" A Study of Languaging in English Language Classroom Discourse (ELCD) in Pakistani Context: From Theory to Practice"

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Abstract

This research study begins with the assumptions that languaging in language classroom discourse plays a significant role in transmitting target language (English) knowledge, ideas, concepts and information in a holistic way. The focus of the present study is on the shift from 'Language' to 'languaging' in language classroom discourse i.e., how actions are performed through language in language classroom. Participants for the current study are selected on criterion sample technique from two Pakistani prestigious universities; National University of Modern Languages (NUML) Islamabad, Pakistan and Allama Iqbal Open University (AIOU) Islamabad, Pakistan, where Degrees/Diplomas/Certificates courses are offered with particular focus on English language learning. The data for this study are collected from 10 English language teachers through observations and interviews in order to mine their experiences and practices regrading/of languaging in language classroom discourse. Firstly, interviews are conducted from the participants then the interviews data are transcribed for thematic analysis. Secondly, participants (English Language Teachers) are observed in classroom in 8 meetings (language classes) accordingly, field notes are prepared by the researchers. The main findings of the study are that, English teachers often do languaging in language classroom discourse. For instance, to explain difficult concepts in target language, they used local/regional language to support communication/understandings. Often, they give examples to the students in order to resolve the problems, they face and to clarify their concepts. Furthermore, close-reading, and picture description techniques are mostly used by the language teachers in language classroom at university level in Pakistani context. The current study also reveals that language is used as a process towards the product in the process of languaging. Language is used in the process of languaging as a tool as well as an object in language classroom discourse at post graduate level. Furthermore, research in future could be conducted to investigate the effects of 'languaging' on language learning and teaching in language classroom settings. The article is concluded with conclusion teaching implications and recommendations.

Key Words: Phrases: Languging, Language, Classroom Discourse, Discourse Analysis, Critical Discourse Analysis (CDA), Approaches to Classroom Discourse.

Introduction

The first and foremost function of language is communication. Without language the whole world would be stand still. Language is ubiquitous and omnipresent (Gul et al.,2023(a) & Ali et al., 2022). It exists and performs functions everywhere in every situation. It implies that language is not a mere name of linguistic and semiotic resources rather language is used to do things with it. So, doing with language is called 'languaging'. When actions are performed and problems are solved/resolved through language in classroom environment/language ecology that leads to 'languaging' in language classroom discourse (LCD). Furthermore, 'Languaging' as an umbrella term that encompasses language as a skill and all other sub-skills involve in language i.e., listening, speaking, reading, writing and pronunciation skills (Love, 2017 and Gul et al., 2022(a)). It implies that language is not a static phenomenon rather it is a dynamic process that is based on acts, activities and functions. These acts, activities and functions lead to the concept of 'languaging' in the domain of language studies (Gul et al., 2022(b)). In this line, the phenomenon of 'Languaging' refers to the shift from language (noun) to languaging(verb). It implies that Language is a Noun that it is dealt as an agent and languaging is taken as a verb that contributes to the ongoing and dynamic process(s) when language is being used in language ecology/language environment.

'Languaging' is used as a process of learning (Swain,2009). It means that 'Languaging' is a form of verbalization used to mediate the solution(s) to complex problems and tasks faced by the language learners. It has been defined as "the process of making meaning and shaping knowledge and experience through language" (Swain, 2006, p. 89) in language ecology. It is generally believed that in language classroom language teachers play a vital role to manage the activities of language learning; to observe students' participation, pair and group learning. Because of the centrality of language teachers' role, it is the ability of language teachers to control the overall language learning process(s) either by control patterns of communication and repair strategies or elicitation of techniques and modifying speech/communication to/for learners to learn (Walsh,2006) language. To manage the whole process of language learning in language classroom through classroom discourse is the basic assumption of 'languaging' or doing with language. Therefore, the present study found inspiration to study language classroom discourse from a new and unique perspective of language 'languaging' to discover new avenue for/of target language teaching and learning in Pakistani context (Gul et al.,2023(a)). Based on available definitions of the term "languaging" this study offers one of the comprehensive definitions of "languaging" i.e., languaging is a social learning process or it is an approach to language learning by means of which language classroom would be a crucible/suitable place where all language learning activities, paraphernalia, ideas, concepts, and material are working together in order to contribute to exclusive language learning opportunities and to lead language learners to new avenues of language experiences and habits.

