic Pattern of Group X

The learners express themselves as well as their love to their religion. By adding a personal and emotive element to the dialogue, phrases like "I love my country Pakistan, it's a Muslim country", "I want to become a true Muslim" and "My favorite personality is Hazrat Muhammad SAWW" NOW INDICATING THE DELIBERATE INTENSITY OF THEIR RELIGIOUS DENIAL. The ethics go quite naturally into language, as we see in phrases like "I don't tell lies." We use the negative ("don't") there, showing moral commitment, which is quite a word pattern -- While Ethics words come from religious world. Another feature of the language pattern is the convergence of national and religious identities. "Muslim country," "We belong to a Muslim family," Pakistan references are among the expressions that reveal how the national setting and religious views can be tied together by language

4.2.1.6 A Comparative Social Analysis of Group X and Y Religious Affirmations (Grade 5th)





Students in Group Y, who are in the fifth grade, are mostly interested in Islamic principles. They also convey thankfulness and happy feelings about being Muslims. Their speech employs a distinct vocabulary that encourages personal expression of their religious commitment. Some students, on the other hand, take a neutral position that seems to favor or be neutral toward their religious affiliation. One student offers a critical viewpoint. Students in Group X incorporate Islamic principles into their everyday lives, placing a strong emphasis on moral principles drawn from Islamic teachings. While there are religious identities shared by both groups, a deeper understanding of how religious identity impacts individual and communal experiences is made possible by the disparities in how these identities are integrated with national identity and ethical norms. Group X, which consists mostly of 17 students, has excellent cultural values that are reflected in their phrases, demonstrating how strong their creation of a religious identity is. Group Y's depiction of cultural values is lacking. Compared to Group X, Group Y exhibits less emotional connection or sentiments related to religion. Group Y exhibits more individual expressions while Group X leads in coherent affirmation.

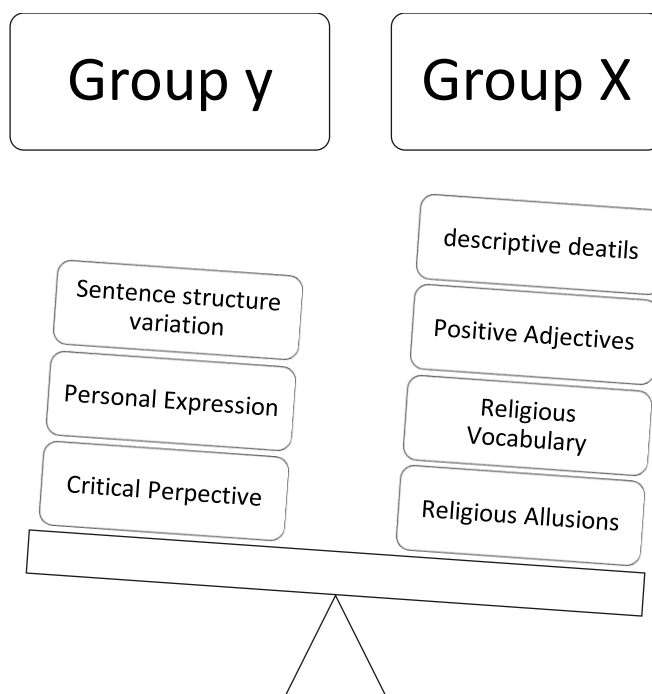
4.2.1.7 Cohesion in religious thoughts between Group X and Y of Grade 5th and 8th Group Y

The primary objectives of Group Y in Grades 5 and 8 include confirming their Muslim identity and expressing their Islamic values. In both communities, expressions like "I am Muslim" and "I belong to Islam" are common. Their expressions transmit good expressive tones. In both groups, positive words like "glad," "proud," and "grateful" are used to express good feelings about their Muslim identity. In comparison to Group X, students exhibit fewer profound emotional

expressions or emotional attachments related to religion. In their demonstrations, both groups continue to take a more impartial or group-oriented position. Comparing Grades 5 and 8, Group Y, allows for greater individual expression than Group X does. It has a similar mechanism for addressing dissenting opinions. (Referring to Group Y) Student 2: Wielding a critical lens toward the interpretation of Islamic teachings in the present day, points out a nuanced spectrum of ideas as represented within the group. The other student shows comparative critical thinking between Pakistan and Indonesia. Note that the point of the critical view is that there is variance in the views of the group

Group X

In Groups X in both Grades 5 and 8 (see appendix), they are connected to Islam through expressions such as "My religion is Islam," and "I am a Muslim." Expressions that have positive emotional tones predominate. The positive feeling also often used like glad, love, proud, grateful I usually use these adjectives to determine their good feelings about their religious identity. Students from every grade write according to established principles of grammar, their messages are already clear and understandable. This means using the correct sentence structures, coordinating, subordinating ideas. References of Islamic Cultural elements such as Prophet Muhammad (SAWW), religious practices such as praying, reading the Quran and Specific geographical features such as "Makkah", "Saudi Arabia" is present in both Grade 5th and Grade 8th Group X. A detailed description of the religious beliefs of each organization is provided. Both grades 11 and 12 have provided some inspirational words from Islamic practices in addition to the general vocabulary, group X used words such as "Namaz", "Dua", "Prophet", "Quran". It reflects the average of the religious identities of students in this school, irrespective of the students' grade (5th or 8th), the environment strongly influences them. They build their identities as such, and their discourse is a reflection of that. The close parallels between the two samples suggest that students' development between Grades 5 and 8 is structured similarly, and therefore like patterns emerge in their articulations of their religious identities.



4.3 Future Aspirations

Future Perspectives Goals reconciled with self-identity typically hold reciprocity on the level of individual growth. One of the core processes for the adolescent, which Erik Erikson (1959) describes as the period of time that pits identity against role Uncertainty. As individuals develop and make progress toward their expected futures, their future ambitions serve as guiding lights on this search of voyage, influencing their perceptions of themselves. The relevance of self-esteem in this context is highlighted by Albert Bandura's Social Cognitive Theory (1999), which proposes that constructing and achieving targets in the future leads to a positive self-identity. This intricate link is made further clearer by James Marcia's Identity Status Theory (2011), which shows how evaluating commitments, including hopes for the future shapes one's identity status.

4.3.1 Analyzing the Future Aspirations of Group Y (Grade 8th)



Student 1	Teacher	<i>"If I perform well in studies, then it would be my future goal to become a teacher because I want to serve my nation."</i>
Student 2	Politician	<i>"I like to be a politician because my favorite personality is Imran Khan, and he inspires me a lot to serve our country."</i>
Student 3	Software Engineer	<i>"I want to become a Software engineer."</i>
Student 4	Data Scientist	<i>"My future aim is to become a data scientist. It is a field of computer which has high merit."</i>
Student 5	Pilot	<i>"My future aim is to do a job unlike my mother staying home only." "My dreams are to get higher qualifications to become a pilot."</i>
Student 6	Engineer	<i>"I want to become an engineer."</i>
Student 7	Doctor	<i>"My future aim is to be a doctor. I want to serve humanity and open a hospital like Imran Khan did in the form of Shaukat Khanam. So, people can get free treatment from my hospital."</i>
Student 8	Pursuing a Career in Computer Sciences	<i>"I like computer sciences," "I am the one who has the least interest in sciences and have interest in computers,"</i>
Student 9	Engineer	<i>"So, my aim is to become an engineer."</i>
Student 10	Sports (Play Hockey)	<i>"To play hockey, which is the national sport of Pakistan."</i>
Student 11	Business-Man	<i>"As profession I want to join the business of my father."</i>
Student 12	Business-Women	<i>"My aim is to learn and study business and join my father's business because in today's world there is not much difference in male or female professions. My father has a company in Saudia but I want to open its one branch in here Pakistan."</i>
Student 13	-	No specific future goals are not explicitly stated.

Student 14	Pakistan Air Force	<i>"Alike my father and brother, my aim is to join PAF because both of them are my favorite personalities."</i>
Student 15	C.A officer	<i>"My future aim is to do C.A like my father." "In future, I want to become an honest C.A officer because I want to leave an embark in serving my country."</i>
Student 16	Robotics Engineer	<i>"My aim in life is to become a robotic engineer."</i>
Student 17	IT Engineer	<i>"My aim is to become an IT engineer because I wish to make different and unique things that nobody has done before."</i>
Student 18	Business-Man	<i>"I want to be a business man in Pakistan and see my country as a successful country in the list of successful countries of the world."</i>
Student 19	Establishing a Sports Car Showroom	<i>"My dream is to make a showroom of sport cars."</i>
Student 20	Foreign researcher	<i>"My aim is to become a foreign researcher at the international relations department."</i>

Employing sociocultural theory as a tool to determine how each student's identity construction reflects their future objectives and persuades them to choose a career, along with that the Fairclough 3D model is utilized to analyze the future aspirations of students. Each student in Group Y has different goals for themselves. Many professions, including teaching, politics, data science, software engineering, piloting, medical, business, and research, are among the many that students aim to pursue in the future. Every learner has numerous motivations for desiring to be successful in life, including parental influence, personal interests, and love for inspirations such as Imran Khan. A wide range of professions are represented by the statements of students, including business, technology, healthcare, education, and research. Using Fairclough's 3D model, Group Y learners' goals and aspirations are examined, illuminating the diverse and fluid interconnections between language, discourse, and sociocultural factors, which shape these students' future aims and identities. The professions pursued represent a complex and entwined network of personal identity folding. The students' language stresses professions and

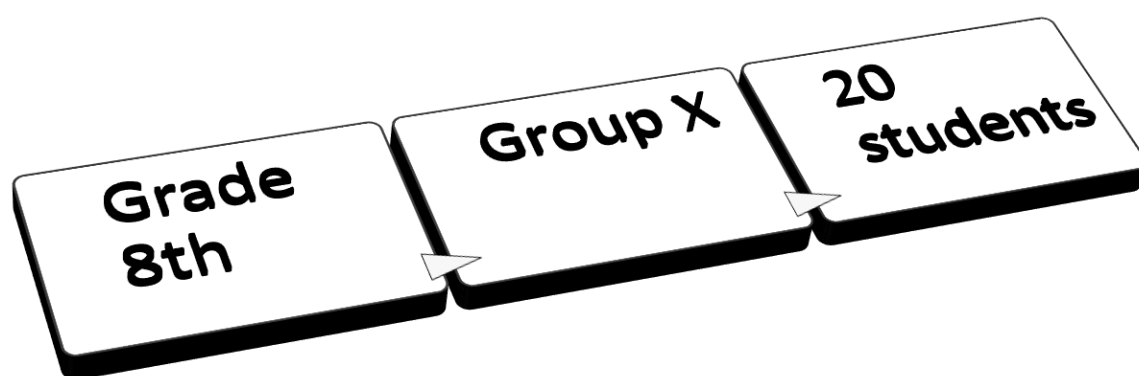
communicates individual aspirations. The exchange of ideas for Group Y enriches a variety of premises including individual motivations, family traditions, and social ideologies. There is also the desire to work in education, politics, the medical field, and the armed forces; a common theme is there is a desire to serve the country. The dialogue emphasizes the importance of gender equity, family traditions, and the control of the elite. Sociocultural variables inform Group Y's high aspirations. It is evident that family is influencing learners as some of them even mention wanting to work in their parents' companies or take on similar careers as their family did. There are similarly strong undercurrents of national identity and pride alongside references to serving the nation and helping it. A few students in Group Y challenge social norms by expressing interest in careers that may or may not align with traditions of gender stereotypes. The act of questioning a norm is subjective in nature. As an illustration, some students are criticizing social norms, family norms, or the roles that their family members perform, such as domestic duties. This erases cultural myths and promotes a more diverse conversation about employment options. By stating their desire to pursue careers often held by people of the opposite gender, some students challenge established gender conventions and promote an inclusive conversation.

From the statement of students it is justified, *My aim is to learn and study business and join my father's business because in today's world there is not much difference in male or female professions. My father has a company in Saudia but I want to open its one branch in here Pakistan.*", *"My future aim is to do C.A like my father."*, *"In future, I want to become an honest C.A officer because I want to leave an embark in serving my country."*, *"My future aim is to do a job unlike my mother staying home only. My dreams are to get higher qualifications to become a pilot."* *"I like computer sciences," "I am the one who has the least interest in sciences and have interest in computers,"* and *"My aim is to become an IT engineer because I wish to make different and unique things that nobody has done before."*

Some students desire to establish their own identities in the community by taking on special initiatives. For example, one student wants to start a sports car shop that isn't found in his area. Based on the analysis of group Y, it can be determined that all students have a clear understanding of their future goals and desires. They also understand why they want to pursue a certain professional path and the role that

career will play in society. Because they possess a thorough understanding of both their present and possible future endeavors, their words demonstrate how their self-identity is developing. Additionally, the influence of their surroundings is evident in their choices they choose as they will move into the future. Their decisions don't appear to be influenced by one perspective, and each student's choice of a distinct profession indicates that they have excellent academic understanding of their areas of study and the outside world as a whole. Collectively, they illustrate that they acquire learning from multiple streams and have been provided with a diverse range of perspectives to perceive their surroundings.

4.3.2 Analyzing the Future Aspirations of Group X (Grade 8th)



Student 1	Pakistan Army	<i>"My future aim is Pak Army."</i>
Student 2	Doctor	<i>"My future aim is to make a doctor and help needy people."</i>
Student 3	Teacher	<i>"My future aims to become teacher"</i>
Student 4	Doctor	<i>"I want to become doctor."</i>
Student 5	Doctor	<i>"My aim is to become doctor."</i>
Student 6	Doctor	<i>"I want to become is doctor or cricketer."</i>

Student 7	Doctor	<i>"I want to be a doctor and help needy people."</i>
Student 8	Teacher	<i>"I want to become a teacher in future."</i>
Student 9	Doctor	<i>"I want to become good doctor in future."</i>
Student 10	Doctor	<i>"My aim is to become doctor. "</i>
Student 11	Job	<i>"I will do job in future."</i>
Student 12	Teacher	<i>"My future aim is teaching."</i>
Student 13	Pakistan Army	<i>"I want to join the army."</i>
Student 14	Doctor	<i>"My aim in life is to become a doctor."</i>
Student 15	-	No explicit Future aim discussed
Student 16	Doctor	<i>"I want too become a doctor."</i>
Student 17	Doctor	<i>"I want to become a doctor."</i>
Student 18	Doctor	<i>"My aim in life is to become doctor."</i>
Student 19	-	No explicit Future aim discussed
Student 20	Doctor	<i>"I want to become doctor."</i>

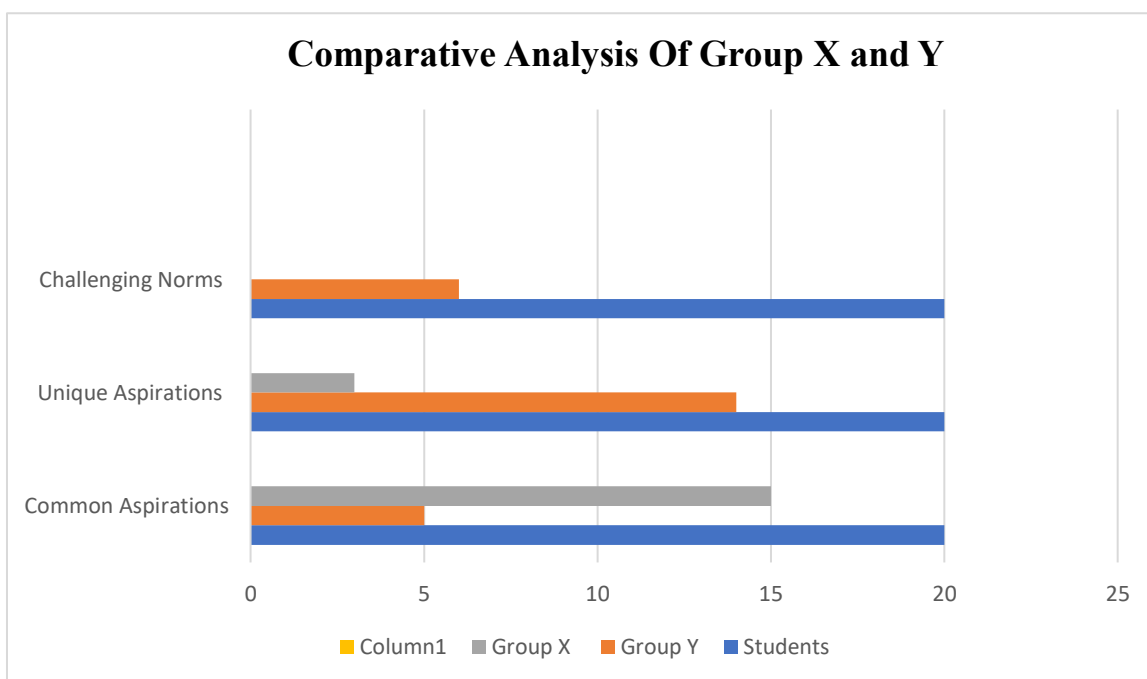
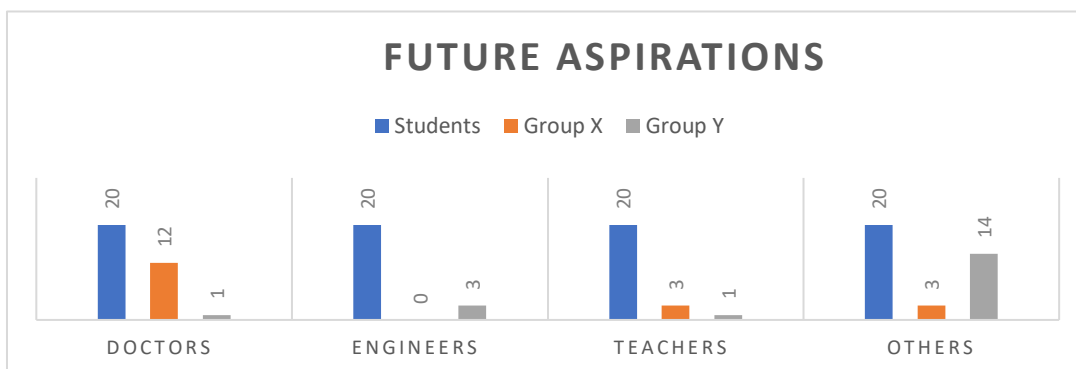
Each student in group X has few specific aspirations, such as joining in the Pakistan Army, going to medical school, or becoming a teacher, are made obvious by the text dimension. Through an examination of language use, the discourse practice dimension reveals the values and societal expectations imbedded in their goals.

Students who want to join the Pakistan Army, for example, express their aspirations with a feeling of responsibility and patriotism, exhibiting a discourse that reflects nationalistic beliefs. The future doctors embody a commitment to helping the most vulnerable in society, a reiteration of a conversation rooted in charity and social health. The sociocultural practice aspect looks at whether these goals align with broader society norms and behaviors. For instance, committing to becoming a teacher is a lifestyle choice that aligns with the value that society places on knowledge and education. A career in medicine or cricket on the other hand negotiates a balance between societal norms and individual desires. She is a student who is looking for a general employment, so her speech doesn't need to be that specific, which I think is also interesting. Some students not knowing their clear future goal might represent a more open and flexible approach to identity construction.

Centers on Common Goals of Students with a Focus on Society and Healthcare Careers This is a central claim for people, that they should have concrete impact commercial lives. This similarity is indicative of society expectations how individuals in certain disciplines are expected to behave and contribute along a specific set of principles and goals, and individual desire of 'fitting in'. The career path each student selects has a profound influence on the evolution of their identity. For those wishing to become a part of the Pakistan Army, the foundation of an identity is likely to be one of duty, discipline and patriotism. By contrast, students hoping to be doctors could build their identity around a focus on health care, selflessness or kindness. When someone wants to be a doctor and a cricket player, it adds some complications. That means finding ways to balance individual interests and cultural expectations, leading to a unique identity that combines elements from both occupations. An individual whose main goal is a well-paying career may shape his or her identity around financial stability and personal accomplishment, demonstrating a pragmatic outlook that puts individual goals ahead of conforming to societal standards. The other contributing factor to the formation of student identities is the absence of a specific future objective for some students. Without a clear career goal I think it allows a more malleable experience in identifying who you are and a chance for exploration. Such an absence can imply an inclination to prioritize personal growth over social pressure to take certain career paths that society believes and has structured for you. While a closer look at profession choices does reveal some consistent patterns, it should be noted that the trend may be underpinned by differences not only in experience but also by motive.

Some may be driven by external forces, but others genuinely do care about their selected professions. As when the majority of the students say that they want to become a doctor or in the Pakistan Army, for example, it does indicate that every one of them is following the social standards or value system which is common in their culture.

4.3.3 Comparative Social Analysis of Future Aspirations of Group X and Y



Explanation

The work that students are most familiar with those are well-defined or at least those that are frequent in their environment. Such as, might influence them. Finances may cause students to choose careers perceived as safe or financially rewarding. If a particular career path is associated with financial stability or success, students may be more motivated to pursue it. Citizens view doctors with respect and

treat them as a successful class of men and women, with textbooks easily available to them. The extent to which students are educated can have an intrinsic effect on the professions they pursue, thus illuminating the apparent consistency in their aspirational goals. The importance of specific professions may well be dictated, at least in part, by the number of courses (or pathways) that are found in the curriculum. If a certain professional path is often featured or celebrated, students might be more likely to pursue it. The type and quality of career advice programs offered in schools can affect students' understanding of different job options. Socioeconomic challenges could impact the resources and quality of educational institutions. Differential exposure to job options, in turn, might explain the relative homogeneity of the goals of students from different social origins.

4.3.4 Analyzing the Future Aspirations of Group Y (Grade 5th)



Students	Aspiration	Statements of Group Y
Student 1	Successful businessman.	<i>"I want to become a successful businessman and contribute to the business world."</i>
Student 2	Career in medicine.	<i>"My aim is to pursue a career in medicine, following in the footsteps of my mother, who is a doctor."</i>
Student 3	Join Pakistan Army.	<i>"I aspire to join the Pakistan Army to protect my country from looters."</i>
Student 4	Footballer.	<i>"I dream of becoming a footballer and exploring different places while enjoying life."</i>
Student 5	Explorer and vlogger.	<i>"I aim to become an explorer and vlogger, capturing the beauty of the world through my</i>

		<i>experiences."</i>
Student 6	Engineer.	<i>"My goal is to become an engineer and contribute to the development of my country."</i>
Student 7	Businessman and restaurant owner.	<i>"I aspire to become a successful businessman and open a restaurant, not only in Pakistan but internationally too."</i>
Student 8	Software engineer.	<i>"I want to become a software engineer, utilizing my skills in math and contributing to technology."</i>
Student 9	Cricketer or PAF.	<i>"My dream is to become a cricketer, and if that doesn't happen, I'll join the Pakistan Air Force (PAF)."</i>
Student10	Pilot.	<i>"I want to become a pilot, inspired by my father's legal background and my love for the sport of hockey."</i>
Student 11	Scientist.	<i>"I aim to become a scientist, conducting experiments and contributing to the field of science."</i>
Student 12	Judge.	<i>"My future aim is to become a judge and ensure justice for the innocent ones."</i>
Student 13	Join NAVY.	<i>"I dream of joining the NAVY and serving my country, inspired by Hazrat Muhammad SAWW and Imran Khan."</i>
Student 14	Writer.	<i>"I aspire to be a writer, expressing my thoughts through poetry and capturing moments through photography."</i>

Student 15	Footballer.	<i>"My dream is to become a footballer, pursuing my passion for sports and representing my country."</i>
Student 16	Cricketer.	<i>"I am passionate about sports, and my dream is to become a cricketer."</i>
Student 17	Decide after middle years' education.	<i>"I want to complete my middle years' education and then decide on my future aim."</i>
Student 18	Writer.	<i>"I aspire to be a writer, expressing my creativity through singing and poetry."</i>
Student 19	United Nations advocate.	<i>"My future aim is to be part of the United Nations, advocating for human rights on a global platform."</i>
Student 20	Doctor, build a charity hospital.	<i>"I aim to become a doctor and build a hospital running on charity to serve the less privileged in Pakistan."</i>

The analysis of the fifth-grade kids' professional objectives using the Fairclough 3D model and sociocultural theory sheds light on the complex relationship between the construction of an individual's identity and external factors. Students from Group Y demonstrate how societal values impact in the context of professional success. They specifically highlight how these values relate to business, engineering, and software development, and how these objectives may positively impact national growth. As demonstrated by dreams of becoming a doctor or constructing a charity hospital, the healthcare industry emphasizes the importance of cultural and family factors, with society standards influencing the way these occupations are seen. Aspirations for a career in the military are a reflection of a deep feeling of duty and patriotism, shaped by cultural and personal figures alike and helping to shape the foundations of the nation. A combination of global and cultural importance can be

seen in aspirations related to sports, exploration, and adventure (e.g., football, cricket, pilot, explorer), which place an emphasis on experiencing new things and finding personal fulfillment. Intellectual efforts, such aspirations to become a writer, scientist, or advocate for the UN, demonstrate interests in global citizenship, innovation, and education and demonstrate how one can incorporate one's hobbies with broader social principles. Becoming a judge or having other judicial goals emphasizes a dedication to justice and maintaining social conventions. An individual stands out for taking a practical approach, delaying profession selections until after finishing middle school. This shows that the student understands the value of education in determining one's future aspirations. Understanding the complex language used by students and the intricate interaction between individual choice and societal factors in forming career objectives and identity creation is made easier with the help of the Fairclough 3D model.

