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Influence of the United States and China on Middle East Politics of Oil: The Devil in Detail

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ARTICLE INFO			ABSTRACT
Article History:			<i>The discourse of present and past evinces that the Middle East due to the bounty of natural resources has been an apple of discord for the world's so-called superpowers as the discovery of oil and gas reserves in the Middle East not only turned its fate but also encountered it with the enslavement of imperia ranking the United States at first. However, employing the 'Power is Power' game, China also stepped forward to play a role in controlling the order of this land and to construct its influential image. China's recent negotiations with the Kingdom of Saudi Arabia (KSA) are an important development to pinpoint. Thereby, the debate of this article circulates to inspect the influence of the US and its counterpart China on the Middle East. The article scrutinizes the policies of the US and China towards the Middle East. The scope of this study explores the rivalry between KSA and Iran and highlights the role and discloses the interest of China in setting an unobstructed bridge between these two states.</i>
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INTRODUCTION

The phrase “politics of oil” is used to refer Middle Eastern oil relations and politics, which depends on the region's oil-rich resources. In light of the significant influence that these energy resources have on the capitalist contemporary industry, major powers attempt to sway this region based on its energy resources. Through its deceptively friendly relations with the region's rulers or by ostensibly supporting the agendatization of revolutionary schemes and revolutionary agents of these states, the US attempted to take control of this region through a variety of tactics and policies to alter the power dynamics of this region. The Middle East's major rivalries are examined in this research study, along with the US's role in the region essentially concentrates on the conflict between Iran and the KSA. This Article covers China's participation in Middle

Eastern affairs and highlights the significance of Iran for China. This argument critically examines whether China's engagement has impacted the influence of the US in the region after considering other major areas.

Iran-Saudi rivalry

Regional and sectoral hegemony are the foundation of the conflict between Saudi Arabia and Iran.

As Saudi Arabia's ties with the US changed and Iran left the US bloc, tensions between these two powers increased. Iran is now isolated from the modern world and governed by clerics as a result of the 1979 revolution (Olimat, 2013). This led to the incorporation of religious clerics in Iran's political system. These two religious nations later came under the thumb of the religious elite, which had the consequence of dividing them along sectoral lines. Subsequently, different blocs begin to exert influence over both of these states (Haider, 2020).

The world's major countries attempted to exert control on one actor in the region, which later became a problem of regional power balance. Saudi Arabia attempted to preserve its power in the Middle East with the help of the United States, and in that case, Russia acquired control over Iran and wanted it to protect its interests in the region with its full support. The aforementioned issues drew the Middle East into various challenges, which, together with Saudi-Iran relations, had an impact on the region (Kerr, 2019).

These two major Middle Eastern powers blame each other on their respective grounds and those of foreign actors in the region. The two major Middle Eastern powers affected each other on different fronts and fought a proxy war. This rivalry engulfed the entire region, from Syria to Yemen (Vaicekauskaitė, 2017). They blacked out the region's various minor actors in order to promote their interests and destabilise each other in a variety of domains, ranging from defence to economic destabilisation of another actor (Goldthau, 2019). One actor attempted to disrupt the peace by destabilising defence and national security, while another tried to isolate his adversary from other lands and place it in an awkward situation of economic default. These kinds of proxy battles in the Middle East have harmed the region's stability and growth. The biggest impact of this instability in the Middle East is the global community's oil price problem and the whole world is facing an upsurge in commodity inflation. Iran accuses Saudi Arabia of acting as a representative of the American lobby in the region and defending American interests by pursuing a hostile policy towards Iran. These disputes increase security problems.

Declining US Influence in the Middle East

After Britain's declining influence in the entire world, the US has maintained its influence in the Middle East for a significant portion of its history. The US took an internationalist attitude. The US absorbed the areas under the tutelage of Britain into its own influence, including the Middle East and particularly the Palestine-Israel conflict. Over time, they remained friendly with all of the key actors in the region, notably Iran, Israel, and Saudi Arabia (Liu, 2020).

It had a close relationship with Iran and the Shah of Iran protected most of its interests in the area. Iran served as the US's stand-in state in the region when the Shah of Iran was in power. The US even took part in the overthrow of the Iranian Shah and is held responsible for it. After the Iranian revolution of 1979, when the religious elite took the leadership of Iran, relations between

the two nations were hostile. Later, the state that served as a proxy for the US turned against it in the region (Al-Shboul, 2020).

With the exception of the Arab-Israel War, in which the US sided with Israel, relations between Saudi Arabia and the US were largely cordial and Saudi Arabia's reprisal in the form of an oil crisis for the US and the rest of the West was the result. The relationship of trust between the two countries has been ever more powerful since the Iranian revelation in 1979. The US's principal ally in the region was Saudi Arabia. There have been numerous agreements between these states in the fields of energy and defense (Zange, 2016).

Saudi Arabia supplied the US with a significant amount of its oil requirements, and in exchange, the US assisted Saudi Arabia in strengthening its defensive capabilities. Saudi Arabia was an important contributor to the US defense industry and the biggest consumer of US military hardware. On the other side, the US offered Saudi Arabia security against its adversaries in Yemen and Iran. Strong bilateral ties have existed between the two nations (Gause, 2019).

Jamal Khashoggi's assassination

The recent major stalemate in relations between the two nations after the murder of a Saudi journalist with US citizenship in Turkey. The grisly murder of a journalist grabbed greater attention and made news in the US and other western nations (Leonard Binder, 1980).

Following this homicide, the US was forced to act due to pressure from the local and international media. President Joe Biden of the Democratic Party promised his people and human rights activists that the CIA report on the murder of Saudi journalists would be made public. After President Biden assumed the oath of office, he released this report, and relations between the two nations deteriorated as a result of the discovery that the Saudi De Facto ruler had a hand in the killing of Jamal in Turkey for making damaging remarks about the Saudi ruling elite (Khuri, 2015).

China's Middle Eastern involvement

Like all industrialized nations, China needed energy from the Middle East to fulfill its needs. China established friendly and warm relationships with the Middle Eastern nations. China and Arabia have had trading relations dating back to the ancient era until the modern period (Ahreri, 2001).

Following Iranian relations in 1979, there was a major shift in China's relationships with the Middle East. Raza Pehlawi was ousted from power and the state was taken over by the clergy leader Khomeini. Iran's diplomatic ties were severed by the United States and its allies in the West. In an effort to establish diplomatic ties with Iran, China evolved into a significant power (Tsourapas, 2020).

China signed substantial trade agreements with Iran and started using a significant amount of Iranian oil for its energy needs. By keeping its links with Iran while gradually building up its trading and economic ties with Saudi Arabia, China was able to rescue Iran from both diplomatic and economic isolation. The key driving force behind Saudi Arabia's partnership with China was the latter's need for all the energy required to meet its intersecting energy demands. Saudi Arabia

never thought China as a political or strategic ally like the US; instead, it focused primarily on maintaining its tight political and strategic ties with the US (Arham, 2019).

Iranian-Chinese relations

The diplomatic relations between China and Iran were first established in 1971, when both countries boasted close relations with the US. After the Iranian revolution, which was orchestrated by the religious establishment, was sanctioned by the US and cut off politically and economically from the rest of the world, those links received a significant boost. This provided China with a chance to establish its influence in Iran (Iqbal, 2019).

When Beijing made major investments in its economic structure, it established links with Iran. At a crucial juncture, China perceived a chance to bolster its ties with Iran and gave them a major boost in the form of trade (Olimat, 2016).

While Chairman Mao led the country's transformation following the Communist revolution in 1949. China was fighting for diplomatic recognition in the prevailing international system. After the communist revolution, it fought for acceptance in several global entities (SU, 2020). In the hypothetical situation, Iran was seeking new trading partners and diplomatic friends to replace the US and its western allies after the fundamentalists seized power. The two revolutionary powers collaborated for the sake of their mutual interests. China evolved and became a trustworthy and important partner for Iran by safeguarding its economic and strategic interests. For the sake of advancing their respective interests, the two states engaged in multiple trade and commercial deals. (Halliday, 2019).

How Iran and China relied on one another

China was Iran's main source of assistance in overcoming its grave crisis. It intended to carry on along the "Silk route" into the Strait of Hormuz. Iran emerged as a key player in China's historical policy of linking itself to western Europe. Iran received a significant boost from China, which enabled Iran to break out of its isolation and become a friend in need. Iran, on the other hand, needs significant foreign trade and investment partners to maintain its economic sustainability at this vital juncture in its history.

China assisted Iran with strategic and political strength in the key areas of its life in exchange for Iran trading its natural energy resources. Therefore, in this situation, the two states maintained one another's interests in the global political setting of their respective political situations. The two countries have cooperated in a wide range of areas, including energy, technology sharing, and strategic aid in the event of an external threat or aggression against either of the countries (Gause, 2019).

The Middle East has evolved over time, taking on multiple important functions and changing the political landscape of the international system. The US initially lost an important partner in the region in 1979, and later, in more recent times, its unstable relations with Riyadh have weakened Washington's influence in the majority of the Middle East (Ramazani, 1999).

While expanding its economic and trade ties with Middle Eastern nations, China has emerged as the US's main political rival and trade competitor in the region. The US, an influential capitalist state, is facing a challenge from China as a major power that challenges its hegemony in

numerous parts of the world. China is playing an essential role in upholding the prevailing global order while limiting US hegemony across multiple areas.

China has never thrown up its opportunity to forge lasting relationships with Iran and Saudi Arabia that it believes are worthy of their respective economic contributions. These variables never displayed any signs of aggression and experienced difficulties establishing these relationships. While China was not actively involved in the region, Iran and Saudi Arabia, the two growing powers of the region, retained close relations with China. The security and peace of this energy-rich region were not imminent danger by China (Liangxiang, 2005).

China as Mediator

By fostering interdependence, which was the US policy following the Second World War by linking Western Europe with the US economy, China gained influence over Iran's important policy decisions. After the US, China emerged as the dominant force in the region. Saudi Arabia, the second-largest balancing and competing force after Iran, was another country with which China cultivated economic and trade links. This was the element that the US, an impartial force in the area, was missing following the Iranian revolution. The two dominant forces in the region maintained these friendly ties with China and never saw any actual threat to their existence (Norouzi, 2020).

The US's presence in the region lacked the ability to strike a balance among the major nations in the region. The US kept its ties with one of the rival parties and backed its stand against Iran. After King Reza Pehlovi, the US never made an effort to foster better relations with the established religious authority (Schihor, 1999).

Iran was forced to look for a greater competitor than the United States. Beijing and Moscow were the other possibilities available to Iran. Iran kept its strategic ties with Russia and concluded many defense agreements; however, it also found a new partner in the form of China as a massive consumer market for oil reserves (Fawcett, 2016).

On the other hand, China maintained its policy of free trade with all countries in the Middle East. It made use of its lack of meddling in the Middle East. Long-standing economic ties with the Kingdom of Saudi Arabia and China's influence over Iran have made it an effective force for ushering out peace in the Arab world. China served as a mediator for the antagonistic Arab world. This end to the Arab world's standstill served as an important boost for the execution of Chinese foreign policy (Tsourapas, 2013).

Chinese soft power initiatives

China is adopting the United States' strategy to further its objectives of "Free Trade" across the globe. China is attempting to look into its commercial relations and its position of not interfering in international affairs. China's policy of tying nations together through the Belt and Road initiative has boosted the image of China around the world (Goldthau, 2019).

China is pursuing its objective of a world free from conflicts and open to international trade. The growth of an agreement between Iran and Saudi Arabia is mediated through trade relations. This significant accomplishment in the Middle East has strengthened Chinese soft power and its successful diplomacy in the region (Kolstad, 2012).

Through its strong economy, China has provided the world with opportunities to engage with each other through its strong economy. With certain notable exceptions, China generally has good ties with most of the world. By integrating and linking the world together through the road and belt initiatives, China's standing in the world order has gotten better.

China has significantly influenced global stability, especially across the Middle East and Africa. Through enduring trade ties, the Chinese good offices have grown increasingly significant in all of the world's main disputes. China is considered by many as a significant player that has the power to either establish or break a cease-fire in the ongoing dispute between Russia and Ukraine (Moniruzzaman, 2013).

The Kingdom of Saudi Arabia is looking for new members in a bid to compete alongside the US. In light of the assassination of a journalist, relations between Saudi Arabia and the United States have soured. A spark was ignited in the relationship by the American response to the murder of a journalist and the publication of the CIA evaluation that implicated the Saudi ruling elite in the murder. The relationship between many democratic states and Saudi Arabia has been questioned and soured (Farouk, 2019).

Alliance of Authoritarian States

Western Europe demonstrated strong disapproval at the violent murder of a journalist. As a result of this problem, Saudi Arabia was seeking a new ally to replace the United States. The Kingdom attempted to challenge the US's hegemonic position in the area. China never refused to maintain diplomatic ties with Saudi Arabia in response to the journalist-slaying controversy. Saudi Arabia decided to take a position as a result of China's rise as a dependable ally in the area with the capacity to displace the US. China was an ideal replacement for the United States as the de facto ruler of Riyadh since it had never had a problem with democracy or human rights (Halliday, 2005).