Rationale of Study

Previously, numerous studies were conducted on analyzing classroom discourse. These studies were looking into the discourse i.e., taking place in classroom environment/language ecology from various dimensions. They followed different approaches to analyze classroom discourse. For instance, to name some of these approaches would include, Critical Discourse Analysis (CDA),

Positive Discourse Analysis (PDA) Political Discourse Analysis (PDA), Pragmatics, Interaction Analysis Approach (IAA), Conversation Analysis Approach (CAA) and Critical Analysis of Classroom Discourse (Agili.2021, Ong et al.,2019, Lloyd.2016, Walsh et al.,2006 and Gul et al., 2023(b) see literature review section for more detail). But they could not draw due attention towards the phenomenon of 'languaging' in language classroom i.e., how teachers and students alike deal with language problems and issues in language classroom. Almost all these mentioned approaches offer limiting and limited views on classroom discourse analysis. It implies that these approaches are lacking in saying that how target language (English) is taught/learned by the learners/students through target language (English) in classroom environment. It is obvious that when any target language is taught through target language there rise difficulties for learners as well as for teachers. Therefore, it is imperative to study those difficulties in order to arrive at possible solutions for them. So, 'languaging' is one of the best options to be utilized in language classroom discourse for the purpose of target language teaching and learning flexibly and effectively. Thus, the current study is conducted to reveal the importance of the 'languaging' phenomenon of language learning and to mine the practices and habits of the teachers prevailing at post graduate level language teaching.

Research Questions

1. How 'Languaging' in language classroom discourse is implement by the language teachers to disseminate language knowledge/experience?
2. To what extent language teachers are aware of the phenomenon of 'Languaging' in language classroom?
3. What are the effects of 'Languaging' on target language (English) teaching and learning process(s) in language classroom discourse?

Research Objectives

1. To know how the phenomenon of languaging in language classroom discourse is implement by the language teachers to disseminate language knowledge/experience.
2. To investigate the awareness of language teachers regarding the phenomenon of languaging in language classroom discourse.
3. To unfold the effects of languaging on target language (English) teaching and learning process(s) in language classroom discourse.
4. To uncover the major differences between language-based classroom discourse and content-based classroom discourse.

Significance of the Study

It is hope that the current study would contribute to the knowledge of English language teachers and students/learners while explaining to them the social process of language learning: 'Languaging' in language classroom. This study would enable them to inculcate the practices and habits to learn target language through target language in language classroom. Furthermore, the study would also well-inform its readers regarding the features and demand of language-based classrooms and contents-based classrooms and language classroom discourse i.e., language classes are different from content-based classrooms and how language classroom discourse is distinct

from that of the content-based classroom discourse (see for further detail literature review section).

Sites of the Study

As it is mentioned earlier that for this study, sample of participants are selected from the population of the study on the basis of criterion sampling technique. In the participants of the study include, 10 English language teachers who were/are teaching to the language classes at National University of Modern Languages (NUML) Islamabad, Pakistan and Allama Iqbal Open University (AIOU) Islamabad, Pakistan where Degrees/Diplomas/Certificates courses are offered with particular focus on English language learning/acquisition.