There is a broad range of job goals among the group's members, including business, medical, sports, exploration, engineering, writing, and international advocacy. Family ties are important; some students find inspiration in the business reasons, legal, or medical careers of their parents. It is clear that the students have deeply connected passions and interests; others are motivated by a love of sports, travel, or technology development. Notably, there is a merging of local and global viewpoints, as seen by aims centered on national service combined with ambitions to make a worldwide contribution in business or the UN. The variation also shows up in the ways that students make decisions; some have certain professional objectives in mind.

4.3.5 Analyzing the Future Aspirations of Group X (Grade 5th)

Students	Aspirations	Statements of Group Y
Student 1	Army	<i>"I want to become a soldier and serve my country, Pakistan, which I love very much."</i>
Student 2	Doctor	<i>"I want to become a doctor and follow in the footsteps of my father, who is a doctor."</i>
Student 3	Doctor	<i>"My dream is to become a doctor."</i>

Student 4	Doctor	<i>"I aim to become a doctor and contribute to the well-being of people."</i>
Student 5	Doctor/Army	<i>"I want to become a doctor or join the army."</i>
Student 6	Doctor	<i>"I want to become a doctor and serve my country."</i>
Student 7	Doctor/ Teacher	<i>"I aim to become a doctor or a teacher and serve my country."</i>
Student 8	Doctor	<i>"I want to become a doctor, and I want to live in Pakistan to serve my country."</i>
Student 9	Doctor	<i>"I dream of becoming a doctor and building a hospital where patients can be treated for free."</i>
Student10	Doctor	<i>"I want to become a doctor and serve my country."</i>
Student 11	Doctor	<i>"I aim to become a doctor in the Pak Army."</i>
Student 12	Doctor	<i>"I want to become a doctor and serve my country."</i>
Student 13	Doctor	<i>"I want to become a doctor"</i>
Student 14	Teacher	<i>"I want to become a teacher and serve my country."</i>
Student 15	Teacher	<i>"I want to become a teacher."</i>

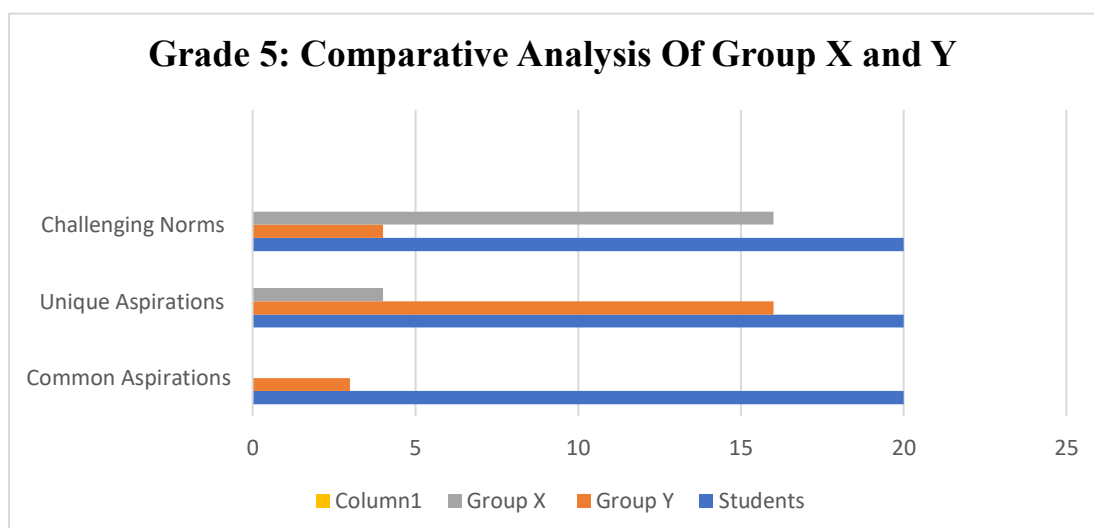
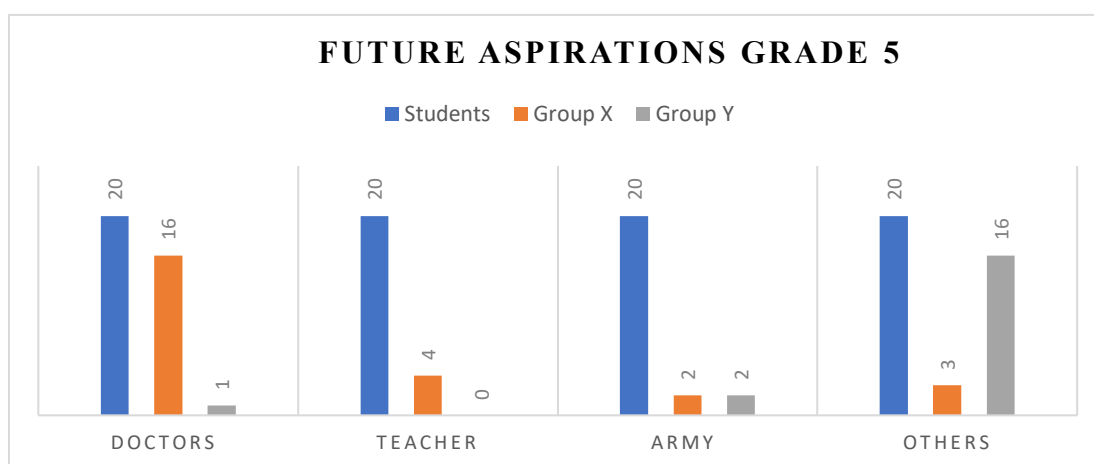
Student 16	Doctor	<i>"I want to become a doctor."</i>
Student 17	Teacher	<i>"I want to become a teacher."</i>
Student 18	Doctor	<i>"I want to become a doctor."</i>
Student 19	Doctor	<i>"I want to become a doctor."</i>
Student 20	Doctor	<i>"I want to become a doctor."</i>

The data from Grade 5 students in Group X shows a remarkable consistency in their professional objectives, with the majority of them sharing the obvious and common objective of becoming doctors. This recurrent pattern highlights a shared dedication to the medical field. One striking feature is the way the students consistently concentrate on helping Pakistan, demonstrating a strong sense of patriotism and a common goal of using medical field to improve the country's health. Family influence is very important. A number of students have shown a desire to continue their fathers' health care careers, which is symptomatic of a professional heritage in the medical sector. The goals also demonstrate a strong sense of social responsibility, with an emphasis on community healthcare and the construction of hospitals or offering of free patient care. The students' passion in education, demonstrated by their desire to become doctors and teachers simultaneously, gives their professional objectives an educational component and underlines their greater effect on future generations.

In addition, there is a constant expression of commitment to residing and working in Pakistan, demonstrating a feeling of protective adherence and a desire to support the advancement of their own nation. The register of the students is remarkably homogeneous, wearing the imprint of the linguistic and cultural substrate that grounds the cultural influences shaping their professional aspirations. While there is a trend toward a shared goal of becoming doctors, the data also reveals that the students have few diverse aspirations. They are interested in careers like teaching and military service or medical professionals, some of them. And these examples illustrate how these students demonstrated their commitment to national service and societal

good as it relates to medicine. There is a very high level of consistency in students' career objectives, including aspects such as family, social responsibility, and community's health. The prominent theme of getting on with and catching up to the ways things are in the society, working toward respected careers, and helping their communities repeatedly suggests that students aren't fighting against or challenging the systems in which they exist. The dreams are traditional, rooted in family, and patriotic, with no overt rejection of the status quo.

4.3.6 Comparative Analysis of Group Y and X of Grade 5th



Identity formation and professional aspirations differ between X and Y: two unique cohorts. The main career interest for Group X is doctors because they are students at Grade 5 that share a set of cultural backgrounds and a mentality of social responsibility. Yet branches in health care still share a common mission, and such strands in medicine as trying complex goals converge, such as the "military medicine" that combines education with military service, towards a shared identity within

society's standards. In contrast, there is a diversity in professional goals for Group Y: business, sports, adventure, international. The group reflects both local and global perspectives, and there are students who have displayed a desire not to fall in line and exert individual agency. These goals to work as an explorer, writer or advocate for the United Nations suggest a willingness to interrogate social conventions. In contrast, Group X's identity is cohesive and centered on a specific professional sector, which reflects goal behavior and social habits in the medical field. The diverse personality Archetype Y This personality type might potentially break the patterns or norms of their personality type or anyone else's if they so choose. We get an excellent exposure of a wide range of a students of Group Y on advantages of it and how that will prepare them to what they want to do and achieve down the road. In contrast, students in Group X adhere to the conventional path of becoming teachers or doctors without considering the advantages and opportunities of other fields. It creates a limited identity for a person as they grow into their own selves. This research demonstrates the extent to which the knowledge given to both groups made an impact.

4.3.7 Cohesion in both groups (Grade 5th and 8th)

As the non-government school is represented by group Y. Here are some similarities between Group Y of Grades 5 and 8, determined by the comparison between students in Primary and Middle grades who have the same educational background:

Students in Group Y, Grades 5 and 8, have a wide range of job goals. Group Y's fifth-graders have a variety of interests, including business, athletics, exploration, global activism, and other subjects. Similar to this, Group Y's Grade 8 students have a variety of objectives that are determined by several factors. Students in Group Y exhibit both individual agency and an ability to question social norms in both grades. Their desire to follow unusual pathways and their goals of becoming authors, adventurers, and champions for the UN are clear indications of this. Certain students in Group Y challenge gender norms by expressing interest in careers that are usually associated with the other gender. More Exposure to Diverse areas and the recent comparison study suggests that the Group Y students gain exposure to a wide spectrum of areas in Both the Grades. A complete understanding of the benefits and opportunities presented within many vocations enables them to make sound career choices. Whereas Group X (Grade 5) students do not pursue alternative paths and

adhere to a somewhat predictable progress in career objectives. Students in Group Y (Grades 5 and 8) are deeply aware of the world and willing to question conventional wisdom. They are not only diverse in their goals, but also reflect a commitment to diverse disciplines and inclusive perspectives. This contrasts with Group X's (Grade 8) more uniform, socially-themed selections in careers. Informed Decision: Group Y students seem to make educated decisions about their long-term goals in both grades. Not only describe their professional goals; they also justify their decisions and tell what they would like to contribute to society. Their conclusions are informed by a range of perspectives, varying opinions, given the depth of academic content they consume and their exposure to different information sources. Group X: Certainly, below are some traits that are unique to Group X of both Grades 5 and 8 according to the information provided: Cohesive Identity: The students of Group X in both Grades 5 and 8 exhibit a more cohesive identity that focuses on a specific professional domain, particularly in medicine. The group's aspirations — mainly to be teachers or doctors — are consistent. Socially Shaped Professional Decisions: Professional choices among Group X grade 8 students are socially shaped. They have all followed pretty standard career paths, one which is indicative of a way of life, perhaps one based on what someone told them or what someone wanted for them, especially in the medical field and cosmetic surgery. Conventional employment ambitions: The students in Group X, particularly Grade 5 members, set more conventional employment objectives. The primary goal is to enter, as per the traditional career paths of the medical industry and of social standard. Full Paraphrased: Social Validation of Group X Students: As they pursue jobs in society, Group X students like others have made their choices based on results from what gives them approval and recognition in society. Family, peers, and society exhibit shared cultural norms and values that underscore certain careers, for example; those found in the medical field, as significant and regarded as valuable, possibly explaining the stability in their career goals. More focused searching of alternative career options: Students in Group X, particularly in Grade 5, may demonstrate a narrower investigation of alternative career options in comparison with Group Y, as they have such a focus on health-related careers, therefore have a narrower goal and lack of analysis of other possibilities and opportunities. 4.4 Intellectual learning — refers to the process of acquiring knowledge, understanding ideas, and building cognitive abilities.

4.4 Intellectual learning

It implies the use of mental skills like memory, reasoning, analysis, and critical thinking. Beyond simple memory, intellectual learning emphasizes on a deeper understanding and application of the subject matter. There are many different contexts in which intellectual learning can take place such as distance learning settings, self-directed study, traditional educational institutions, and experiential learning. It is an essential component of both professional and personal growth, strengthening one's ability to deal with the challenges of today's challenging environment.

Intellectual learning influences people's views, values, beliefs, and self-perceptions, which in turn shapes their identities. According to Erikson (1968), intellectual development helps people resolve identity crises at different phases of life and develop a strong sense of self. The socio-cultural theory of Lev Vygotsky emphasizes the social aspect of learning by arguing that intellectual development happens collectively and is impacted by cultural circumstances as well as resources (Vygotsky). To put it simply, intellectual learning shapes people's views, values, and self-perceptions and helps them develop cognitive abilities. It also plays a significant part in the formation of an individual's identity.

The Socio-Cultural Theory would be used to analyze student discourse and determine whether or not students construct their identities in relation to intellectual learning through the analysis of their phrases. A few variables are used to analyze intellectual learning. The process of analyzing intellectual learning involves considering all of these variables into account in order to obtain an in-depth understanding of a person's mental abilities and intellectual development.

Educational Pursuits

The person's dedication to formal education, as demonstrated by their involvement at school, seeking further education, and active participation in academic events, suggests that they are focused on intellectual learning.

Critical Thinking Skills

Intellectual depth can be observed by the capacity to critically evaluate information, challenge presumptions, and analyze arguments carefully. It includes analyzing data, establishing relationships and forming sound conclusions.

Curiosity and Inquisitive Nature

Brilliant students often have an inherent curiosity about the world they live in. They have a tendency to delve more deeply into subjects than is called for, ask questions and try to fully comprehend new ideas.

Ability to Problem-solve

You can show your intellectual flexibility through the ability to solution various problems, come up with solutions and pivot with external pressures. Problem-solving requires critical thinking and an application of what one knows.

Reading and Processing Information

These are two important dimensions of a person and showing a high level of interest in reading indicates a passion to explore and learn new things and confront a variety of perspectives. Receiving and comprehending textual and auditory information; this is a standard model of intellectual education.

Open-Mind

Intellectually driven people generally are open to new concepts, adaptable to change, and open-minded. This openness fosters a wide and constantly, evolving intellectual outlook.

Goal-Oriented Learning

Establishing and achieving intellectual and academic objectives shows an optimistic attitude toward learning. It involves having direction and a sense of purpose when acquiring fresh knowledge.

Reflection and Self-Awareness

Intellectual learners participate in reflective practices wherein they evaluate their own thought processes, learning experiences, and areas that want development. Self-awareness has a role in continuous intellectual development.

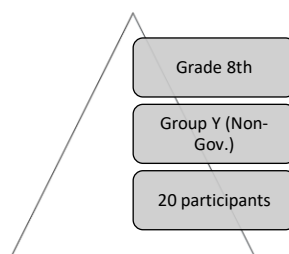
Application of Knowledge

Applying the newly acquired knowledge to real-world circumstances, whether in practical or academic settings, shows a better comprehension of ideas and the capacity to adapt information to new settings.

Passion for Learning

Beyond benefits from outside sources, an internal drive and desire for learning are important markers of intellectual engagement. Genuine interest in a subject area frequently results in a deeper comprehension and learned about its contents.

4.4.1 Group Y Intellectual Learning abilities in accordance to their identity construction (Grade 8th)



Students	Justifying Intellectual learning abilities of Group Y on the basis of presence of intellectual learning variables:
Student 1	• Educational Pursuits • Curiosity and Inquisitiveness • Critical thinking skills, • Reading and Information Processing • Goal-Oriented Learning • Application of Knowledge • Passion for Learning Other factors such as problem-solving abilities, open-mindedness, reflection, and self-awareness are not explicitly mentioned in the data.
Student 2	• Educational Pursuits • Curiosity and Inquisitiveness • Reading and Information Processing • Goal-Oriented Learning • Application of Knowledge • Passion for Learning • Critical Thinking Skills • Open-Mindedness

	• Reflection and Self-Awareness
Student 3	• Educational Pursuits • Goal-Oriented Learning • Critical Thinking Skills • Open-Mindedness • passion for learning
Student 4	• Educational Pursuits • Critical Thinking Skills • Curiosity and Inquisitiveness • Problem-Solving Abilities • Open-Mindedness • Goal-Oriented Learning • Reflection and Self-Awareness
Student 5	• Educational Pursuits • Reading and Information Processing • Goal-Oriented Learning • Reflection and Self-Awareness • Passion for Learning
Student 6	• Educational Pursuits • Critical Thinking Skills • Curiosity and Inquisitiveness • Reading and Information Processing • Goal-Oriented Learning • Application of Knowledge • Passion for Learning
Student 7	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning • Reflection and Self-Awareness • Passion for Learning

Student 8	• Educational Pursuits • Curiosity and Inquisitiveness • Reading and Information Processing • Goal-Oriented Learning • Passion for Learning • Critical Thinking
Student 9	• Educational Pursuits • Critical Thinking Skills • Curiosity and Inquisitiveness • Goal-Oriented Learning • Application of Knowledge • Passion for Learning
Student 10	• Educational Pursuits • Curiosity and Inquisitiveness • Reading and Information Processing • Goal-Oriented Learning • Passion for Learning • Critical Thinking
Student 11	• Educational Pursuits • Curiosity and Inquisitiveness • Reading and Information Processing • Goal-Oriented Learning • Reflection and Self-Awareness • Passion for Learning • Application of Knowledge
Student 12	• Goal-Oriented Learning • Passion for Learning • Open-Mindedness • Curiosity and Inquisitiveness • Reflection and Self-Awareness:
Student 13	• Educational Pursuits • Critical Thinking Skills

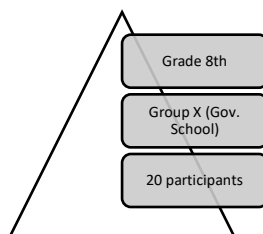
	• Curiosity and Inquisitiveness • Goal-Oriented Learning • Reflection and Self-Awareness • Application of Knowledge • Passion for Learning
Student 14	• Educational Pursuits • Goal-Oriented Learning • Passion for Learning • Reflection and Self-Awareness
Student 15	• Educational Pursuits • Goal-Oriented Learning • Passion for Learning • Application of Knowledge
Student 16	• Educational Pursuits • Curiosity and Inquisitiveness • Problem-Solving Abilities • Goal-Oriented Learning • Application of Knowledge • Passion for Learning
Student 17	• Educational Pursuits • Curiosity and Inquisitiveness • Problem-Solving Abilities • Reading and Information Processing • Goal-Oriented Learning • Reflection and Self-Awareness • Application of Knowledge • Passion for Learning
Student 18	• Educational Pursuits • Critical Thinking Skills • Curiosity and Inquisitiveness

	• Problem-Solving Abilities • Open-Mindedness • Goal-Oriented Learning • Reflection and Self-Awareness • Application of Knowledge • Passion for Learning
Student 19	• Educational Pursuits • Critical Thinking Skills • Curiosity and Inquisitiveness • Problem-Solving Abilities • Reading and Information Processing • Open-Mindedness • Goal-Oriented Learning • Reflection and Self-Awareness • Application of Knowledge • Passion for Learning
Student 20	• Educational Pursuits • Curiosity and Inquisitiveness • Passion for Learning • Goal-Oriented Learning • Reflection and Self-Awareness • Application of Knowledge

Every student has a useful intellectual inclination in areas like critical thinking, curiosity, goal-oriented learning, and passion for learning. They use these skills into their self-concept and personal development to effectively establish their identity by means of intellectual learning. Some students exhibit a wider range of intellectual qualities, such as self-awareness, open-mindedness, and reflection, which might help them develop a greater understanding of who they are in relation to their academic interests. Although they are important, intellectual learning capacities are just one aspect of the process of constructing an identity.

The students in this group seem to possess a high capacity for intellectual learning, which points to a promising future for intellectual development. Sociocultural theory applied to the data offers important new insights on the student's capacity for intellectual learning. The sociocultural theory developed by Lev places a strong emphasis on the impact that social interactions, cultural setting, and utilization of tools make to cognitive development. In this scenario, students' interactions with the social and educational environment they are in have an impact on their learning habits and educational goals. According to the analysis, students' intellectual learning capacities help them build their identities through their pursuit of knowledge, curiosity, critical thinking, and other qualities. This process is influenced by the environment in which they are, emphasizing the intricate nature of identity development.

4.4.2 Group X Intellectual Learning abilities in accordance to their identity construction (Grade 8th)



Students	Justifying Intellectual learning of Group X
Student 1	• Goal-Oriented Learning • Educational Pursuit • Curiosity and Inquisitiveness
Student 2	• Educational Pursuits • Reading and Information Processing • Goal-Oriented Learning • Passion for Learning
Student 3	• Educational Pursuits • Reading and Information Processing • Passion for Learning
Student 4	• Educational Pursuits • Curiosity and Inquisitiveness

	• Reading and Information Processing • Goal-Oriented Learning • Reflection and Self-Awareness
Student 5	• Educational Pursuits • Curiosity and Inquisitiveness • Reading and Information Processing • Goal-Oriented Learning • Passion for Learning
Student 6	• Curiosity and Inquisitiveness • Goal-Oriented Learning
Student 7	• Educational Pursuits • Reading and Information Processing • Goal-Oriented Learning • Reflection and Self-Awareness • Passion for Learning • Application of Knowledge
Student 8	• Curiosity and Inquisitiveness • Reading and Information Processing • Passion for Learning • Goal-Oriented learning • Reflection and Self awareness
Student 9	• Educational Pursuits • Reading and Information Processing • Goal-Oriented Learning • Passion for Learning:
Student 10	• Educational Pursuits • Reading and Information Processing • Passion for Learning
	• Educational Pursuits

Student 11	• Curiosity and Inquisitiveness • Reading and Information Processing • Passion for Learning
Student 12	• Reading and information processing • Goal-oriented learning • Reflection and self-awareness
Student 13	• Curiosity and Inquisitiveness • Goal-Oriented Learning • Reflection and Self-Awareness • Passion for Learning
Student 14	• Reading and Information Processing • Goal-Oriented Learning • Reflection and Self-Awareness • Application of Knowledge • Critical thinking
Student 15	• Educational Pursuits • Reading and Information Processing • Passion for Learning • Critical thinking • Goal-Oriented Learning
Student 16	• Passion for Learning • Educational Pursuits • Goal-Oriented Learning • Reading and Information Processing
Student 17	• Goal-Oriented Learning • Passion for Learning • Reflection and Self-Awareness • Application of Knowledge

Student 18	• Educational Pursuits • Reading and Information Processing • Passion for Learning • Goal-Oriented Learning • Reflection and Self-Awareness • Application of Knowledge
Student 19	• Reading and Information Processing • Goal-Oriented Learning • Application of Knowledge • Passion for Learning
Student 20	• Passion for Learning • Goal-Oriented Learning • Reading and Information Processing • Application of Knowledge • Reflection and Self-Awareness

Group X students have a collective identity created by common educational methods and values, suggesting a shared social convention that prioritizes established information acquisition and formal learning contexts. The majority of group X students indicate a preference for reading and information processing, which highlights a shared capacity to learn from written sources and the capacity for evaluation. While just a small percentage of students bring up critical thinking. While most students in group X share common values and learning methods, the relatively smaller number of students who specifically mention critical thinking suggests that students may also be influenced by the nature of the educational context, with some disciplines or courses placing a higher emphasis on critical thinking than others.

Many students have a strong desire to pursue education, which highlights their sincere curiosity and excitement about gaining knowledge in the sociocultural setting of group X. Additionally, some students place a strong emphasis on observation and self-awareness, demonstrating an understanding of their own educational journeys and personal growth that contributes to the group's uniqueness. One of the main factors that comes out is goal-oriented learning, as many students emphasize having a clear emphasis on reaching particular educational goals. This is in accordance with socio-

cultural theories that highlight the impact of society expectations on individual behavior.

4.4.3 Comparative Social Analysis of Group X and Y students Intellectual Learning Abilities

Here is the detailed numeric explanation of students following the intellectual learning variables.

Variables of Intellectual Learning	Group Y	Group X
Educational Pursuits	19	12
Critical Thinking Skills	11	2
Curiosity and Inquisitiveness	16	6
Problem Solving	6	0
Reading and Information Processing	9	14
Open-Mindedness	6	0
Goal-Oriented Learning	19	16
Reflection and Self-Awareness	11	4
Application of Knowledge	12	6
Passion for Learning	19	14

From the data analysis, it can be seen that Group Y surpasses Group X in terms of intellectual learning capacities in a variety of categories. Higher scores are demonstrated by Group Y in the areas of critical thinking, curiosity, problem-solving, open-mindedness, self-awareness knowledge application, and learning passion. Group X, on the other hand, has exceptional reading and information processing skills,

suggesting that they prefer to learn through written discourse. In particular, Group Y excels in critical thinking, indicating a greater percentage of students possessing superior analytical abilities. Moreover, Group Y is also more introspective and self-aware, solution-oriented, open-minded, goal-oriented learners, and is more curious and inquisitive. While both Groups know how to learn, the results of them are better than Group X. In terms of identity formation, the study found that students in Group Y were able to form a stronger intellectual identity, evidenced by their approach to learning as holistic, their critical thinking skills, and their ardent love for learning. While acknowledging that the cultural roots, beliefs, and conventions of a group may profoundly shape the learning preferences of members of that group, the socio-cultural theory also promotes an awareness of cultural diversity within each group. In the end, the differences in intellectual learning capabilities in Group Y compared to Group X may specifically correlate with the socio-cultural dynamics present in their educational environments. This highlights the need for an ethnocentric approach to education in order to understand intellectual development on a deeper level.