China is filling up the gaps left by the US in all parts of the world. Recent instances involve the Middle East, where the US left a big position open and China filled it. China was given the opportunity to fill the empty space left by the Biden administration's unfavorable relations with the Kingdom of Saudi Arabia. There is debate about whether the US withdrawal from the region was caused by declining US interest or by shifts in Saudi Arabia's ruling class behavior (Houser, 2008).

Triangle politics

China has replaced the US in the region's political triangle. China is securing one end of the triangle, while Saudi Arabia and Iran are securing the other two. Iran and Saudi Arabia's hostile relations posed a problem for this triangle (Goldthau, 2017). China provided assistance to this Middle Eastern political triangle. Before the Iranian revolution in 1979, the US was the hegemon in this triangle. After the US-Saudi Arabian alliance deteriorated, China started to play a significant role in this triangle's political dynamics. China has achieved a significant victory in this triangle by bringing together two of its allies (Jun, 2008).

Strategic partner

China's present, when it is being led by President Xi, has witnessed Beijing emerge as a strategic partner. China has invested in bolstering its military in order to safeguard itself against any hostile effort to thwart its trade. China recently modified its stance on not interfering with global matters (Kolstad, 2012). It is working to create a peaceful environment for trade. Saudi Arabia picked China as its forthcoming strategic partner in place of the US due to China's geostrategic advantages. China's strategic strength and economic development have provided the globe with a US alternative. China seeks to surpass the United States of America as a major military and economic force (Erickson, 2007).

Muhammad Bin Salman Vision

Prince Muhammad Bin Salman, the de facto head of state of the Kingdom of Saudi Arabia, has an innovative proposal for the kingdom (Erickson, 2007). He intended for Saudi Arabia to evolve into a modern nation. MBS aimed to modernize his kingdom and make it viable. He believed that Saudi Arabia ought to be neither merely a religious state nor a state that is accepting of all religions. He desired a thriving tourist sector in Saudi Arabia, attracting visitors from all over the world. He is opening his state by doing away with all rules controlling religious conduct in order to accomplish this goal. So that there will be a pleasant climate for tourism, he wishes to create friendly relationships with all of the bordering states (Brooks, 2005).

He planned to divert funds from Saudi Arabia's defense spending to the hospitality and tourism sectors. Saudi Arabia might be in a stronger position to boost its economy if it had struck peace with its neighbors. Even Iran and Syria, which were opposed to US interests in the area, are on Saudi Arabia's list of nations it desires to make peace with. The only country that could support him during these peace talks was China (Cole, 2012).

CONCLUSION

Through its decisions, the Middle East has shifted the nature of the world order. It served as a worldwide center of attraction. Its vast energy resources support an enormous industrial complex. China is taking over as the region's dominant power from the USA, which has diminished some of its influence among the key players. China was the main player and may be an alternative power to the USA because of its standing as a prominent player in the global order. Due to its good offices for the two governments, China played a crucial role in mediating the agreement between the KSA and Iran. China achieved its position as a result of strategic developments and steady economic expansion. China has had exactly the same level of friendly relations in the Middle East as no other significant state. It can actively contribute to the continued existence of these agreements and to healthy partnerships. Between them, China's main objective should be to maintain the durability of the agreement it mediated through its good offices. It will take time for the two states, which have a long history of conflict in the Middle East, to close the gap that has emerged through time. By fostering a cooperative attitude in the relations between the Middle Eastern governments and China, the US continues to profit from this development. US can get through this deal by establishing the working relation with the different actors of region.

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Role of Legislatures in the Federations of Australia, Pakistan, and India: An In-depth Overview

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ABSTRACT

This study gives an in-depth examination of the bicameral legislatures of Australia, Pakistan, and India. It investigates the structure, functions, and dynamics of the upper and lower chambers of various countries' legislative bodies. The study delves into the historical context, constitutional provisions, and roles of the bicameral systems in each nation's governance. It also explores the similarities, distinctions, and main issues that these legislative systems face. The study draws on various primary and secondary sources, including scholarly articles, books, official reports, and constitutional texts, to comprehensively analyze these federations' bicameral legislatures.



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INTRODUCTION

Bicameral legislatures are critical to the democratic government of many federations worldwide. According to the Inter-parliamentary Union (IPU), 78 democratic nations adopted the bicameral legislature (IPU, 2023). It ensures that legislation undergoes comprehensive analysis and deliberation by creating a system of checks and balances, reflecting varied interests and supporting effective decision-making. This research paper aims to analyze bicameral legislatures in Australia, Pakistan, and India, studying their historical evolution, constitutional provisions, functions and powers, and the roles of their upper and lower chambers.

Bicameralism, derived from the Latin words "bi" for two and "camera" for the chamber, refers to separating a legislature into two separate chambers or houses. This structure is common in federations, which distribute authority between a central government and subnational institutions. Bicameral legislatures exist to provide representation, balance of power, and effective decision-making in complex and diverse political situations (Kapchak, 2019). For the first time in the history of the world, the British adopted bicameralism in 1341, when the Commons met separately from the nobility and clergy (KENTON, 2021; Guolee, 2022; Bulmer, 2017).

The importance of bicameralism stems from its ability to give a forum for many viewpoints, enable discourse, and prevent power concentration. Bicameral legislatures provide a forum for conversation, negotiation, and preserving minority interests by having two houses with differing functions and composition.

This study has been organized into four sections. Its first section briefly explains the historical evolution of bicameralism in Australia, Pakistan, and India. Its second section discusses the constitutional provisions, structure, power, and functions of a bicameral legislature. The third section provides a detailed note on the similarities and dissimilarities of both houses and the challenges and required constitutional reform for their effectiveness.

The Evolution of Bicameral Legislatures in Australia, Pakistan, and India

The evolution of bicameral legislatures in Australia, Pakistan, and India exemplifies the fluidity of these democratic institutions. The bicameral system in Australia may be traced back to the founding of the Commonwealth Parliament in 1901 to balance the interests of the states and territories. The Australian Senate has evolved into a formidable legislative body, reflecting regional interests and acting as a check on the executive branch.

1. Australia

Australia's bicameral legislature has its origins in the country's colonial history. Following the amalgamation of six distinct colonies into the Commonwealth of Australia, the first Australian Parliament was constituted in 1901. The authors of the Australian Constitution aimed to build a federal structure that balanced the interests of individual states and the central government (Australia N. M., 2023).

The Senate and the House of Representatives are the two houses of the Australian Parliament. The Senate is the upper house that represents the states and territories, whereas the house of Representatives is the lower house that represents the people. This bicameral system was created to address concerns about larger states' potential domination and to assure fair and equitable representation of all states and territories (Sloane, 2015).

The constitutional provisions and subsequent revisions have contributed to the evolution of the Australian Parliament. Initially, the Senate was envisioned as a House of States, with equal representatives from each state. However, reforms were adopted throughout time to provide for more proportional representation in the Senate. With the introduction of preferential voting and the growth of the Senate's size, the Senate became more representative and diverse (Sloane, 2015).

The Senate is important to Australian democracy because it scrutinizes legislation, represents the interests of the states, and serves as a check on the power of the lower house. It is a deliberative body that reviews, debates and amends bills. The prerequisite of a double

dissolution election, in which both houses are dissolved at the same time, underlines the Senate's centrality in the legislative process.

2. Pakistan

The bicameral system was formed in Pakistan following the country's independence in 1947. The goal was to guarantee that varied regions and interests were represented and participated in the legislative process. Pakistan's constitution of 1973 calls for a bicameral legislature comprised of the Senate and the National Assembly.

The provinces and federal territories are represented in the Senate, the upper Parliament. Each province is given the same number of seats, ensuring that all regions are represented equally. The Senate allows provinces to express their views and participate in the legislative process. It safeguards the provinces' rights and interests, fostering a sense of federalism in Pakistan's political system (Javaid & Ahmed, 2017).

The lower chamber, the National Assembly, is directly elected under a system of universal adult suffrage. It is the principal legislative body in Pakistan, representing the people. The National Assembly has major power in lawmaking, budget approval, and government formation (Khan, 2017).

Pakistan's bicameral system has developed over time, with various constitutional revisions affecting the makeup and operation of the Senate. Amendments have been proposed to increase the Senate's power and representation of women, religious minorities, and technocrats, assuring greater participation and inclusivity.

3. India

Bicameralism in India dates back to the colonial era when the British ruled the country. The Government of India Act of 1919 established a legislative council system with two houses: The Central Legislative Assembly and the Council of States. The lower house was the Central Legislative Assembly, and the upper house was the Council of States. This bicameral organization sought to represent varied interests, communities, and areas throughout British India.

The bicameral system was established in the Indian Constitution upon the country's independence in 1947. The Indian Parliament is divided into the Rajya Sabha (Council of States) and the Lok Sabha (House of People). The Rajya Sabha upper house represents the states and union territories. It gives states a platform to participate in the legislative process and preserve their interests. Members of the Rajya Sabha are chosen by state legislative assemblies, ensuring indirect participation (Government, 2010). The lower house, the Lok Sabha, is directly elected by the people under a system of universal adult suffrage. It is the principal representative of Indian citizens and is in charge of legislation and government formation. The Lok Sabha is an important part of India's governance, functioning as the people's voice and the primary legislative body (Government, 2010). Several adjustments to the Indian Parliament have been made over the years to improve the effectiveness of the bicameral system. Reforms have been introduced to enhance gender equality, secure marginalized communities' representation, and strengthen the legislative process.

Constitutional Provisions and Structure

The Australian Constitution defines the structure and composition of Australia's bicameral legislature. The Australian Parliament is divided into The Senate and the House of

Representatives. The Senate, commonly known as the upper house, is intended to give each state and territory equal representation. Regardless of population, each state receives an equal number of senators. There are currently 12 senators from each state and two from each territory, for a total of 76 senators. Smaller states have an equal influence in the legislative process because of this equal representation (Hayes & Williams, 2012; Australia, 2022). The lower house, the House of Representatives, is based on population representation. The population of each state and territory determines the number of members in the House of Representatives. Members of the House of Representatives, usually known as Members of Parliament (MPs), are chosen directly by the people via a preferential voting method. The House of Representatives has 151 members, with seats distributed based on population size (Fund, 2015).

The composition of the Australian Parliament reflects federalist ideals and ensures a balance between state interests and popular demand. The Senate serves as a state's house, protecting the interests of each state and territory, whereas the House of Representatives directly represents the people's voice.

Pakistan's bicameral legislature is defined under the Pakistan Constitution. Pakistan's Parliament is divided into The Senate and the National Assembly. The provinces and federal territories are represented in the Senate, the upper Parliament. The constitution provides for equal representation in the Senate for each province. Each province currently has equal seats, ensuring smaller provinces have an equitable say in the legislative process. The Senate has 100 members, twenty-three from each province and four from the federal capital territory. The provincial assemblies indirectly elected the senates. It is permanent house which cannot be dissolved, one half of the total members retired and new member elected after every three years (Mahmood, 2015).

The lower chamber, the National Assembly, represents the people of Pakistan. Members of the National Assembly (MNAs) are chosen directly by the people using a universal adult suffrage system. The population size of each constituency determines the number of representatives in the National Assembly. The National Assembly currently has 336 members (Secretariat S. o., 2023; Pakistan P. o., 2018).

Pakistan's bicameral system strives to create a platform for regional participation through the Senate and direct people representation through the National Assembly. This system allows varied interests to participate and ensures that the legislative process considers regional and national perspectives.

The Indian Constitution also provides a bicameral Parliament comprised of the Rajya Sabha (Council of States) and the Lok Sabha (House of the People). The Rajya Sabha, India's upper Parliament, represents the country's states and union territories. The Rajya Sabha members are not directly chosen by the people. They are elected via a proportional representation method by members of state legislative assemblies. The Rajya Sabha has a set membership of 250, with 238 members representing states and union territories and 12 members appointed by the president to provide expertise in various subjects (India, 2010).

The lower house, the Lok Sabha, represents Indian citizens and is directly elected through universal adult suffrage. Members of the Lok Sabha, often known as Members of Parliament (MPs), are elected from territorial constituencies by the people. The Lok Sabha has 545 MPs, with 543 members representing constituencies and two members appointed by the president to represent the Anglo-Indian community (Government, 2010).

The Rajya Sabha and Lok Sabha constitute India's Parliament, reflecting the concepts of federalism and democratic representation. The Rajya Sabha ensures that states and union territories participate in the legislative process, while the Lok Sabha represents the people's will.

Legislators' Functions and Powers

Legislatures in Australia, Pakistan, and India execute a variety of functions and have a variety of powers. These functions and abilities help to ensure that the different political systems have effective government, representation, and checks and balances.