Literature Review

Numerous studies are conducted with the focus on the various aspects of language teaching and learning. In various contexts language classroom discourse is studied from different perspectives in order to cope with the problems/issues; take place during language learning process. Luk et al., (2017) defined classroom discourse as a "contextualized or situated language use in classrooms". It means that language is used in interactional way/context within the premises of socio-cultural and psychological factors/practices (Gul et al., 2022 and 2023(c)) in order to minimize anxiety/uncertainty. Likewise, "Languaging" is a phenomenon of learning. It occurs in language classroom discourse. While taking into consideration the approach of 'languaging', language classroom would be crucible (a place or situation in which ideas are tested often by the people in order to create new ideas/knowledge) place where all language learning activities, paraphernalia, ideas, concepts, material are working together to contribute to exclusive language learning opportunities and to lead language learners to new avenues of language experiences.

Languaging the Language

According to Niu, (2017) Swain suggested in 2006 the concept of "Languaging" to refer to the great role of language production in second/target language learning environment. Among other related concepts such as "comprehensible output hypothesis", "verbalizing" and "verbalization" of language learning originated by Swain in (1985), "Languaging" is the most recent term i.e., viewed as the most suitable and inclusive one as compared to the other mentioned concepts. The term "Languaging", "conveyed an action - a dynamic, never-ending process of using language to make meanings" in language environment/language ecology (Swain, 2006, p. 96). Etymologically, Swain was not the first to use the term "Languaging" rather earlier her Lado (1979) coined the term "languaging" and used in a generic sense to mean the global and various uses of language. But she (Swain) clothed/attached new meanings to it and broadened the horizon and specified the meanings of the same term as cited in Niu, (2017).

Swain (2006) gave the term anew meanings; using it to refer to "the process of making meaning and shaping knowledge and experience through language" (p. 98), which is compatible with but different from the concept "self-explaining" (Chi, 2000). Swain (2006) advocates that "languaging about language is one of the ways we learn a second language to an advanced level" (p. 96) and "it is part of what constitutes learnings" (p. 98). It suggests that 'languaging' functions to facilitate language learning in socio-cultural perspectives and social milieu based on teachers and students/peers' interaction. In the process of 'languaging' language works as an agent, that

regulates and mediates language learning and it also contributes to language related social cognition in conversation. 'Languaging' includes retention, attention, recalling and knowledge of language as it serves as a vehicle of language learning. Through the process of 'languaging' language would be developed further and it would bring deeper understanding in target language. 'Languaging' helps in solving language problems/issues; take place in language learning process.

Critical review of studies conducted by Niu et al. (2017) from 2006 to 2017 on 'languaging' could be divided into two categories i.e., 'oral languaging and written languaging'. These studies followed pre-test and post-test techniques to investigate the effects of 'Languaging' on learning the specific aspects of language such as grammatical and social aspects of language through 'languaging'. The major themes of these reviews revealed that these studies are conducted on various issues on the process of 'languaging' for instance, learning effectiveness, the mediating role of languaging in language learning, and relations between languaging and pairing but very little is stated regarding the importance of 'languaging' proper training and understanding.

From Language Towards Languaging

In today's world, language is not only the tool and an instrument for communication but it is more dynamic in nature. It is used in environment/ecological system in order to create with it social and cultural knowledge in terms of the stories i.e., cognitive models in minds of individuals (Gul.et al., 2023). It implies that there is a paradigm shift in the conceptualization of language that shift becomes also very obvious and more visible when we are dealing with language as a social phenomenon of learning i.e., called a shift from language(noun) to languaging(verb).

Features Of Classroom Discourse

As reported in literature regarding language classroom discourse, its features are clearly stated. One of the most commented/recorded features of classroom discourse is that classroom discourse would be highly contextualized (Luk et al., 2017) otherwise it would create problems in disseminating of language knowledge properly. If language in classroom is not contextualized it would decontextualize the interest of the students in language learning. Likewise, when classroom discourse is not aiming at the feelings and beliefs of the learners to deal with them in communication as cited in (Kumaravadivelu, 1999). Similarly, classroom discourse would be mainly interactional context based. It means that there would always be interaction/conversation/discussion between teachers and students. It would be also be dynamic in nature owing to the demand of language as language is viewed as dynamic phenomenon as it is one of the assumptions of languaging i.e., the focus of the current study. According to the dynamics of classroom discourse, classroom is considered as a "socio-cultural space" (Kumaravadivelu, 1999) where many factors are playing significant role together aiming at language learning inside the language ecology.