4.4.4 Nature Learning Skills, Lookup on their identity's formation context

(Group Y of Grade 5th)



Students	Justifying Intellectual learning abilities of Group Y on the basis of presence of intellectual learning variables:
Student 1	• Educational Pursuits • Goal-Oriented Learning • Critical Thinking Skills • Reflection and Self-Awareness
Student 2	• Educational Pursuits. • Curiosity and Inquisitiveness • Passion for Learning • Reflection and Self-Awareness
Student 3	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning • Critical Thinking Skills
Student 4	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning • Passion for Learning • Reflection and Self-Awareness

Student 5	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning • Passion for Learning. • Critical Thinking Skills. • Open-Mindedness • Reflection and Self-Awareness
Student 6	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning • Reflection and Self-Awareness
Student 7	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning • Critical Thinking Skills • Open-Mindedness • Reflection and Self-Awareness
Student 8	• Curiosity and Inquisitiveness. • Goal-Oriented Learning • Passion for Learning • Critical Thinking Skills • Open-Mindedness
Student 9	• Educational Pursuits. • Curiosity and Inquisitiveness. • Goal-Oriented Learning • Passion for Learning • Open-Mindedness • Reflection and Self-Awareness
Student10	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning • Critical Thinking Skills. • Open-Mindedness.
Student 11	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning. • Passion for Learning. • Open-Mindedness • Reflection and Self-Awareness

Student 12	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning • Passion for Learning • Open-Mindedness • Reflection and Self-Awareness
Student 13	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning • Passion for Learning • Reflection and Self-Awareness
Student 14	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning • Passion for Learning. • Open-Mindedness
Student 15	• Educational Pursuits: • Curiosity and Inquisitiveness. • Goal-Oriented Learning • Passion for Learning • Critical Thinking Skills • Reflection and Self-Awareness • Open Mindedness
Student 16	• Educational Pursuits • Curiosity and Inquisitiveness • Passion for Learning • Critical Thinking Skills • Reflection and Self-Awareness
Student 17	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning • Passion for Learning • Critical Thinking Skills • Open-Mindedness
Student 18	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning • Passion for Learning • Critical Thinking Skills

Student 19	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning • Passion for Learning • Reflection and Self-Awareness
Student 20	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning • Passion for Learning • Critical Thinking Skills • Open-Mindedness • Reflection and Self-Awareness

Data shows students in group Y exhibit a number of intellectual learning characteristics, including curiosity, goal-oriented learning, love of learning, critical thinking skills, open-mindedness, reflection, and self-awareness. This progress shows a very high level of cognitive learning ability. The students are enthusiastic about learning and have high levels of motivation to achieve in their studies. Focusing on analytical skills and open-mindedness showcases the ability to think critically and consider alternative perspectives. Sarah also integrates reflection and self-awareness, which demonstrates the concept of metacognitive awareness, thus enhancing learning outcomes. Together these are indicative of a group with a wide range of cognitive skills and strengths. The socio-cultural theory of learning emphasizes the relationship between social interactions, cultural municipality and individual cognitive development. The students' dedication to their learning goals is consistent with the cultural dimension of education, highlighting common values and objectives. The emphasis on goal-oriented learning places a strong emphasis on defining and achieving goals together in social settings.

Strong motivation to learn is suggested by a passion for learning, and this drive can be developed in encouraging, social learning situations. For the purpose of making well-informed decisions, critical thinking abilities are emphasized, and exposure to many viewpoints promotes open-mindedness. The addition of self-awareness and reflection highlights the metacognitive elements of learning and the importance of social interactions in internalizing information and growing in self-awareness. According to the examination, there are positive intellectual learning features that point to successful educational experiences or a helpful learning

environment. It sheds light on the cognitive and sociocultural components of learning, but it conceals details on the individual educational histories of the students.

4.4.5 Intellectual Learning abilities in accordance to their identity construction (Group X of Grade 5th)

Students	Justifying Intellectual learning of Group X
Student 1	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning • Passion for Learning • Reflection and Self-Awareness
Student 2	• Educational Pursuits • Goal-Oriented Learning • Passion for Learning • Reflection and Self-Awareness
Student 3	• Educational Pursuits • Goal-Oriented Learning: Aspires to become a doctor. • Reflection and Self-Awareness
Student 4	• Educational Pursuits • Goal-Oriented Learning
Student 5	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning • Passion for Learning
Student 6	• Curiosity and Inquisitiveness • Goal-Oriented Learning • Reflection and Self-Awareness
Student 7	• Educational Pursuits • Goal-Oriented Learning • Passion for Learning • Reflection and Self-Awareness
Student 8	• Educational Pursuits. • Curiosity and Inquisitiveness. • Goal-Oriented Learning • Reflection and Self-Awareness
Student 9	• Educational Pursuits • Curiosity and Inquisitiveness

	• Goal-Oriented Learning • Passion for Learning • Reflection and Self-Awareness
Student10	• Educational Pursuits • Curiosity and Inquisitiveness • Goal-Oriented Learning • Reflection and Self-Awareness
Student 11	• Educational Pursuits. • Curiosity and Inquisitiveness • Goal-Oriented Learning. • Passion for Learning • Reflection and Self-Awareness
Student 12	• Goal-Oriented Learning • Passion for Learning • Reflection and Self-Awareness:
Student 13	• Goal-Oriented Learning • Passion for Learning • Reflection and Self-Awareness
Student 14	• Educational Pursuits • Curiosity and Inquisitiveness. • Goal-Oriented Learning • Reflection and Self-Awareness
Student 15	• Curiosity and Inquisitiveness • Goal-Oriented Learning • Passion for Learning • Critical Thinking Skills • Open-Mindedness.
Student 16	• Curiosity and Inquisitiveness • Goal-Oriented Learning • Passion for Learning
Student 17	• Goal-Oriented Learning • Passion for Learning • Educational Pursuits
Student 18	• Goal-Oriented Learning • Passion for Learning
Student 19	• Educational Pursuits • Curiosity and Inquisitiveness. • Goal-Oriented Learning • Reflection and Self-Awareness
Student 20	• Educational Pursuits • Curiosity and Inquisitiveness.

	• Goal-Oriented Learning • Passion For learning
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The students in the group seem to have a range of intellectual capacities. A range of intellectual learning characteristics, such as academic interests, curiosity, goal-oriented learning, love for learning, critical thinking abilities, open-mindedness, introspection, and self-awareness, are displayed by certain students only. Some students, including students in group 1, 5, 7, 9, and 15, appear to be more engaged intellectually and have a well-rounded learning style that is consistent with sociocultural concepts. But some students in the group also display a narrower range of intellectual learning characteristics, emphasizing learning with a goal and learning with passion. This doesn't always equate into an absence of intelligence, but it does point to a more limited sphere of interest than their peers. The focus on goal-oriented learning and particular professional goals, like wanting to be a doctor, suggests a goal-driven attitude that could have been influenced by guidance or a helpful learning environment. A number of students have a strong desire to study, which implies that they have a favorable attitude toward education and may have had an educational background that encourages their own motivation. Moreover, the incorporation of factors such as self-awareness and reflection indicate an understanding of one's own learning process, which may be suggestive of an educational background that fosters metacognitive abilities.

4.4.6 Comparative Social Analysis of Grade 5th Group X and Y students

Intellectual Learning Abilities

Here is the detailed numeric explanation of students following the intellectual learning variables.

Variables of Intellectual Learning	Group Y	Group X
Educational Pursuits	18	13
Critical Thinking Skills	11	1
Curiosity and Inquisitiveness	16	11

Problem Solving	0	0
Open-Mindedness	11	1
Goal-Oriented Learning	16	20
Reflection and Self-Awareness	14	13
Passion for Learning	13	12

The study compares intellectual learning abilities between two groups, Group Y and Group X. Group Y has higher scores in Educational Pursuits, Critical Thinking Skills, Curiosity and Inquisitiveness, and Open-Mindedness, while Group X excels in Goal-Oriented Learning. However, both groups score 0 in Problem Solving, suggesting an improvement in the evaluation method. Group X excels in Goal-Oriented Learning, emphasizing specific learning objectives. Reflection and Self-Awareness scores are comparable, suggesting similar levels of introspection. Passion for Learning is marginally higher in Group Y. Taking into account the overall number of students, 20 in each of the two groups these results are remarkable.

4.4.7 Cohesiveness among Grade 5th and 8th Groups

Group Y

Based on an analysis of students in Primary and Middle grades with similar educational backgrounds and intellectual learning capacities, Group Y of Grades 5th and 8th has the following similarities:

Both groups capitalize on the application of the socio-cultural theory of learning, which emphasizes the influence of social interactions, cultural contexts, and educational environments on cognitive development. Both sides connect their dedication to pursuing education with common beliefs and objectives. The process of constructing identities through information, curiosity, and critical thought is also stressed. Given the strong capability for intellectual learning, the analysis points to a positive future for intellectual progress. In both grade levels, the setting is acknowledged as having a major impact on learning objectives and habits. The study

finds that students in the fifth and eighth grades have comparable sociocultural impacts and intellectual learning characteristics. Critical thinking, curiosity, goal-oriented learning, and a love of learning are all present in both groups. Being open-minded shows that one is prepared to take into account other viewpoints, which is valued. Students' identities are shaped by their intellectual attributes, which are important in identity establishment. A key component of intellectual learning is reflection and self-awareness, which show knowledge of one's own thought processes and capacity for reflection on educational experiences.

Group X

The Group X Students in Grades 5 and 8 shares a common identity and values, with a strong focus on similar teaching approaches to learning. Both of them have an intense thirst for education to satisfy their mind and both of them love to read and take in this information. This curiosity is nurtured by Group X's social and cultural context. Some students have an issue with observation and self [-awareness, showing an understanding of what they are learning as well as how they are growing as an individual. But there is absolutely no concentration of critical thinking in any grade, then maybe the school or type of schooling makes a difference. It is possible to identify commonalities between these groups because both acknowledge the importance of societal expectations on individual behavior, which in turn highlights the socio-cultural nature of the impact of these groups upon educational programs (Altehenger, 2021). For all these similarities, there are quiet differences too, most conspicuously in the level and scope of intellectual activity on Group X. It reflects a widely shared social convention among students in both grades that continues to prioritize formalized learning space and established learning outcomes above all else. The socio-cultural contexts of Group X large shape the disposition and actions of their students. It shows that students from the same educational institution have similar intellectual capacities. They create their identities based on the information that is given to them. They continue to develop it during the course of their schooling, as demonstrated by Groups X and Y, who are in the same educational background and are in Grades 5th and 8th.

4.5 Hobbies

Hobbies are an important way for people to build their identity, which is a complex combination of their beliefs, interests, and social relationships. Academics like Csikszentmihalyi (1990) contend that interests, which are frequently pursued with true interest, offer a glimpse into people's fundamental preferences and associated motives. According to McAdams (1996), hobbies become an explicit means for a person to communicate their worldview when they devote time and attention to activities that are consistent with their values. In addition, in accordance with the self-determination theory (Deci & Ryan, 1985), pursuing goals of knowledge and skill development within hobbies plays a vital role in enhancing an individual's feeling of confidence and success, hence molding their identity as a talented and capable person. The significance of hobbies is further highlighted by social identity theory (Tajfel & Turner, 1978), which emphasizes the importance of communities and group activities in the development of an individual's social identity. Hobbies provide as an arena for identity development, enabling people to continuously shape and rethink themselves, whether they are creative interests for self-expression or leisure activities chosen for their relaxation (Erikson, 1968). In brief, hobbies are a multidimensional aspect of the delicate and continuous process of creating a sense of self, acting as a lens through which people express, explore, and develop their sense of self.

Analysis of Students Hobbies to determine their Self-Identity construction:

Considering the data that has been provided, the Fair Clough 3D model will be employed to determine how students develop and portray their identities through the discourse. The model divides the Hobbies subject into three dimensions, allowing for a more descriptive and in-depth knowledge that supports the study.

Textual Dimension

Three aspects are taken into account in this analysis. These are the following:

- The language that students use to explain their interests.
- Any frequent patterns or styles in the language selection and expression.
- Identifiable declarations like "My hobby is..." and the ways in which the students use their hobbies reflect who they are as individuals.

Discourse Practice Dimension

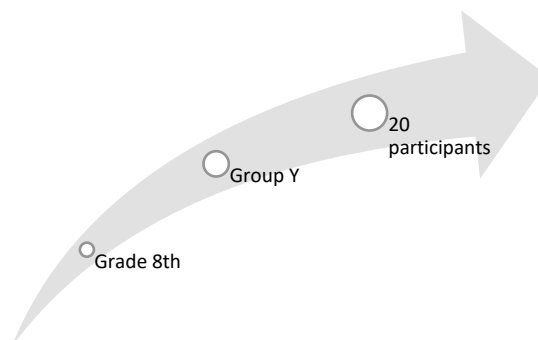
The discourse dimension will consider the following:

- The setting in which these arguments are expressed.
- Analyze the conversation for indicators of social roles or power dynamics.
- Examine how students situate themselves in connection with their interests and hobbies. Are they attempting to conform to certain groups or societal norms?

Sociocultural Practice Dimension

This dimension will look at the larger cultural and social background that shapes how people create their identities through their interests as well as the societal norms and values that are represented in the kinds of hobbies people choose to engage in and the ways in which they characterize them.

4.5.1 Analysis of Students Hobbies to determine their Self-Identity construction Group Y (Grade 8th)



Students	Hobbies	Statements of Group Y
Student 1	Hajra Usman's hobby is reading ethical books and novels	<i>"My hobby is reading ethical books and novels."</i>
Student 2	Laiba's hobby is playing cricket on weekends.	<i>"My favorite sport and hobby are cricket."</i>
Student 3	Nafay likes to play cricket	<i>"My hobby is cricket playing."</i>

Student 4	Ayan likes playing cricket	<i>"My Hobby is to play cricket but I play it occasionally."</i>
Student 5	Aisha plays badminton	<i>"My hobby is playing badminton."</i>
Student 6	Ubaid-Ullah likes to explore	<i>"My hobby is exploration and exploring new places with trying new and different food."</i>
Student 7	Shoaib likes reading	<i>"My hobby is reading adventurous books"</i>
Student 8	Iram likes to learn different computational skills	<i>"My hobby is learning different features of computers"</i>
Student 9	Ali likes to play football	<i>"I like to play football"</i>
Student10	Raza did not explicitly mention his hobby but he says he likes hockey.	<i>"I like hockey very much."</i>
Student 11	Ahmed says he like playing outdoor games with brothers and friends.	<i>"In my mean time I like to play outdoor games with my brothers and friends."</i>
Student 12	Aneela Exploring different kinds of foods	<i>"My hobby is exploring different kind of foods because I love eating food."</i>
Student 13	Usman Likes playing Football	<i>"My hobby is playing football"</i>
Student 14	Bilal Likes to play basketball	<i>"My hobby is playing football"</i>
Student 15	Sania Likes to play golf.	<i>"My hobby is playing golf at Golf club DHA."</i>
Student 16	Razib enjoys playing different games.	<i>"My hobby is playing games, swimming, badminton."</i>
Student 17	Fuzail likes book reading and	<i>"My hobby includes reading books and gardening"</i>

	gardening.	
Student 18	Rayan likes to play Cricket.	<i>"My hobby is playing cricket"</i>
Student 19	Asif likes Riding cars but he did not mention it as his explicit hobby.	<i>"I am fifteen years old and my passion is riding cars"</i>
Student 20	Fawaz likes to look after his pets.	<i>"I have pets at my place. My hobby is to take care of them."</i>

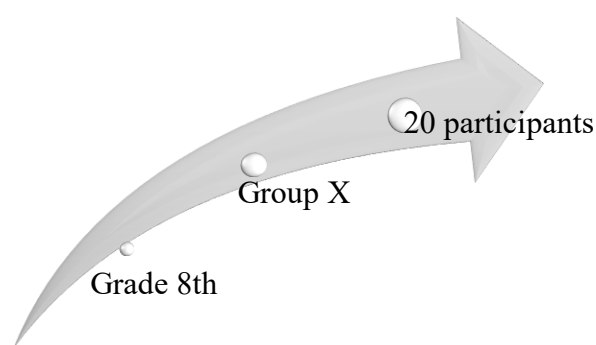
The textual level analysis shows that students in Group Y have a wide range of interests, as evidenced by differences in language use, repetitive themes, clear declarations about identification, individual expressions, and the amount of information offered about each student's interests. Students in Group Y employ a range of language to explain their interests, from brief remarks to in-depth explanations. There is a wide variety of languages spoken. The most often reported hobby is participating in sports, especially football and cricket. That illustrates the extent to which they are in physical activities. Reading is another frequent hobby among kids. They indicate interest in a variety of literature, including novels, adventure stories, and works that have moral themes. However, the majority of students prefer outdoor activities like exploring and playing games outside. A few students have a passion for certain pursuits, such as caring for pets or motor vehicles. The varied range of interests demonstrated helps to mold each student's sense of themselves. They reflect them as essential components of who they are. The varied range of interests listed helps shape each student's sense of self. Students' attempts to fit in with groups or social standards may be seen in how they present themselves in relation to their interests. When Ayan says, *"My Hobby is to play cricket but I play it occasionally,"* for example, there's an attempt to fit in with the cricket-playing community while retaining some degree of individualism by not fully adhering to the group's playing frequency.

Every student expresses their hobbies in a different way, highlighting personal preferences and interests. While present interests are represented in activities like investigating and gaining computing skills, cultural influences may be shown in

choices like playing cricket, a popular sport in many countries. Playing a particular sport or activity, such as golf, badminton, or cricket, is another way that one expresses their identity. It shows that most students like engaging in outdoor physical activities that keep their bodies in fitness. They choose to engage in mentally stimulating activities over sitting down during their spare time, which indicates that they have been given the information necessary to comprehend the value of a healthy body, which is attained by physical activity that keeps the body active.

4.5.2 Analysis of Students Hobbies to determine their Self-Identity construction

Group X (Grade 8th)



Students	Hobbies	Statements of Group X
Student 1	Insha likes gardening.	<i>"My hobby is gardening."</i>
Student 2	Sania likes gardening.	<i>"My favorite gardening"</i>
Student 3	Ali likes gardening.	<i>"My hobby is gardening."</i>
Student 4	Ume rubab likes cooking.	<i>"My hobby is to fun with my friends and make new dishes."</i>
Student 5	Usman likes to read books.	<i>"My hobby is reading books"</i>
Student 6	Ahtisham likes to play cricket.	<i>"My hobby is playing cricket"</i>
Student 7	Zahra likes gardening.	<i>"My hobby is gardening"</i>
Student 8	Samar likes gardening.	<i>"My hobby is to do gardening and play with my friends"</i>

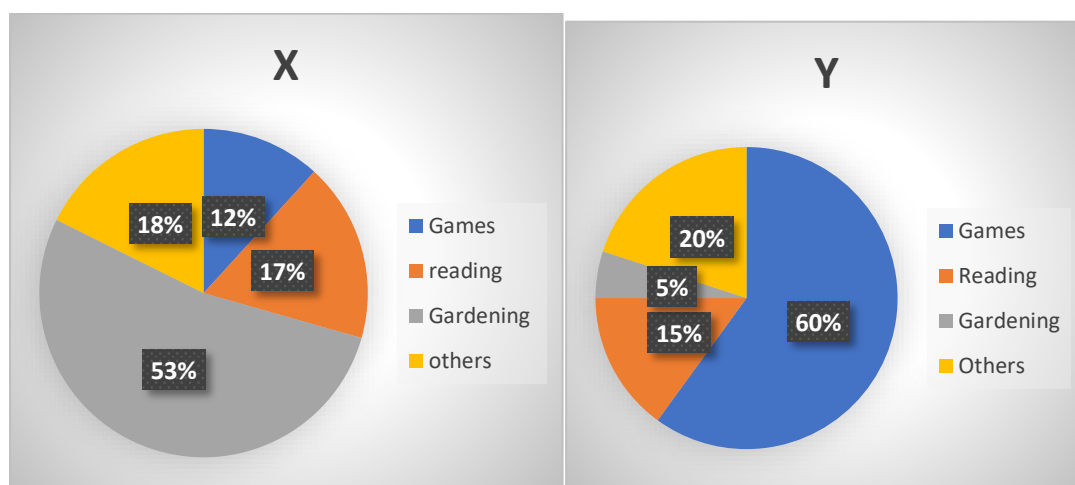
Student 9	Sarfaraz likes gardening.	<i>"My hobby is gardening."</i>
Student10	Abeera likes to study books.	<i>"My hobby is study the book."</i>
Student 11	Zainab likes gardening.	<i>"My hobby is gardening"</i>
Student 12	Saleem likes painting.	<i>"My favorite hobby is painting."</i>
Student 13	Rafia likes badminton.	<i>"My hobby is playing badminton"</i>
Student 14	Majid likes to do gardening.	<i>"My favorite hobby is gardening since childhood."</i>
Student 15	Ali likes reading.	<i>"My hobby is reading"</i>
Student 16	Eman doesn't mention any hobby.	-----
Student 17	Noor likes gardening.	<i>"My hobby is gardening."</i>
Student 18	Sikandar doesn't mention any hobby.	-----
Student 19	Saleem likes painting.	<i>"My favorite hobby is painting."</i>
Student 20	Sobia Doesn't mention any hobby.	-----

Many conclusions are drawn from analyzing the language aspect of Group X's statements regarding their interests. The students' various language choices show their unique tastes and writing styles. A few students identify their hobbies clearly. Word and phrase choices reveal repeated themes and patterns. A large number of learners have mentioned gardening, revealing that it's a common hobby in the group. The phrases "my hobby is" and "favorite hobby" are commonly used, indicating that

students often employ a similar format when expressing their interests. Some students provide personal impacts, such "since childhood" or "my favorite hobby," in addition to just mentioning their activities. Playing games and creating new recipes with friends indicates a social component to their hobbies, emphasizing the value of interpersonal connections and group activities. Reading, playing cricket, and gardening are frequent hobbies that represent an intersection of individual and cultural interests within the community. The conventional association of various activities, such as cooking or gardening, with particular genders may also suggest the cultural standard of gender roles.

Saleem and Eman demonstrate variety within the group since they either expressly indicate that painting is their favorite activity and a few do not mention any hobbies at all. Hobby of "gardening" is the most often occurring theme in the data. A considerable proportion of the student statements indicate a preference for gardening. This repeating subject implies that Group X members have a common and cohesive interest in gardening. Repetition of this hobby discloses a shared interest among students and emphasizes the value of gardening and the students are getting information that centers on the value of nature and caring for plants. Their self-representations or identities within the group are shaped in part by this information.

4.5.3 Comparative Analysis of Group Grade 8th X and Y Hobbies



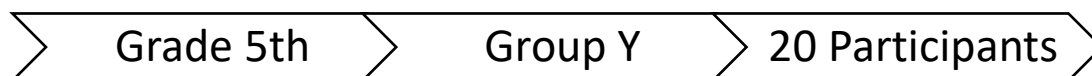
Hobbies	Group X	Group Y
Playing Games	2	12
Reading	3	3
Gardening	9	1
Others	3	4

Explanation

The students in Groups X and Y exhibit different patterns in the expression of their hobbies, according to the textual analyses of those groups. Group X is more cohesive in their shared interest in gardening, but Group Y shows more variation in their interests, emphasizing physical activities. However, both groups exhibit a blend of traditional and contemporary hobbies and each member's unique expression helps to define their identities within the associations in which they participate. Group X and Group Y can be compared with respect to their interests in order to get insight into their differences and similarities. With 12 students identifying gaming as a passion, Group Y illuminates up in contrast to Group X, which includes only two students showing interest in gaming. This suggests that the two groups' propensity for gaming activities differs significantly. It's interesting to see that three kids from each group indicate that they like reading to a comparable extent. This is striking evidence of the earlier finding that guides children in both groups are equally exposed to storytelling and reading, and that, regardless of other differences, children from both groups share an innate love of reading and literature. The biggest difference becomes clear when it comes to gardening. In Group X, nine students said they liked gardening as a hobby, in contrast to Group Y, where only one student mentioned gardening. This stark contrast highlights the disparate tastes and communally popular cultural texts that are used to construct each group's identity. Also, it highlights that gardening is one group behavior that is vital to Group X and is an instigator to underpinning their sense of group identification. In respect to additional hobbies, Group Y is much more heterogeneous, with four students diverging from the common themes in this analysis. In contrast, Group X has 3 members who have a limited variety of activities of interest (with the exception of Group X). The comparison study illustrates on the subtle variances in interests and self-identities for those on Group X and Group Y. These themes, along with the common love of gardening that really defines Group X,

help shape their common identity, while Group Y is severely more diverse in their pursuits.

