EFFECTS OF INTERCULTURAL PRAGMATICS ON STUDENTS' READING COMPREHENSION: AN EXPERIMENTAL STUDY OF SECONDARY LEVEL STUDENTS

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Effects of Intercultural Pragmatics on Students' Reading Comprehension: An Experimental Study of Secondary Level Students

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Effects of Intercultural Pragmatics on Students' Reading Comprehension: An Experimental Study of Secondary Level Students** submitted by me in partial fulfillment of M. Phil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not be submitted by me in future for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Thesis Title: Effects of Intercultural Pragmatics on Students' Reading Comprehension: An Experimental Study of Secondary Level Students

This study sought to determine the effectes of intercultural pragmatics in the development of reading comprehension. Further, the study aimed to find out the demerits of conventional approaches employed in English language pedagogy that tends to overlook the aspects of cultural norms associated with the target language. Moreover, the study benefitted and employed an experimental design as research paradigm. Besides, the study used random sample technique wherein the researcher selected 50 10th grade English language learners from a nearby school in District Ghotki, Tehsil Ubauro, and equally divided them into two groups i.e., experimental and control group. During the investigation, the two groups received different treatment: the experimental group was exposed to some text rich in cultural context (Sindhi & English Cultures), while the control group was taught a text neutral to culture. Pre and post-tests were given in the beginning and at the end of the experimental study respectively to measure the progress of the students that they had achieved. The t-test as an analytical tool was used to statistically examine the data because the study was quantitative in nature. Therefore, the study proved useful in establishing a strong link between reading comprehension and intercultural pragmatics. Thus, the findings of the study demonstrated that including cultural context in the language learning process enhances students' comprehension skills. Following the findings of the study, it was further revealed that teaching intercultural pragmatics in language curriculum helps students in learning and understanding foreign languages. However, other related aspects such as accomplishments of different speech acts in different cultural contexts can be explored in further research.

Key Words: Intercultural Pragmatics, Reading Comprehension, Language Pedagogy, Experimental Study

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DEDICATION

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CHAPTER 1

INTRODUCTION

Intercultural pragmatics concentrates on the development of pragmatic competence in second language learners, including how they produce and understand speech actions. Intercultural pragmatics is the study of interpersonal communication among speakers of the same second language and different in first languages and in cultural backgrounds. Additionally, a researcher can demonstrate the linguistic responsibilities that are strengthened by the language's social functions by employing the pragmatic background knowledge of the language. A person has to be familiar with phonology, semantics, syntax, and pragmatics in order to comprehend the meaning of a spoken communication. (Flowerdew & Miller, 2005).

Reading comprehension is a dynamic and interactive process. To comprehend a written text, readers need to be familiar with each word, to know the meaning of each word and to get the whole meaning of the text by discovering the meaning of all sentences separately and in relation to each other (Cain, 2004). Reading comprehension is the process of obtaining a precise grasp of the writer's message by alternately extracting and building meaning using the reader's prior knowledge, engagement, and involvement (Indrayani, 2014). Furthermore, reading comprehension is the ability to read text, process it and understand its meaning.

Reading comprehension is defined as, "An interactive process that largely occurs within a socio-cultural context, that shapes and is shaped by the reader's background knowledge and experience, purpose for reading, information available in the text, and the activity or context in which the reading occurs". (Kimberly, 2014) Hence, reading comprehension is influenced by a number of elements, including proper comprehension requires sufficient proficiency to read, term repertory, and motivation. Reading comprehension is essential for academic success because practically all school disciplines rely on the ability to comprehend written information (Martinez & Lesaux, 2010).

On the other hand, Culture is defined as "Culture is a complex whole which includes knowllede, belief, art, morals, laws, custom, and any other capabilites and habits acquired by a man as a mmber of society" (Tylor, 1881). Some of the most

distinguishing characteristics of a particular group of people may be found in their arts and crafts, religion, social customs, language, music, and cuisines. Culture is a term used to describe a common set of connections, understandings, and behaviors that individuals learn via socialization. Since language is one of culture's facets, there is a close relationship between the culture and language (Zimmermann, 2017). Language and culture are also intimately related to one another. Hence, language is greatly influenced by culture. Furthermore, the learning of culture in an English language classroom should take place, not because the intention is to introduce learners to a foreign culture, but rather because, without concurrent cultural instruction, a language is nothing more than a collection of insignificant symbols that the learner would find boring, asserts Politzer (Purba, 2011)

