



RESEARCH PAPER

Pedagogical Stylistic Analysis of Qasira Shahraz's *A Pair of Jeans*

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ABSTRACT

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This research paper intends to find the effectiveness of pedagogical stylistics in the development of English language skills. This research also concerns the implementation of tools of pedagogical stylistics in teaching literature and how these are helpful in developing English language skills. This paper provides analysis of the short story *A Pair of Jeans* and this analysis is made up to find the word categories, vocabulary and figure of speech. This study also shows the importance of short stories and how this genre makes a student efficient in reading, writing, listening and speaking English. Finally, this paper concludes that the tools of pedagogical stylistics enhance the ability of students to analyze and interpret the literary text and its contribution in the classroom.

Introduction

The main focus of this research paper is to teach the English language skills through short stories, it also focuses on the role of teacher. Since English has become the official language in our country and also it is the language of international communication, it has become the need of today to learn English. For this purpose, many countries have included it in their school syllabus to teach children this language. Short stories are the most suitable way to teach a foreign language because a short story is shorter in length, easy to understand and can be read in one sitting.

According to Leech (1969), stylistics is the study of the use of language in literature. In stylistics, one may focus on the syntactic, phonological, lexical, semantic, and graphological elements of style (Leech and Short, 1981). The goal of the stylistic approach is to "decode meaning and structural features of literary texts by identifying linguistic patterns in the text" (Fakeye & Temitayo, 2013, p. 51).

Pedagogical stylistics enables a student to interpret the stylistic dimension of text. Its basic principle is to make students understand the use of language in the text that they are supposed to study. It also teaches students how the language of literature

is different from everyday language. Reading has been linked to academic performance, as students who tend to read regularly perform much better than those who do not read regularly (Al-Mahrooqi & Denman, 2016). Reading plays a vital role to get a grip on target language, so being a proficient reader will help in the development of target language.

Butler (2002) used the phrase "language through literature" (p. 38) this clears that literature is used as a medium to teach English or any other target language which you want to learn. In literature a teacher has to teach poems, short stories, novels, dramas and poetry. Hismanoglu (2005) argues that literature is one of the teaching sources which cover the language skills (reading, writing, listening and speaking) and language areas vocabulary, grammar and function. Teaching literature helps a student to get a high degree of expertise not only in reading and writing but also in speaking. It also enables a student to interpret, analyze a literary text and also the student is capable of giving his\her own opinion. It is also visible that students can easily handle literary text as it is known that literature is not very easy and sometimes challenging to understand. Stylistic analysis covers the whole grammar and function of words in literary text and this helps a student to perform better, also it enhances student's confidence.

Literature Review

Pedagogical stylistics deals with the practice of teaching stylistics in the classroom. According to Clark (2007), Pedagogical stylistics is an emerging technique used in the classroom to enhance students' language skill and taught to analyze literary text at many levels which includes analyzing vocabulary, syntax and phonology and also relation between different clauses and sentences. Clark arranges a workshop having two parts in which students are delivered lectures on a weekly basis to introduce stylistic methods and students are asked to analyze novels. Through this approach, students are taught to analyze text. In lectures students are divided into pairs and are supposed to answer the questions to measure their understanding about lectures (Clark, 2007, p.67). The study shows that the adopted approach has a pedagogical advantage in the sense that students apply the concept outlined in the lecture to the analysis of the chosen texts. This enhances the students' chances of success (Clark, 2007, p. 65).

Mohammadzadeh (2019) uses stylistic aspects of Text World Theory (TWT) to measure students' critical understanding to analyze and interpret the literature and linguistics. For this purpose, a group of students was selected and they were aware of research. Students were also given rank according to their performance. The final part in which students dramatize the short story will allow them to retain the Text World Theory in an easy way and to develop their writing skills (Mohammadzadeh, 2019, p. 293).

Abdullah (2019) explains that English learning is learner centered for which different techniques are applied and real life based literature would be more beneficial for language development. Researcher made a stylistic analysis on a short story 'Eleven' by Sandra Cisneros. This stylistic analysis evaluates three categories which include grammatical category, lexical category and figure of speech and this gives a way for teachers to apply this stylistic tool in the classroom. According to researchers,

through the analysis of elements of the story and applying this technique in the classroom may help the learner for better understanding and analyzing the text.