4.5.4 Students Hobbies Analysis to Analyze Construction of their Self-Identity Group Y (Grade 5th)



Students	Hobbies	Statements of Group Y
Student 1	Playing sports, especially Basketball	<i>"My hobby is playing any kind of sports, especially basketball."</i>
Student 2	Playing football	<i>"My hobby is playing football."</i>
Student 3	Not mentioned	
Student 4	Football	<i>"My hobby is football."</i>
Student 5	Playing cricket and football	<i>"My hobby is playing cricket and football."</i>
Student 6	Visiting new areas and exploring	<i>"My hobby is visiting new areas and exploring."</i>
Student 7	Cycling	<i>"My hobby is cycling."</i>
Student 8	Playing football	<i>"My hobby is playing football."</i>
Student 9	Playing cricket	<i>"My hobby is playing cricket."</i>
Student10	Playing hockey	<i>"My hobby is playing hockey."</i>

Student 11	Cricket	<i>"My hobby is cricket and experimenting (aiming to become a Scientist)."</i>
Student 12	Cycling, jogging, playing badminton	<i>"My hobby is cycling, jogging, and playing badminton."</i>
Student 13	Playing badminton	<i>"My hobby is playing badminton."</i>
Student 14	Photography	<i>"My hobby is photography."</i>
Student 15	Playing football	<i>"My hobby is playing football."</i>
Student 16	Playing sports	<i>"My hobby is playing sports."</i>
Student 17	Playing cricket and football	<i>"My hobby is playing cricket and football."</i>
Student 18	Singing, writing poems	<i>"My hobby is singing and writing poems."</i>
Student 19	Playing chess	<i>"My hobby is playing chess."</i>
Student 20	Collecting books	<i>"My hobby is collecting different books, and I analyze different morals from those books."</i>

By applying the Fair Clough 3D model, the attention on the students' interests provides a detailed understanding of how the individual constructs and makes sense of their identity. When such a distribution is overlaid with the discourse practice and textual practice components, other insights and trends emerge. And students express their interests with a range of linguistic phrases, which include specific sports as well as more general activities including travel, photography and

bibliomania. With this linguistic diversity also come all the ways students say what they mean: people who provide straightforward or straightforward-sounding responses about their interests; others who mix personal aims with their hobbies. Hobbies often follow patterns, similar interests such as cricket and football. That's in stark contrast to the many activities the data shows, spanning artistic expression, academic pursuits, and outdoor activities. Students use identifying statements to reflect and share things about their identity beyond hobbies, such as wishing to be scientists someday, or drawing morals from literature. The way these hobbies are framed in the discourse practice dimension then reveals personal preference rather than a list that must be followed. Many students note goals for the future to give their interests a forward, looking aspect. Some students did not express some of their interests at all due to assumptions of anonymity of some sort, or the lack of a strong identity for certain activities. Grasping the power relations and social positions the discourse holds might balance the forces of compliance and originality. Some students engage in common sports, and some have more niche or unusual endeavors. It illustrates the different ways in which students use their hobbies to shape their identities, and the complex social dynamics that underlie how you express personal interests but also fit in with societal expectations. The similar interests in a desert of sports related desires experienced by many of my students shows the level of understanding that they have of how important physical fitness and the ongoing exercises required to maintain a healthy life style is playing sports shows a dedication to discipline and routine in addition to a purposeful effort towards health consciousness. Since many sports are social in nature, it is assumed that cooperation and interpersonal skills are important for one's physical and mental health. Participating in sports also implies that one is aware of the long-term health and educational advantages of sports. The comprehensive approach to health and the stress-relieving qualities of sports involvement demonstrates the depth of their fitness knowledge. This tendency might represent not just self-control but also a peer- and society-driven focus on the value of exercise, which could lead to the development of lifetime habits that value overall health. That's their educational background, or the setting in which they learn. However, despite having a coherent hobby area, every student selects a different game or physical activity; none of the learners play the same game together.

4.5.5 Analysis of Students Hobbies to determine their Self-Identity construction Group X (Grade 5th)



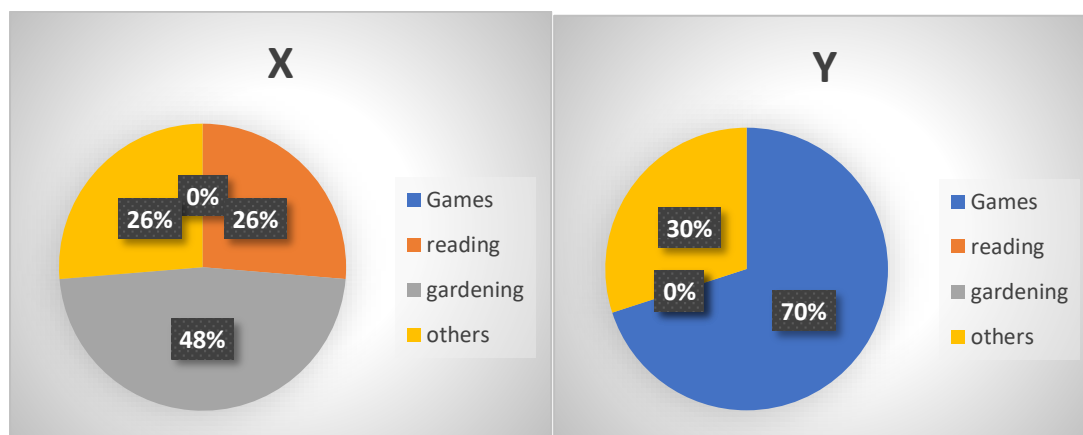
Students	Hobbies	Statements of Group Y
Student 1	Gardening	<i>"I like to play hockey and do gardening."</i>
Student 2	Not mentioned	
Student 3	Gardening	<i>"My hobby is gardening."</i>
Student 4	Reading	<i>"I like painting and gardening."</i>
Student 5	Gardening/Painting	<i>"I like doing gardening and painting."</i>
Student 6	Gardening	<i>"My favourite hobby is collecting different plants."</i>
Student 7	Gardening	<i>"My favourite hobby is collecting different flowers in my garden."</i>
Student 8	Gardening	<i>"My favourite hobby is gardening."</i>
Student 9	Reading	<i>"I like reading story books."</i>
Student10	Gardening	<i>"My hobby is gardening."</i>
Student 11	Gardening	<i>"I like to do gardening."</i>
Student 12	Painting	<i>"I like to do painting."</i>
Student 13	Gardening	<i>"My hobby is plants art."</i>
Student 14	Reading	<i>"My hobby is reading."</i>
Student 15	Painting	<i>"My hobby is drawing."</i>
Student 16	Painting	<i>"My hobby is doing painting."</i>
Student 17	Painting	<i>"I like to paint drawings."</i>
Student 18	Reading	<i>"I like to read books."</i>

Student 19	Reading	<i>"I like to read story books."</i>
Student 20	Painting	<i>"My favourite hobby is collecting different paintings."</i>

Data from Group X analysis demonstrates a unique pattern: a significant proportion of students describe gardening as their main hobby. The terms "gardening," "collecting different plants," and "collecting different flowers," when used consistently, indicate an accurate and explicit expression of their interests. Students describe their connection to gardening through activities like "plants art," "painting," "drawing," and "collecting different paintings," as demonstrated by the data, which shows a range of expression within the same activity. Among the group, gardening stands out as an established hobby, suggesting a common interest in caring for plants and spending time in nature. Incorporating hobbies such as painting, drawing, and collecting paintings indicates that the group values artistic expression, which enhances our knowledge of their interests as a whole. The fact that every student in Group X mentioned gardening as a hobby indicates a unified effect that goes beyond personal preferences in the sociocultural domain. This common interest may be a sign of social, cultural, or educational influences influencing each student's identity formation. Culturally, gardening can symbolize a shared set of beliefs or practices that define a society's interaction with nature. The learning environment (the school) could be involved with programs or school curriculums supporting gardening as an all-around growing experience. There are on the social level multiple elements that can correlate with the incidence of gardening amongst the group such as the social pressure and the engagement with common hobbies/action in the same aim to create some sense of community. The shared hobby serves as a bonding element in this shaping of identity, enabling a sense of community and highlighting shared values like ecological awareness and a do-it-yourself approach to development. The students' homogeneity in favor of gardening reveals a specific feature of their shared identity associated with personal preferences, as well as implicating broader cultural, educational, and social factors that shape self-expression for the group. They tend to act as a singular unit and do not break away and express themselves as individuals.

4.5.6 Comparative Analysis of Grade 5th Group X and Y Hobbies

Hobbies	Group X	Group Y
Playing Games	0	14
Reading	5	0
Gardening	9	0
Others	5	6



Group X students perceive mainly as gardeners and they have united being identified shaped through common cultural, educational, and social factors. This holistic practice that incorporates creative pursuits like painting and drawing fosters environmental concern and a sense of belonging. In contrast, Group Y has diverse interests, including sports, traveling, photography, and collecting books. In cohesion, there is no commonality of interest that encourages the expression of individual tastes and preferences. The language and discourse practices of Group Y students reflect complex interplay between asserting personal interests and conforming to society's expectations. Group Y has more varied interests, evidenced in their hobbies of gaming and reading, whereas Group X is literally defined by gardening as their identity. The analysis foregrounds the role that hobbies play in the construction of an individual's identity, and hints at the potential sociocultural effects thereof. The contrast in interests of the two groups underscores the different values — and information — likely being harvested by each group. Group Y appears more varied in the other parts of number one (academic, arts, and to a very small degree physical fitness), while group x may be building a healthy relationship with nature, environment, and arts. These results illustrate the potential effect of the learning

environment on students' construction of its identity and interests and also on the breadth and depth of knowledge it acquires.

4.5.7. Cohesion In Grade 5th and 8th

The data indicates that fifth and eighth-grade students in Y group have similar interest and hobbies. References to an interest in such occupations as sports such as cricket and football suggests a continued interest in physical activity. The students display diverse forms of winter recreation, photographing them on icy slopes, pursuing interests in collecting, and searching nearby woods for hidden gems. Each student expresses their hobbies differently according to their interests and likes. Hobbies are associated with identity, and ambition. Since physical fitness is promoted, students realize the importance of regular exercise in maintaining a healthy body. There are evident social and cultural dimensions in play; some a part of mainstream sports, others part of niche pass-times. Another group that is favoured is people who are mentally stimulated, and they also understand the importance of physical activity for a healthy life. Students also participate only in things that resonate with them and, in doing so, showcase their individual preferences, as do they play cricket on another frequency. Group X Gardening: A common, often indicated hobby that is essential to Group X, a demographic of students in grades 5th and 8th. This suggested commonality of prompting is also evident across various educational stages, attesting to an undercurrent of influence that transcended personal interests. Gardening becomes a bond that ties together and expresses shared community values. Both grades focus on the social aspect of hobbies, with things like playing games and coming up with new recipes that emphasize the social component. The garden is the most appearing theme, suggesting a general but shared interest of the students. The common interest in gardening influences how students identify themselves to each other, based on both personal decisions and larger cultural, educational, and social contexts.

4.6 Affinities/Aversions

Affinities/Aversions: Liking something in other for liking it to another can be called Affinities via versa will be Aversions. Likes and dislikes can provide information about a person's interests, values, and personality, among other aspects of who they are. Cultural upbringing can have an impact on preferences for particular

forms of artwork, music, literature, or food. An individual who appreciates traditional folk music, for example, could feel very connected to their cultural origins. Decisions about attire, fashion, and other aesthetic preferences can serve as an instrument for self-expression and reveal aspects of an individual's identity. A person's social identity can be reflected in the connections and people they surround themselves with.

Education promotes critical thinking and analytical abilities while exposing a person to a wide range of topics, ideas, experiences, and cultures, all of which have a substantial impact on an individual's beliefs, preferences, and viewpoints. Education enables people to evaluate information, challenge presumptions, and develop ideas, all of which can affect their choices and worldview. Through historical events, literary works, and artistic creations, it promotes social interaction, instills ethical ideals, assists in discovering one's abilities, and advances cultural literacy. Additionally, it gives them media and information literacy abilities. As people mature and gain new experiences, their preferences may change over time.

4.6.1 Analysis of Group Y Affinities/Aversions Grade 8th

Participants	Likes	Domain	Dislikes	Domain
Student 1	<i>highlights the value of her parents' sacrifices and labor. declares that Pakistan is the ideal location to live and expresses a strong affection for it.</i>	Social Cultural	<i>No specific dislikes are mentioned.</i>	
Student 2	<i>Displays a great preference for brands such as Addidas, Polo, and Nike. Mentions that lava cake is her favorite dessert and that she is inspired by Imran Khan to want to serve her nation as a politician.</i>	Social Political Consumer - ism	<i>Strongly dislikes dishonest and corrupt people</i>	Ethics Social Injustice Politics
Student 3	<i>Expresses a wish to travel to Japan because of its advanced technical advancements. respects Imran Khan</i>	Technology Politics	<i>Economic challenges and suffering in the country.</i>	Economy Critique

	<i>for his humanitarian efforts.</i>			
Student 4	<i>Has a great affection for the truth. decides to work in the field of data science to help his developed nation, Pakistan.</i>	Ethics Technology	<i>Not mentioned</i>	
Student 5	<i>Wants to explore the world and become a pilot, admires her instructor as a role model who inspires her.</i>	Exploration Learning	<i>No explicit dislikes mentioned.</i>	
Student 6	<i>Favorite Personality is Quaid-e-Azam Enjoys traveling and exploring new cuisines and affection for Pakistan.</i>	History Exploration Patriotism	<i>Concern about the development of Pakistan due to perceived bad leadership.</i>	Politics Critique
Student 7	<i>Favorite leader: Imran Khan, hobbies include reading adventurous books, future goal: becoming a doctor and opening a Shaukat Khanam hospital, demonstrating love and pride for Pakistan.</i>	Political Learning Social Patriotism	<i>Dislikes fighting, as it causes disturbance in peace</i>	Ethics
Student 8	<i>Interests include computer sciences, learning computer features, Switzerland, and favorite food items like loaded fries, chocolate brownie, and pasta.</i>	Technology Exploration Fast Food lover	<i>People who don't value time Concerned about the loss of the true sense of Islamic teachings among today's Muslims</i>	Punctuality Critique Religion
Student 9	<i>Football is their sport of choice, and they enjoy reading religious books and playing football. They admire the rule of law in China. And favorite personality is</i>	Games Learning Religion	<i>Lack of equality in justice in Pakistan.</i>	Law Social Injustice

	<i>Hazrat Muhammad SAWW.</i>	Law and Justice		
Student10	<i>Apples and oranges are favorite fruits. Favorite person is Hazrat Muhammad SAWW, appreciating Imran Khan's Quran inclusion in curriculums. Future goal is to play hockey, following Hazrat Muhammad SAWW's teachings.</i>	Food Lover Religion Games Policy Making Ethics and Morality	<i>Not mentioned</i>	
Student 11	<i>Admires Hazrat Muhammad SAWW and Muhammad Ali Jinnah encourage the practice of outdoor games among brothers and friends, promoting the teachings of Islam.</i>	Games Religion History	<i>Corruption and dishonesty. Criticizes money laundering.</i>	Transparency Critique Integrity
Student 12	<i>Enjoys Biryani, barbecue, and Chicken Karahi, enjoys exploring various foods, and is studying business to join her father's business.</i>	Food Lover Entrepreneurship	<i>Afraid of pets, especially dogs and cats.</i>	Fear
Student 13	<i>Spends time with parents and siblings, enjoys. Biryani and Gulab Jamun, and prefers Math and Physics. Inspired by elder brothers in C.A and army.</i>	Socialization Food Lover Learning Patriotism and National Defense	<i>Using the phone extensively</i>	Awareness
Student 14	<i>The individual aspires to join the Pakistan Air Force, shares his family's interests, and enjoys outdoor activities like basketball, fish, and</i>	Patriotism and National Defense Games	<i>Not specified.</i>	

	<i>pulao. Enjoys planting and keeping pets.</i>	Food Lover Horticulture		
Student 15	<i>Playing golf at DHA Golf Club, aspiring to become a C.A. like her father and idolize him, admires his influence and appreciates Pakistani culture.</i>	Games Patriotism and National Defense	<i>Air pollution in Lahore.</i>	Environment and Pollution
Student 16	<i>Bollywood actor Salman Khan enjoys playing games, swimming, and badminton, and considers Dubai his favorite country due to its high tourism rate.</i>	Media Games Tourism	<i>Not mentioned</i>	
Student 17	<i>Favorite food items include mutton, chicken, biryani, tikka, green color, reading books, gardening, and mobile game Clash of Clan, with IT engineering goals and favorite personality Imran Khan. Pakistan as favorite country.</i>	Food Lover Learning Technology Politics Patriotism	<i>Corruption</i>	Politics Critique
Student 18	<i>Imran Khan a favorite personality, Turkey favorite country, desires to live in own country, while playing cricket and desires to have a clean environment all around.</i>	Environmental conservation Politics Exploration Patriotism	<i>Polluted areas</i>	Environmental conservation
Student 19	<i>Learning about human evolution history is interest. Biryani, Lahori Chanay is favorite food, Palestine, and visiting Masjid Al</i>	History Food Lover	<i>Israel's occupation of Palestine</i>	Social Injustice

	<i>Aqsa is a favorite place.</i>	Religion		
Student 20	<i>Likes include Desi food, animal care, politics, Pathan identity of Imran Khan is their inspiration, Andrew Jate podcast listening, and international affairs are all interests.</i>	Food Lover Biodiversity Politics Cultural Identity Media and Social-Media	<i>Junk food</i> <i>Current situation in Pakistan (may influence his desire to settle in a foreign country)</i>	Health Economy and improper governance

Students in group Y's affinities and aversions are analyzed by only using descriptive analysis of the domains that the participants in the discourse have demonstrated. Consumerism, Technology, Exploration, Law and Justice, Policy Making, Ethics, Morality, Entrepreneurship, Socialization, Horticulture, Games, Tourism, Learning, Technology, Patriotism, Environment, Exploration, History, Religion, Food Lover, Biodiversity, Politics, Cultural, Identity, Media, and Social-Media are the domains that were identified by the analysis. Students' affinities and aversions are centered on these domains, and they are aware of the information that exists in these areas. This indicates that people in concern possess an impressive depth of knowledge across several fields, indicating a deeply ingrained sense of self based on a thorough comprehension of the universe. Their knowledge of these areas points to a dedication to a comprehensive and knowledgeable viewpoint on the details of modern living. Their interests go beyond surface involvement, demonstrating a desire for a comprehensive understanding of cultural history, environmental issues, technological breakthroughs, and society dynamics. A group that upholds intellectual development, ethical concerns, and a sophisticated approach to addressing the multiple difficulties and possibilities available in today's global context is implied by this enormous variety of knowledge.

The group is can be identified by an abundance of knowledge and insight is made up of individuals who possess a deep understanding of politics, law, and the justice system. Their comprehension of political dynamics encompasses a wide range of ideologies and governmental institutions, both domestically and globally. This

group has a thorough understanding of the laws that apply to them. In their decision-making processes, ethical factors like justice, fairness, and the rule of law are fundamental. This group, with its high critical thinking ability, good communication skills, and dedication to civic involvement, plays an essential role in influencing and enhancing the legal and political institutions. These people probably place a high value on making well-informed decisions, thinking ethically, and approaching social challenges from all angles. Their devotion to learning, development, and involvement in a variety of areas of life seems to have influenced their personality, as does their wide and interrelated perspective of the world.

4.6.2 Analysis of Group X Affinities/Aversions Grade 8th

Students	Likes	Domain	Dislikes	Domain
Student 1	<i>Flowers</i> <i>Gardening</i> <i>Allama Iqbal</i> <i>Pakistan</i> <i>Pak Army</i> <i>Islam</i>	Environment History Patriotism Religion	<i>Noises</i>	Environment
Student 2	<i>Studying Islamic books</i> <i>Praying Namaz and making dua</i> <i>Quaid-e-Azam</i> <i>Gardening</i>	Religion History Environment	<i>Studying Biology</i>	Subject learning
Student 3	<i>Physics</i> <i>Teaching children</i> <i>Gardening</i> <i>Quaid-e-Azam</i> <i>Japan, Paris, London</i> <i>Regularly reading Namaz</i>	Science Socialization Environment History Tourism Religion	<i>Biology</i>	Subject learning
Student 4	<i>Eating biryani</i> <i>Listening to</i>	Food Media	<i>Math</i>	Subject learning

	<i>music</i> <i>Watching movies</i> <i>Playing with friends</i> <i>Fun with friends</i> <i>Turkey</i>	Socialization Tourism		
Student 5	<i>Reading books</i> <i>Simple, truthful, and honest persons</i> <i>Working hard for the country</i> <i>Hazrat Muhammad SAWW</i>	Learning Ethics Patriotism Religion	<i>Dishonest, selfish people</i>	Ethics
Student 6	<i>Playing cricket</i> <i>Imran Khan</i> <i>Pakistan</i> <i>Gilgit</i>	Games Politics Patriotism	<i>Studying subjects other than cricket</i>	Subject learning
Student 7	<i>Studying biology</i> <i>Gardening</i> <i>Turkey, Paris, Tokyo, Japan</i> <i>Praying Namaz and making dua</i>	Subject learning Environment Exploration Religion	<i>Studying English</i>	Subject learning
Student 8	<i>Reading stories</i> <i>Spending time with family</i> <i>Gardening</i> <i>North area of Pakistan</i> <i>Imran Khan</i>	Learning Socialization Environment Patriotism Politics	<i>Noise, dust</i>	Environment
Student 9	<i>Reading informative books</i> <i>Gardening</i> <i>Kashmir</i>	Learning Environment Tourism	<i>Cake and chocolates</i> <i>Studying math and chemistry</i>	Sweet food Subject Learning

Student10	<i>Gardening</i> <i>Flowers</i> <i>Becoming a doctor</i> <i>Serving humanity</i> <i>Hazrat Muhammad SAWW</i>	Environment Socialization Religion	<i>Not mentioned</i>	
Student 11	<i>Studying books</i> <i>Pakistan</i> <i>Quaid-e-Azam</i>	Learning Patriotism History	<i>Studying math and chemistry</i>	Subject Learning
Student 12	<i>Gardening</i> <i>Walking on grass barefooted</i> <i>Reading books</i>	Environment Learning	<i>Beef</i> <i>Math</i>	
Student 13	<i>Sightseeing</i> <i>Art and craft</i> <i>Going out of the country</i> <i>Hazrat Muhammad</i> <i>Pakistan</i> <i>Studying veterinary</i>		<i>Not mentioned</i>	
Student 14	<i>Biryani</i> <i>Mangoes</i> <i>Football</i> <i>Watching TV</i> <i>Allama Iqbal</i>	Food Lover Games Media History	<i>Not mentioned</i>	
Student 15	<i>Reading Books</i> <i>Playing Badminton</i> <i>Pakistan</i>	Learning Games Patriotism	<i>Reading</i> <i>Cakes and chocolates</i>	Learning Sweet food

	<i>Joint family</i>	Socialization		
	<i>Green Gardens</i>	Environment		
Student 16	<i>Gardening</i> <i>Cakes</i> <i>Football</i> <i>Painting</i> <i>Pakistan</i> <i>Allama Iqbal</i>	Environment Food Games Arts Patriotism History	<i>Mangoes</i> <i>Math</i>	Fruit Subject learning
Student 17	<i>Gardening</i> <i>Simple, polite,</i> <i>and truthful</i> <i>persons</i> <i>Hazrat</i> <i>Muhammad</i> <i>SAWW</i> <i>Pakistan</i>	Environment Ethics Religion Patriotism	<i>Selfish, dishonest,</i> <i>and cunning</i> <i>persons</i> <i>Dust, smoke,</i> <i>noise</i>	Immorality Pollution
Student 18	<i>Playing cricket</i> <i>Drawing</i> <i>Pakistan</i> <i>Imran Khan</i>	Games Arts Patriotism Politics	<i>Reading books</i> <i>and math</i>	Subject learning
Student 19	<i>Playing football</i> <i>Parents</i> <i>Hazrat</i> <i>Muhammad</i> <i>PBUH</i> <i>Pakistan</i>	Games Socialization Religion Patriotism	<i>Playing chess</i> <i>Negative-minded</i> <i>people</i>	Games Immorality
Student 20	<i>Gardening</i> <i>Pakistan</i>	Environment Patriotism	English	Subject learning

The data indicates a variety of individuals with a strong link to their cultural, religious, and geographic roots based just on preferences and knowledge domains. Patriotism, environmental awareness, and the quest of knowledge are examples of

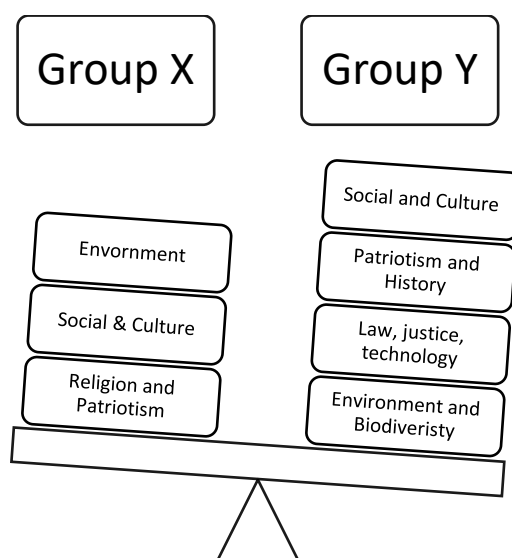
shared ideals. The students seem to be a diverse group with a range of identities and goals, as seen by their combination of social, artistic, and intellectual interests. Every student offers a different combination of interests. Many students find resonance in the lives of notable individuals like as Quaid-e-Azam, Allama Iqbal, and Hazrat Muhammad SAWW, which reflects their shared cultural background and heritage. Their identities are further shaped by their geographical affiliations to places like Gilgit, Pakistan, and Turkey. The information essentially shows a diverse set of people with a range of identities and goals, highlighting the depth of each person's unique personality and relationships to their past and surroundings.