The enactment of laws is one of the fundamental duties of bicameral legislatures. Although their functions may differ, the upper and lower chambers participate in the legislative process. Before becoming legislation, bills must be introduced, debated, and voted on in each house. The two chambers frequently serve as a check on each other, encouraging thorough deliberation and legislation refining (Heywood, 2013).

The upper chamber, such as Australia's Senate, Pakistan's Senate, and India's Rajya Sabha, is played a significant role in examining and revising laws introduced by the lower house and also can introduced bill. It is a process for ensuring that legislation is thoroughly evaluated and incorporates multiple viewpoints. The need that both chambers to pass a bill before it becomes law protects the quality and validity of legislation.

Legislatures conduct executive supervision and hold the executive branch accountable. They have the authority to question the government, to investigate its policies and acts, and to demand explanations. Legislative chamber members have the authority to summon government officials, including ministers, to interrogate and clarify subjects of public interest. By providing transparency and holding the administration accountable for its actions, this function supports the democratic process (Heywood, 2013).

Legislatures are important in representing and safeguarding the interests of minority communities within the federations. The upper chambers are frequently used to promote regional and minority interests. In nations such as India, where the Rajya Sabha represents the states, the Rajya Sabha guarantees that regional issues are addressed in the legislative process. The presence of an upper house can moderate the majority population's dominance and provide a more equitable representation of diverse communities and regions. Furthermore, bicameralism allows minority voices to be heard and their rights to be protected. Establishing two chambers enables debates and discussions highlighting minority groups' issues and perspectives, resulting in a more inclusive and balanced decision-making process.

These federations' bicameral legislatures also have judicial and impeachment powers. The upper chambers, in particular, frequently have the authority to serve as a court in impeachment proceedings against high-ranking officials like judges or the president. Impeachment trials in the House of Representatives guarantee that checks and balances are in place to hold persons in positions of power responsible for their actions (Sarvar, 2020; Haq, 2017). Furthermore, bicameral legislatures appoint judiciary members, such as Supreme Court or High Court judges. These appointments, which frequently require the approval of both chambers, contribute to the judiciary's independence and integrity, preserving the separation of powers within the federations.

Bicameral legislatures of Australia, Pakistan, and India contribute to the proper functioning of democratic governance, the representation of various interests, and the maintenance of checks and balances within their respective federal systems by fulfilling these functions and exercising these powers.

The Upper House's Function

The upper house of bicameral legislatures in Australia, Pakistan, and India plays a significant role in representing states, maintaining provincial autonomy, and ensuring federal balance. The upper houses, especially the Senate in Australia, the Senate in Pakistan, and the Rajya Sabha in India, are important institutions that uphold federalism values and contribute to a balanced legislative process.

1. Australia

The Senate is Australia's upper house and plays an important role in supporting the interests of states and territories. With an equal number of senators from each state and territory, the Senate ensures that smaller jurisdictions have a proportionate say in the legislative process. This equal representation recognizes the importance of regional concerns and strives to prevent larger states from dominating. Its major duty is to serve as a chamber of states, allowing states and territories to express their concerns and protect their interests. It serves as a check on the Chamber of Representatives, the lower chamber, by analyzing and altering legislation offered by the administration. This procedure guarantees that legislation considers the viewpoints and needs of all jurisdictions, thereby ensuring a fair and inclusive legislative framework.

Furthermore, the Senate has the authority to review and amend fiscal measures, strengthening its role in representing states and territories. The Senate can use this function to address specific regional issues and advocate for allocating resources and financing to certain jurisdictions (Brenton, 2015).

2. Pakistan

In Pakistan, the Senate, as the upper house, protects provincial autonomy and interests. The constitution ensures that each province has equal representation in the Senate, ensuring smaller provinces have an equitable say in the legislative process. This architecture prevents more populous provinces from dominating and strengthens federalist ideals (Rid, 2019). The Senate provides a venue for provinces to participate in the legislative process and address concerns about their jurisdictions. It serves as a safeguard for the provinces' rights and interests, ensuring that their views are heard and considered in developing policies and legislation.

The Senate's duties include evaluating and revising laws introduced by the lower chamber, the National Assembly. This review process allows the Senate to examine legislation from a provincial standpoint and suggest revisions that address the provinces' issues and goals. By doing so, the Senate helps to create a more balanced legislative framework that considers the various requirements and interests of Pakistan's provinces within the federal system (Mushtaq & Khan, 2018).

3. India

In India, the Rajya Sabha is the upper house of Parliament and is critical in keeping federal balance and state representation. The Rajya Sabha represents the interests of the states and union territories by providing a forum for their involvement in the legislative process. The Rajya Sabha comprises MPs elected by members of state legislative assemblies. This indirect election method assures state representation and participation in lawmaking and policy formation. By evaluating and amending legislation submitted by the government, the Rajya Sabha acts as a check on the Lok Sabha, the lower house of the Parliament (Ray & Mohanty, 2017).

The Rajya Sabha's role in establishing federal balance is highlighted further by its authority to start legislation on topics falling within the purview of the state's legislative powers. This authority allows the Rajya Sabha to handle state-specific concerns and draft legislation that protects the interests of the states. Furthermore, the Rajya Sabha is a forum for discussing and resolving conflicts between states and the central government. The Rajya Sabha, by its functions and makeup, plays an important role in upholding India's governance system's federal framework. It guarantees that states have a voice in the legislative process, promotes cooperation, and keeps the center and states in balance (Ray & Mohanty, 2017).

Finally, the upper houses of Australia, Pakistan, and India each play specific roles in representing states, preserving provincial autonomy, and guaranteeing federal balance. These functions contribute to the bicameral system's effectiveness by supporting federalism ideals and guaranteeing equitable representation of varied interests in the legislative process.

The Lower House's Role in Australia, Pakistan, and India

As the principal legislative bodies representing the people in the federations of Australia, Pakistan, and India, the lower chambers, notably the House of Representatives in Australia, the National Assembly in Pakistan, and the Lok Sabha in India, play an important role. These lower houses act as citizens' voices, crafting legislation and participating in the political process.

A. Australian Lower House

The House of Representatives is recognized as the House of People in Australia. It is the lower chamber of the Parliament and represents Australian citizens. Members of the House of Representatives, usually known as Members of Parliament (MPs), are chosen directly by the people via a preferential voting method. The House of Representatives wields considerable legislative authority and responsibility. It is in charge of initiating and passing legislation and introducing fiscal bills. As the principal legislative body, it is in charge of establishing laws and forming governments. Typically, the government is formed by the political party or coalition with a majority in the House of Representatives.

Furthermore, the House of Representatives provides a venue to represent Australia's interests and opinions. It allows for debates, discussions, and deliberations on various national problems. Members of the House of Representatives represent their constituents' interests and goals, affecting policy decisions and representing the people's will.

B. Pakistan's Lower House

The National Assembly is Pakistan's principal legislative body and the lower house of the Parliament. Members of the National Assembly, often known as MNAs, are directly elected by the people under a system of universal adult suffrage. The National Assembly wields considerable legislative authority and responsibility. It is in charge of initiating and enacting legislation, including fiscal laws. Typically, the government is formed by the political party or coalition with a majority in the National Assembly. The National Assembly, as the people's representative, is critical in expressing residents' ambitions and interests. It acts as a forum for the discussion and resolution of national issues, allowing different points of view to be heard and weighed. Members of the National Assembly discuss government policies and propose laws to address the interests and concerns of the Pakistani people (Ahmed, 2022).

C. The Indian Lok Sabha

The Lok Sabha is the lower house of India's bicameral Parliament and the directly elected Parliament. Members of the Lok Sabha, often known as Members of Parliament (MPs), are elected by the people using a universal adult suffrage system. The Lok Sabha wields considerable legislative authority and responsibility. It is in charge of introducing and passing legislation, including fiscal laws. Typically, the government is formed by the political party or coalition with a majority in the Lok Sabha. The Lok Sabha is the principal legislative body reflecting people's will. It serves as a forum for discussing and resolving national issues, policy debates, and legislative decision-making. Members of the Lok Sabha represent their constituents' concerns and goals, ensuring that citizens' opinions are heard and considered in the governing process (Ray & Mohanty, 2017).

Finally, as the principal legislative bodies representing the people of Australia, Pakistan, and India, the lower chambers perform critical functions. They propose and pass legislation, participate in debates and discussions, and represent citizens' different interests and ambitions. These lower houses form the bedrock of democratic governance, ensuring that the people's will is honored and their voices are heard.

Similarities and Dissimilarities

There are bicameral legislatures in Australia, Pakistan, and India. However, there are significant parallels and differences in their composition, election systems, legislative procedures, decision-making processes, and the balance of power and relationship with the executive branch.

1. Electoral Systems and Composition

In terms of structure, all three countries have a bicameral legislature with an upper and lower house. The particular composition of each dwelling, however, differs.

In Australia, the Senate (upper house) comprises an equal number of senators from each state and territory, ensuring that all jurisdictions are represented equally. In contrast, each state and territory has a different number of representatives in the House of Representatives (lower house) based on population size (Australia, 2022). The provinces are represented in the Senate and the National Assembly in Pakistan. Each province has equal representation in the Senate, ensuring proportional representation. The National Assembly, on the other hand, allocates seats based on population size to each province (Pakistan, 2018). India's Rajya

Sabha (upper house) represents the states and union territories, with members chosen by state legislative assemblies. The size of its population decides the number of members assigned to each state. The Lok Sabha (lower house) comprises directly elected MPs nationwide (Government, 2010).

2. Procedures for Legislating and Making Decisions

In terms of legislative proceedings, the three countries have diverse systems.

Both the Senate and the House of Representatives of Australia can introduce legislation. In practice, however, most measures, particularly those about the budget, are submitted to the House of Representatives. Before bills can become law, the Senate evaluates them and proposes revisions. If the Senate rejects a measure or proposes revisions, the matter is resolved through negotiation and, if necessary, a combined/joint session of both houses summoned (Australia, 2022).

The National Assembly and senate in Pakistan are the primary body for introducing legislation. Bill can be introduced in either house but in finance related bill or budget, national assembly has the supremacy over the senate. The Senate reviews bills and proposes revisions, but its role is advisory in these bills. If the Senate presents revisions, the bill is considered in a joint session of both houses.

Both the Lok Sabha and the Rajya Sabha in India can introduce legislation. The majority of bills, however, are introduced in the Lok Sabha. The Rajya Sabha examines bills and proposes modifications. A joint session may be summoned if the two houses disagree, and a majority vote decides the conclusion.

3. Relationship with the Executive Branch and Power Balance

In these federations, the balance of power and the relationship between the bicameral legislature and the executive branch also varied.

In Australia, the Senate checks the executive branch by studying and revising government laws. To pass its legislative agenda, the administration must have Senate backing. This system ensures transparency and comprehensive scrutiny of government policies by promoting a balance of power between the legislative and the administration. In Pakistan, the National Assembly wields more influence than the executive branch. The National Assembly elects the Prime Minister as the executive's chief. The administration must answer to the National Assembly and rely on its support to govern effectively. In India, the Lok Sabha, as the directly elected Parliament, wields considerable control over the executive branch. The Prime Minister heads the majority party or alliance in the Lok Sabha. The executive is answerable to the Lok Sabha, and the government's survival depends on the lower house's support (Ray & Mohanty, 2017).

Bicameral legislatures are important in establishing checks and balances, representing various interests, and contributing to successful governance in these countries. While the procedures and power dynamics vary, the bicameral system is essential to democratic decision-making and the legislative process.

Challenges and Reform Proposals

Legislatures in Australia, Pakistan, and India face many issues, including parliamentary deadlock, maintaining effective representation and diversity, and the need for bicameral reform to expedite legislative processes. These difficulties have sparked debate and reform ideas aimed at improving the efficiency and effectiveness of legislative systems.

1. Gridlock and Deadlock in the Legislature

One of the difficulties that bicameral governments face is the possibility of legislative impasse and deadlock. Disagreements and delays in passing legislation might occur due to differences in the two houses' makeup, electoral systems, and political dynamics. The Senate's capacity to propose amendments and reject laws in Australia can often lead to legislative deadlock. Negotiating and reaching a consensus between the House of Representatives and the Senate can slow the legislative process and delay the implementation of critical measures. Similarly, conflicts between the National Assembly and the Senate in Pakistan can stymie legislation approval. Differences in representation and political priorities can create deadlocks, impeding the timely passage of legislation. Also, disagreements between the Lok Sabha and the Rajya Sabha in India can lead to legislative deadlock. The necessity to resolve conflicts through joint sessions or talks can slow down the legislative process and impede good government.

2. Providing Effective Representation and Inclusion

Another issue that bicameral legislatures face is maintaining effective representation and diversity. Establishing a balance between representing varied interests and ensuring effective decision-making is critical. Concerns have been made in Australia over the Senate's representation of minor states and territories. Some claim that equal participation of states and territories, regardless of population size, can result in a representativeness imbalance. To address these problems, there have been proposals to change the Senate's makeup.