Having the aforementioned literature in consideration, thus, created an urge within the researcher to explore the relationship between the culture and reading comprehension. The goal of this study is to show that there is a relationship between cultural dispositions and reading comprehension. The researcher also makes an effort to comprehend how these cultural differences affect reading comprehension. As it was already noted, cultural differences show themselves as variations in reading comprehension as a result of contextual pragmatics. Therefore, it is essential to determine how much intercultural pragmatics has affected on reading comprehension, how it has altered and how a common reader conceptualizes reading depending on cultural norms and beliefs.

1.1 Background of the Study

The study of meanings in relation to context is done in the discipline of pragmatics, which is a branch of linguistics. Prior to the emergence of contemporary linguistics study, meanings were only explored on the surface level. However, it has since been shown that speakers and authors often conceal other meanings in speech and writing that must also be focused on in order to have effective communication. When teaching or studying a foreign language, simple semantic meanings have little effect on cross-cultural relationships. Therefore, pragmatics is researched in order to meet communication needs. According to Leech (1983), pragmatics is the study of deciphering meanings in a variety of contexts while simultaneously examining the interactions between language and setting. According to another linguist, Verschueren

(1995), pragmatics is a field of linguistics that studies all aspects of language, including vocabulary, their meanings, and structures. (Verchueren, 1995).

The field of pragmatics encompasses several disciplines that explore meaning in context. To better grasp language and improve one's speaking abilities, it is crucial to emphasize these areas in the teaching and learning of languages. Speech act theory, which maintains the centre position here, is the most significant area of research and comprehension of language through pragmatics. The speech act theory was introduced by Austin (1962) and Searle (1969), who talked about the function of language usage by native speakers who have certain concealed meanings in their speech. They contend that there are specific phrase structures that can reveal the speaker's intentions without doing so directly.

Understanding the function of "communicative competence" in language acquisition is important before comprehending the phrase "pragmatic competence." The capacity and knowledge needed for learners to comprehend language and make effective use of linguistic resources so that their utterances can be well-formed and correctly interpreted is referred to as communicative competence (Chomsky, 1965). Some of the key components of "communicative competence" include maintaining awareness of the goals and purposes of the language or producing various sorts of writings (Richards, 2007). It also includes knowing who to say it to, how to say it, and where to say it. Canale and Swain (1980), identify four categories of competence: grammatical, sociolinguistics, strategic, and discourse.

Several attempts have been made to define pragmatic competence, but Thomas' (1983) approach, which combines grammatical and pragmatic competence into one "linguistic competence," has received the most attention. He described it as "the capacity to grasp language in context and to utilize words effectively to achieve a certain aim" (p.92). Additionally, pragmatic proficiency also addresses issues with language comprehension and output. Since it is a crucial component of communicative competence, pragmatic competence has received a lot of attention in the context of second language acquisition. The term "sociolinguistic competence" has largely taken the role of pragmatic competence in frameworks for communicative competence. Illocutionary competence and sociolinguistic competence are two categories of pragmatic competence according to Bachman (1990). The intended and

concealed connotations may not be comprehended by the learners, which can cause various issues and barriers for those learning a foreign language. The language learners' lack of prior information or background knowledge might, in some situations, result in a lack of comprehension or misunderstanding. Pragmatic proficiency is a requirement for foreign language learners to attain since it completes the communication process. According to Thomas (1983), pragmatic skill is crucial for reading comprehension

Intercultural pragmatics is engaged with how the language system is used in social interactions between individuals who often represent various cultures and have various first languages (Kecskes, 2014, p.14). The major goals of intercultural pragmatics are the growth of native and nonnative speakers' interaction, interlocutions between speakers who do not share a first language, multilingual discourse, and the development of multilingual speakers' speech. It does not place a lot of emphasis on pragmatic proficiency. Halliday (1989) shared his perspective on culture and language, noting that he had a hard time appreciating the variations between various languages. He has made an effort to convey how tough it is to communicate because there are so many different languages.