The lack of information imparted to the students can be seen in their lack of interest in technology, law, social concerns, and critical thinking. Additionally, they demonstrated an interest in learning through topic books, which suggests that they are limited to written discourse and do not expand their thinking to a more advanced level for learning. Most students dislike specific subjects like biology, math, and English, indicating a common issue in learning science subjects. This could be due to the curriculum or teachers' inability to make students understand the subjects, which could impact their future identity construction. Students with hobbies like becoming doctors may struggle with science subjects, potentially hindering their ability to fulfill their aims.

4.6.3 Comparative Analysis of Group Y & X Affinities/Aversions

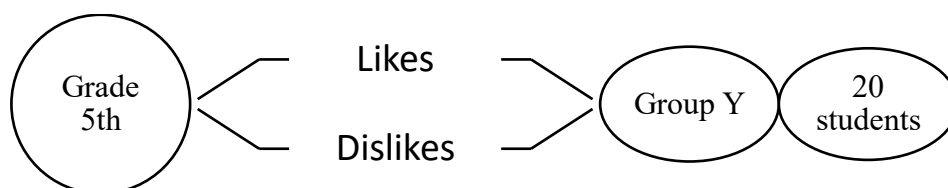
Various variations arise when affinities and aversions between identity creation and knowledge are compared between Group X and Group Y. Patriotism and environmental conscience Group X There are many varied interests. This is significant as it is steeped in cultural, religious and geographic heritage. Still, there is apparent knowledge deficit, especially on science courses, that could jeopardize their goals, say pursuing the medical profession. Group Y, by contrast, has experience in and knowledge of politics, law, ethics, technology, and more. This group's identity is rooted deeply in an aesthetic worldview, one with a commitment to intellectual cultivation, ethical responsibility, and an intelligent response to current events. While, identity of Group X focused on cultural, regional ties, identity of Group Y more internationalist linked with critical thinking and holistical vision. A Group Y is also a diverse group of people able to contribute to the demands of the contemporary world with a deep understanding of the global issues and multi-faceted challenges and

contributing towards social development significance and issues regarding Palestine on the part of Israeli occupation as well. Educational opportunities are yielding a preference for England, while Indonesia has been recognized for its ethics and honesty. With tourism essentially NOTE 17 with economic factors, like potential settlement, factoring into Dubai on the one hand vs foreign countries on the other. Such analysis underscores not just the organizational forces at play but also emphasizes how many of the perceptions and tastes of individuals are nurtured across personal to global scales. More specifically, the results indicate that students' identities and character development are influenced by passionate beliefs, and that each individual undergoes a fluid process of identity-construction which involves managing their singular and collective attributes. The specific knowledge of so many diverse countries is indicative more of an abstract intercultural identity molded by larger influences, which reveals its willingness to share an identity that supersedes borders. In these students, the complexity of identity formation is paralleled by the diversity of knowledge transference they experienced, both in the individual and communal contexts.



4.6.4 Analysis of Group Y & X Affinities/Aversions Grade 5th

Group Y



Students	Likes	Domain	Dislike	Domain
Student 1	<i>Lebron James, Subway, having a big home, Great life.</i>	Media Social Economical Moral	<i>Not mentioned</i>	-----
Student 2	<i>Football, being a Hafiz e Quran, Dr. Zakir Naik.</i>	Games Religion	<i>Corruption and injustice.</i>	Critique Social Injustice
Student 3	<i>Pakistan's beauties, Imran Khan, Japan's technology.</i>	Patriotism Politics Technology	<i>Inequality.</i>	Critique Social Injustice
Student 4	<i>exploring places, enjoyment.</i>	Exploration	<i>Not mentioned.</i>	-----
Student 5	<i>walking in the garden, playing outdoor games, exploring, vlogging.</i>	Environment and Health Games Exploration Media	<i>Lack of rule of law in Pakistan.</i>	Improper governance Critique
Student 6	<i>Visiting new areas, exploring, street food, pizza, lasagna, pasta, Arjun, Vijay.</i>	Exploration Food Lover Media	<i>Corruption.</i>	Critique Transparency
Student 7	<i>Exercising, becoming a businessman, , cycling, Hazrat Muhammad SAWW, Imran Khan.</i>	Health Economy Religion Politics	<i>Not mentioned.</i>	-----
Student 8	<i>Eating fast</i>	Food Lover		Pollution

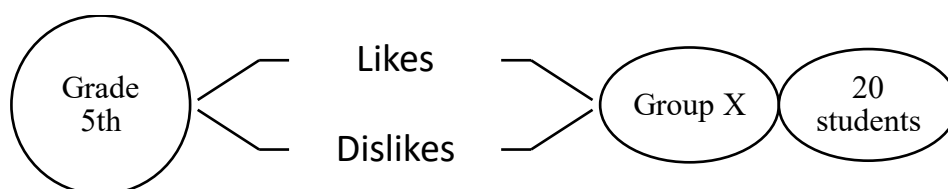
	<i>food, math, becoming a software engineer, Imran Khan.</i>	Subject Technology Politics	<i>Dirty areas, inequality.</i>	Environment Social Injustice
Student 9	<i>Imran Khan, Pakistan, China, Japan, justice.</i>	Politics Patriotism Social Justice and Transparency	<i>Lack of support from parents in becoming a cricketer.</i>	Social Support
Student10	<i>playing physical games, healthy eating, New York.</i>	Games Health Exploration	<i>Watching mobile or TV.</i>	Media
Student 11	<i>outdoor activities, becoming a scientist, experimenting, Imran Khan.</i>	Games Technology Politics	<i>Underdevelopment in the country.</i>	Economy and improper governance
Student 12	<i>Helping the needy, cycling, jogging, becoming a judge, Islamabad.</i>	Moral Games Law Exploration	<i>Eating junk food, underdevelopment in most cities of Pakistan.</i>	Food Economy and improper governance
Student 13	<i>playing at the farm house, respecting elders, playing badminton at the farm house, humanity.</i>	Games Moral	<i>Pollution, dust, disappointment with the system of Pakistan.</i>	Pollution Economy and improper governance
Student 14	<i>Taking pictures, photography, Motaz Aziza, waking up early, reciting the Holy Quran.</i>	Media Health Religion	<i>Discrepancy between Islamic teachings and the situation in Pakistan.</i>	Improper governance Social Injustice
Student 15	<i>Visiting the UK, Richard (coach of Al-Nasr), becoming a footballer.</i>	Exploration Games	<i>Corruption, illegal money laundering.</i>	Transparency Corruption

Student 16	<i>Playing sports, bunking classes for sports, visiting Saudi Arabia, Babar Azam, Imran Khan.</i>	Games Morals Exploration Media Politics	<i>Not mentioned.</i>	-----
Student 17	<i>Playing cricket and football, being a Muslim.</i>	Games Religion	<i>Country's underdevelopment, low currency value.</i>	Economy and improper governance
Student 18	<i>Singing, writing poems, becoming a writer, Allama Iqbal, participating in extracurricular activities.</i>	Media History Games	<i>Watching TV.</i>	Media
Student 19	<i>Playing chess, playing with siblings, fast food (once a week), Imran Khan, becoming part of the United Nations.</i>	Games Food Lover Politics Globalization	<i>Lack of good governance in Pakistan.</i>	Improper governance
Student 20	<i>collecting books, analyzing morals, spending time in the school library, building a hospital, serving the needy.</i>	Exploration Morals and Ethics Learning Humanity	<i>Mobile phones as a waste of time.</i>	Media

The data is analyzed using descriptive analysis, and outcomes show common themes and patterns in the students' choices. Students 4, 5, 6, 10, 12, 15, and 20 all exhibit an interest about the world's geography and a desire to discover new locations. Many students (2, 5, 10, 11, 13, 16, 17, 18, 19) have expressed a preference for active and sports-related activities by expressing a desire to play physical and outdoor

games. Students 1, 5, 6, 14, 18, and 20 are interested in media-related pursuits, such as shooting photographs, vlogging, and taking images. Students 6, 8, 13, and 19 indicate a cuisine interest by expressing a preference for particular dishes. Students 5, 7, 10, and 14 place a strong emphasis on healthy lifestyle choices including walking, working out, and eating a balanced diet. Students 2, 7, 12, 14, and 17 show an interest in moral and religious principles, indicating a relationship to religion and ethical issues. Students 3, 6, 8, 9, 11, 15, and 19 show an interest in social justice, politics, and patriotism. Student 20 exhibits a tremendous desire to study, explore, and engage in volunteer work. Students 2, 3, 5, 6, 8, 13, 14, and 15 voice issues about societal injustice, inequality, and corruption. Students 5, 8, 11, 12, 13, 15, 17, 18, 19 draw attention to problems pertaining to the underdevelopment, depreciation of the national currency, and absence of effective government. Students 5, 12, and 13 bring up issues related to dust, pollution, and the environment. Students 6, 15, and 19 expressed worries over unlawful money laundering, corruption, and a discrepancy between Islamic principles and the reality in Pakistan.

Students show a diverse range of interests, such as media, athletics, politics, exploration, and volunteer work. A degree of social consciousness is demonstrated by the number of students regularly express concerns about justice, governance, and social issues. Several students exhibit a strong sense of patriotism and affection for their country, which is indicative of their cultural and national identity. The likes and dislikes of a number of students reflect moral and religious principles as well as the significance of family and community support. Expressions of likes and dislikes have a significant role in forming an individual's identity, especially when it comes to rejecting society concerns such as social injustice and corruption. The data's correlations point to similar social, cultural, and educational reinforcement. The information shows that students' processes of constructing their identities are varied and complex. Individuals in the group have a wealth of knowledge and intelligence, as they have a profound comprehension of politics, law, and the judicial system. Their comprehension of political dynamics encompasses a wide range of ideologies and governmental institutions, both domestically and globally. These people probably place a high value on making well-informed decisions, thinking ethically, and approaching social challenges from all angles.

Group X

Students	Likes	Domain	Dislikes	Domain
Student 1	<i>Playing hockey, gardening, English book, Saudi Arabia, Allama Muhammad Iqbal, offering prayers, reciting Quran, becoming a soldier, loving the country.</i>	Games Horticulture Exploration History Religion Patriotism	<i>Social studies book.</i>	Subject
Student 2	<i>English book, Pakistan (land of rivers, mountains, lakes, and flowers), Dubai, offering prayers, reciting Quran</i>	Subject Patriotism Exploration Religion	<i>Lies.</i>	Morals
Student 3	<i>Urdu, gardening, Allama Iqbal, northern areas of Pakistan, Dubai, being a Muslim, serving the country, being a good boy.</i>	Subject Horticulture History Patriotism Exploration Religion Morals	<i>Math.</i>	Subject
Student 4	<i>Painting, gardening, Allama Iqbal, being a Muslim,</i>	Horticulture History Religion	<i>Dogs, lies.</i>	Animals Ethics

	<i>Pakistan (especially hilly areas), reciting Holy Quran, helping needy people, being a good boy.</i>	Patriotism Morals		
Student 5	<i>Gardening, painting, shalwar kameez, flying kites, Pakistan (especially Islamabad), becoming a doctor or joining the army.</i>	Horticulture Culture Patriotism	<i>Lies.</i>	Ethics
Student 6	<i>Gardening, reading Quran, Pakistan, serving the country.</i>	Horticulture Religion Patriotism	<i>Playing games or participating in extracurricular activities.</i>	Games
Student 7	<i>Collecting different flowers, reading books, Quaid-e-Azam, serving the country.</i>	Horticulture Learning History Patriotism	<i>Some books.</i>	Subject
Student 8	<i>Gardening, reading Quran, praying namaz, , Pakistan (mountains, rivers, lakes), Allama Iqbal.</i>	Horticulture Religion Patriotism History	<i>Lies, math.</i>	Ethics Subject
Student 9	<i>Reading story books, serving the poor, Pakistan (especially mountains), being a patriot.</i>	Learning Morals Patriotism	<i>Reading math.</i>	Subject

Student10	<i>Gardening, being a Muslim, reading Quran.</i>	Horticulture Religion	<i>Not mentioned.</i>	-----
Student 11	<i>Eating mangoes, gardening, helping her mother, becoming a doctor in Pak Army.</i>	Food Lover Horticulture Morals Patriotism	<i>Horror movies, wasting time.</i>	Media Punctuality
Student 12	<i>Painting, visiting hilly areas, Pakistan (mountains and rivers), Quaid-e-Azam, reciting Holy Quran.</i>	Patriotism History Religion	<i>Reading English.</i>	Subject
Student 13	<i>Plants art, offering prayers, reciting Holy Quran, Pakistan, Turkey.</i>	Horticulture Religion Patriotism Exploration	<i>Not mentioned.</i>	-----
Student 14	<i>Reading, helping needy people, wearing shalwar kameez, Pakistan, hilly areas, getting up early.</i>	Learning Morals Patriotism Health	<i>Studies.</i>	Subject
Student 15	<i>Drawing, eating mangoes, visiting Islamabad, serving the country.</i>	Arts Food Lover Exploration Patriotism	<i>Black color.</i>	Social
Student 16	<i>Painting, offering prayers,</i>	Arts Religion		

	<i>reciting Quran, being a true Muslim, Pakistan.</i>	Patriotism	<i>Math.</i>	Subject
Student 17	<i>Painting drawings, helping in household, reading books, wearing shalwar kameez, visiting hilly areas.</i>	Arts Morals Learning Patriotism	<i>Wasting time.</i>	Punctuality
Student 18	<i>Helping the poor, eating mangoes, reading books.</i>	Morals Food lover Learning	<i>Math.</i>	Subject
Student 19	<i>Helping poor people, wearing shalwar kameez, reading story books, Allama Iqbal, Pakistan.</i>	Morals Patriotism Learning History Patriotism	<i>Subject books.</i>	Subject
Student 20	<i>Living in Pakistan, hill areas, doing homework, loving the country.</i>	Patriotism Learning	<i>Not mentioned.</i>	-----

The identity establishment of Group X is illustrated by a fusion of individual, cultural, and religious components, emphasizing gardening, patriotism, and a dedication to moral principles and education. The dislikes also show a desire for integrity, practical time management, and personal preferences for learning. The data for Group X shows a number of recurring patterns in the students' likes and dislikes, offering insights into how they form their identities. A considerable number of students (1, 3, 4, 5, 6, 7, 8, 12, 13, 15, 16, 17, 19, 20) show a strong interest in gardening, which is indicative of their horticultural and natural connections. Another common subject is patriotism, with a focus on love for Pakistan, its scenery, and

notable historical individuals like Allama Iqbal and Quaid-e-Azam. Students (3, 4, 6, 8, 13, 16) use acts like reading the Quran, praying, and practicing good Muslim behavior to emphasize their religious beliefs. Moral principles, such as giving to the underprivileged and assisting those in need, are also highlighted. Many students (7, 9, 11, 14, 17, 18, 19) show that they like learning by reading books and taking part in exploratory activities, including traveling to mountainous places or volunteering for the government. Certain students (4, 8, 11) have a strong aversion to lying, signifying their dedication to moral conduct.

There is indication that students (11, 15) have dislikes connected to media, as they indicate dissatisfaction with frightful movies and time wasters. This implies a predilection for worthwhile endeavors. Some students (1, 5, 8, 10, 13, 16, 17) express dislike for particular subjects like math, social studies, and reading textbooks which relates to their personal preferences and obstacles in their academic endeavors. The students' deep ties to Pakistan, its people, and its culture highlight their feeling of pride in their culture. Technology, legislation, societal issues, and critical thinking are all unappealing. They showed an interest in learning through books, indicating that their thought processes are restricted to written discourse and do not extend to a higher level for learning. The majority of students dislike particular courses, such as math, English, and biology, suggesting that mastering science subjects is a widespread problem. The focus on moral, religious, and ethical values implies that a solid basis of personal values influences the way Group X members develop their identities.

4.6.5 Comparative Analysis

Based on their likes and dislikes, Group X and Group Y have different identities. Group X has a great affinity for Pakistan and its culture and focuses on individual, religious, and cultural aspects. Others appreciate horticulture, gardening, and moral principles; others are offended by horror films and deceptions. They know nothing about technology, legislation, social problems, or critical thinking, but they know what they feel. And then there is Group Y, with diverse interests spanning such topics as politics, sports, media, social justice and adventure. They are concerned about underdevelopment, social injustice, corruption, inequality and environmental problems. They ignore social issues and care very much about moral and religious values. They also tend to be very socially conscious. They are very knowledgeable in the legal system as well as politics and justice. Overall, Group Y's way of

constructing group identity is very diversified with multiple interests and social consciousness, while Group X constructs its identity more closely associated with their cultural and personal values, and has more restricted interests.

4.6.6 Cohesion in Grade 5th and 8th Groups

Social Justice, Sports, Media, Politics, Adventure Seventh Groups Y, X and Y exhibit a diverse and multifaceted identity, with interests in social justice, sports, media, politics and adventure in the fifth and eighth grades when social justice, sports, media, politics and adventure were the focus. They express fears of underdevelopment, social injustice, corruption, inequality and environmental issues. On the other hand, Group Ys give equal importance to the moral and religious aspects and ethical issues. They have extensive knowledge of the legal system, politics and justice. In ninth grade, they are more oriented by their identities worldwide — a broader understanding of who is involved in world events. Their diverse interests indicate they have critical thinking.” They also engage across many knowledge fields, including technology, politics, law and ethics. Overall, Group Y has much in common, and shares values, a holistic view, and a diverse and socially conscious identity. Group X features strong ties to the region and to religion and culture in both the fifth and eighth grades. True to their fifth-grade focus on cultural identity and values, they also have a patriotism interest. They care about environmental issues in eighth grade because they care about environmental consciousness. Such as horticulture, gardening, patriotism, and ethics to name a few shared interests of both groups. But in scientific categories, they have a knowledge gap that could endanger their goals. Taken all together, these parallels underscore just how much religious and cultural ties matter across social class lines.

4.7 Character cultivation and Worldwide Expedition

Travelling and learning is significant to nurture the personality of an individual. Traveling around the globe and blending into different environments and cultures gives an individual insight as well as an understanding of cultural diversity. Interactions with others from many origins mold one's perspective of social identity, offering insights into varied conventions, traditions, and ways of life. At the same time, as part of their intellectual development, individuals can explore many of the academic disciplines available to them as they are shaped by education and learning,

which can influence their perspectives, values, and interests. The challenges that emerge in exploration build people's resilience and adaptability, which increases their sense of self-efficacy. Moreover, exposure to new ideas encourages open-mindedness, prompting individuals to examine assumptions and refine their worldview. By means of self-exploration, people contemplate their convictions and inclinations, so engaging in an active process of identity building. Through understanding about the challenges that others undergo, people also develop empathy and compassion, which promotes a sense of social duty and connection. In short, travel and learning have a significant impact on how people develop their identities because they shape attitudes, values, and the active creation of the self.

4.7.1 Analysis of Group Y and X Character cultivation and Worldwide Expedition for Grade 8th

Group Y

Students	Country name	Statements of Group Y
Student 1	Pakistan	<i>"For me Pakistan is the best place to live and it's my favorite country"</i>
Student 2	Diverse .Countries	<i>"I like many countries such as Turkey, Paris, London and Dubai"</i>
Student 3	Japan	<i>"My favorite country is Japan and I wish to visit Japan because I love Japan Because I love technology and Japan has developed itself in technology."</i>
Student 4	Turkey	<i>"My favorite country is Turkey because its very beautiful"</i>
Student 5	Dubai	<i>"My favorite country is Dubai"</i>
Student 6	Pakistan	<i>"My own country Pakistan is my favorite country. It has everything but because of bad leadership my country is not developing the way it should develop."</i>
Student 7	Not mentioned	
Student 8	Switzerland	<i>"My favorite country is Switzerland because it has a lot of beautiful sites."</i>

Student 9	Not mentioned	
Student10	Indonesia	<i>"I love Indonesia as a country because I have seen ethics and honesty in their people."</i>
Student 11	Not mentioned	
Student 12	Saudia Arab	<i>"Being a Muslim my favorite country is Saudia because it has Holy Kabah there"</i>
Student 13	Pakistan	<i>"My favorite country is Pakistan."</i>
Student 14	Pakistan	<i>"I love my country, specifically I love its city RawalPindi."</i>
Student 15	Not mentioned	
Student 16	Dubai	<i>"My favorite country is Dubai and I frequently visit Dubai. It has great tourism"</i>
Student 17	Pakistan	<i>"My favorite country is Pakistan because your own land is the most beloved to one."</i>
Student 18	England	<i>"I would like to go to England for education"</i>
Student 19	Palestine	<i>"My favorite country is Palestine. My most liked place here is Masjid Al Aqsa. I feel sad about Israel occupation over Palestine."</i>
Student 20	Foreign countries	<i>"Want to settle to any foreign country if the situation of Pakistan remains same"</i>

The data demonstrates a wide range of sociocultural attitudes on what individuals prefer for different countries. While some students did not express their preference for a specific country, the majority did, and they showed a wide variety of countries in comparison to one another. The information demonstrates that these students have a clear understanding of other countries and some particular ideas about them. From admiring technology advancements to addressing the Palestine occupied situation, they have demonstrated their broad knowledge. Pakistan is a country that is admired globally for its people, who express admiration for countries like Turkey, Paris, London, and Dubai. Media, tourism, and exposure to different cultures contribute to this appreciation. As a country known for its association with

technology, Japanese showcases a tendency towards modern cultures. Countries such as Turkey, Dubai, and Switzerland are greatly admired for their aesthetic appeal. Religious and cultural relationships alike also color preferences, such as the favoring of Saudi Arabia due to its religious significance and the concerns for Palestine due to the Israeli occupation. Sorry from English is for "Education", and Indonesia is favored for "Ethics & Honesty". Preferences for Dubai and foreign countries reflect economic factors, including tourism and potential settlement. Mind you, again, would not want to go as far as you will eventually hear that black in people dislike. The study furthermore shows, as a rule that students are ascribed and norms are construed by tenaciously held sentiments and that every man goes through a vibrant procedure of creating their character by reconciling enjoyed individual and aggregate credits. The unconscious presence of specific details relating to disparate nations expresses a more generalized world-wide identity developed by larger cultural influences; it also suggests a willingness to embrace a shared identity that exceeds national frontiers. This complex interplay between the personal and community-based factors that shape identity is echoed in the diverse knowledge that these students learn.

Group X

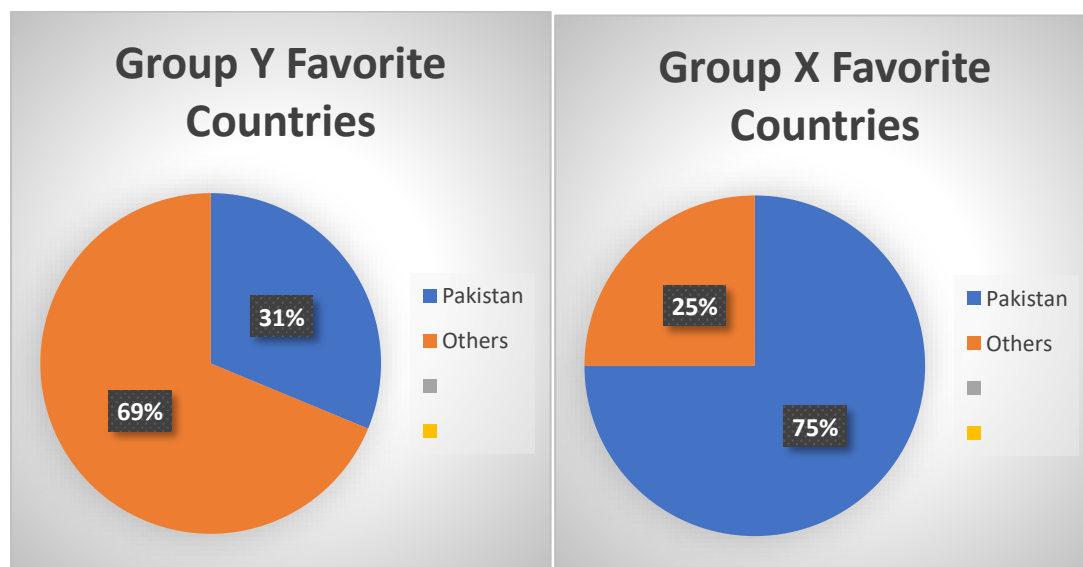
Students	Country	Statements of Group Y
Student 1	Pakistan	<i>"I love my country and always ready to sacrifice."</i>
Student 2	Turkey	<i>"My favorite country is Turkey. It is a very beautiful country with beautiful mosques."</i>
Student 3	Japan, Paris, London	<i>"My favorite countries are Japan, Paris, and London. These are very beautiful and big countries I have seen in books."</i>
Student 4	Turkey	<i>"My favorite country is Turkey. There are many mosques in Turkey, and I want to visit this country in life."</i>
Student 5	Punjab	<i>"My favorite country is Punjab. It is a very beautiful and peaceful country."</i>
Student 6	Pakistan	<i>"I love Pakistan. It is a very beautiful country."</i>

		<i>Gilgit is my favorite city in Pakistan because of its natural beauty.</i>
Student 7	Turkey	<i>"My dream place is Turkey because it has very beautiful religious places such as mosques."</i>
Student 8	Pakistan	<i>"My favorite area is the North area of Pakistan."</i>
Student 9	Kashmir	<i>"My favorite country is Kashmir."</i>
Student10	Pakistan	<i>"I love Islam, and I follow the preaching of Islam. Pakistan is an Islamic country whose dressing is different from all other countries."</i>
Student 11	Pakistan	<i>"My favorite country is Pakistan. Pakistan is an Islamic country."</i>
Student 12	Pakistan	<i>"My favorite country is Pakistan. I am Pakistan by birth."</i>
Student 13	Pakistan	<i>"Pakistan is my favorite country because I live in it. I think very well of my country."</i>
Student 14	Pakistan	<i>"I love my country. The scenes of my country are looking so nice. I want to serve my country."</i>
Student 15	Pakistan	<i>"My favorite country is Pakistan. It is very beautiful."</i>
Student 16	Pakistan	<i>"The Fresh rivers add on to its beauty"</i>
Student 17	Pakistan	<i>"My favorite country is Pakistan."</i>
Student 18	Pakistan	<i>"My favorite country name is Pakistan. It is very big and beautiful country."</i>
Student 19	Pakistan	<i>"My favorite country is Pakistan."</i>
Student 20	Pakistan	<i>"I love my country Pakistan. I hope that one day I play a positive role for the betterment of my country."</i>

These statements reflect ones love for the country. The people show that they have a strong emotional bond with their countries by expressing their love for them on several occasions. Turkey is mentioned as a prominent subject of appreciation, with emphasis placed on the captivating appeal of its mosques and its enticing appearance.