Furthermore, in one of his studies Carter (2010) sums up main historical developments in pedagogical stylistic Carter (2010) mentions that it is not only the purpose of pedagogical stylistic to interpret or analyze a literary text but it also allows the reader to explore their own ideas and it also provides a freedom to analyze a text according to their knowledge. He further adds that there is no one specific rule to interpret a text, readers can interpret it according to their culture and experience regarding stylistics.

The targeted story has been prescribed in many of the universities of Morocco, Germany, China and India (Shamsie, 2007, p. 277; Siddiqui, 2014, p. 215). This story is discussed many times from a patriarchal view (Siddiqui: 2014) and it is hardly discussed from a stylistical perspective.

Zaib and Mashori (2014) came up with the post-structural analysis of a pair of jeans via applying Roland Barthes five codes theory. A text based analysis is carried out step by step to explore meaning and depth of the text. They summarize that with the help of these codes learners are able to understand the text from a totally new perspective like proairetic and the hermeneutic helps in understanding plot and the culture, throws light on both western and eastern cultures. Finally, it can be concluded that via these codes learners are able to understand and analyze multiple themes of a literary text.

Hall (2014) sums up importance of stylistics by saying that via applying stylistic tools, literature is taught to the students, a learner is able to understand the language used in the literary text and stylistic is also beneficial in teaching field and finally stylistic is helpful in learning as well as in teaching of foreign language. He further adds that pedagogical stylistics actually starts when Widdowson publishes his book *Stylistics and the Teaching of Literature* (1975) followed by Carter, Short and others in the beginning of 1980s (p. 244). Moreover, he makes a difference between Widdowson and Carter's point of view. According to the former, a language in a literary text is always different from daily language. Widdowson says that the individual reader is the main element in interpretation.

Erkaya (2005) states that short stories are the best way to gain cultural knowledge, intellectual skills and also enhance learner's motivation.

Furthermore, through short stories learners may have a clear idea about the culture and living style of the people of the L2 which is supposed to be learned (Martinez, 2007). Additionally, many stories convey a hidden meaning by these learners being able to read the literal meaning of the text and it helps to improve critical thinking abilities of learners (Ghasemi and Hajizadeh, 2011).

Parveen (2019) research analyzes gender resistance in a pair of jeans. In which she analyzes clashes between cultures and further she tries to explore how the female character copes up with these patriarchal societies. She also tries to find cultural and racial issues. She sums up her discussion by concluding that in Shahraz's stories female characters suffer psychologically, physically and emotionally and her female character shows a different attitude from traditional and stereotypical females.

Kusumaningrum (2019) applies a method of post-colonialism analysis of Homi k. Bhabha, a researcher, tries to identify how mixed culture and imitating other cultures can cause identity crises. In this study researcher tries to find problems which the protagonist of the story Miriam has to face due to her clothing and how she gets into crises of identity and also researcher tries to shift our attention towards that this issue is now a problem in many parts of the world because many people are migrating.

Ali, Iqbal and Mulghani (2021) explore problem of sexual and self-objectification problem via analyzing a pair of jeans and other Pakistani short stories. In their research they use a framework of Fredrickson and Roberts's sexual objectification. According to their research women are abused and victimized and are worthless in our society and women also having identity problems because society is a patriarchal society. They sum up their conclusion by saying that through analyzing stories they come up with a result that women are objectified, sexually abused, subjugated and also have identity issue and males have more power. Also in most of the families men have decision making power and women are neglecting in these matters. The present study intends to analyze *A Pair of Jeans*, A pedagogical study of this short story and how the study of short stories helps in developing all languages. How a student finds a short story more comfortable medium to learn a literature of foreign language and how this genre enhances reading, writing, listening and speaking skills of a reader and how it increases vocabulary and improves a learner's grammatical structure.