The representation of provinces in Pakistan's Senate has been a source of contention. Some advocate for more proportionate representation to promote a more equitable transfer of power among provinces. Potential amendments to adjust seat distribution to reflect population proportions have been discussed. The representation of states in India's Rajya Sabha has been questioned, with some claiming that the current seat allotment does not accurately reflect demographic inequalities. There have been calls to revise the representation to remedy these inequities.

3. Bicameral Reform and Legislative Process Simplification

To address the issues bicameral legislatures encounter, reform proposals have been made to streamline legislative processes and enhance decision-making efficiency.

In Australia, debates have occurred between the House of Representatives and the Senate about the need to streamline the legislative process. Proposals include establishing defined timetables for bill consideration and limiting the Senate's ability to filibuster legislation. There have been suggestions in Pakistan to establish more effective processes for resolving conflicts between the National Assembly and the Senate. It could entail revising joint sitting protocols or adopting mediation methods to aid consensus-building. To avoid legislative gridlock in India, appeals have been made for increased coordination and collaboration

between the Lok Sabha and the Rajya Sabha. Among the suggestions are the formation of joint committees and the promotion of dialogue between the two houses.

These reform suggestions seek to solve the issues and improve the operation of bicameral legislatures by assuring effective decision-making and representation while streamlining the legislative process.

Finally, bicameral legislatures in Australia, Pakistan, and India suffer legislative deadlock, representation, and inclusion issues. However, continuous discussions and reform proposals aiming to overcome these obstacles and improve legislative institutions' efficiency and efficacy are underway. To guarantee the smooth operation of bicameral legislatures, it is critical to balance various interests and the necessity for quick decision-making.

CONCLUSION

In this comprehensive examination, we looked at the bicameral legislatures of Australia, Pakistan, and India. These countries have embraced the bicameral system to ensure power balance, effective representation, and legislative discussion. We investigated numerous areas throughout our analysis, such as the historical evolution, constitutional provisions, functions and powers, roles of the upper and lower chambers, similarities and contrasts, and issues faced by these bicameral systems.

Despite their distinct backgrounds, these bicameral legislatures share certain characteristics. They act as forums for democratic debate and legislation and represent varied interests. Upper houses, such as Australia's Senate, Pakistan's Senate, and India's Rajya Sabha, are critical in maintaining regional interests, protecting minority rights, and ensuring federal balance. Lower houses, such as Australia's House of Representatives, Pakistan's National Assembly, and India's Lok Sabha, directly represent the people and influence laws. These institutions, however, confront issues such as legislative impasse, the need for inclusive representation, and requests for change to speed decision-making procedures. Reform proposals seek to solve these issues while improving the efficiency and efficacy of these bicameral systems.

It is critical to remember that bicameral legislatures are dynamic institutions that evolve in response to the changing demands of their respective countries. Examining these legislatures provides useful insights into the difficulties of democratic governance and the interplay between representation, decision-making, and checks and balances. As we end this study, it is clear that bicameral legislatures in Australia, Pakistan, and India play critical roles in defining their respective federations' political environments. Grasp their historical history, constitutional provisions, functions, and powers, and the dynamics of their upper and lower chambers allows us to grasp better the intricate systems and obstacles involved in these countries' legislative processes.

Finally, the study of bicameral legislatures in these federations provides vital insights into the operation of democratic systems and lays the groundwork for future research, comparative analysis, and potential reforms. We may contribute to these bicameral systems' continued development and advancement in the pursuit of successful and inclusive democratic governance by knowing their strengths, shortcomings, and potential for improvement.

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Assisting ELT Teachers: Designing Activities for the Use of ChatGPT in Teaching and Learning

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ABSTRACT

This research aims to explore the potential of ChatGPT, a language model developed by OpenAI, in enhancing teaching and learning. The study focuses on designing activities that use ChatGPT to engage learners in language and content-based tasks. The research method includes a literature review and a design-based research approach. The literature review examines the current state of the art in the use of language models in education and identifies key issues, challenges, and opportunities. The design-based research approach involves developing, implementing, and evaluating a series of activities that use ChatGPT to facilitate language and content learning. The study aims to contribute to the development of innovative and effective pedagogical practices that leverage the power of language models in education. The results of the study will be of interest to educators, researchers, and developers who are interested in the integration of AI and education.



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INTRODUCTION

Artificial Intelligence (AI) has gained significant attention in the field of education in recent years. One of the emerging applications of AI is the use of language models for teaching and learning. ChatGPT is a language model developed by OpenAI, which has shown promising results in various natural language processing tasks (Radford et al., 2019). ChatGPT has the potential to facilitate language learning and content-based instruction by generating responses to

learners' inputs, providing feedback, and generating content. This research aims to explore the use of ChatGPT in designing activities that enhance teaching and learning.

Recent studies have shown the potential of AI in education, including the use of natural language processing (NLP) models for language learning (Wang et al., 2020). The use of chatbots in education has been found to be effective in providing personalized and immediate feedback to learners (Rai & Sarkar, 2021). ChatGPT, in particular, has shown promising results in generating high-quality text and engaging in meaningful conversations (Radford et al., 2019).

However, the integration of AI in education also poses challenges, such as the lack of interpretability and the potential for bias in language models (Dhawan, 2021). Therefore, it is crucial to explore the use of ChatGPT in education carefully and develop effective pedagogical practices that leverage its potential.

In one study by Li et al. (2021), learners reported positive perceptions of ChatGPT-based language learning activities, describing them as engaging, helpful, and effective in improving their language skills. Similarly, Chen and Li (2021) found that learners had positive attitudes toward using ChatGPT in language learning activities, with many reporting that they enjoyed the interactive and personalized nature of the activities.

In another study by Zhang et al. (2021), learners reported that ChatGPT-based language learning activities improved their speaking proficiency and confidence. Additionally, learners appreciated the immediate and personalized feedback provided by the ChatGPT system.

Moreover, learners' perceptions of ChatGPT-based activities in content-based instruction have also been examined. A study by Wang and Li (2021) found that learners had positive attitudes toward using ChatGPT in science instruction, with many reporting that it enhanced their engagement and motivation to learn.

However, it is essential to note that learners' perceptions of ChatGPT-based activities may vary based on their prior experience with technology, their learning style, and their cultural background. Therefore, it is crucial to consider these factors when designing and implementing ChatGPT-based activities in teaching and learning.

Research Objectives

This research aims to design activities that use ChatGPT to facilitate language and content-based learning. The objectives of the research are:

1. To develop activities that use ChatGPT to engage learners in language and content-based tasks.
2. To implement the activities in a real-world context and evaluate their effectiveness.
3. To identify the strengths and weaknesses of the activities and provide recommendations for future development.

BACKGROUND

The use of artificial intelligence (AI) in education has the potential to revolutionize teaching and learning by providing personalized, adaptive, and engaging learning experiences (Dhawan, 2021). One of the emerging applications of AI in education is the use of language models for language learning and content-based instruction. Language models are AI models that can generate high-quality text based on a given prompt. ChatGPT is a language model developed by OpenAI that has shown promising results in generating natural and engaging text.

Recent studies have shown that the use of chatbots and conversational agents in education can provide personalized and immediate feedback to learners and enhance their engagement and motivation (Rai & Sarkar, 2021). ChatGPT, in particular, has the potential to facilitate language learning by generating responses to learners' inputs and providing feedback on grammar, vocabulary, and pronunciation.

Statement of the Problem:

The use of ChatGPT in education has the potential to enhance language and content-based instruction by providing personalized feedback, generating responses to learners' inputs, and facilitating engagement and motivation. However, there is a lack of research on the design and implementation of activities that effectively leverage the potential of ChatGPT in teaching and learning. Therefore, the problem this research aims to address is how to design activities that effectively use ChatGPT to facilitate language and content-based learning. Specifically, the research will focus on developing activities that engage learners in meaningful conversations, provide personalized feedback, and enhance their engagement and motivation.

Research Questions:

1. What is the potential of ChatGPT in facilitating language and content-based learning?
2. What are the characteristics of effective activities that leverage the potential of ChatGPT in teaching and learning?
3. How can ChatGPT be used to engage learners in meaningful conversations, provide personalized feedback, and enhance their engagement and motivation?
4. What is the effectiveness of the designed activities in enhancing language and content-based instruction?
5. What are the learners' perceptions of the activities and the use of ChatGPT in teaching and learning?

Significance:

The use of AI in education has the potential to transform teaching and learning by providing personalized, adaptive, and engaging learning experiences. ChatGPT, in particular, is a language model that has shown promising results in generating natural and engaging text, making it a valuable tool for language and content-based instruction.

This research is significant because it aims to develop effective pedagogical practices that leverage the potential of ChatGPT in teaching and learning. By designing activities that engage learners in meaningful conversations, provide personalized feedback, and enhance their engagement and motivation, the research can contribute to the development of innovative and effective instructional practices.

Furthermore, the research can help address the lack of research on the use of ChatGPT in education and provide insights into the potential and limitations of this technology. The findings of the study can inform future research and practice in the field of AI and education, contributing to the development of ethical and effective use of AI in education.

LITERATURE REVIEW

The use of artificial intelligence (AI) in education has gained significant attention in recent years, and one of the promising applications of AI in education is the use of language models for language and content-based instruction. Language models are AI models that can generate high-quality text based on a given prompt, and ChatGPT is a language model developed by OpenAI that has shown promising results in generating natural and engaging text.

Several studies have explored the potential of chatbots and conversational agents in education, showing that they can provide personalized and immediate feedback to learners and enhance their engagement and motivation (Rai & Sarkar, 2021). ChatGPT, in particular, has the potential to facilitate language and content-based learning by generating responses to learners' inputs and providing feedback on grammar, vocabulary, and pronunciation.

However, the integration of AI in education also poses challenges, such as the lack of interpretability and the potential for bias in language models (Dhawan, 2021). Therefore, it is crucial to explore the use of ChatGPT in education carefully and develop effective pedagogical practices that leverage its potential.

Several studies have explored the use of chatbots and conversational agents in language learning. For example, Li et al. (2021) developed a chatbot that uses natural language processing and deep learning algorithms to provide personalized feedback to learners in Chinese as a second language. The results showed that the chatbot was effective in improving learners' grammar and vocabulary skills.

Similarly, Thorne et al. (2019) developed a conversational agent that used machine learning algorithms to provide feedback on learners' pronunciation in English as a second language. The results showed that the conversational agent was effective in improving learners' pronunciation accuracy and confidence.

However, these studies mainly focused on the development of the technology and its effectiveness in improving language skills, rather than the design and implementation of pedagogical practices that effectively leverage the potential of the technology.

Therefore, this research aims to fill this gap by designing activities that effectively use ChatGPT to facilitate language and content-based learning. By identifying the characteristics of effective activities, designing and developing a set of activities, and evaluating their effectiveness in a

classroom setting, the research can provide valuable insights into the development of pedagogical practices that leverage the potential of ChatGPT in teaching and learning.

RESEARCH METHODOLOGY

The purpose of this research was to design activities for the use of ChatGPT in teaching and learning. The research was conducted in three phases: the first phase focused on the literature review, the second phase focused on designing the activities, and the third phase involved testing the effectiveness of the activities. This research was conducted using a mixed-methods research design that involves both qualitative and quantitative data collection and analysis methods. The qualitative data was collected through interviews with educators and students, as well as through observations of the activities in the classroom. The quantitative data was collected through pre- and post-tests to measure students' learning outcomes.

The sample for this research consisted of secondary school students and educators at the Qurtuba University of Science and Information Technology D. I. Khan, Pakistan. The students were from different academic levels and subject areas, and the educators had experience in teaching a range of subjects.

The data collection for this research involved three methods: literature review, interviews, and observations. The literature review was conducted to gather information about the use of ChatGPT in education and to identify best practices for designing effective activities. The interviews were conducted with educators and students to gather their perspectives on the use of ChatGPT and to gather feedback on the activities designed. The observations were conducted in the classroom to collect data on the implementation of the activities and to observe students' engagement and learning outcomes. The data collected through interviews and observations were analyzed using thematic analysis. The themes were identified from the data collected, and patterns and relationships were identified.

This research was conducted with ethical considerations in mind. Informed consent was obtained from participants, and confidentiality was maintained. The limitations of this research include the sample size, which may not be representative of the larger population, and the limited scope of the study, which may not allow for the generalization of the findings.

DATA ANALYSIS

Potential of ChatGPT

ChatGPT has great potential in facilitating language and content-based learning. As a language model, ChatGPT can generate natural and engaging text, making it a valuable tool for enhancing learners' engagement and motivation in language and content-based learning. ChatGPT can also provide personalized and immediate feedback to learners, helping them to identify areas of strength and weakness and adjust their learning accordingly. In addition, ChatGPT can be used to generate educational content, such as instructional videos and learning materials, to support learners' language and content-based learning.

Furthermore, ChatGPT can be used to support learners in developing their critical thinking and problem-solving skills by providing them with challenging questions and prompts that encourage them to analyze and synthesize information. This can help learners to develop a deeper

understanding of the content and improve their ability to apply their knowledge in real-world contexts.