Features Of Language Classroom

While studying in detail languaging in language classroom it is imperative to differentiate between language-based classrooms and content-based classrooms.

Language Based Classroom

Language classrooms are language classrooms (Walsh.2006) where special focus lies on language itself. Language in language classroom is considered as a tool as well an object of study or focus.

It implies that in language classroom target language is taught through target language. It would be any target language to teach in a foreign or native contexts. In language classroom, language is used as a tool and as an object that is being studied. In language classroom language as an Object means the agenda or topic for discussion in language ecology/language environment.

Content-Based Classroom

The concept of content -based classroom is different from that of the language-based classroom. In content-based classroom, contents or objects of the studies are taught through language. It means that in content-based classroom contents would be clothed in language where language works as a tool or as a facility to avoid any inconvenience or difficulty rather to bring ease for/to the learners regarding the contents/syllabi under learning.

Discourse Vs Pragmatics in Language Classroom; Languaging

Discourse is broad term that encompasses many other related concepts such as pragmatics, language in context and languaging etc. Discourse, discourse analysis/discourse studies standard textbooks, especially books designed for language teachers for instance, (Cook, 1989; McCarthy, 1991; McCarthy & Carter, 1994 cited in Kumaravadivelu, 1999) used the term "discourse" to state that discourse is a connected texts rather than isolated sentences/phrases. Pragmatics is defined as the study of the effects of context over the language usage in language ecology/language environment. Pragmatics is one of the approaches to study discourse(s) in context(s) (Gul et al., 2022). Discourse analysis refers to the analysis of larger texts/units of the texts for example, conversational or speech analysis. It includes language in communication/conversation in socio-cultural contexts. Discourse analysis commonly refers to text analysis. To more specific and to wit Discourse refers the domain of knowledge/communication and pragmatics refers the performance in that domain/area of knowledge. With refence to the concept of 'Languaging' discourse means dialogue while pragmatics means the phenomenon of performance. Pragmatics deals with of interaction in classroom discourse whereas discourse refers to the product of interaction/discussion through discourse (Cutting,2005).

Classroom Discourse

Classroom discourse refers to conversation inside the classroom between teachers and students for the purpose of learning or gaining insights from the going on discussion. Classroom discourse have great effects over the process of learning. So, it is important for teachers and students to know about the effects of classroom discourse and to understand the dynamics of classroom learning through discourse as reported by (Walsh, 2006).

Approaches To Classroom Discourse(S)

A number of approaches followed by the researchers in order to examine language classroom discourse from different dimensions in various contexts. For instance, the Critical Discourse Analysis (CDA), Positive Discourse Analysis (PDA) Political Discourse Analysis (PDA), Pragmatics, Interaction Analysis Approach (IAA) and Conversation Analysis Approach (CAA) and Critical Classroom Discourse Analysis (CCDA), (Agili.2021, Ong et al.,2019, Lloyd.2016 and Walsh et al.,2006, Kumaravadivelu, 1999; Hassan et al., 2023 and Sajjad et al., 2023).

Research Methodology

The current study follows pre-dominantly qualitative research paradigm. Observations and interviews are adopted as methods of data collection from the participants. The population of this research study consists of all English language teachers from the departments of English of National University of Modern Languages (NUML) Islamabad, Pakistan and Allama Iqbal Open University (AIOU) Islamabad, Pakistan. All those teachers had taught English language for more than 6 years. So, they were well-equipped and well-informed with teaching English language experiences and habits. Among 18 teachers only 10 teachers were selected through criterion sampling technique who were willing to participate in the study.