General overview of author and story

"A Pair of Jeans" is a short story by Qaisra Shahraz. It is her first short story published in 1988 in the UK, by crocus Books. It became so popular that it was published 12 times in the UK, Pakistan and India and 8 times in Germany. Qasira Shahraz is an award winning British-Pakistani writer. She is also a novelist, scriptwriter and peace maker. She was born in Pakistan but lived in Manchester. She is a strong member of the Pakistan community in UK and also has hosted many workshops and training sessions on Quality education. Her main focus is on mankind, cultural and racial differences. Women issues are mostly discussed in her work. Once she said in her interview she never uses real people in her work because according to her it is unfair for them to be fictional characters. In this short story Miriam is the protagonist, a British-Pakistani girl. The whole story focuses on her. The main theme of this story includes cultural differences, issue of clothing, modern and old fashioned views about outlook, conflict between traditional views, generation gap, role of women and also patriarchal society. Miriam's life takes a serious turn due to her clothing. Story starts when the protagonist comes out from the bus and she looks in a hurry and indicates towards some guests that they are coming. Her main concern is that she is wearing western clothes and she does not want them to see her clothes. She is wearing jeans with a short vest and jacket. But she gets a shock that guests are already there and it is clearly seen how a piece of clothing changes her life. Her father-in-law and mother-in-law treat her coldly, her mother also asks her to change her clothes. After looking at Miriam, Farooq's parents cancel the wedding and that's how a piece of clothing brings change in her life. She destroys her pair of pants as this pants has destroyed her life.

Theoretical framework

Stylistic is simply defined as the style of the language. Stylistics explores the relation between the reader and the language or the literary text and it helps the reader to understand the text. Stylistic provides many devices to explore and analyze the literary text. It develops critical thinking of a learner which not only helps learners to understand the literature but also it is very useful in daily life. By this a student can understand text, learners are able to determine what type of language is used in text and learner becomes able to analyze a text critically.

Pedagogical stylistics is considered as a sub-discipline of stylistics and it provides a way for teachers to teach English literature. It deals with the teaching of stylistics in the classroom. Its basic purpose is to give proper understanding of the literary text which is supposed to be studied. Pedagogy indicates the style of teaching or the method which is used in the classroom.

Material and Methods

This current research is based on analyzing the text using pedagogical stylistics. The purpose of this research is to analyze the text of the story "A Pair of Jeans" to determine how a short story is beneficial in language developing skills which includes four basic skills of listening, reading, writing and speaking. Use of literature is always a favorable source for teaching and learning. Since this genre gives all types of information about tradition, culture, real life incidents and many more. So this genre is in demand to use in the classroom for teaching English language. This research stylistically analyzes the text. This research categorized the words, parts of speech, figure of speech, language and type of sentences.

Results and Discussion

Short stories are the most advisable way to teach and learn a second language. This genre is highly beneficial in developing all language skills which includes writing, reading, speaking and listening. But for this purpose accurate selection of text is an important step. It is a very powerful and motivating source for teachers because it is shorter in length and teachers can select text according to students' interest. The following section includes details about how a short story is beneficial in developing language skills. Short stories are considered the most authentic material for English learning, as these give highly exposure to students (Butler, 2002, p. 37). As these are great sources a learner can benefit to improve his/her English through this medium. Wong, Kwak and Choi (1995) depicts that time, setting, character and different types of material these elements are presented in literary work. Student observe different culture, many events having multiples theme, they interact real events and all these things provides a great motivation for reading and develops interest in literature

Language Skills Development

Reading Skills

The research in literature indicates that literature plays a vital role in teaching a second language, particularly in developing reading skills (Ceylan, 2016).

There are numerous benefits of reading short stories from various perspectives; it enhances students' vocabulary. A learner finds different new words in text, these words add in learners' memory. Without noticing, learners become familiars with a lot of new words like Shahraz (1988)

- 'Striding (vocabulary) across the room, he (pronoun) switched off the television (noun).
- 'She also makes different in protagonist's name 'Miriam', 'Miriam (protagonist's name) slid off (phrasal verb) the bus seat and glanced (verb) quickly (adverb) at her watch', which is different from usual name and also different in pronouncing.