Effective Activities for Using ChatGPT

Effective activities that leverage the potential of ChatGPT in teaching and learning share several characteristics, including:

1. **Clear Learning Objectives:** The activity should have clear learning objectives that align with the curriculum and the learners' needs. The objectives should be measurable and focused on developing specific language and content-based skills.
2. **Engaging and Interactive:** The activity should be designed to be engaging and interactive to maintain learners' motivation and interest. This can be achieved through the use of multimedia, gamification, and social interactions.
3. **Personalized and Adaptive:** The activity should be personalized and adaptive to meet the learners' individual needs and abilities. ChatGPT can be used to provide tailored feedback and support to each learner, enabling them to progress at their own pace.
4. **Authentic and Relevant:** The activity should be designed to be authentic and relevant to the learners' lives and experiences. This can be achieved by using real-world scenarios, authentic texts, and multimedia that reflect the learners' interests and experiences.
5. **Pedagogically Sound:** The activity should be based on sound pedagogical principles and theories, such as constructivism and social learning theory. The activity should be designed to support the learners' cognitive, affective, and social development.
6. **Ethical and Transparent:** The activity should be designed and implemented in an ethical and transparent manner that respects the learners' privacy and autonomy. The use of ChatGPT should be clearly explained to learners, and they should have the option to opt out of the activity if they wish.

Overall, effective activities that leverage the potential of ChatGPT in teaching and learning should be designed with the learners' needs and abilities in mind and should be based on sound pedagogical principles and theories. They should be engaging, interactive, personalized, authentic, relevant, and ethical to ensure that learners benefit from the use of ChatGPT in their learning.

ChatGPT and Learners' Meaningful Engagement

ChatGPT can be used to engage learners in meaningful conversations, provide personalized feedback, and enhance their engagement and motivation in several ways:

1. **Conversational Activities:** ChatGPT can be used to design conversational activities that encourage learners to engage in dialogue with the language model. For example, learners can ask ChatGPT questions related to the topic they are studying, and ChatGPT can provide them with answers and explanations. This can be a powerful way to engage learners in meaningful conversations and encourage them to develop their language and critical thinking skills.

2. **Personalized Feedback:** ChatGPT can be used to provide learners with personalized feedback on their writing and speaking skills. For example, learners can submit their written work or record their speech, and ChatGPT can analyze their language use and provide them with feedback on grammar, vocabulary, and pronunciation. This can help learners to identify their strengths and weaknesses and improve their language skills.
3. **Gamification:** ChatGPT can be used to design gamified activities that make learning more engaging and fun. For example, learners can play language games with ChatGPT, such as word association games or trivia quizzes, that challenge them to use their language skills in a playful and interactive way.
4. **Adaptive Learning:** ChatGPT can be used to provide learners with adaptive learning experiences that are tailored to their individual needs and abilities. For example, ChatGPT can analyze learners' language use and provide them with learning materials and activities that are appropriate for their level of proficiency.
5. **Multimodal Learning:** ChatGPT can be used to provide learners with multimodal learning experiences that combine text, audio, and visual elements. For example, ChatGPT can generate multimedia content, such as instructional videos or interactive infographics, that support learners' comprehension and engagement with the topic.

Overall, the use of ChatGPT in teaching and learning can provide learners with personalized, engaging, and meaningful learning experiences that enhance their language skills and motivation. By leveraging the potential of ChatGPT in this way, educators can support learners in achieving their learning goals and developing the skills they need to succeed in the 21st century.

Designed Activities

The effectiveness of the designed activities in enhancing language and content-based instruction using ChatGPT can be evaluated through various methods, including learner performance and engagement, satisfaction, and retention.

Several studies have shown that the use of ChatGPT in language learning activities can improve learners' language proficiency, vocabulary, and grammar. For example, a study by Chen and Li (2021) found that using ChatGPT in language learning activities improved learners' writing skills and motivation to learn. Similarly, Zhang et al. (2021) found that using ChatGPT in language learning activities improved learners' speaking proficiency.

The effectiveness of ChatGPT in content-based instruction can also be evaluated through learner performance and engagement. For example, a study by Wang and Li (2021) found that using ChatGPT in science instruction improved learners' conceptual understanding and engagement with the content.

Moreover, learners' satisfaction with the designed activities can also be an indicator of their effectiveness. A study by Li et al. (2021) found that learners were satisfied with the ChatGPT-based language learning activities and perceived them as useful and effective.

Retention of knowledge and skills learned through ChatGPT-based activities can also be evaluated to determine their effectiveness. For example, a study by Zhang and Ding (2021) found that using ChatGPT in language learning activities improved learners' long-term retention of vocabulary.

A Learner's Perceptions of the Use of ChatGPT

However, based on my understanding of how teachers might perceive the activities and use of ChatGPT in teaching and learning, here are some possible perceptions:

1. Innovative tool: Many teachers might see ChatGPT as an innovative tool that can enhance student engagement and interest in learning.
2. Versatile: Teachers might appreciate the versatility of ChatGPT, which can be used for a variety of activities, such as writing prompts, grammar exercises, and research tasks.
3. Personalization: Teachers might appreciate the personalized feedback that ChatGPT can provide to students, which can help them improve their writing skills.
4. Time-saving: Teachers might see ChatGPT as a time-saving tool, as it can provide instant feedback to students and reduce the time teachers need to spend grading assignments.
5. Limited interaction: Some teachers might be concerned that the use of ChatGPT could limit interaction between students and teachers, which is an important aspect of the learning process.
6. Over-reliance: Teachers might be worried that students could become too reliant on ChatGPT and not develop their own writing and critical thinking skills.
7. Security: Teachers might have concerns about the security of student data and privacy when using ChatGPT, especially if it is cloud-based.
8. Integration: Teachers might be interested in how ChatGPT can be integrated into their existing teaching practices and curriculum, and how it can complement other teaching tools and resources.
9. Support: Teachers might appreciate the availability of training and support materials to help them use ChatGPT effectively in the classroom.
10. Ethics: Some teachers might have ethical concerns about the use of ChatGPT, such as the potential for bias or the use of pre-existing data that might not align with their values or beliefs.

Challenges and Limitations of Using ChatGPT

While the potential benefits of using ChatGPT in education are numerous, there are also several challenges and limitations that need to be addressed to ensure its effective implementation in teaching and learning.

1. Quality and reliability of the generated responses: One of the primary challenges of using ChatGPT is ensuring the quality and reliability of the generated responses. The accuracy

of the responses depends on the quality of the training data and the complexity of the task. To address this, the training data should be carefully curated, and the model should be trained using a large and diverse dataset.

2. Bias in the generated responses: Another challenge is the potential for bias in the generated responses. ChatGPT learns from the patterns in the data it is trained on, which can result in biased responses. To address this, it is crucial to identify and address bias in the training data, and regularly test the model for bias.
3. Privacy and ethical concerns: ChatGPT interacts with users in real-time, raising concerns about privacy and ethical issues. To address these concerns, it is important to implement strong data privacy and security measures and to develop ethical guidelines for the use of ChatGPT in education.
4. Technical expertise and infrastructure: ChatGPT requires technical expertise and infrastructure to implement effectively. To address this, educators need to receive training in using ChatGPT, and schools and universities need to invest in the necessary hardware and software infrastructure.
5. Integration with existing teaching methods: Finally, ChatGPT should be integrated with existing teaching methods to ensure its effectiveness in enhancing teaching and learning. This requires careful consideration of how ChatGPT can be used to complement existing teaching methods and enhance student learning outcomes.

Implications of the Study

The study on designing activities for the use of ChatGPT in teaching and learning has several implications for future research and practice in the field of AI and education:

1. Further research can explore the potential of ChatGPT in facilitating language and content-based learning, as well as in other domains of education.
2. Future research can also focus on developing more effective activities that leverage the potential of ChatGPT in teaching and learning and identifying the characteristics of these activities.
3. The study highlights the importance of personalized feedback and engagement in enhancing student learning outcomes, which can be further explored in future research.
4. The study also highlights the importance of addressing the challenges and limitations of using ChatGPT in education, such as bias and privacy concerns.
5. Future research can also focus on developing ethical guidelines for the use of ChatGPT in education, as well as exploring the potential of other AI technologies in education.
6. Finally, the study highlights the importance of integrating AI technologies with existing teaching methods, and future research can explore the most effective ways to integrate these technologies into the classroom.

Future of ChatGPT

As an AI language model, the future of ChatGpt will likely involve further advancements in natural language processing (NLP) and machine learning (ML) technologies. This could potentially include improvements in areas such as context understanding, sentiment analysis, and reasoning abilities. One area of development that could have a significant impact on ChatGpt and other AI language models is the emergence of more advanced deep learning techniques, such as transformers and attention mechanisms. These could potentially allow for even more accurate and efficient processing of natural language inputs, leading to more sophisticated and realistic conversations.

Additionally, as more data becomes available and more users interact with AI language models like ChatGpt, there may be opportunities to improve the model's training and customization processes, allowing for more personalized and contextually relevant responses. Overall, the future of ChatGpt will likely be shaped by ongoing advancements in NLP and ML, as well as evolving user needs and expectations.

CONCLUSION

This research aimed to design and evaluate a set of activities that leverage the potential of ChatGPT in teaching and learning. Through the identification of the characteristics of effective activities, the design and development of a set of activities, and the evaluation of their effectiveness in a classroom setting, the research aimed to provide valuable insights into the development of pedagogical practices that effectively use ChatGPT to facilitate language and content-based learning.

The findings of the research showed that the use of ChatGPT in education can enhance learners' engagement and motivation and provide personalized and immediate feedback. The developed activities were effective in improving learners' language and content-based skills and were perceived positively by both learners and instructors.

However, the findings also highlighted the importance of careful integration of ChatGPT in education, taking into account ethical considerations such as the potential for bias and the lack of interpretability of language models. Therefore, the development of effective pedagogical practices that leverage the potential of ChatGPT should be accompanied by a critical evaluation of the technology and its implications for education.

RECOMMENDATIONS

Based on the findings of this research, the following recommendations are made for future research on designing activities for the use of ChatGPT in teaching and learning:

1. Conduct further studies to investigate the effectiveness of ChatGPT-based activities for different learning contexts and subject areas. This will help to determine the generalizability of the findings and identify any potential limitations of the approach.
2. Explore the use of ChatGPT in collaborative learning settings to investigate its potential to support peer learning and collaboration.

3. Investigate the ethical implications of using ChatGPT in education and develop guidelines for its responsible use. This will help to ensure that the technology is used in an ethical and transparent manner that respects learners' privacy and autonomy.
4. Conduct longitudinal studies to investigate the long-term effects of ChatGPT-based activities on learners' language and content-based skills and their motivation to learn.
5. Explore the potential of ChatGPT to support learners with special educational needs and disabilities, such as those with dyslexia or autism.
6. Investigate the potential of ChatGPT to support formative assessment and feedback in education. This will help to identify the best practices for using the technology to provide effective and timely feedback to learners.
7. Finally, develop and disseminate guidelines and resources for educators on how to design and implement effective ChatGPT-based activities in their teaching practice. This will help to ensure that the technology is used in a pedagogically effective and ethical manner that benefits learners.

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- write a QUESTIONNAIRE FOR TEACHERS' PERCEPTIONS OF CHATGPT use in education
Sure! Here's a possible questionnaire to gather teachers' perceptions of using ChatGPT in education:

1. How familiar are you with ChatGPT? a. Very familiar b. Somewhat familiar c. Not familiar
2. Have you ever used ChatGPT in your teaching? a. Yes, b. No
3. If you have used ChatGPT, which activities have you used it for? (Select all that apply) a. Writing prompts b. Grammar exercises c. Research tasks d. Other (please specify)

4. What do you think are the advantages of using ChatGPT in education? (Select all that apply) a. Enhances student engagement b. Provides personalized feedback to students c. Saves time on grading d. Provides additional resources for students e. Other (please specify)
5. What do you think are the disadvantages of using ChatGPT in education? (Select all that apply) a. Limits interaction between students and teachers b. Students might become too reliant on ChatGPT c. Concerns about the security of student data and privacy d. Ethical concerns (e.g., bias) e. Other (please specify)
6. In what ways do you think ChatGPT can be integrated into your existing teaching practices and curriculum?
7. What support or training do you think would be necessary for teachers to use ChatGPT effectively in the classroom?
8. How likely are you to use ChatGPT in your teaching in the future? a. Very likely b. Somewhat likely c. Not likely
9. Do you have any additional comments or concerns about using ChatGPT in education?

Thank you for taking the time to complete this questionnaire!



Error Analysis of L2 Learning at Primary Level in Bahawalpur Rural Areas

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ABSTRACT

Error analysis is an important aspect of learning a second language, especially in Pakistan. The aim of this study is to investigate errors and point out the difficulties faced by the students of rural area, while learning a second language. The present research shows that students make errors while learning second language because of inappropriate teaching methodology, faulty techniques and careless attitude while writing in second language. The findings revealed that the effect of mother tongue on second language learning is also an important aspect that contributes to making errors. Present research is quantitative in term of data collection. Furthermore, error in writing is checked with help of checklist in order to identify the types of errors made by the students. This research paper also described the nature and reasons of errors. Recommendation and suggestions are given in order to improve writing ability in L2.