In the meanwhile, there is a very strong sense of Islamic attachment; people emphasize Pakistan's Islamic status by connecting their love of Islam with their love of the nation. Particular parts of Pakistan, including Gilgit and Kashmir, are praised for their outstanding natural beauty. Being born in Pakistan is often highlighted, which highlights a strong sense of connection and belonging to one's own nation. In addition, a strong sense of civic duty is shown in their willingness to contribute positively to the advancement of their respective countries. When taken as a whole, the remarks depict people who value not just the natural scenery but also the cultural and religious elements of their native countries, creating a strong and complex bond with them. Students praised Turkey for its religious mosques, aesthetic value, and historical significance, without comparing it to their own country. They did not discuss the advancements of any other nation or draw comparisons between it and their own country. They expressed strong emotional bonds with their countries, while Pakistan's Islamic status was emphasized, connecting their love for Islam with their nation. Gilgit and Kashmir, particularly, are praised for their outstanding natural beauty. No comparisons were made between any two countries.

4.7.2 Comparative Social Analysis of Character cultivation and Worldwide Expedition for Grade 8th



4.7.2.1 Depth vs. Breadth

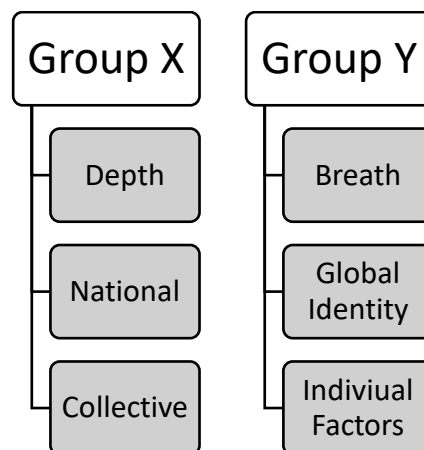
Group X emphasizes emotional bonds and cultural pride, exhibiting a strong and strong attachment to their home countries. Group Y, on the other hand, has a more global viewpoint and evaluates and critiques other nations according to different standards.

4.7.2.2 National vs. Global Identity

Group X's identity is more strongly rooted in its own country and is more domestically oriented. It is based on patriotism. Members of Group Y exhibit a more international identity and show an openness to a variety of influences that exist outside of their own country.

4.7.2.3 Individual vs. Collective components

Religious affiliation and patriotism are two examples of collective elements that have a greater influence on Group X's identity. Group Y's identity construction reflects a more comprehensive view of identity creation, involving a subtle interaction of communal elements and individual concerns.



4.7.3 Analysis of Character cultivation and Worldwide Expedition for Grade 5th Group Y



Students	Country	Statements of Group Y
Student 1	Pakistan	<i>"My country is Muslim Country in Asia. It is only country which came into being due to religion."</i>
Student 2	Canada	<i>"My favorite country is Canada."</i>
Student 3	Japan	<i>"I like Japan the most because of its technology."</i>
Student 4	Australia	<i>My favorite place is Australia."</i>
Student 5	China	<i>"My favorite country is China. It is corruption free."</i>
Student 6	U.K.	<i>"My favorite country is U.K. because they don't differentiate between civilians and Army peoples. There is equality and justice there."</i>
Student 7	China and Japan	<i>"My favorite country is China and Japan. They are corruption free and developed ones."</i>
Student 8	Indonesia	<i>"My favorite country is Indonesia. It follows Islam unlike Pakistan."</i>
Student 9	Japan And China	<i>"My favorite country is China and Japan. They are corruption free and developed ones."</i>
Student10	New York	<i>"My favorite country is New York."</i>
Student 11	USA	<i>"My favorite country is USA because they are very developed in science."</i>
Student 12	U.K.	<i>"My favorite country is U.K because of its neat and clean environment and great justice system."</i>
Student 13	Canada	<i>"My favorite country is Canda."</i>
Student 14	Palestine	<i>"My favorite country is Palestine."</i>
Student 15	Varied Counties	<i>"My favorite country is World map. That means I love the whole countries in the world."</i>
Student 16	Saudia Arabia	<i>"My favorite country is Saudia Arabia. I love that place."</i>

Student 17	Pakistan	<i>"I love my country but I want to see it emerging."</i>
Student 18	America	<i>"My favorite country is America."</i>
Student 19	Pakistan	<i>"My favorite country is Pakistan."</i>
Student 20	Pakistan	<i>"My favorite country is Pakistan."</i>

The information provided shows a wide diversity of national sociocultural views and preferences. People provide many different explanations for why they prefer certain countries, including things like personal experiences, technology, hygiene, legal systems, and religion. While some respondents highlight their strong religious and national identity ties to their native country, others express appreciation for nations such as China and Japan for their perceived lack of corruption and technical advancements. Particularly, there are cases where universal preferences for specific countries exist without thorough justification. The research also shows that, in certain nations, principles like equality and a strong legal system are valued. A distinct viewpoint also appears when someone declares their passion for the globe or the world map, suggesting a more expansive global vision. All things considered, the evidence points to a diverse range of factors influencing people's choices and fostering a sense of global consciousness among the population. The data shows that these children have an in-depth understanding of other nations and some specific notions about them. The availability of specific data about other nations indicates a more globalized, worldwide identity shaped by broader cultural influences; this indicates a willingness to embrace a shared identity that goes beyond national boundaries.

Group X

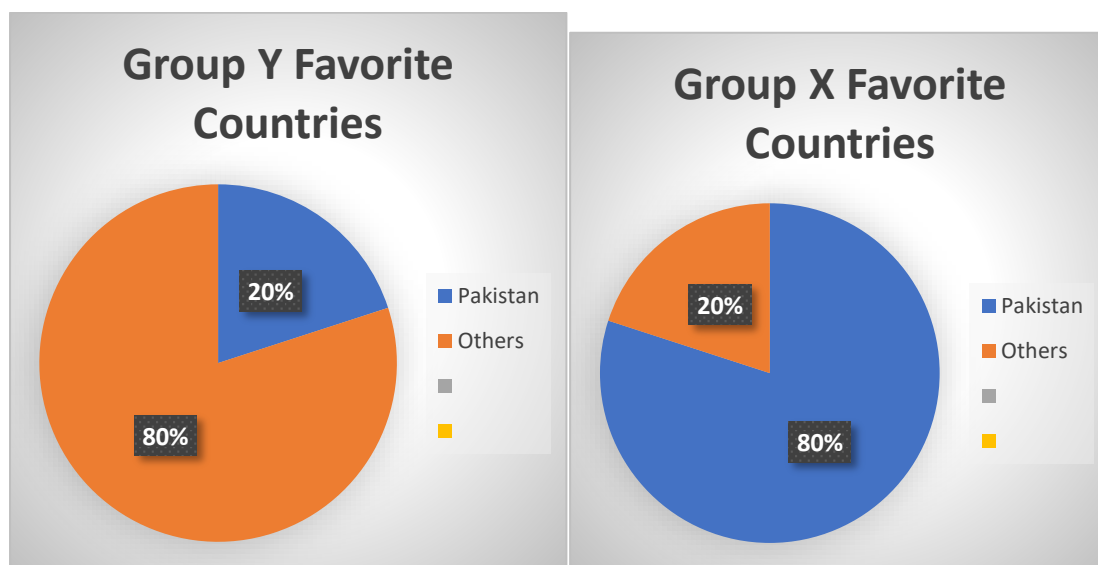
Students	Country	Statements of Group X
Student 1	Saudia Arabia	<i>"My favourite country is Saudia Arabia."</i>
Student 2	UAE	<i>"My favourite country is Dubai."</i>
Student 3	UAE	<i>"Dubai is my favourite country."</i>
Student 4	Pakistan.	<i>"My favourite country is Pakistan."</i>
Student 5	Pakistan.	<i>"I love my country Pakistan."</i>
Student 6	Pakistan.	<i>"My favourite country is Pakistan."</i>
Student 7	Pakistan.	<i>"My favourite country is Pakistan."</i>

Student 8	Pakistan.	<i>"I love Pakistan the most."</i>
Student 9	Pakistan.	<i>"My favourite country is Pakistan."</i>
Student10	Pakistan.	<i>"My country is lovely and Islamabad is its capital."</i>
Student 11	Pakistan.	<i>"My favourite country is Pakistan."</i>
Student 12	Pakistan.	<i>"My favourite country is Pakistan."</i>
Student 13	Pakistan.	<i>"My favourite country is Pakistan."</i>
Student 14	Saudia Arabia	<i>"My favourite country is Saudia Arabia."</i>
Student 15	Pakistan.	<i>"My favourite country is Pakistan."</i>
Student 16	Pakistan.	<i>"I love my country Pakistan."</i>
Student 17	Pakistan.	<i>"My favourite country is Pakistan."</i>
Student 18	Pakistan.	<i>"My favourite country is Pakistan."</i>
Student 19	Pakistan.	<i>"My favourite country is Pakistan."</i>
Student 20	Pakistan.	<i>"I love my country."</i>

Group X data reflects a significant and persistent leaning towards particular nations, including Saudi Arabia and Pakistan. While expressing their deep fondness for Pakistan, the majority of students in this category use expressions like "My favorite country is Pakistan" and "I love my country Pakistan." It indicates a strong sense of commitment to and pride in their country. In addition, Student 10 adds further information by calling Pakistan "beautiful" and referencing Islamabad as the country's capital. It's interesting to see that preferences exist as well; students 1 and 14 named Saudi Arabia as their preferred nation. This could indicate that certain members of the group have a common cultural or geographic background. All things taken into account, the Group X data highlights a recurring theme of patriotism and a strong inclination for particular nations, most notably Saudi Arabia and Pakistan. The remarks' sentiments indicate a group attachment to these nations, illustrating the impact of national, cultural, and personal elements on members of this group's choices. The majority of students' lack of explanations and reasoning shows their lack of understanding, which makes it difficult for them to defend their preferences and convince the reader of the significance of the countries that they have emphasized.

4.7.4 Comparison among Group X and Y

Group X mostly displays pride in and loyalty to their country, with a preference for Saudi Arabia and Pakistan. Although there are no specific explanations for this feeling, it is driven by genuine sense of attachment. Students in Group Y, on the other hand, exhibit a wider variety of sociocultural attitudes and give explanations for their choices, including their use of technology, religion, and the legal system. This means more extensive knowledge of multiple governments, as well as broader awareness of the world. Group Y, with its cosmopolitan outlook, signals an acceptance of a common identity that transcends frontiers. Which means in short a more worldly exposure and informed perspective in Group Y. Group Y appears to have a broader interaction with the world, both in terms of community and identity, than Group X. In Group Y, the language surrounding a global, cosmopolitan identity, as evidenced with phrases like “love the world” or “the world map,” signifies a willingness toward a collective identity that moves beyond national borders. Group X, however, seems to have made their preferences much more entrenched in cultural and individual sentiment, with glimmers of a broader sense of global perspective nowhere to be found.



4.7.5 Cohesion in Grade 5th and 8th

In both Grades 5th and 8th, Group Y the classification is comparable in that it is more amenable to a common identity that transcends national boundaries, has a more diverse and globally-oriented perspective and is more aware of different cultures. Their identity is formed by a holistic vision of personal and group

characteristics, necessitating a deep awareness of many conditions. Group X in 5th and 8th grade in a similar manner emphasize emotional relationships, cultural pride, and patriotism. The construction of their identity is mainly directed towards practicalities bordering their respective countries, both on a personal/group level.

4.8 Cultural Affinity and Social Ideologies

The multi-layered nature of an identity. The embedded within social theories about how social beliefs and culture are important in building the individual identity. Identity is forged in the cultural frame into which one is born; a complex of language, traditions and values situated in a matrix of time and space, the very prism in which one develops a sense of self. The major aspect of ethnic identity is constituent of the total identity of an individual which gives an individual a definite sense of community with cultural identity, whether it be pertaining to nationality, religion or race. Social ideologies, encompassing the intrinsic values and core beliefs of a community, are also influential, a factor that is apparent in the mega theme of climate. These ideas are so readily embraced that they become elements of ubiquitous political, moral and social justice beliefs. Similarly, ideological movements such as political or social are also escapism through group membership that defines identity via motivated norms and goals. Because different aspects of identity work together to position the self on other axes like gender, class and occupation, the interdependence of social ideology and cultural identification further complicates the picture. They engage and internalize these influencers over time, responding to challenges and tensions that arise as part of a dynamic and continuing process of identity formation. Essentially, the complex and multidimensional structure of human identity is shaped by the interaction of social ideology and cultural affinity, reflecting the complex relationship that exists between individuals and the cultures in which they live.

Stuart Hall is one well-known academic who has investigated the part that culture and ideology play in the formation of self-identity. Hall was a sociologist and cultural theorist who made important advances in the fields of cultural studies, identity, and representation. In his work, he highlights the ever-changing and dynamic aspect of identity and the ways in which different discourses, ideologies, and cultural influences affect it. Socio-Cultural theory is used to assess the socio-cultural ideology in both groups based on the previously described analyses of various topics and a

general study of the data supplied by the students. The theory aids in the analysis of cohesiveness, the impact of environment or culture on students' identities, and the identification of commonalities and discrepancies between the two participant groups.

4.8.1 Cultural affiliation and Social Ideologies Analysis Grade 8th

Group Y

A rich mosaic of identities, beliefs, and goals intricately entwined with the students national, family, and religious affiliations is revealed by the sociocultural analysis of their narratives. The students common cultural base is highlighted by the recurring subject of religious pride and a strong bond with Pakistan that runs through all of the varied accounts. Family becomes a primary influence on their goals and character, and they express gratitude for the assistance and direction they have received. The wide diversity of job goals is noteworthy, spanning from more traditional professions like teaching and medical to more modern ones like data science, robotics engineering, and flying. The stories show critical thinking, especially in the way they see political leaders such as Nawaz Sharif and Imran Khan. This gives us an understanding of how the students interact with the socio-political environment. They are inclined to embrace any positive development that goes against present social norms or cultural standards because they view the world more broadly than just social and cultural limits. These students have the least gender disparities. Through their speech, no particular ideology is reflected in the gender-specific roles or anything that is off-limits to any certain gender. The information that the students possess about the world around them shapes their own identities. They are denouncing their society's problems, injustices, and immoralities.

Group X

Students' cultural and ideological standpoints are read using a sociocultural lens which uncovers a prevailing narrative of strong religious and patriotic sentiments embedded in Pakistani culture. Several traits emerge quite, such a strong feel towards Islam demonstrated by the emphasis on Salah, adhering to Islamic beliefs and reverence for figures of Allama Iqbal and Hazrat Muhammad. There are similar motifs of nationalism, including love of Pakistan, its beauty, and willingness to fight for the motherland. Students express the role of families with families to emphasize how critical the role of family is in their lives through them, recommitting their

arrangement of joint family and resuscitating values in the family. Individual perspectives display a high degree of flexibility, particularly when it comes to future career objectives. Some, like Ahtisham have a flexible mindset by being able to consider multiple career options. Similar to her education and job awareness aspirations, which allow for personal as well as social involvement. And they know other civilizations clearly; they tell me that they are interested in other civilizations, such as Turkey, and that they are willing to get to know it and experience it; The proof, however, does not cardiovascular point particularly to any significant illustrations of basic and questioning unique and religious standards. While there is a great deal of consistency to these standards, not every individual reflected as critically. Lastly, the children express intense pride in their cultural and religious background, and prioritize family values, patriotism and personal development goals.

4.8.2 Comparative Social Analysis

Both Group Y and Group X provide deep sociocultural insights into the identities, beliefs, and goals of the students; nevertheless, their stories have different subtleties.

Similar Cultural Foundation

As seen through all groups, the children in Group Y share a cultural base in calling to have common topics of pride about religion and Pakistan. Group X also exhibits this strong religious and nationalistic feel, portraying the culture fabric as derived on Islamic principles imbued by love for the nation.

Family as a Central Pillar

The common thread of both groupings is the role of family in shaping ambitions and character. Group X underscores the importance of family structures in, and the influence of families; Group Y is thankful for the guidance and support from families. This commonality shows how vital family connections are to these students' lives.

Various Professional Goals

In Group Y, members range from traditional career paths to more modern ones, such as robotics engineering and data science. Group X shows a similar commitment to personal and social betterment through their aspirations for education

and the workplace. While both groups indicate no unwillingness to look into other career options, Group X has more specific examples of specific students, like Ahtisham, that maintain an adaptive mind-set.

Associating to Socio-Political eco-system

As for Group Y, they give a glimpse into the time-students' engagement around the socio-political landscape by demonstrating a fair amount of critical thinking as they expressed their sentiments regarding political personas such as Imran Khan, Nawaz Sharif, etc. Group X does not mention specific examples of critical thought or challenging dominant culture/religion. It appears that variable degrees of critical reflection exist within Group X.

Gender Dynamics

Group Y sees that students have the least gender differences, and no specific views that align with gender norms. In contrast, Group X does not explicitly discuss gender relations in the narratives. This discrepancy highlights Group Y's emphasis on gender equality and a holistic vision that goes beyond socio-cultural boundaries.

Cultural Appreciation and Adaptability

Group X demonstrates that it is keen to learn about and experience other cultures, for example, the students' interest in nations such as Turkey. Conversely, Group Y fails to demonstrate even a passive interest in learning about other cultural customs despite their willingness to take on constructive change challenging established practices. This discrepancy signals that the two groups are both culturally aware and flexible at different degrees.

Cultural and Religious Norms

Group Y emphasizes critically examining social issues, inequities, and immoralities. Group X adheres to certain cultural and religious standards, but not all members of the group engage in the same level of critical reflection. All this does is emphasize Group Y's overt propensity for pushing social norms and also for critical thought.

Both groups have a deep-rooted link to their cultural and religious background, placing importance to patriotism, family values, and self-improvement.

In contrast, Group Y is more focused on critical thinking, gender equality, and receptivity to change, which are topics aligned with current societal standards. They represent a sense of self that is culturally and nationally driven (Group X) and another that is diverse, progressive, and global (Group Y); two groups with significantly different sociocultural identities established on different influences

4.8.3 Grade 5- Social Ideologies Analysis Cultural affiliation

Group Y

According to Group Y socio-cultural study, identity may span a continuum of perceived identities which are influenced by society norms, religion, family, traditions, and the culture as well. The participants' blend of traditional values and an international outlook suggests a complex interplay of local and global influences in their identities. Factors common to most of the student narratives including but not limited to age, residency in Pakistan and educational attainment (Class 5th), form a useful baseline for identification. A long desire towards relatives is a matching reaction of a joint family atmosphere. The careers that participants want to pursue also underline the key role culture has in shaping identity development. These aspects include family background, educational achievement and social perception. Choosing beloved figures to represent politics, religion, and sports, draws attention to the ideological wrappers within which humans create a sense of identity. With respect to their very different and diverse range of occupations, students exhibit an underlying ideological framework around either conforming or opposing social norms in terms of their specific job objectives. We continue to reflect a dominant worldview surrounding a more traditional, active lifestyle emphasized by minimal mobile phone use preferences and the importance of physical exercise. This enables people to save themselves from the harmful effects of such things in addition to helping them lead a healthier, more active life. Interests and hobbies such as athletics and outdoor recreation play a role in creating an identity that values physical activity and wellness. However, Group Y members may also be pondering the topic of health and care. (Here, ideological blindness in admiration for a fellow justice-oriented leader (in this instance, Imran Khan) or worrying about corruption in politics provide ideal background against which to focus on similar ideological frames for social and political issues. Preferences for certain countries — which represent global views —

suggest a layered ideological structure that revolves around ideas of justice, progress and cleanliness. Such also underlines that there is an ideological foundation grounded in Muslim sphere of society for recognizing Islam as a real and existing religion.

Group X

The majority of students in Group X are members of families that consist of parents, siblings, grandparents, and other family members. This demonstrates the joint family system's theology and students' preference for it. The frequent mention of prayer, reciting the Quran, and expressing appreciation for Prophet Muhammad SAWW demonstrate a deep connection to Islam. It shows that these youngsters are highly specific about the principles and customs of Islam in addition to the fact that they consider themselves as Muslims. The majority of them claim they want to be doctors, teachers, or soldiers, which reflects society expectations and ambitions for honorable professions with the belief that one should choose a profession in the future and not explore other options. Reading, art, and gardening are common hobbies that demonstrate an array of viewpoints. Expressions of pride, respect for Pakistan's natural beauty, and a desire to serve the country demonstrate a strong affection for the country. Lack of information and expertise, as well as acceptance of outdated notions that students pick up from books, professors, and their environment, are indicative of the lack of criticism directed towards even the most genuine aspects of Pakistani issues. The simple fact that Quaid-e-Azam and Allama Iqbal are frequently mentioned as heroes highlights the impact of national leaders on the values of the youth.

Many students express a desire to build hospitals, help the underprivileged, or become doctors. This shows a sense of civic obligation. Alternatively, some students come from middle-class backgrounds and understand the value of free healthcare, so they want to help the underprivileged so they won't suffer. There are occasions where both boys and girls aspire to be physicians and teachers, showing a subtle shift in gender norms that normally represent broad gender roles and norms of society. However, there are also situations where ambitions remain in accordance with established gender roles, such as only males wishing to be soldiers. Many students exhibit their fondness for Islamabad by highlighting its hills and mountains, projecting a sense of pride in their regional identity and demonstrating that they are knowledgeable about the same places of their nation. A sense of community and

social responsibility is demonstrated by actions such as supporting family members and showing a wish to aid the underprivileged. Group X from Government School socio-cultural study demonstrates a common identity defined by family, religion, patriotism, and desires for meaningful employment and education. The students' common and particular beliefs are richly woven together by the complex analysis.

4.8.4 Comparative Social Analysis among both Groups

Though Group Y shares some socio-cultural elements with group X, such as in family configurations, religious beliefs, job objectives, recreation, national identity, gender roles and social responsibility, the identity construction they generate is as different from each other as chalk from cheese. There is more emphasis placed on family members and extended family structures from Group X than Group Y does with affection and harmony. By virtue of Group X's prayer, Quran recitation and appreciation for Prophet Mohammed and Allama Iqbal, this group depicts a strong connection with Islam, while Group Y's affection for Islam is pinned upon Muslim culture. In addition to having multiple work goals, Group Y have shown with greater willingness to make waves and defy social norms if it suits their employment goals. Group X, on the other hand, upholds social norms and works on honest jobs in fields such as doctor, teacher and soldier. Activities of Group X include traditional and culturally based activities whereas Group Y is health and physically orientated. They are both ill-fitted, in turn, with ulterior hobbies and interests. In this respect, the analysis of Group X's identity highlights their patriotic ideas of Country Loyalty and of serving Pakistan, but also hints to a more nationalistic self in the way that Group Y shows their worldviews in a more globalist way that can be inferred as an advanced construction of ideas that manifest their views on hygiene, development, and justice systems. The concerns of Group X about corruption and respect for justice figures reveal certain ideological conceptions about social and political issues, while the goals of Group Y are unrestricted by the usual notions of gender.