Students also learn different use of idioms and phrases gives a flowery touch to a text like Qasira Shahraz has been used many idioms in her story for example Shahraz (1988);

- Going further into (preposition) the room she peeled off (phrasal verb) her jacket (noun).
- She pulled off (phrasal verb) from the hanger the repugnant looking articles and threw (verb) it on the floor, as if it burned (verb) to hold it.

As short stories offer a great knowledge of cultures, so students come to know about different cultures and traditions of different areas like in 'A Pair of Jeans' writer makes a comparison between Eastern and Western culture through dressing style. Shahraz (1988);

- She pulled (verb) the jacket (Noun) close to her body, becoming suddenly very self-conscious about her jean-clad legs and the short vest she wore (verb) beneath it. She was always smartly but discreetly and respectably dressed in a traditional salwar kameez suit.

Furthermore, a short story enables a learner to read between the lines. He\she can easily differentiate the literal meaning from the apparent meaning. Learners would be able to read between the lines and also able to understand the perspective from which the writer is depicting things. This is no doubt a best source to become a sharper reader. It motivates a student to read text having authentic and challenging material, gives a learner confidence in reading and enlarges advanced reading skills and most of the times it presents a creative and expressive in a natural context which may give a learner better understanding. Reader also develops critical thinking. Sometimes the reader is able to predict future incidents. Taking example from the story a reader is able to understand the next move of Miriam's in-laws from their behavior. For example, Shahraz (1988)

- 'The woman (her mother-in-law) had accepted her mumbled greeting, but the father (her father-in-law) ignored her'. Shortly a learner can critically evaluate the happenings of the story in a logical order.

Analysis of words

In the classroom through literary text students are able to analyze words like a learner would be able to differentiate between words whether this word is noun, verb, adjective or it is an adverb. Student can clearly enhance his\her reading language skills when student is able to understand parts of speech. The following table shows classification of some vocabulary.

Noun	Verb	Adjective	Adverb
Miriam	Glance	Maroon	Regularly
England	Wait	Chiffon	Hurriedly
Crockery	Pull	Tight	Solidly
Cupboard	Brace	Faded	Desperately
Cheeks	Push	Skimpy	Quietly
Car	Accept	Creepy	Tentatively
Sari	Embrace		Apparently
Jeans	Waved		Wordlessly
Kitchen	Rush		Shabbily
Heart	Communicate		

Qasira Shahraz uses another type of word in her story which is referred to as "code switching". Code switching is a term in linguistics in which a person switches his/her language like in the story writer knows Urdu language too and she switches from English language to Urdu language in her story like she uses many words of Urdu in her story. For example, shalwar kameez, maron, izzat, sharif and daily jang.

Through these words the learner gets familiar with another term which is used by the writer.

Figure of speech

A figure of speech is a part of language that gives a separate meaning from its actual definition to bring a dramatic change. As in stories writers use many figures of speech. By reading, a student learns to use and identify figures of speech and it gives benefit to a learner. To beautify his\her writing student can also make effective use of figures of speech. There are many figures of speech used by Qasira Shahraz in her story. The Following are some examples of figures of speech from the story.

- **Symbolism:** The title of a pair of jeans is symbolic; it is the symbol of western society. This symbol shows that Miriam wants freedom; jeans could be a symbol of freedom. It is also a symbol of self-centered lifestyle, symbol of individual personality and also symbol of immortality for the Muslims.
- **Irony:** Begum uses irony, she argues with her husband but by heart she agrees with her husband. However, she is ashamed in her heart for Miriam's look. Taking lines from the text of the story, she wants to argue about Miriam's clothing to her husband but she knows that her effort is useless because, in actuality, she also agreed to her husband.
- **Two Persona of Miriam:** First one is Miriam's look in mahroon saree and the other one is Miriam's look in western clothing. Her personality is split between two cultures. She belongs to a Muslim family but wants to follow western society. Lines from text, once she was dressed in saree and on another occasion she was beautifully dressed in salwar and kameez. They never saw her in tight jeans.
- **Onomatopoeia:** buzzing sound and giggling are examples of onomatopoeia used by the writer in the story.

Qasira Sharaz's language is very simple in her short story, a pair of jeans and structure of sentences is also simple and compound. Simple language is easy to understand for the student and it develops more interest in students of reading and students would be motivated and would be confident enough for further reading.