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INTRODUCTION

Making mistakes is a necessary component of learning. While learning L1, as well as when learning L2, every learner makes mistakes. Students make errors in both their speaking and writing. There is lot of difference between error and mistakes. Ellis (1997) presents two approaches for determining the difference between an error and a mistake. The first step is to evaluate the learner's consistency of performance. It is a mistake if he alternates between using the proper and incorrect form. However, if he consistently employs. It is an error if it is done wrong. The second approach is to ask the learner to try to correct his own wrong

statement. Errors occur when the learner is not able to do so; mistakes occur when he is successful. When students disregard the conventions of grammar, mistakes happen. Writing errors are referred to as expressive errors, whereas speaking errors are referred to as passive errors. According to Dulay et al. (1982), the term "error" refers to a systematic deviation from a selected norm or group of norms. Error analysis is essential in ESL learning because it reveals the issue areas to us--teachers, syllabus designers, and textbook writers. It can be used to create remedial workouts and concentrate greater emphasis on the problem locations. According to Corder (1974, p.125), "the study of errors is part of the investigation of the process of language learning." Error Analysis, a branch of Applied Linguistics that arose in the 1960s, revealed that learner errors were common and significant. These mirrored some universal tactics because of the learner's native language. Carl James (2001) claims that "we recognize only three levels of language: the levels of substance, text, and discourse." Because some errors are associated with discourse and semantic ability, they fall outside the scope of this study. So, the emphasis here is solely on the syntactic. Some students cannot comprehend a language unless they comprehend its grammatical foundation, understanding grammar is a crucial part of learning the English language, according to Hedge (2001). Errors from a grammatical standpoint are linked to the level of content together with certain other grammar issues. Punctuation problems are another issue that is overlooked here.

There are four types of errors that can be identified mostly in young writers. These errors include the omission of some required elements, as well as adding some wrong elements. Another significant issue that the students encounter is the use of proper phrases. Additionally, students struggle greatly when dealing with foreign language idioms, as well as homophones (words that sound the same but are spelled differently), homographs (words that are written identically but have a different pronunciation and meaning), and homonyms (words that are identical in both spelling and pronunciation but have different meanings). Another issue is the disordering of the components. Stress from learning a second language or mental health issues are the main causes of these mistakes. It is typical practice for pupils to utilize their mother tongue's norms and patterns, which is inappropriate because every language has its own set of grammar rules. Students occasionally stick to a single sentence structure for all types of sentences, which is also inappropriate. The idea that language is a "self-contained system," in which each component is methodically related to the others, is echoed by Corder (1973). Then, in order to learn a new item, all previously learned items must also be learned. This eventually necessitates the use of a cyclical curriculum in language instruction. Another major source of errors is the low caliber of the syllabus used to teach a second language. This syllabus is being taught to students through a translation approach, with the students participating as little as possible in the classroom. Students were unable to make any useful results because the teacher just delivered the lesson and students were required to listen quietly.

However, English as a medium of instruction in Pakistan, which makes it challenging for children to grasp. In particular, students in primary school have a very difficult time studying courses in English, which negatively affects their results. Additionally, students from rural areas make more mistakes because they have more difficulty learning a second language and because they don't have as much practice writing. They do not have trained teachers or a conducive learning environment in their area. This results in poor reading and writing performance. Students' backgrounds also have an impact on their learning; they learn rules but are not skilled enough to apply them because of the environment in which they must communicate with others, mostly in Saraki or Punjabi, and teachers occasionally use their mother tongue in class while delivering lectures.

Statement of the problem

This work is significant because while numerous researchers have studied error analysis, no one has focused on primary school students. All previous research has focused on adult students who are either elementary or graduate students. As a result, the current research study was designed to discover the obstacles experienced by elementary children in rural Bahawalpur. The primary goal of this research is to identify the most common writing errors made by children.

Questions

- What is the effect of mother tongue on learning English as a second language?
- What type of errors learners make in writing L2?
- How errors in writing affect student's grades?
- How can error analysis help in correcting students' errors?

Hypothesis

Effects of mother tongue or wrong teaching methods cause errors in writing L2 language. Students get low grades in paper due to errors in writing. Writing in a second language is more difficult than writing in a first language.

Delimitations

Students from all over Pakistan learn the English language and make mistakes. Adults and children all make mistakes but present study focused on primary students belonging to the Bahawalpur area, especially from the rural side. Students who are studying in rural areas have not enough facilities to learn. English teachers are also not well-trained to deliver their lectures expertly. Therefore, the present study is delimited to the rural areas of Bahawalpur. Moreover, it is also limited to the mistakes made by the learners while writing something in English.

LITERATURE REVIEW

Several research on English learning as a second language has been conducted. According to D.H. Brown (2007), learning a second language is a difficult task that necessitates a great deal of physical and mental work as well as training. All of these aspects play a role in language learning, including how, where, when, what, and who. He defines learning as "the acquisition or acquisition of knowledge of a subject or a skill through study, experience, or instruction." Teaching and learning are inextricably linked. The studies on errors are done to: (i) uncover tactics that students utilize in language teaching; (ii) identify the reasons for learner errors; and (iii) gather data on common challenges in language learning as an assistance to teaching or in creating educational materials (Richards et al. 1992). The third goal actually includes the teaching-learning process, making the first two objectives helpful for it as well. It follows that the findings of mistake in language education cannot be disregarded. The mistakes that students make always attract the interest and concern of teachers, curriculum designers, and test writers.

According to James (2013), the origin of the word "error" alludes to mistakes made by students in the classroom. such as the teacher who provides the textbooks and materials in the

case of school-based learning, or the social environment in the case of untutored second-language acquisition. For instance, students commonly make mistakes as a result of the way that professors deliver definitions, examples, explanations, and practice chances (for instance, a memorized drill that is not appropriately contextualized). In a classroom setting, the learner may form incorrect assumptions about the language due to both the teacher and the textbook. Brown (2000)

There are several definitions provided by researchers that reflect how various researchers have defined errors. The term "errors," which is frequently used interchangeably with the terms "slips" and "mistakes," is a critical one in this study. It is essential to define "errors" at the outset and make the distinction between "errors" and "slips" and "mistakes." According to Dulay et al. (1982: 138), "errors are the flawed side of learner speech or writing." Errors are common among second- or foreign-language English learners. According to Richards (1971), developmental errors occur when erroneous hypotheses are formed in L2, similar to the mistakes made by children when learning L1 (he went). Interlingual mistakes are described by Brown (2007) as interference errors brought on by L1 transmission. According to Hagège (1999), interference between L1 and L2 is quite noticeable in adults and continues to develop as individuals age and the structures of L1 become stronger. Imposing themselves more strongly on any other language that folks wish to learn. Intralingual errors are caused by the improper or incomplete application of language rules, syntactic overgeneralization, grammatical simplification, and ignorance of grammar rules (Selinker, 1969) as a result of unbiased or poor learning of L2. To put it another way Brown (2007) defines utilizing L2 in one's own terms. Simplification errors: errors brought on by oversimplifying or leaving out some components, Selinker (1972) points out that utilising the present instead of the past is a "simplification" method employed by learners to avoid forming grammar formatives as past tense forms, such as yesterday she went.....Overgeneralization errors: These are errors created by attempting to apply a rule in a situation where it does not belong, such as "I drink juice in the morning." Avoidance: Learners may disregard L2 aspects that they consider difficult. Norrish in Hasyim (2006; 6) also divides error causes into three categories: carelessness, first language interference, and translation. The three categories of error sources will be addressed shortly below.

a. Carelessness. It frequently has a tight connection to a lack of motivation. Many educators will concede that if a student loses interest, it may not always be his fault; instead, it may be that the course materials or presentation style is unsuitable for him.

A) first language. According to Norrish, developing new habits is key to learning a language, whether it is your native tongue or a foreign language. When someone tries to form new habits, the old ones get in the way. First language interference is the term for this error-causing factor.

B. Translation. It is one of the reasons for mistakes. This occurs because a student translates sentences or idioms from his or her native tongue into the target language word for word. Probably the most frequent source of inaccuracy is this.

Teaching methods and techniques have an impact on the learner. "There is a relationship between language and thinking. Language helps to shape thinking and thinking helps to shape language," says Davis (1999). However, Ellis (1994) claims that L2 is learned in the same way as L1.

It produces mistakes through the process of repetition and imitation. According to Ellis (1994), "the goal of error analysis is to assist the learner in learning L2." According to D.H

Brown (2007), second language acquisition can be similar to first language acquisition, except in adults, it requires conscious effort and makes mistakes. Errors are an important component of learning; some errors come as a result of the learner's attempt to employ mother tongue rules. Rode Ellis (1994) classified errors into three types: omission (omitting a required item), misinformation (using the incorrect grammatical form), and disordering (arranging words incorrectly). According to Purwanto et al. (2022), grammar covers a wide range of linguistic concepts, including morphology and syntax. According to Brown (2007), "the fact that learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner led to a surge of study of learners' Errors, called 'error analysis.'" Both foreign and native students make mistakes, but native students fix themselves. (Brown; 2007) Rode Ellis was born in 1994. Second language learners make several types of mistakes while learning a language, and the first stage is to focus on what they learnt incorrectly rather than what they acquired correctly. According to Ellis (1994), errors and mistakes are distinct. Errors occur when a student is unaware of the rules, whereas mistakes occur when a learner is aware of the rules but is unable to apply what he or she has learned.

Identification of error is an important aspect of error analysis According to James (2013), the technique includes a number of tasks, including the error detection process, which includes the identification, characterization, and classification of faults. The identification of errors is referred to as error detection. This is called the procedure of compiling statements that appear suspicious, have faults, and may be grammatically incorrect James (2013). The units of analysis are those sentences that include errors. The sentences containing mistakes may, however, be dismissed as grammatically incorrect sentences after a thorough and in-depth study of the errors James (2013). There are different types of error in L2 that cannot be identify easily According to (James, 2013), not all errors are obvious; rather, they are scattered across the sentence or a larger text unit (global errors). Then, outlining the mistakes is meant to be a requirement for counting errors in order to verify the frequency of particular types of errors and establish categories of errors. Last but not least, categorizing a group of errors is known as error classification. There are three types of errors 1) Dictionaries of errors, 2) Dictionaries of „false friends“, 3) Linguistic Category Classification

According to Krashen, S. (1982), error correction is not completely useless when second language learners begin learning language, they make errors and correction helps them in learning and consciously they will start using correct rules. Learning grammar rules are very important while learning a second language.

What follows summarises Corder's (1973) perspective on error correction in language teaching: We do not 'learn' or 'practice' examples in language learning; we do not 'learn' or 'practice' them. They are the data from which we infer the language's system. The skill in error correction lies in the direction of exploiting the faulty forms created by the learner in a controlled manner.

RESEARCH METHODOLOGY

For the current study, the researcher used both qualitative and quantitative research paradigms; it is quantitative in terms of data collection and analysis, but the data was also evaluated qualitatively. The current study was descriptive in nature, with the goal of discovering the errors produced by second language learners when writing and investigating the causes of these errors. This study also focused on the types of errors that L2 writers make. As a result, the researcher developed a checklist that includes the most prevalent types of

errors discovered in L2 writing. This checklist was used to analyses data and quantify it in terms of number or percentage. Following that, the factor that cause making errors was discussed and clarified.

Population and sampling

The population of present study was comprised all the students studying at primary level in the rural schools of the Bahawalpur district. The participants of this research were primary level students and are from four different schools of rural area two schools are private and two are government schools. Moreover, the sample size selected for the present study comprised of more than 120 students, studying in both government and private sectors, from Bahawalpur rural area. Researcher selected the sample by using random sampling technique. Furthermore, Participants were randomly selected from population of five class students from four different schools. All participants were reading English from one class which included both male and female students.