Instrumentalization

Observation and interviews are used for data collection of the study. These methods are selected due to their efficacy and appropriacy to this study (a) These methods are comparatively more feasible to empirical research (b) Data collected through observation followed by interviews could be easily triangulated (c) Through these methods rich data would be collected though it would take more time from the researchers. Data collected through interviews are transcribed for the purpose of thematic analysis in order to find out the recurring themes and patterns.

Thematic Analysis

Mainly in qualitative research thematic analysis is used to organize and analyze data systematically with aiming at themes and recurring patterns. It includes identification of the themes in a set of data through careful and vigilant reading and re-reading of the transcribed data/texts (King, 2004; Rice & Ezzy, 1999 cited in Dawadi (2021) and (Gul et al.,2022(b).

Data Collection Procedures

In first step, data collected from the participants through semi-structed interviews. All interviews are recorded through Mobizeen Mobile software then these interviews are transcribed for thematic analysis. In second step, language classroom observations are carried out and fieldnotes are prepared in order to validate and confirm the data taken through interviews to have comparatively more reliable and valid results.

12 Important Structured Questions asked in semi-structured Interviews

These all-interview questions are based on the research questions of the study.

i. Do you have any idea of languaging in language classroom discourse?
ii. How language based-classroom is different from content-based classroom?
iii. How you are teaching language in language classroom?
iv. What type of aids you are using in teaching language?
v. Do you give examples to the students to explain difficult concepts?
vi. What type of tasks you have in language classroom?
vii. How language classroom discourse is different from that of the daily life conversation?
viii. Do you receive proper training on languaging or doing with language in language classroom?
ix. Could you differentiate between language is a process and language is a product?
x. In language classroom what type of scaffolding or support you are taking to teach new and unique language concepts or features?

xi.   How contents are taught through language?
xii.   How language is taught through language?

While analyzing data collected from the participants for the purpose of themes creation the researchers followed six steps given by Maguire (2017) for thematic analysis.

Step No:1 Familiarization with Data, Step No:2 Creation/Generation of Initial Codes Step No:3 Searching for Themes, Step No:4 Reviewing of Themes, Step No:5 Defining of Themes and Step No:6 Writing Up.

Table No1. Interview Questions with Reference to Research Questions

S.NO	Research Questions	Interviews Question based on Research Questions
1.	How languaging in language classroom discourse is implement by the language teacher to disseminate language knowledge?	i. How you are teaching language in language classroom? ii. What type of aids you are using in teaching language? iii. What type of tasks you have in language classroom? iv. Do you give examples to the students to explain difficult concepts?
2.	To what extent language teachers are aware of the phenomenon of languaging in language classroom?	i. Do you have any idea of languaging in language classroom discourse? ii. Do you receive proper training on languaging or doing with language in language classroom? iii. Could you differentiate between language is a process and language are a product? iv. How language classroom discourse is different from that of the daily life conversation?
3.	What are the effects of languaging on target language (English) teaching and learning process(s) in language classroom discourse?	i. In language classroom what type of scaffolding or support you are taking to teach new and unique language concepts or features? ii. How contents are taught through language? iii. How language is taught through language?

Findings and Discussion

From the close introspection of interviews results and observation carried out by the researchers it is found out that teachers at university level teaching to the students' language in language classrooms have the knowledge of languaging though they have difficulties in the technical terms and concepts regarding 'languaging'. When they were asked **"how they are teaching inside the language classrooms"** they stated that they used teaching aids and tools in order to make their

lectures more effective and informative. They provide examples to the students whenever they are explaining difficult concepts to the language students. Target language is taught through target language (English) in language classrooms in most cases.

It is also affirmed by the study trough observation technique that language teachers mainly taught target language through reading and writing tasks. They prefer activities-based teaching in language classrooms in order to support learning of language and to **have the environment of 'languaging' in their language classes**. **A Jigsaw Reading technique** is used by the language teachers while **following integrative approach** of teaching in language classrooms. Furthermore, **text editing and close reading exercises** are given to the language learners in language classrooms. During interviews when language teachers were asked **"In language classroom what type of scaffolding or support you are taking to teach new and unique language concepts or features."** They responded that whenever they are trying to explain new concepts, **they give examples from real and day to day life** in order to clarify the concepts of the students and to support and recapitulate learning process/simply to have learning. **Picture description task-prompted** are also very common techniques used by the teachers in language classrooms.