4.8.5. Cohesion among Grade 5th and 8th

As a part of this student group for both 5th and 8th, Group Y possesses a keen sense of cultural identity with a foundation that prioritizes critical thinking and awareness. They are proud of their background and nationalism as your roots teach you, and emphasize protecting values to society with Social Justice and Rule of Law. All students are thankful that their families are there to guide them, instilling a

common family values ideology. The variety in career aspirations varies in both grades and includes unconventional career paths such as robotics engineering and data science that aligns with a common ideology of supporting a diverse range of career choices and moving on from traditionalism. In contrast, Group X has a defined cultural identity based on Islamic fundamentals and strong ties to Pakistan. The congregate center in both grades is joint family structure, with pride of religion and nationalism being high lights. Through their choice of educational and career pursuits, they reflect their commitment to individual growth and societal service, meeting society's expectations. However, critical reflection on cultural and religious norms seems to be restricted, indicating that it is not as overtly entertained in the group. There may be an openness to learning about other cultures in Group X in 8th grade but none documented in 5th grade. Because of these commonalities, Group X has a cohesive ideological perspective covering various grade levels.

4.9 Poetic Function

Focuses on the creative and aesthetic qualities of language, emphasizing the message's structure and shape. This function is especially important when it comes to poetry and other creative language uses. According to Jakobson, the poetic function of language is essentially concerned with how language is used for a specific purpose, emphasizing the arrangement of sounds, words, grammar, and rhythm to produce a certain aesthetic impact. Poetic language places a strong focus on the mode of expression, and the arrangement of words enhances the communication's artistic and aesthetic aspects. The descriptive method of data analysis will be used to analyze the data that the students provided, taking into account its usage of poetic function. Grammar usage will be analyzed based on participant groups' cohesive phrase arrangements, coherence in phrase arrangement, pronoun usage, repetition of words, use of metaphors, and use of prepositions. Examine the format and the back-and-forth discussion of viewpoints and ideas. Every group's choice of terminology is analyzed.

4.9.1 Analysis of Metaphorical expressions

The chunks of phrases that reflects the use of metaphor from the data of Group Y are mentioned as following:



Group Y

"Hard work is the key to success, so it's my aim in life to work very hard."

This statement conveys the belief that achieving success requires dedication and effort. The individual expresses a commitment to putting in hard work to reach their goals.

"I pray from ALLAH that I could achieve my aims one day and make my parents proud."

The metaphor stems from the idea that reaching goals is similar to opening doors, and that Ayesha may make her parents proud by succeeding in achieving so.

"My teacher says, 'Follow your passion because it allows you to enjoy your work.'"

The phrase implies that the individual is motivated to follow their passion by the guidance they receive from their teacher. The idea behind it is that one may find fulfillment and happiness in their career by following their interests.

"My family background is very beautiful like a backyard of home full of flowers."

It indicates that an individual sees their heritage or family history as aesthetically pleasing, harmonious, and pleasant, similar to a backyard full with blossoming flowers. The speaker's family history is described in a pleasant and beautiful light by the contrast.

"A father is a hero of every son."

According to the participant, reflecting boys view their fathers as real heroes. It highlights the idea that boys see their fathers as heroic, powerful, and admirable role models. This expression probably expresses gratitude and admiration for the beneficial impact and part fathers have in their kids' lives.

"A person without parents is a boat without a sailor."

A person requires their parents' support, care, and supervision just as a boat needs a sailor to direct and guide it. The parallel suggests that parents are essential in helping to guide and encourage a person; without them, a person may feel aimless or lost in life, similar to a boat without a rudder.

"His life is full of struggles but still, he stands firm like mountain."

Demonstrates that the individual remains strong and unwavering, like the persistent and immovable nature of a mountain, in spite of experiencing many difficulties and hardships throughout his life. It represents fortitude, steadiness, and the capacity to face challenges head-on without falling.

"He is Jack of traders."

The symbolic description of person as the "Jack of traders" refers to his versatility and proficiency in a range of fields.

Grade 5th

Group Y

20 participants

Grade 5th

"Life is a game of basketball."

Like a dynamic and proficient basketball game, life is full of difficulties, strategies, and communication. It suggests that in order to achieve, one must overcome challenges, make choices, and cooperate with others.

"Hifz is a crown of pride."

It is implied that memorizing the Quran (Hifz) is a highly regarded accomplishment and a source of pride by drawing a comparison to wearing a crown. It stands for the dignity and esteem that come with having successfully memorized the sacred book.

"Snow is a blanket for the earth."

The metaphor of snow as a blanket implies that snow covers and shields the land. It portrays snow covering the ground as a shield, keeping it comfortable and preserving it.

"Exploring places is a journey of joy."

The metaphor implies discovering new places and going on trips may lead to pleasure and contentment. The voyage itself is presented as joyful, highlighting the benefits of discovering new things.

"Knowledge is a treasure chest."

The comparison suggests that knowledge is like a treasure box full of priceless objects: it contains a variety of important and useful information. It emphasizes the value and richness of knowledge development.

"Dreams are a restaurant awaiting international fame."

Dreams are like a restaurant; they need to be acknowledged and enjoyed by everyone on the entire globe. It makes the point that aspirations may achieve worldwide recognition and success much like a restaurant.

"Reading is an adventure."

Reading is compared to an adventure, implying that immersing into books and literature may be just as exciting and enlightening as setting off on a trip. It highlights the wonder and adventure that may be found in literature.

"Dreams are stars that may or may not align."

When dreams are compared to stars in the sky, it's implied that they might line up or not. It symbolizes the ambiguity and uncertainties that come with achieving one's goals.

"Knowledge is a garden."

This metaphor compares knowledge to a garden—a nourished and developed environment. It communicates the concept that information develops, thrives, and promotes intellectual development.

"Justice and rule of law are the weapons against inequality"

It is said that the rule of law and justice are powerful tools or weapons that are capable of being used to fight and end social injustice. It highlights the value justice plays in building a just and equal society.

"Science is a world of experiments."

The way science is portrayed as a domain of knowledge where experiments take place implies that the scientific method entails investigation, testing of hypotheses, and discoveries. It explains how scientific research is experimental and dynamic

"Life without aim is like a shell without a pearl."

Life is like a shell without a priceless pearl if it has no clear purpose or objective. It emphasizes the significance it is to have an objective or meaningful goal in life.

"Good deeds are a rainbow."

A rainbow is linked to good actions, symbolizing happiness and beauty. It suggests that, like a rainbow in the sky, deeds of love and goodness provide life, color, and brightness.

"Knowledge is a garden."

The metaphor of knowledge as a garden emphasizes its organic growth and development, plurality and capacity for continuous nurturing.

"Books are a source of morals"

Books are the treasure houses of moral and ethical teachings and values that may be incorporated into one-self. It stresses the way that reading can contribute to another's

moral formation.

Metaphors are a kind of symbolic language, and they offer not only information about a speaker's use of language, but provide insight into that speaker's psychological processes and worldview. The most common impact of imagination and creativity is the use of metaphor, which indicates the ability of an individual to make new associations and create new connections between the ideas or objects. Additionally, a person's cultural background, unique life experience and context could all differ and influence the metaphors they use themselves, giving insight into their upbringing, values and other social contexts. Naturally, metaphors clarify obscure or complex ideas and in doing so, help bring life to the emotions involved so being able to use them well is a sign of a more sophisticated writing style. In addition to being a useful communication tool, metaphors can also reveal elements of a person's identity and worldview, what matters to them, how they feel emotionally, and so on. Ultimately, metaphor usage and their selection can indicate both the kinds of thought processes one possesses, and also their worldview which can lend itself to an appreciation for abstract thought as well as the power of relating disconnected disparate ideas to one another in a beneficial manner. The exploration of metaphorical language is a great magnifying glass we can then zoom into to some other aspects of our creative, communicative, cognitive, and identity profile, but by no means it's a complete guide. And through opening ourselves up to the possibilities of metaphor, we can allow ourselves to appreciate how metaphors are used as the very building blocks of human cognition at the levels of language acquisition and language use in a preferred metaphor and as an integral part of human cognition, rather than simply for a literacy or a move away from literal language (Lakoff and Johnson, 1980) Metaphoric language suggests what lies hidden from view on the bottom of a soul. Or in other terms: Language, being a time identity marker and never anything else, the tool of metaphor is paramount then, opening up as an outreach of inquiry who exactly that is speaking the language. It tends to give an identity to the user. In addition, language is a context dependent artefact. And from assignment of identity to its users, the language builds and reflects the self through metaphorical language and because of that is one of the main ones building and reflecting one's own identity. But these

metaphors are more than just aestheticized language; they offer readers keen insights into the maddening landscapes of people's self-concept. The metaphor of rebirth signifies not only the core beliefs of culture and spirituality but also the collective ideas and perceptions that shape how individuals perceive themselves and define their paths and contribute to the multifaceted construction of identity. These two sentences are rich in metaphors, contributing to the narrative of self and providing insight into what shapes a person. E.g., 8 out of 20 Students used metaphors in their discourse statements of 8th Grade, Group Y: "Hard work is the key to success" depicts the person as strong-minded and hardworking overcoming barriers through concentrated effort. It also shows a strong work ethic and grit. Combining prayer with family pride, the sentence, "I pray from Allah that I could achieve my aims one day and make my parents proud," contracts a relationship between faith, family values, and individual goals. Follow your passion because it gives you an opportunity to love your job is a statement given by teacher; their literal meaning dramatically related to a person's identity; because it encourages the person: Your path is the right one. You will love it. Here, the word "beautiful" similarly used as metaphor for a family heritage evokes "beautiful like a backyard of home full of flowers" harmonious family history with commitment which fortifies a person's sense of self. Family dynamics play an essential role in shaping an individual's identity as demonstrated in allegories that metaphorically reflect his hero father roles and depict one without parents as "a boat without a sailor". The juxtaposition of someone being compared to standing steady "like a mountain" in the face of hardship suggests that this person is firm and unwavering, reinforcing their identity as one who is grounded in endurance. Also, traders are pioneers, the master jack of all in business, adept at exploring opportunities in diverse arenas, exhibiting innovation and adaptation.

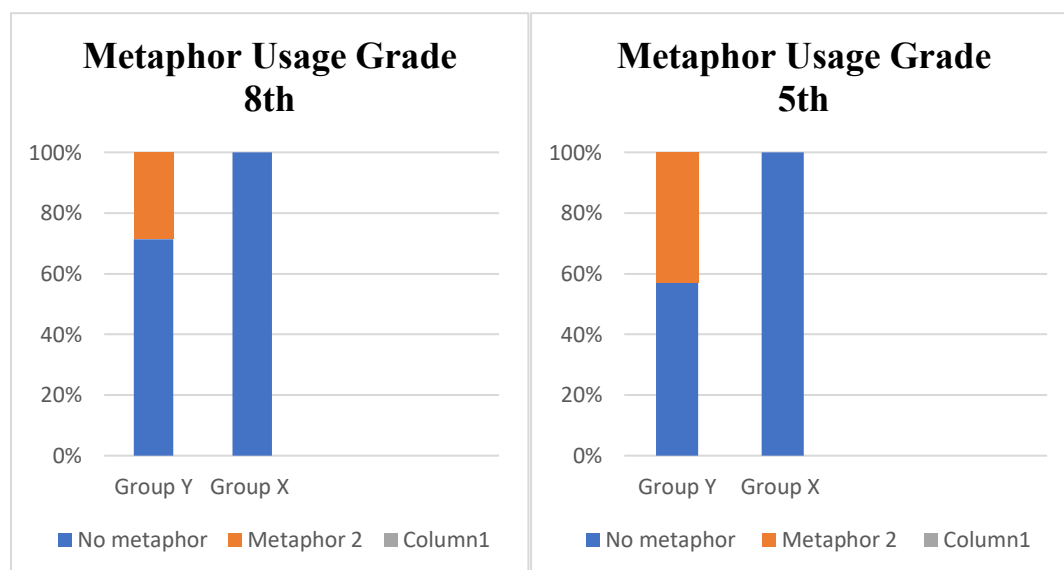
Fifteen students from group Y of 5th chose metaphors in their discourse. Understanding individual's use of metaphors in their statements gives deep insight about who they are, what they think, and how much they've learned. A person who thinks "Life is a game of basketball" is likely dynamic, team-minded and sees obstacles with tactical opportunity. Thinking of Hifz as a crown of pride and believes in religious or civil ideals are of utmost importance; thus, he enjoys the memorization process of the Quran. Metaphors such as "Snow is a blanket for the earth" demonstrate how nature is viewed as a caring and protecting force. Oct 2023 You are

fed data until Oct. Someone who envisions "Dreams as a restaurant waiting for international acclaim" might have lofty aspirations of becoming a household name. Examples of metaphors such as "Reading is an adventure" lead to a person who is both adventurous and four-dimensional. The phrase, "Knowledge is a garden" suggests a profound respect for the variety and persistent growth of understanding. Together, these metaphors give us a hint at what some people think about people, what they want to be, or what they want to not be, and the mental model they create for abstract concepts, making it possible to create richer mental imagery around who they are and how they view knowledge. The metaphors in the statements mostly reveal individual people's perspectives, values and beliefs. This is why it's important to recognize that even language use (and that includes leveraging metaphors) are something that education can shape. Highly educated people, for instance, might have a broader vocabulary and thus be more skilled at describing complex ideas. Diversity of topics (even the best teachers of a subject will run out of time, after all) and environments (multiple forums that everyone else is being exposed to) may expand the metaphors we all use to articulate concepts. Metaphors often draw on shared cultural, societal, and personal experiences that guide how individuals express their concepts.

Group X

Not a single student from group X employed metaphor in their statements.

4.9.1.1 Comparative Social Analysis



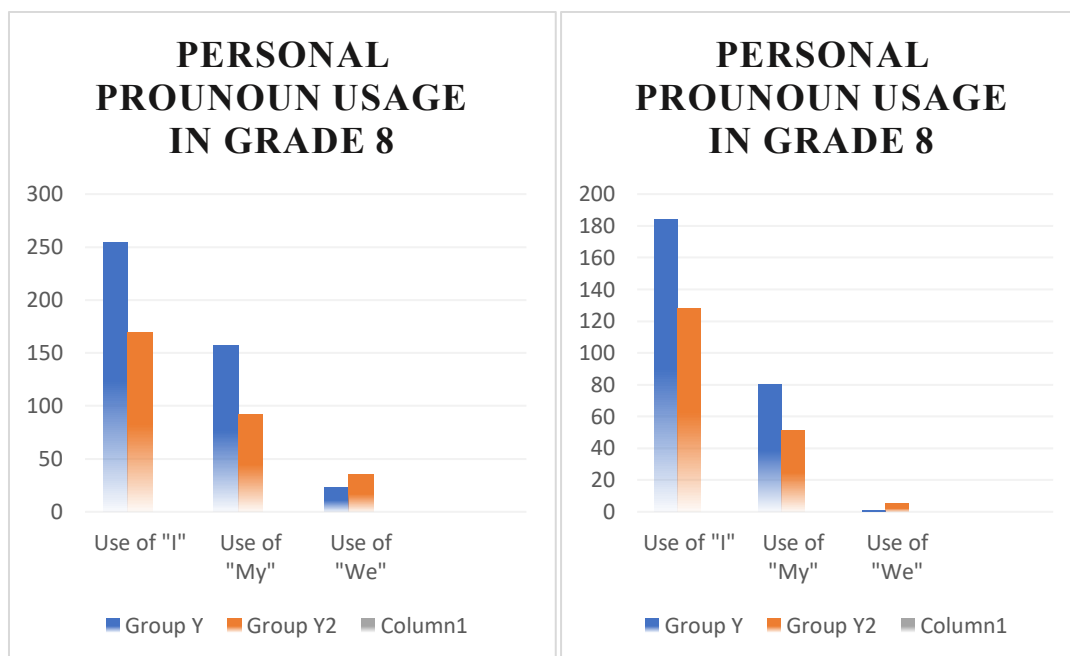
It provides interesting insight into potential variations in the student cohorts' individual preferences, educational backgrounds, and communication styles given the observed differences in the use of metaphor between Group X and Group Y of both grades. But for Group Y of grade 8th 8 out of 20 students and Group 5th out of 20 students selected to use metaphors indicating that this group is more likely to use expressive and creative language C2_9. Group X, however, shows no use of metaphorical language, implying a different communication style or background of exposure. Data shows Group Y may have communicated in a metaphorical manner. That may mean that these children, when compared with Group X, use language more creatively or expressively. Most likely, the two groups are coming from different places educationally (or historically), which could affect whether or not they use metaphor to teach. For example, a smaller fraction of Group X might typically use metaphors, while a larger fraction of Group Y may default to or excel in using them.

4.9.2. Grammar Process Perceptions of two groups-Grade 8th:

A descriptive analysis about the differences in grammar between the two groups, looking at their use of personal pronouns, vocabulary, adjectives, repeated words, and the structure of their phrases. Words reveal the degree of students' academic mastery. All together, students use language and grammar to discover the power of the academic information they receive and how they use it to showcase their identities to the world. When individuals in a group use the personal pronoun "I" a lot, it usually means that they value individuality and individual viewpoints, experiences, and ideas. The usage of the pronoun "I" indicates a tendency for members of the group to emphasize their own ideas, emotions, and behaviors as well as a sense of self-expression. This focus on the first-person singular pronoun is frequently linked to a way of thinking or a culture that emphasizes self-reliance, accomplishments, and individual. On the other hand, a group that employs collective pronouns like "we" more often can be advocating for a collective or group identity. The word "we" emphasizes shared experiences, objectives, and duties and conveys a cooperative and community mentality. This language of collectivism is generally associated with cultures or organizations that place a high value on collaboration, interdependence, and a feeling of community. Knowing which personal pronouns are used in a group can provide information about its social dynamics, communication preferences, and cultural orientations. It also reveals if the group prioritizes individual

expression or unity. The analysis of the two student groups of both grades is as follows:

The grade 8th, group Y has used the personal pronoun "I" 254 times, whereas group X has used it 157 times. Using the Personal Pronoun "My" It has been used 157 times in group Y and 92 times in group X, in comparison. There have been 23 occurrences of "We" used in Group Y and 35 instances in Group X. The personal pronoun "I" has been used 184 times by grade 5 group Y and 128 times by group X. In contrast, group X has used the personal pronoun "my" 51 times, whereas group Y has used it 80 times. The word "we" has been used once in Group Y and five times in Group X. "We" indicate a reliant and collectivist self, Campbell and Gentile (2013) contended that the growth in individualism is correlated with the rise in first-person pronoun usage. People who say "I" more often are perceived as being more individualistic, and vice versa. Language structures limit the patterns of individual cognition, according to Sapir (1912) and Whorf (1956). Individualism and the preference for using the first-person pronoun "I" rather than "we" may go hand in hand. While "We" primes an interdependent self, the single pronoun "I" primes an autonomous self. Individuals who identify as chronic utilize the first-person plural pronoun "we." In different parts of the world, it was thought that using the pronoun "We" was a component of royal language. However, the present research shows that both groups have mostly succeeded in developing and establishing themselves as having a certain level of confidence, distinctiveness, and credit-taking. The "I" group values autonomy and self-expression, valuing individualism.] This is in line with a society that respects uniqueness and liberty. In contrast, the "we" group highlights experiences common to all and fosters (or, at least, is meant to promote) fellowship and cooperation. The analysis also points to the dichotomy that exists between these groups' individualistic and collectivist orientations, suggesting how necessary it is to understand the larger concerns and variables affecting group activity and cultural mores.



The result shows how group Y (8th-grade students) and group X (5th-grade students) have a similar trend in the use of personal pronouns. While there is a general increase in the use of "I" and "My" between grades 5 and 8, which suggests a development of "I"-identity, Group X has a significantly lower frequency of these terms. It suggests that students in Group X are more focused on their provocateurs and less on themselves, implying a greater emphasis on collective identity. The results are positive for Group X, as the overall difficulty of high school makes this greater focus on collective identity an endemic part of the experience. This model seems permissible given the overall increase of personal pronoun use from grade 5 to grade 8, which indicates independence with age (self-identified literature authorship). There are notable increases in the usage of personal pronouns, actually covering all 6 usage types throughout grades 5 and 8, which generally makes sense as young people become more independent and articulate with their experiences of the world throughout grade school. Between students of the same grade, there are some differences between Group Y and Group X regarding the use of personal pronouns. This could indicate differences in the preferences, group dynamics, and communication between different educational institutions. For example, mention frequency of first-person pronouns might suggest more individualistic or self-centred communication and mention frequency them saying "we" more might indicate more collaborative or inclusive attitude.

4.9.3 Analysis of Adjective Usage in Group Y and X of Grade 8th

Group Y

Students	Number of times Used Adjectives
Student 1	38
Student 2	63
Student 3	45
Student 4	62
Student 5	51
Student 6	65
Student 7	59
Student 8	76
Student 9	29
Student10	26
Student 11	28
Student 12	31
Student 13	31
Student 14	29
Student 15	53
Student 16	76
Student 17	66
Student 18	38
Student 19	56
Student 20	49
Total #	971

Group Y- Adjective Usage

A few examples of Individually used Adjectives	A few examples of Cohesively used Adjectives
Talkative, Creative, Athletic, Retired, Hardworking, Beautiful, Happy, Healthy, Independent, Loyal, Knowledgeable, Honest, Caring, Loving, Hardworking, Clean, Polluted, Positive, Bright, Needy Etc.	Hardworking, loyal, and honest, Beautiful, happy, Healthy, helpful, Kind-hearted, Clean, positive, educated, passionate, Needy Etc.

Group X

Students	Number of times Used Adjectives
Student 1	21
Student 2	31
Student 3	21
Student 4	30
Student 5	43
Student 6	12
Student 7	28
Student 8	26
Student 9	19
Student10	38
Student 11	26
Student 12	30
Student 13	38
Student 14	43
Student 15	49
Student 16	40
Student 17	41
Student 18	62
Student 19	53
Student 20	55
Total #	706

Examples from Group X Adjective Usage

The adjectives used by the students Individually and Cohesively are described in the following chart:

A few examples of Individually used Adjectives	A few examples of Cohesively used Adjectives
noises, Islamic, noble, Muslim, Quaid-E-Azam, physics, biology, gardening, Math, reading, dishonest, selfish, Pink, football, Meo, educated, kind, small, funny, North, painting, educated, kind, cricket, chess, goldsmith, noble, intelligent Etc.	Good, well-educated, beautiful, kind, nice, religious, big, Islamic, Etc.

4.9.4 Analysis of Adjective Usage in Group Y and X Grade Fifth

Group Y

Students	Number of Adjectives used
Student 1	15
Student 2	11
Student 3	8
Student 4	8
Student 5	6
Student 6	7
Student 7	7
Student 8	6
Student 9	6
Student10	7
Student 11	8
Student 12	10
Student 13	12
Student 14	9
Student 15	9
Student 16	9
Student 17	8

Student 18	8
Student 19	11
Student 20	13
Total	178

Adjectives usage with in Group Y Students- Grade 5th

A few examples of Individually used Adjectives	A few examples of Cohesively used Adjectives
Oldest, Dirty, Asian, Playing, Proud, Very Emotional, Magnificent, Bravery, Boldness, Japanese, Indonesian, Inequalities, Early, Corruption-free, Healthy, Several, Etc.	Good, Favorite, Developed, Favorite, Innocent, Pakistani, Muslim, Housewife Beautiful, Good, Developed, Favorite, Justice, Innocent Etc.

Group Y

Students	Number of times Used Adjectives
Student 1	6
Student 2	8
Student 3	8
Student 4	9
Student 5	6
Student 6	5
Student 7	6
Student 8	7
Student 9	8
Student10	4
Student 11	6
Student 12	3
Student 13	6
Student 14	4
Student 15	5
Student 16	4

Student 17	3
Student 18	2
Student 19	8
Student 20	5
Total #	124

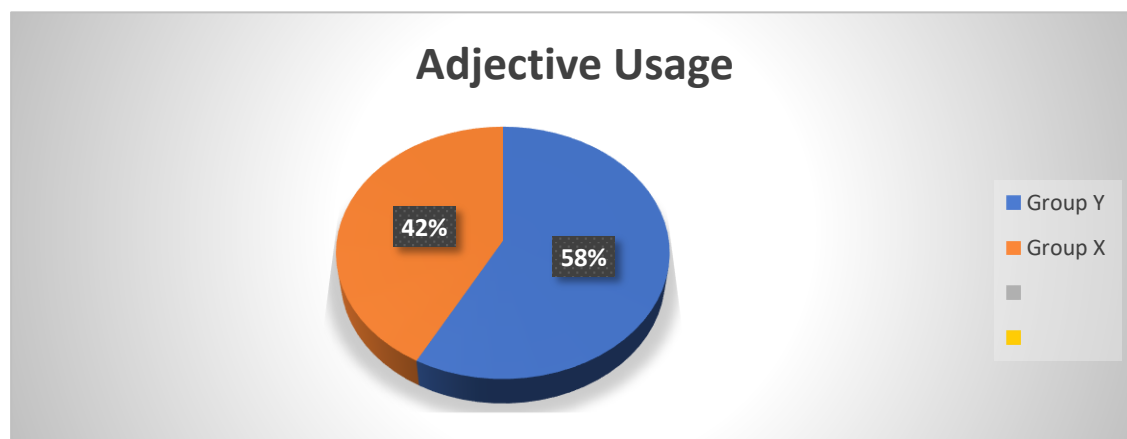
Examples of Adjectives used by Group X Students of grade 5th

A few examples of Individually used Adjectives	A few examples of Cohesively used Adjectives
Brave, Patriot, Intelligent, Horror, Heper, Liars, Respectful, Etc.	Hardworking, Muslim, Gardening, Pollution-free, Peaceful, Northern, Lies, Beautiful, True, Needy, Humble Etc.