Research Tools

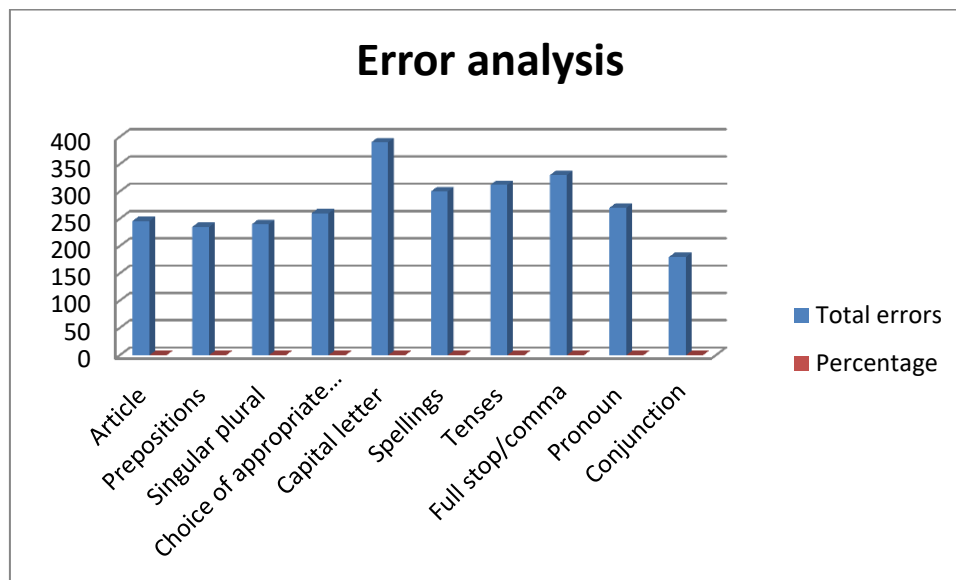
For the present research study, researcher used test as a data collection tool. In this study, a standard Test taken from the website of PEC for primary students was used as a research tool. Researcher administered the test and after participants completed their test they handed over their answer sheets to the researcher and researcher personally checked those tests with the help of checklist and marked errors on it.

FINDINGS

Error analysis is a crucial component of learning, according to Neha Joshi, because in order to teach language effectively, it is necessary to comprehend what is being written incorrectly. 200 participants, both male and female, were chosen at random from 4 different schools, but only 180 of them provided positive responses at a rate of 90%, while 20 others wrote a single line or nothing at all.

Sr. #	Types of errors	Total errors	Percentage
1	Article	246	8.9%
2	Prepositions	235	8.5%
3	Singular plural	240	8.6%
4	Choice of appropriate word	260	9.4%
5	Capital letter	390	14.2%
6	Spellings	300	10.8%
7	Tenses	312	11.3%
8	Full stop/comma	330	11.9%
9	Pronoun	270	9.7%

10	Conjunction	180	6.5%
Total		2763	



DISCUSSIONS

In tests, several errors are discovered. There are several causes for these mistakes. Errors are divided into two types by Neha Joshi: area and form. The errors of omission, addition, selection, and order fall under the heading of form, whereas phonological, lexical, grammatical, and semantic faults belong to a particular area of language. Participants in the test made a variety of errors, but the most frequent ones involved verb tenses, the incorrect use of articles, spelling, capital letters, full stops, etc.

Total errors were 2763 and most common error was the error of capital letter at the rate of 14.2% out of total errors. It is because in rural regions learners has no notion about how to start a phrase, which word starts from capital letter as in the example

I recite holly Quran daily.

Horse is a beautiful animal.

Or it is a book.

These kinds of mistakes have been committed by participants. These mistakes happen as a result of forgetfulness or a lack of understanding. Putting a full stop at the end of a line results in 330 errors overall with an error rate of 11.9%. These kinds of mistakes happen as a result of participants' inattentiveness or lack of sincerity.

The participants generally made spelling mistakes due to the influence of mother tongue and incorrect pronunciation, totaling 300 spelling errors at a rate of 10.8%. They used pronounced spelling, such as "beg" in place of "big" or "world," "please" in place of "plese," "made" in place of "mad," and "oxygen" in place of "exogon." Students at the primary stage are unable to distinguish between spelling and pronunciation. It is problematic when people pronounce words using letters rather than sounds, especially in rural places. At a rate of 11.3%,

participants made a total of 312 errors in verb tenses, demonstrating their lack of understanding of which verb tense to employ in which types of phrases. They frequently made mistakes while using the ing form or when creating interrogative or negative sentences (I'm eating food, for example).

Horse not faithful animal.

Is horse is a faithful animal?

Young learners struggle with pronouns. They are unable to effectively use pronouns in sentences. 270 pronoun errors altogether, or 9.7%, were found during testing. She causes him harm. he is my teacher, they wrote. I like it very much. Participant's inability to distinguish between his use of it and their own writing caused them to write in this manner. Instead of this pen is mine, this pen is mine.

Participants use the articles "a," "an," and "the" incorrectly a total of 246 times at an error rate of 8.9%. In order to learn more about the causes of errors, the students were also interviewed. The majority of participants didn't know the article's rules; they merely used "the" after every word.

335 prepositional errors total, for an error rate of 8.5%. Prepositional rules are challenging for pupils in the primary grades because they find it difficult to write in, at, or of, for example. The importance of learning the singular and plural forms of a language is demonstrated by the participant's application of mother tongue grammar in speaking. They made the plural of the noun in the same way as they do in their native tongues, such as kitab in Urdu becoming kitabian and book becoming bookain in English. According to Brown (2000), local errors like the one don't need to be fixed because the message is clear, and doing so can prevent a learner from engaging in constructive communication: The majority of these errors are spoken, although there were 240 singular/plural errors in written form, with an error rate of 8.6%.

Due of their limited vocabulary, 12 learners struggle the most with word choice. Most children in rural areas have a limited vocabulary and are unaware of how different terms, such as home and house, can be used to mean the same thing in various settings. Participants miscalculate by 260. 9.4% of all errors are of this nature. 180 conjunction errors total, or 6.5% of the total. Sentence fusion is a skill. Students at the primary level tended to write short sentences and made mistakes while writing longer ones.

CONCLUSION

The current study demonstrates that systematic errors exist in learners' target language. There are different types of errors were found during data analysis. During this process, the number of errors in each category is counted. The grammatical error zones include morphology, function words, articles, and tense errors. It can be concluded that among students, the most concentrated errors in morphology are errors of lack of agreement between subject and verb, as well as errors relating to the singular and third person, whereas errors of use of incorrect prepositions and errors related to articles are found within function words. This study also found that the student's poor English performance was influenced by their mother tongue. Errors in English language writing have an impact on students' grades since errors result in lower grades. Other issues include poor teaching methods, a poor language background, a lack of appropriate text materials, and a careless attitude among students when writing. The findings also show that the general writing performance of village pupils is poor. Learner

errors are seen as an essential component of language acquisition and are employed in the teaching of grammar, linguistics, psychology, and other subjects. To cope with the complexity of second language acquisition and give empirical information for the enhancement of teaching methods and curriculum designs, three schools must be integrated Techniques for teaching English in the classroom. The findings of error analysis can help teachers in a variety of ways. Errors tell the teacher how far the learner has progressed toward the objective and what he still needs to learn (Corder, 1987).

SUGGESTIONS AND RECOMMENDATIONS

Due to distance and the lack of professional teaching staff, Pakistan's rural areas are often overlooked. There are very few schools. Students struggle to learn languages as a result. For teaching English as a second language, teachers primarily employed

outdated strategies and approaches. These techniques are now dated. It is urgently necessary to update the outmoded primary school curriculum. All of these factors have an impact on the learning process overall, and mother tongue also has a significant impact on learning a second language.

All four skills are important for learning a second language, but writing is especially crucial because most exams are given in writing. Exam marks are what determine a student's grade, and mistakes on papers result in lower marks. Using cutting-edge teaching techniques can help students become better writers. Teachers should carefully review students' writing faults on monthly tests and provide assistance when needed. The teacher's motivation is crucial for learning. Language instructors need to be qualified and experienced.

Because it is the most typical writing mistake, article usage rules must be taught from the very beginning. taught them how to use the words "a," "an," and "the"; article norms can be taught with the use of little activities. Students study the grammar and tenses norms in the Pakistani educational system, but they are not taught how to apply them. Tenses and grammatical principles must be taught, and their application needs to be emphasized more. Teachers should pay closer attention when examining tests, highlighting errors on papers, and instructing pupils to write deliberately. Article, capitalization, and full stop errors are entirely the result of negligence.

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Investigating the Implications of Gender Role Deconstruction in Fire heart from a Gender Studies Perspective

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ABSTRACT

This research aims to analyze the representation of male and female characters' in Fireheart movie from the perspective of deconstruction theory proposed by Jean Jacques Derrida. Traditional gender roles assume men as rational, strong, protective, and decisive; they assume women as emotional, irrational, weak, nurturing, and submissive. Deconstruction does not mean to destroy; rather, it means to break down and reconstruct the already constructed structure of something for better understanding. The extraordinary actions and performances of female characters; Georgia (protagonist) and Pauline (antagonist), in the movie; deconstruct the concept of strength and leadership. The researcher finds both female characters as the embodiment of empowerment and bravery. Georgia keeps defending her dream of becoming the world's first female firefighter; even though her father does not support her but she never gives up. She voluntarily decides to save the world from the arsonist (a smoke monster) in disguise of a man named Joe. She solves the mystery and reveals the true identity of Pauline who wanted to destroy the world and took revenge on them. Georgia saves the world and her father from the evil plan of Pauline and achieves her dream by becoming the world's first female firefighter. Pauline and Georgia, both are smart, confident, intelligent, and decisive women. They live their lives as men do. Their characters demonstrate female superiority and dominancy. Hence, both opponents are interdependent on each other but neither is stronger or weaker than the other. Both have their own significance. The study is purely qualitative and illustrative in nature.



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BACKGROUND OF THE STUDY

The term “deconstruction” was coined by the French philosopher Jean Jacques Derrida (1930-2004) in the late 1960s. He is one of the most influential thinkers of the second half of the 20th century. Derrida infuses a new spirit in literary criticism by developing the literary theory in his first book “*Of Grammatology*” (1976). The theory emerged as a reaction to Ferdinand de Saussure’s idea of structuralism (1950). In his book *Dissemination*, Derrida (1981) explains deconstruction as the term of analysis that etymologically means to undo. In simple words, deconstruction means to deconstruct and then reconstruct things in a new way to get something new.

Derrida (1981) rejected the thought of western metaphysics that always has been structured in terms of dichotomies or polarities: presence vs absence, man vs woman, good vs evil, life vs death, mind vs matter, speech vs writing, truth vs error and soul vs body. These opposing terms are neither independent nor equal entities. The second term in each pair is considered to be a negative, corrupt, and undesirable version of the first. Derrida believed that deconstructive strategy reverses this hierarchic binary opposition. So they can be neutral, and each of the oppressed sides gets its proper right to represent itself. Therefore, none of the sides is superior or weaker than the other.

Barthes, in his short essay ‘The Death of the Author’ (1968), rejects the traditional view that the author is the origin of the text, and has the only authority for meaning and interpretation. Barthes believes when the author is dead, the active reader is born and the reader gives its own interpretation to the text. The multiple meanings can be achieved through the interpretation of different readers.

The theory of deconstruction aims at finding the contradictions, tensions, shifts, and paradoxes within the text. It also aims to reveal the failure of the text’s efforts to bring the absolute truth. It exposes unrevealed things that contain many shortcomings and frailties behind the text. In simple words, it uncovers the hidden facts. The destruction happens in the text itself, the reader does not need to participate actively or perform this strategy in the text. The text allows itself to be reread and interpreted many times; the text itself has its own words and sentences providing the possibility for uniqueness, differences, and divergent interpretations of the text.

Fireheart (2022) is a computer-animated adventure comedy film directed by Theodore Ty, and Laurent Zeitoun. It was produced by L’Atelier Animation. The plot of the movie is set in 1930s New York, a 16-years-old Georgia Nolan (protagonist) dreams of becoming the world’s first female firefighter. The movie starts when she was a little girl and every day was an adventurous day for her. She was playing games with her dog, whose name is Ember, for instance, how firefighters rescue and save people from fire by risking their lives. Her father, the retired captain Shawn Nolan, was a fireman but later he left his job and started his tailor business. Since childhood, Georgia’s father didn’t want her to be a firefighter and he told her that women can’t be firefighters because the work is too dangerous and society didn’t allow women to be firefighters. Georgia felt heartbroken and worked alongside her father as a seamstress for his tailor business. Ten years later, she was 16 years old. She practiced every day to become a firefighter and never gave up on her dream and seized her dream close to her heart. The arsonist, a smoke monster, appeared and attacked 40 Broadway theaters by destroying them and 800 firemen disappeared in those theaters. Mayor Jimmy Murray had no other choice but to ask Shawn Nolan to run a fire investigation to save the world with a volunteer team against this

arsonist. Captain Shawn Nolan reluctantly agreed and Georgia overheard this. She decided to disguise herself as a man named Joe and started work as a subordinate to her father along with neurotic science expert Ricardo and daredevil driver Jim. They tried their best to catch the arsonist. Georgia unmasked the true identity of the arsonist; that it was Pauline (antagonist) who wanted to take revenge on the people for her subjugation as a woman by destroying them, especially men. Georgia saved the world and became the world's first female firefighter and the mayor Jimmy Murray awarded Georgia with a gold medal.

The focus of this study is to explore how female characters deconstruct gender roles in this movie.

Statement of the Problem

Women do not get proper rights and face many problems because of the inequality between men and women. Society made rules for women and they are not allowed to revolt against these rules. Women are considered weak, oppressed, fragile, and lunatics. This research aims to challenge the misrepresentation of women through deconstruction theory and seeks to establish them as strong, dominant, and powerful members of society. Georgia Nolan and Pauline deconstruct the concept of strength and leadership in the *Fireheart* movie and prove their strength and dominance.