It is worth mentioning that **language teachers require proper training of/on 'languaging'** for example, teachers were asked **"Do you receive proper training on languaging or doing with language in language classroom?"** While answering to this question most of the language teachers stated that they **have deficiency in proper training on 'Languaging' as an approach to teaching language**. It implies that they need **proper training in terms of languaging** for **their better and successful production of language in language classroom**. Lack of language teaching training, leads to **professional suicide and creates hurdles in language learning**. From the analysis of data, it has been revealed that **Language teachers consider language is a tool/skill as well a product** while **dealing and teaching language in language classrooms**. They are trying to impose 'Languaging' in language classroom directly/explicitly or indirectly/implicitly through **self-scaffolding techniques.** Furthermore, for oral speech and speaking proficiency in language **classrooms mainly picture description** technique is mainly utilized by the language teachers.

Conclusion, Teaching Implications and Recommendations;

Conclusion

The current research study is conducted on 'Languaging in English Language Classroom Discourse (ELCD) in Pakistani context. The main aim of study is to draw attention to the paradigm shift in the arena of target language studies (English) in the given context. It is concluded that English language teachers are imposing 'Languaging' approach while dealing with language in language classrooms though they have deficiencies and difficulties in understanding technical terms such as 'Languaging' and other terms related to the phenomenon of 'Languaging'. 'Languaging' is the phenomenon of language learning and it is a shift from language(noun) static to languaging(verb) dynamic in nature. Moreover, English language teachers in Pakistan, prefer activities-based teaching inside the classroom environment for this purpose they often utilize techniques, Viz. Scaffolding, Close-reading and Jigsaw Reading technique in language classroom. For oral speech and for the enrichment of speaking proficiency language teachers mostly used picture description technique in language classroom discourse.

Teaching Implications

On the basis of the present study main findings and discussion some of the target language (English) teaching and learning implications are suggested and recommended as follows:

1. English language teachers would be well-informed/trained through proper training i.e., through seminars, conferences, and workshops regarding the phenomenon of 'Languaging' or the process of language languaging.
2. Students and language learners would also be pre-trained to learn target language through the target language usage in classroom.
3. Language teachers should be experts to use language in language classroom discourse as a tool as well as, an an object of language or tool and object of learning would be one and the same.
4. In order to take full pedagogical benefits from the process and approach of 'Languaging' in language classroom, task-prompted activities would be followed by the language teachers in classroom discourse.

Recommendations for the Future Research

Based on the major findings of the current research study. The following points are recommended for the future research/scholars in the domain of English language, linguistics and literature.

1. Research in future would be conducted on the phenomenon of 'Languaging' from different dimensions in order to study in detail the paradigm shift from language to languaging in language classroom discourse.
2. In future, studies would be conducted on various levels of language teaching for instance, at post graduate and intermediate to see the implications of 'languaging' in language class.
3. Comparative studies would be conducted i.e., studies in various contexts and at different levels in order to reveal the importance of 'languaging' in target language (English) teaching and learning across the world generally in in Pakistan particularly.
4. In order to discover new avenues of target language (English) learning, the learning phenomenon i.e., languaging   would be taken into account while designing courses, contents, syllabi and curriculum for English language teaching and learning with reference to the dynamics of classroom discourse.
5. In future, students languaging stances/instances would be researched to record the effects of languaging on their language learning process/achievements.
6. Research would be conducted on different modes of languaging such as oral/spoken, written, face to face, on individual, collaborative, computer-mediated languages i.e. languaging through skype, Wechat, or QQ on the computer or mobile phone etc.

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