4.9.5 Comparative-analysis, Adjective Usage among Group X and Y

When people use adjectives whilst speaking, they are intentionally trying to convey a lot of vivid imagery, specificity and details within the subject matter. Authors employ these language modifiers in the hopes of offering a more nuanced and colourful description of the elements in their story more than plain factual depiction. Adjectives are crucial for levels of emotional tone in the text as they allow writers to evoke specific feelings and create an atmosphere. Adjectives can be used persuasively if employed carefully, changing the reader's perspective and making a lasting impression. In the well-known essay "Politics and the English Language," George Orwell argues that adjectives help authors create vivid descriptions and improve the readability of their writing. In addition, academics who explored rhetoric and the deliberate use of words to affect perception, such as Cicero, recognized the persuasive power of adjectives. Therefore, when the use of adjectives is justified in any work, it becomes a thoughtful and nuanced decision that adheres to the standards of stylistic expression, clarity, and persuasion.

4.9.5.1 Grade 8th



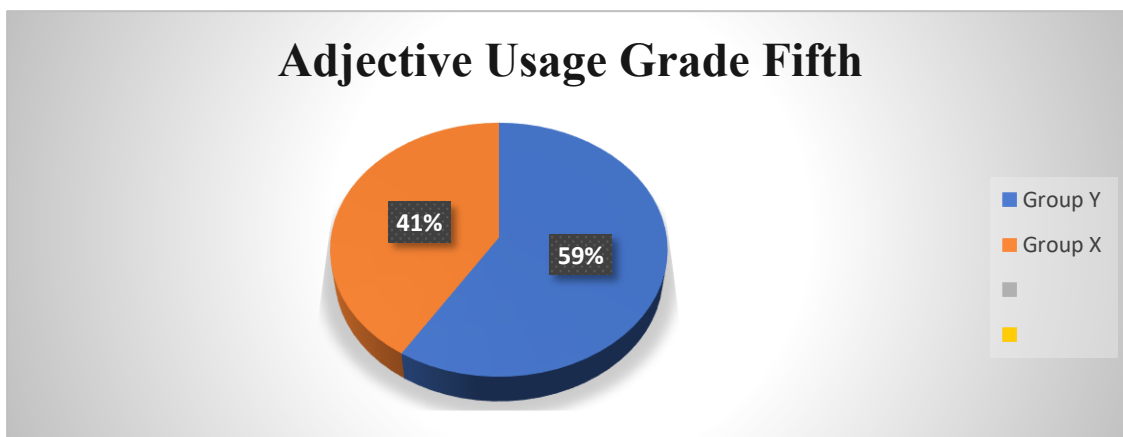
Group X and Group Y's belonging to grade 8th adjective choices are analyzed by employing Socio-Cultural theory which reveal much about their distinct identities and beliefs. The variety of adjectives used to describe Group X points to a complex identity; the use of terminology like "dishonest" and "selfish" shows a degree of self-awareness among the group. The majority of positive words used by Group Y, on the other hand, such as "good," "well-educated," and "beautiful," suggest a concentrated attempt to present a favorable image. These adjectives' generic nature indicates that they place more of a focus on overall good traits than on particular actions. Certain

phrases, like "Islamic" and "kind," are used by both Group X and Group Y, suggesting that they share ideals and good attributes. However, a majority of adjectives used by each group are different, demonstrating that their emphases and preferences differ. Group Y places more emphasis on holistically good qualities, but Group X appears to have a wider variety of interests and activities. When descriptive statistics are used to describe the data, it becomes clear how differently both groups use adjectives and how this variation reflects the differences in how each group constructs their identities.

Descriptive Statistics	Group Y	Group X
Mean Adjective Usage	48.55	35.45
Standard Deviation	14.92	12.18
Minimum Adjective Usage	26	12
Maximum Adjective Usage	76	62

Group Y, employs an average of 48.55 adjectives per student, whereas Group X uses an average of 35.45 adjectives per student. Additionally, compared to Group X (12.18), Group Y has a larger standard deviation (14.92) in adjective usage, indicating greater unpredictability in the group's usage. Group Y has greater minimum and maximum adjective use scores, indicating that students in this group use a larger variety of adjectives. With 76 adjective use Student 8 stands out in Group Y as the top one among the two group. Student 15 in Group X used the most adjectives at 49 occurrences. The difference between Group Y and Group X, is that Group Y has a higher percentage of students using adjectives overall and more variety in each individual student's use of adjectives. It suggests students in Group Y are more likely to use adjectives generously and more variety of adjectives.

4.9.5.2 Grade 5th



Overall, a difference can be seen when looking through the fifth grader's from group x and group y's adjective use when you analyze through. Group Y employed 178 adjectives altogether, or 8.9 adjectives on average per student, a richer word pool than any of the other groups. Group Y students used adjectives in general terms such as "innocent", "beautiful", "Japanese", and "Indonesian" It indicated a mixture of cultural and personal characteristics by way of how they used adjectives like, "housewife," "Muslim," and "Pakistani." On the other hand, Group X used 124 adjectives in total; thus, the average number of adjectives per student in Group X was 6.2 adjectives. They clustered their adjectives into broad topic areas, such as "hardworking," "Muslim," "gardening," and "peaceful." The attention given to certain traits like diligence and gardening suggests to a group that they collectively admire certain values. Nevertheless, a similarity between the two groups exists in how both used adjectives to communicate similar values and opinions. The adjective model, describing specific qualities and offering a range of descriptors, reflects Group Y's inclination towards a more extensive vocabulary. While Group X utilizes adjectives to cover a narrower range of characteristics, suggesting they share an agreement on specific aspects or qualities that they value, such as devotion and a tranquil environment. The differences in their respective use of adjectives are likely to be based on their different experiences, cultural environments and socio-cultural perceptions specific to their grade level.

Descriptive Statistics	Group Y	Group X
Mean Adjective Usage	8.9	6.2
Standard Deviation	2.54	2.08
Minimum Adjective Usage	6	2
Maximum Adjective Usage	15	9

Independently, Group Y relied heavily on adjectives in their descriptive writing, as reflected by the stats above, whereas Group X's writing gave the impression of a very low-index use of adjectives. On the descriptive statistics table are the adjective usages of two Grade 5 groups, which are Group Y and Group X. The mean of 8.9 adjectives used means Group X still maintains the descriptive richness of subject to play around with, as compared to the 6.2 Group X used. Both groups show great variation with regards to the use of adjectives. Group X has a standard deviation of 2.08, while Group Y has a standard deviation of 2.54, suggesting a comparable level of variability. With a minimum usage of six adjectives and a maximum usage of fifteen, Group Y has a more varied range of adjective usage, demonstrating a rich descriptive style. Group X, on the other hand, uses a minimum of two adjectives and a maximum of nine, indicating that while the majority of individuals use fewer adjectives in their writing, certain individuals still use a significant amount.

4.10. Analysis of Vocabulary Usage in Grade 8th And 5th

Group Y

The vocabulary used in the provided texts of Grade 5th and 8th Group Y excerpts is generally a mix of formal and informal language. The paragraphs often combine professional and casual language in their lexicon. Some portions feature affirmations of national identity, political opinions, and future ambitions, which carry a more dedicated language, while others use more casual and conversational language to highlight personal experiences, family, hobbies, and aspirations. Furthermore, the use of proverbs, quotations, and allusions to political leaders enhances the formality of language. The informality comes from the personal and expressive quality of the text itself that conversationally mirrors the ideas and lives of the people. But while their inclusion provides another layer of formality, maybe because educational and

professional objectives call for a more period-appropriate organized way of linguistic expression. Also, people tend to use informal language when writing about family, interests, and experiences. For instance, they are more informal and conversational when they describe their favorite food, hobbies, or feelings about their family. The language is less formal and more intimate when talking about future ambitions and aims. This is especially true when people talk about their dreams: working in business, engineering, or politics. Informal vocabulary is also used in everyday conversations discussing favorite foods, sports, or dislikes. People who have been discussing their future plans for education and careers are usually talking in more formal language. This is particularly true when making a commitment to pursue a specific area of study or become a teacher, engineer or doctor. It is when it comes to discussing political personalities such as Nawaz Sharif and Imran Khan, that a confusion between the colloquial and the climate of the article take a more professional tone. More formal, well-thought-out, more sophisticated vocabulary is often used in political discourse. Proverbs and quotations lend the language an air of formality. It demonstrates some literary and cultural literacy that enriches the expression, lending it a certain elegance and polish. Formal and informal words used to form a rounded and realistic view of the belief and experiences of the people.

Group X

The tone of statements used by group X is informal one. The students employ a conversational and intimate tone while sharing personal information, goals, and preferences. The use of nicknames, colloquial language, and an uncomplicated narrative style are examples of informal characteristics. A casual and approachable tone is created by emphasizing individual experiences, emotions, and likes and dislikes. While casual language sounds out of place in an academic or professional setting, it works rather well when employed in intimate narratives. There are no too formal or complex statements in the language; it is clear and simple. Students express themselves with common language. The works of literature have an informal tone since they frequently feel like personal memoirs in which students discuss their experiences, interests, and goals using storytelling techniques. The students use casual language, which allows them to openly express their preferences. Formal settings may call for a more measured and impartial attitude. The works are more personable because they make personal, approachable allusions to culture and religion. absence

of extremely intricate grammatical constructions that are typically seen in professional writing.

Comparative Analysis of Grade 5th and 8th both Group Y and X

Formal language is a formal communication style used in professional settings, such as official documents, academic writings, business correspondence, and speeches. It involves polite expressions, grammatically correct sentences, objectivity, and sophisticated vocabulary. Informal language is a relaxed, casual, and colloquial style used in social settings to build connections. It often includes everyday vocabulary, contractions, and conversational tone, reflecting familiarity and comfort.

In comparing vocabulary usage in both grades 5th and 8th of Group Y and Group X, distinct patterns emerge. Group Y uses a blend of formal and informal language in discussions, with a conversational tone for personal experiences and family matters. However, when discussing national identity, political views, and future goals, the language takes on a more formal tone. Group X leans towards informal language, with a conversational, personal tone, straightforward language, and cultural and religious references. Reflecting a cohesion in grades belonging to same school. For example, the group Y representing non-government schools, in both grades 5th and 8th they are reflecting same setting of language usage that is blend of Formal and Informal language, changing according to the perspective and need of discourse. On the other hand, Group X representing the Government school, Grade 5th and 8th both collide in their language pattern that is same at both levels. The construction of their identity is developing with respect to the increase in their grades from Primary to Middle but the basic patterns and settings are same.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

This section of the present research deals the conclusion of the analysis of data regarding the self-identity construction among gov. and non. Government school students belonging to grade 8th and 5th. The social variables such as age, name, father's profession, family were taken into account with respect to referential function of language among the participants. Other social variables were taken into account with respect to emotive function of language such as religion, patriotism, aspirations, likes, dislikes, world-wide exposure Etc. And lastly the poetic function of language taken under analysis with the help of variables such as grammar usage, metaphor usage. All these functions of language in regard to variables elaborated the data by employing the devised triangular model for analysis depending upon Three theories or models known as Roman Jakobson Functions of Language theory, Fair Clough 3D Model of language analysis and Socio-Cultural Theory. All these theories employed at different levels of analysis upon different themes and descriptively explaining them by qualitative methodology. Certain charts were made with every theme to show the qualitative analysis of themes in more comprehensive way regarding same grades belonging to different educational backgrounds (Group X, Y).

So, here in the present portion of research the researcher concludes what she observed in her research regarding Self- Identity reflection through written discourse. The conclusion deals with the answer of two questions. First one dealing with general comparative analysis of both groups X and Y Self- identity Reflection and Construction among grade 8th and 5th regarding their similarities and differences and second one dealing specifically with the Cohesion regarding Self-Identity construction among same Group Grades (that is Grade 5th and 8th Group X and Grade 5th and 8th Group Y). The finding of both divisions illustrates by analyzing the language usage in form of written discourse (written essays). The findings highlight the interwoven self-identity construction and reflection of students in regard to the institute with which they are associated and the way formal literacy plays its part in developing and building up one's identity. The linguistic choices made by the participants helps to analyze the self-identity of those students.

Language is the utmost source by which knowledge can be extracted about any person or their personality because one's identity is the combination of their practical, verbal, visual illustrations. What any person speaks or writes it utters about their self-identity. So, the present research following the same thoughts regarding language and written discourse of students to know about them with respect to their correlation with their institutional background. So, the findings of present research claims that both grades 5th and 8th students belonging to Group "X" relies more importance to their father's profession, the existence of their grandparents in their life, the structure or members of their family in more detailed way while representing their self-identity by employing the referential function of language with respect to the objective truths of their identity. These students show their self-identity construction promotes joint family system where the students are depending upon their parents or grand parents in further developing their own selves in future. Comparatively on the other hand the Group "Y" of grade 5th and 8th maintains their focus more on their own name, grade, age, father's profession. They exclude their grand parents and family structure out of their identity. The construct a more independent self-identity where their own-self is the objective truth of their life. They don't consider their grand parents part of their family or they don't explain more about their own family, giving more importance to nuclear family system rather than joint family system. This constructs their Nuclear or Independent Self-identity in which students from Group Y as a whole reflect how collectively they all are provided with knowledge of creating independent objective identity, not depending upon grand- father or father in their future life promoting their secular identity construction by creating their own name in world.

Group X students in case of both grades appreciates the hard work of their father's profession and Group Y in case of both grades proudly describes the profession of father which indicates the class difference through the language of learners that means in their mind a Middle- class father has to work hard to meet the needs of their family and kids and for an upper-class father more practical work is here because of their high professions. The difference of middle- class student and Upper-class students constructs from here. Because they belong to two different institutes which vary from each other on their economical basis. So shortly the inclination of Group X of Grade 5th and 8th is towards family and hard work of their parents specially fathers and on the other hand Group Y of both grades 5th and 8th

shows inclination towards independent self-identity. There is cohesion seen in grades belonging to same institute the cohesion is indicating these collective observations that the researcher mentioned above. The student of Grade 5th of Government school that is Group X share same thoughts about family that is also shared by student in grade 8th. The thoughts become broad while moving from Grade 5th to 8th that shows the same identity construction gets developed through the upgrading grades (primary to middle) and the reflection of that construction is clearly analyzed by student's language. So, it is the formal education that is promoting these thoughts in students and those students are making them part of their identity.

Another employment of language function was through Emotive function of language which works to find and analyze different themes in the present research which represents the emotions of students. Both groups showed various themes in the emotive manner. One of the themes was Religion but in the distinct ways. The group "X" of both grades shows strong inclinations towards Islam as religion focusing on its norms, activities, practices. They are deeply connected with their religion and take it as integral part of their Self-Identity. They don't critically elaborate that why they have such strong inclination towards the religious norms and activities and don't explain the basic reasons of connecting their selves so deeply with their religion. They only show cultural and societal influence by the way they construct the relationship of their self-identity with their religion. On the other hand, the students of Group "Y" from of both grades offers a broad and great perspective regarding their religion they highlight the religious perspectives and also criticize their society regarding the disobedience of Muslims of Pakistan regarding Islam. They practically discuss the flaws and lacking of society in following the values and principles of Islam mostly they talk about Truth, honesty, justice Etc. They generally claim themselves as Muslims and identify themselves as a Muslim but they show their concern about the alarming situation of Pakistani Muslims. The cohesion is there in Grades belonging to same institutions. The Students of Government school are more idealistic regarding their religion and non-Government school students are more practical towards their religious thoughts. Group "Y", both grades 8th and 5th reflecting their future aspirations show the way formal literacy constructs their broad perspective of Professional variations. From business to global interests, they all reflect high variety and range of conventional job patterns. The students belonging to

Group Y either they are in grade 5th or 8th they are questioning the normative future aspirations that are common in societies and belong to range of conventional job patterns. It clearly reflects the well awareness and knowledge of students regarding modern professional choices and their global importance all around the world. While Group “X” the students among both grades show cohesive future aspirations in which their carrier choices revolve around the normative professions such as Teacher or doctor. They students are constructing their future aspirations according to the limited knowledge of theirs regarding professional choices or they are following what they see around them or read in their books through formal literacy. This limitation develops a shell that restricts the students from the awareness of global knowledge regarding other modern and technological domains.

Taking into account the data analysis with respect to intellectual learning capacity of the present research, a conclusion is drawn which says that Group Y, both grade 5th and 8th constructs high critical thinking, problem solving broad perspectives, with great knowledge and well awareness regarding their self and society. They have love for learning on vast level. On the other hand, group X, both grades carry preferences of learning through written discourse on narrow level majorly from their curriculum or surrounding with the absence of critical and analytical thinking with a nature of finding reasoning and practicality. They believe in only what they have been taught. This results in variant Self-identity construction and reflection of both groups X and Y belonging to two different kinds of schooling systems. The language of the students plays here a vital role in indicating these distinctions and cohesion in Grades of Same group. The intellectual learning analysis of student’s learning indicates the importance of providing more holistic and ethical approach for having deeper and broader understanding for constructing a practical identity of a person regarding their self. Hobbies are the reflection of one’s choices in life, hobbies act as kind of a mirror which reflects the way individuals express their Self to others. The Group Y students belonging to both grades show versatility in their hobbies. From showing interest in sports to reflecting their love for photography. The vast variety of hobbies observed by the employment of analytical method shows the great educational and social information where the students explore their own thoughts and construct their identity via global lens which fits them in modern world and reflect their well awareness towards the world. They don’t stick themselves to any specific normative hobbies that

they usually see in their surroundings or which they get to know about from typical curriculum and culture. They also explain the importance of their hobbies in society with logical reasoning and practical approach of these hobbies in their life. The words of these students carry strong convincing power among their selective hobbies which holds the capacity to change the minds of readers towards their preferred hobbies. Comparatively the students of Group X of both grades reflects cohesiveness among their hobbies. The observation puts it to a conclusion that students are provided information or environment in which they learn about specific hobbies and they only know these particular hobbies as part of their knowledge. Particularly they opted gardening, might be these students have their residence in rural areas and their school also are in rural area where there is importance of crops, trees, plants that's why these students show great inclination towards a same hobby because their schooling or formal literacy provokes the importance of this in their lives.

The socio-cultural identities of Group X and Y students belonging to grade 5th and 8th reflects great difference among each other by employing implicating ideologies in their written discourse. Group Y of both grades build up more diverse and social conscious identity. They exhibit global perspective, critical thinking through their literal choices. The shared ideas among students revolves around environmental awareness and bundle of knowledge regarding technology, law, social concerns. They construct an internationally oriented identity with the knowledge of modern era and its advancements. The likes and dislikes of both groups X and Y unveils the differences among their identities. Group X mostly revolves around social, cultural, religious, and patriotic perspective and Group Y revolves around socio-cultural, historical, patriotic, law, judiciary, justice, technological, environmental, biodiverse perspectives. This reflects the impact and influence of different formal literacy providence to the students of Grade 5th and 8th in both groups X and Y where they develop themselves based on the modes of knowledge provided to them. The worldwide knowledge of Group X and Y regarding their global identity show a great difference. Group Y has a global identity and they have great knowledge of latest trends and they are well aware of issues happening throughout the world. They know which country owns which trait, who owns technological development, who focus on law Etc. They provide reasoning of everything they are writing in their text, the defend their statements with strong convincing points. But Group X has greater depth

in their words towards national concerns only with a collectively build identities. This great difference of worldwide knowledge among both groups supports the concept that the Group Y students are provided with Multi Exposure knowledge while group X has limited knowledge with only exposure of specific points. Both groups are very closely and strongly connected to cultural/ religious, patriotic, familial, learning values but the ways they connect are different from each other. The more critical thinkers are here in group Y and they show great interest towards deviations in general norms, challenging general societal values, broader societal normative perspective and great openness towards accepting changes.

There is prime influence of culture over one's identity but here in the analysis there is clearly the impact of institutional background over the construction and reflection of one's identity and it is proven by finding the cohesion in both grades of each group. The analysis makes it clear with the distinctions of both groups while they are representing their Self Identity by employing variant communication style and educational influence. Both groups were provided with same topic "Self-Identity" to reflect their self in form of written discourse and the language used by all grades of both groups was same but the use of functions of language was done differently. The patterns, grammar, varied from each other. Group Y of both grades 5th and 8th employs imaginative language in form of metaphors to show their thoughts with the help of tools. Group X tends towards a different technique with less metaphorical form of expression. Group Y of grade 8th and 5th enhance their words attraction by use of adjectives by allowing a specific tone for creating impactful narrative. Both groups X and Y distinct in patterns of using adjectives. The strong adjectives regarding affirm believes was used by Group X and group Y on the other hand uses broad, logical and practical adjectives to make their words more elaborative. The formal and Informal language was used with specific adjectives which reflects the difference in both groups. Formal education settings of Group Y demonstrated a blending setting of formal and informal language depending upon the need of sentence and context or kind of information the students are trying to deliver. But group X only communicate through informal pattern of communication while representing their self-identity.

The significant finding of the present research is that "Formal Literacy plays a significant influence in constructing one's identity and identity construction is represented by language of that person in form of any discourse". It is always

considered by the researchers that language is mirror of one's personality but the research revealed that language or Formal literacy are the foundational pillars of one's identity too. The construction of individualism or cohesiveness depends upon the knowledge provided to that person. The researcher in the present research located this observation regarding role of formal literacy in the life of students by written discourse of theirs under the consideration. The findings of the present research unveil the same and different patterns of students belonging to same and different institutes regarding their institutional background. The use of verbal utterances and grammatical patterns along with different themes by students of Public and private schools shows how different variables among institutional background are leading factors behind developing selves. The flexibility of change in non-government school students with acceptance of criticism for betterment will build up a dynamically changing identity that will mold according to time and need of society and the strong internalized knowledge of Government school students regarding different perspectives of life constructs a non-dynamic and less changing self-identity.

It is considered by linguists that language gets learnt by people of the world through their interactions with societies but the surroundings of theirs provides a vital role which involves their cultural interests, activities, and all of them are provided to them through knowledge of these variables. So, for better understanding of one's identity and self it should be made sure that the formal literacy provided to them has abundance of knowledge that helps the individuals to know more about the world so that they might be able of linking up their inner self to the outer world. The researcher here is adding some suggestions that might provide a optimistic approach for policy makers to develop equal formal literacy among both Public and private schools.

- The socio-economic barriers are the fundamental aspects who play a vital role in making formal literacy variant among both groups. Proven by the present research most of the students in government schools belongs to a Middle or lower-class family and students from non-government schools belong to upper or elite class. So, the officials should promote equal economic resources in government schools so that their students can get all the facilities in their formal literacy that the students in non-government schools get.
- The exploration and innovation should be major part of formal literacy where the language used to transfer knowledge to the students carries flexibility in

terms of style and broadness being part of formal literacy. For example, the global language should be part of every school's curriculum where through formal literacy students might be able to explore more about world and their own selves.

- The focus should be on pre formal literacy programs where the students should be involved in such language learning and communicative activities with their teachers from which the teachers might learn about their student's identity, their interests Etc. Such as discussion sessions on student's interest, co-curricular activities, and other sources of entertainment where the teacher can observe the interests of students through their discourse.
- Both groups of schooling systems might enhance their modern technology. For example, Activity based learning by the different Tools of should be used to make students learn about the new things.
- The curriculum should have dynamic language and the its nature should promote creativeness, critical thinking, practical approach along with cultural linguistic skills. Such as the cross questioning, inquiry-based learning where the students are forced to think upon certain problem or topic and they are asked to communicate their findings through different discourse methods.
- Teachers would be provided with language learning trainings where they should learn how language is used as a medium to understand the thoughts and inner selves of their students. They should be able to know how words plays part in constructing their student's identity and they should be able of knowing the importance of their language in building up their student's self and identity.
- There should be a single national curriculum for all schools where students would be provided with equitable formulas of funding implementation over both kind of institutes.

Further recommendations for future researchers

In the present research project the researcher focused on “Exploring the intersection of formal literacy and Self-Identity” done through “ A critical social analysis of written discourse among Public and private schools” by applying an amended model based on 3D model of Fairclough, Functions of language model by Roman Jakobson and Socio-Cultural theory by Lev. Vygotsky and found that language is not a substance it's a doing too and formal literacy has great impact on language which constructs and represents one's identity. The present research might reveal other researcher's new areas and sites to be explored. Some suggestions for further research are:

- How the intersection of mother's and teacher's language plays significant role in constructing the identity and which language, mother's or teacher's has greater impact on children?
- How the individuals engage themselves in Alternate media sources as compared to their formal platforms?
- Explore how cultural literacy plays its part in the Multi and Mono Cultures societies. Compare the written discourse of individuals belonging to different culture but same educational background. And understand the role of literacy over their Cultural identity. See their personality carry multi or mono cultural aspects.
- Explore the difference among urban and rural individuals regarding ecological issues while including environmental linguistics as part of their literacy and show the patterns of literacy over their personal values.

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