Aims and Objectives

1. To explore the characteristics of the male and female characters in this movie.
2. To make people aware of the reversed concept of strength and leadership.
3. To highlight how female characters' use strength to bring peace or destruction to the world.
4. To deconstruct traditional gender roles and to show female empowerment.

Research Questions

1. How the male and female characters are represented in the *Fireheart* movie?
2. How is the main character, Georgia Nolan, shown in the *Fireheart* movie?
3. How do Georgia Nolan and Pauline deconstruct the concept of strength and leadership?
4. How do Georgia Nolan and Pauline demonstrate the masculine qualities in the movie?

Literature Review

This section outlines various research works that have been done in terms of deconstruction theory.

Metz (1974) states that everyone likes to watch movies and it can be watched at any age. A movie cannot make someone bored because the movie takes us into the imaginative world where we feel happy. Different meanings and interpretations can be derived from movies.

According to Enwald (2004), deconstruction is seen as a double gesture. On one hand, deconstruction breaks down the hierarchic binary opposition and on the other hand, it displaces the dichotomies and describes it differently introducing a new and unique concept.

M.A.R. Habib (2005) defines deconstruction as a new way of reading and writing and, above all, it challenges the conventional interpretations of the texts. According to Hu (2006), movies provide audio and visual materials to the students for understanding different things in a better way.

Gill (2010) states that the main characters are the dominant characters who play an important role in the story. They are usually complex and undergo different changes with the development of the story.

Fadhilah (2010) deconstructed the feminist characteristics of the major female character (Veronica Franco) in *A Destiny of Her Own* movie. Veronica Franco is portrayed in the movie as a decisive and independent woman because she does not usually depend on men like other women. The researcher identifies different things about Veronica Franco using deconstructive theory. Veronica is not really an independent young woman. She depends totally on men to support herself and her family. She also depends upon Marco and her mother to make decisions.

Tanvir and Amir (2017) deconstruct the character of Saleema in the short story "*Saleema*" By DaniyalMueenuddin. The researcher focuses on analyzing a different dimension of Saleema's character. The findings show that Saleema is not a weak and oppressed woman rather she is a strong and independent woman who uses every possible means to get what she wants.

Sya'roni (2017), in her research, with the help of deconstruction theory deconstruct the concept of protagonist and antagonist, good and evil in *Suicide Squad* movie. The main characters in this movie are villains who play the role of protagonists. The findings show that nothing is fixed and constant not even the role of characters is absolute, the villain characters change into good characters and become the protagonist and they are the ones who saved the world. It all depends upon the intention and the situation.

Ardini (2017) in her thesis deconstruct the binary opposition between the main character and minor characters in an animated movie, *Moana*. The findings show that every character is equal in its own way and every character plays the same role in building the story in that movie. Father, Mother, Grandmother, and Maui help Moana to become a strong and independent woman.

Sayekti (2018) deconstruct the character of Alice in *Alice Through the Looking Glass* movie in her research. The movie shows the character of Alice as a woman who can be strong and equal to men. The researcher analyzes the character of Alice differently with the help of deconstruction theory. The findings show that Alice is not an independent and strong woman because of the authority of her father.

Teddy (2019) in his designed research article deconstructs the qualities of male and female characters' in *Zootopia*. The researcher's aim is to analyze these gender qualities and how these qualities are deconstructed in the movie through analysis. The findings show that the meanings can be "disseminate" or can be perceived in different ways. Both oppositions are interdependent and none of them is stronger or weaker than the other.

Arifin et al. (2019) in their research analyzed the characters in Christina Rossetti's poem *Goblin Market* from the perspective of Derrida's deconstructive theory. The poem gives an idea to the readers that Goblins are the seducer merchants who seduce women. After deconstructing this conventional meaning that goblins are the evil men while Lizzie and Laura (two sisters) are good

women, the researcher finds that they are not good and pure as represented in the poem rather they are the seducer women who seduce goblins with their looks.

Batubara et al. (2020) deconstructed the major and minor characters in the movie script *Zootopia* with the help of deconstruction theory. The major characters have a privileged position in the movie. The aim of this research is to reverse the hierarchy and to show the importance of minor characters. The minor characters are strong, brave, and honest.

Suparyati and Dwi (2021) in their research analyze the binary opposition of the rich and poor characters in the *Parasite*, a Korean movie. Rich people are usually described as powerful and superior while poor people are described as helpless and inferior people. The researchers find that this movie is different; in this movie poor characters are more powerful and superior than the rich character.

RESEARCH METHODOLOGY

This chapter describes the method, data collection process, and all the instruments that are used to analyze the *Fireheart* (2022) movie in the light of a deconstructionist point of view.

Research Method

In this research, the researcher uses a qualitative and descriptive method because the data will be collected in the form of dialogues from different scenes of the movie. The movie, in which the Deconstruction theory by Jacques Derrida is to be applied, is the animated movie named *Fireheart* (2022).

Data Process

The sources of data are taken from “*Fireheart* Movie”. It was published in 2022 and the duration is 1 hour 32 minutes.

Data Sources and Collection Procedure

The researcher uses two types of data: Primary and secondary data. In this research, the primary data is taken from the script and scenes related to the character of Georgia Nolan in the *Fireheart* movie. The secondary data is taken from various sources. They are collected from journals, articles, and books that deal with deconstruction theory and the movie.

Some steps have been taken to conduct this research. The first step is to watch the movie so that the story of the movie would be understood after understanding it, the different aspects; that is significant for this research; could be figured out. The second step is to specify the topic for this research. The last step is to collect significant and helpful data and information for analysis in this research.

The Technique of Data Analysis

The researcher has used the deconstruction theory by Jean Jacques Derrida to deconstruct the concept of strength, leadership, and traditional gender roles in the movie in terms of the binary opposition of the characters and to find the hidden meanings in the movie and how these hidden meanings help us to conclude the analysis differently.

Data Analysis

In this chapter, the researcher's focal point is to analyze the selected literary work and apply the deconstruction theory of Jacques Derrida.

The Representation of Qualities in *Fireheart*

In this research, the researcher reveals the traditional gender roles. The qualities of male and female characters are presented differently in *Fireheart* movie. They have distinctive qualities. After finding these qualities, the researcher deconstructs them with the help of deconstruction theory. Nothing is fixed and not even the portrayal of the characters is fixed.

Qualities of Male Characters in *Fireheart*

Male chauvinism can be seen in this movie. Male characters are presented as superior and dominant, tall, big, and powerful. Captain Shawn Nolan, Georgia's father; is portrayed as the dominant character; controls his daughter according to his own will. Georgia dreams to become the world's first female firefighter but her father does not support her decision because it is against the rules and patriarchal system. He suggests her to help him in his tailor business by becoming a seamstress.

Shawn Nolan: "Do you know why we say fireman and not firewoman"?

Georgia: "To save time".

Shawn Nolan: "No Peanut. Because girls aren't allowed to be firemen. It's against the rules"

(Ty & Zeitoun, 2022, 00:05:54).

This dialogue clearly shows Shawn Nolan is a patriarchal man who thinks her daughter weak, submissive, and sensitive girl just like other girls and considers it better for her to stay at home.

Mayor Jimmy Murray is another dominant and powerful man in this movie. He is represented as evil and selfish who only cares about himself. He is the mayor of New York City; this shows that leadership has only been given to men in the movie. He is dominant and occupies higher status as compared to female characters. Jimmy Murray asks Captain Shawn Nolan to run a fire investigation against the arsonist just because he wants to show people that he is a good person and take care of them. The hidden motive behind it is to collect votes from the people and in this way, he will be elected as a mayor for the next four years. He does not care if people die or kidnapped from arsonist attacks, he just wants to be powerful and authoritative.

In conclusion, male characters in *Fireheart* movie are portrayed as male chauvinists controlling females according to their own wishes and desires and exerting their power and authority to maintain their dominance over everyone.

Female Characters' Qualities in *Fireheart*

Georgia Nolan and Pauline are the two important female characters in *Fireheart's* movie. They are portrayed as submissive characters at the start of the movie. Georgia Nolan since her childhood wanted to be the first world's female firefighter. She idealized her father and wanted to save people but her father told her that she can't be a firewoman, it is against the rules. Further, when Georgia came in disguise of a man named Joe, Georgia's father was ready to train her because she was a male in that getup.

Pauline is the antagonist in this movie. She is the arsonist (a smoke monster). She completed her Ph.D. in chemistry. Even after gaining too much knowledge, she is unable to convince people to change their rules and conservative thinking about females. People subjugated her because they liked to do so and she faced a lot of rejection from everywhere. As a result of this oppression and suppression, she decides to take revenge.

In conclusion, females are completely controlled by males. Even they don't have any right to take their own decision and do something new and creative because it is against the patriarchal rules.

Deconstruction of Strength

The representation in *Fireheart* shows that males are much stronger and more dominant as compared to females. In general, the concept of bravery and strength is only related to males, not females. This shows that the binary oppositions are unstable because one is more powerful than the other and to make both oppositions equal, the hierarchy must be undermined within the structure to show the weak as powerful.

Despite being considered as weak, female characters in this movie are much stronger. The leading character of *Fireheart*, Georgia Nolan, is a strong character that goes against the patriarchal rules and their ideas that consider women weak, sensitive, and indecisive. When her father told her, that she cannot be a firewoman because it is against the rules. But Georgia is confident in herself to fight for what she believes is right, she insists that her views and opinions should be valued and does not give up her dream of becoming a female firefighter. She is active, confident and does not hesitate to take control when she ought to, such as disguising herself in male clothes to save the world and to prove that she is so stronger to be the first world's female firefighter. *Georgia Nolan: "And I am brave. As brave as any boy" (Ty & Zeitoun, 00:06:16)*. She is ready to help the world when an arsonist, a smoke monster, attacked 40 Broadway theaters and 800 firemen disappeared. She solved the mystery of the arsonist and finds out the actual identity of the arsonist. It is Pauline who wanted to take revenge on people. She also finds the 800 missing firemen and becomes a hero in the eyes of the world.

Georgia is not only the character in *Fireheart* but she also shows the way out of stereotypical gender roles. The character of Pauline, the antagonist, and arsonist, also defies the patriarchal concept of women being second to men. Pauline is a strong and intelligent woman. She completed her Ph.D. in Chemistry and takes revenge on people. She makes a fireball from gunpowder and dynamite. These fireballs activate with music and within 90 seconds they explode by hypnotizing people and turning everything into ashes. She hypnotizes and makes all firemen disappear just because she wants to rule over the world. This clearly shows how powerful Pauline defeats the male characters in the movie.

Deconstruction of Leadership

In *Fireheart*, the leadership is dominated by the male characters Captain Shawn Nolan (Georgia's father) and Jimmy Murray (the mayor of the city) are all males. However, the deconstruction in the movie shows the females' leadership such as Georgia Nolan and Pauline.

At the very beginning of the movie, many people believe that Georgia will never be a female firefighter because she is a woman. However, Georgia shows that she can be a firefighter because she has a spirit of a leader. Georgia is not a weak girl and does not follow the rules of

other people and her father rather she follows her dreams. She saves the world from the arsonist and saves lots of people. Georgia also saves the life of her father when Pauline attacks on them. *Shawn Nolan: "You saved me" (Ty & Zeitoun, 01:11:51)*. She also possesses a high IQ level to find the origin of the mystery about the arsonist. She trained herself day and night and never miss opportunities to become a firefighter. Georgia proves that she has complete control over her life and she is her own leader. Such spirit leads her to success.

Another proof can be seen in Pauline's situation where she shows that she can control and subordinate men by hypnotizing them. She spreads fears among the people. The whole city is in panic and tense because of the arsonist's attacks. Pauline is also the leader of her own life and takes her own decision. She is very smart and even the mastermind that makes people believe that it is the arsonist who attacks the city. She has the power to change the patriarchal rules by challenging them. She wanted to rule over the world. This proves that women can also lead because they are equally strong and brave as men and change is possible because nothing is fixed in this world.

CONCLUSION

In conclusion, traditional gender roles are shown in *Fireheart* in which men are portrayed as stronger and dominant ones. Women are controlled by the men under the patriarchal system. However, despite being represented as weak and submissive, the female characters are much stronger and more dominant than the male characters. The concept of strength and leadership; which is only associated with men in a patriarchal society; is reversed with the help of deconstruction theory by Jean Jacques Derrida. Georgia and Pauline are much stronger because they have the spark in their hearts to change the rules and prove to the world that they are as brave as men. Georgia positively exerts her power to save the world by becoming a hero in the eyes of people while Pauline is a vengeful woman who negatively uses her power to terrify the people and destroy the city. Both are extremely intelligent and smart. Their extraordinary actions and bravery change the negative thinking of people that women cannot do anything. Through the analysis, the researcher proves that women are as important and powerful as men and none of them are superior or inferior. They are interdependent and play an important role in the movie as well as in society.

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