Writing Skills

Oster (1989, p. 85) claims that literature is a very powerful source for making a student's writing skills creative. Short stories are also very helpful in developing the writing skill of a student as a student learns vocabulary. A lot of new words from reading while writing these words would be very beneficial for the learner. Not only vocabulary through reading short story learners would also learn usage of idioms and phrases and using of idioms and phrases gives a very presentable look to any piece of writing. When a student reads short stories it enhances his\her power of analyzing words like how to use verbs, adverbs and adjectives. This would also be very helpful in writing. Every story is enriched with the usage of figure of speech and by learning

these it would help to beautify a student's writing. Short stories are the best way to improve writing skills. Teacher's role is that the teacher should perform different activities for improving writing skill via practicing his/her students.

Listening and Speaking

Short stories are also a very effective source to develop and improve listening and speaking skills. If a teacher in the classroom before reading tries to tell a short story orally to the students or students read it loudly through animation or by reading it loudly, it would help to increase the understanding of English language. It enhances a student's communication skills, interview skills because English is an international language and the candidate has to understand the question so the candidate would be able to answer that question. Through practicing, students are able to pronounce the words correctly. It also improves a student's dialogue delivery and also helps to become active and fluent speaker, little effort is needed but the learner can speak English fluently. Even it enables a student to understand native speakers while speaking. To sum up it can be stated that this specific genre is very helpful in improving speaking skill as well as listening. These both skills are inter-connected if a person can understand English via some practice he/she must be able to understand it.

Suggested pre-reading and post-reading activities

The primary role of a teacher is to deliver knowledge to the class; the way in which a teacher delivers knowledge makes him/her a competent teacher. Teacher main function is to set up an environment in which a learner can understand things very effectively. There are many steps while reading a short story. The teacher must arrange some pre reading activities. The First step is to develop interest, by this learner gets a motivation to read the literary text and to explain background and basic information is also necessary and is considered very important for the sake of better understanding. Then the teacher also gives questions to the class related to the topic and motivates the learner to answer the questions. After getting some basic knowledge about the story students are then able to answer in-depth questions, students can predict future incidents. During the lecture teachers can design some question, these question can activate students like taking example from the story teacher can ask

- What is the feeling of Miriam's in-laws after seeing her in western dress?
- What is the major theme of the story?
- What kind of language is used in the story?

In post-reading activities students are mainly supposed to summarize the text. For this purpose, students are asked following questions,

- Write the text in your own words?
- Write down the dilemma of Miriam?

- “Is it justified to judge a person by his appearance?” Write a note on it?

Post-reading gives a way for the learner to give feedback, to clarify doubts and to sum up the discussion.

Conclusion

Pedagogical stylistics is related to teaching of stylistics in the classroom. It enables a student to understand literature. Literature and language both are interconnected. So, through literature a student can learn a language. This research explains the tools of pedagogical stylistics to learners and by using this method, students are able to analyze the literary text. Pedagogical stylistics provides better understanding of literature. This research aims to analyze the literary text of short story *A pair of jeans* by Qasira Shahraz. Basic purpose of this research is to identify how short stories help in developing English language skills. Short stories contain the most appropriate and authentic material to teach English language in the classroom because they vary in length, mostly shorter in length, easy to read in one class, easy to understand and easy to analyze. Through pedagogical stylistics a learner not only understands the context, theme and incidents happening in the story but also learners gain the knowledge of grammar, words and vocabulary. As a student gets the knowledge of grammar, vocabulary and many more aspects related to English language, it would definitely help a learner to increase his\her language skills. Thus, it is clear that literature provides students with a great opportunity to learn the English language. It sharpens the critical thinking of students; also learners pick new words and new concepts more quickly. Additionally, this research gives some implements related to pedagogical stylistics that literature is equally beneficial for both teacher and a learner because it provides authentic material for the learning process and helps to build language skills. And these language skills would be useful in personal life as well as in professional life. To conclude it can be said that literature increases student language proficiency and fluency of language because it gives knowledge of words, vocabulary and also helps a learner to get broader perspective and students must be able to use English.

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