The interaction in which the interlocutors participate in the communication process unhindered and respect one another's speech is genuinely determined by these personal and societal characteristics. This sociocognitive approach places a strong emphasis on cultural and individual mental models. The theory of Van Dijk (2008), which contends that participants' descriptions of the situation rather than the social situation itself affects speech, must first be understood in order to comprehend the backdrop of the approach. He claims that although the environment cannot be utilized directly, it does serve to symbolize the inner subjective that participants who may be either individuals or groups within a community construct. One of the primary factors influencing the interactions in cross-cultural contacts is blending, which is a language process. Blending becomes a dynamic system as new words are created as a result of merging and crossing. This also influences whether the cross-cultural communication is understood by both parties.

Numerous definitions of substantial reading exist. While Hafiz and Tudor (1989, as cited in Alyousef 2005) said that exposing students to a considerable

amount of interesting and relevant materials and activities will have a major influence on the students' understanding of L2, Hedge (2003) classified it as skimming and scanning activities. In recent years, a number of researchers have demonstrated a strong interest in in-depth reading. Hafiz and Tudor conducted a three-month intensive reading study (1989 as cited in Alyousef 2005). The study's participants were Pakistani ESL students enrolled in a UK school. The findings of this study showed that the experimental individuals' performance, notably their writing abilities, had significantly improved. In this kind of reading, students read a page to determine its meaning and become familiar with the writing techniques. Students may practise these methods fundamentally via this reading, which is based on a variety of texts. These techniques can either be learner or text related. First, one must recognize how texts are organized, and second, one must use techniques like linguistic, schematic, and metacognitive methods (Hedge, 2003).

According to Yang, Dai, and Gao (2012), frequent reading helps readers improve their understanding. Intensive reading is essential for learning lexicon and comprehending the structure of texts, according to Waring (1997). According to Stahl's 2003 research, extensive reading activities and linguistic competence are related. In order to improve language preparation, retention, and activation techniques, instructors need to read extensively in order to boost the three learning periods known as pre, while, and post-reading. Intensive reading is seen as an important tool for enhancing reading comprehension, according to Pollar, Durodo, Gonzalez, Simmons, Kwok, Taylor, Davis, and Simmons (2011).

Reading, according to Goodman (1967, quoted in Ahmadi & Pourhosein Gilakjani (2012), is a "psycholinguistic guessing game" in which readers use their prior knowledge to relate to a text and make connections between it and new information to comprehend it. The readers pay attention to the following words rather of reading the entire text. They make an effort to decipher words or sentences. The title of the reading material, which enables readers to limit the scope of their reading, is where readers start their predictions. Then, students make an assumption about the writer's intended message and revise their initial theories in light of what they learn from the text. Higher levels of processing are used to begin comprehension, which continues

with the application of earlier stages (Nuttall, 1996 as cited in Ahmadi & Pourhosein Gilakjani 2012).

According to Rumelhart (1977), Nunan (1990), and Grabe (1991), top-down and bottom-up decoding are both necessary for good reading. Top-down reading can help L2 readers make up for weaknesses in bottom-up reading. They use their schemata to derive meaning in the dearth of bottom-up knowledge (as cited in Ahmadi & Pourhosein Gilakjani 2012). This model is built on data from several sources including orthographic, lexical, grammatical, semantic knowledge, and schemata, according to Stanovich (1980 as referenced in Ahmadi &Pourhosein Gilakjani 2012). The decoding procedures aid one another while readers read. They should use their prior knowledge to their advantage if they are having trouble understanding readings. Readers who rely on the top-down model make use of textual cues to infer meaning, but they must compensate for shortcomings including poor word recognition and ineffective bottom-up processing. The best text processing is achieved with this paradigm. This approach should be used by teachers to develop reading lessons that will improve the proficiency of L2 readers. The interactive model serves as the foundation for the reciprocal teaching approach to reading education. There are four main reading techniques involved.

According to Kintsch (1998), the surface element of mental representation is when words and phrases rather than their meanings are encoded in the mental image. The text-base conveys the text's meaning and is made up of the links and pieces that the text itself generated, without adding any information that is not expressly stated in the text. Without keeping track of the precise phrases or words from the text, a text base may be created. In a text-only environment, the reader makes use of prior information to forge a more accurate and coherent mental image. The scenario model, according to Kintsch (1998), is a framework that integrates the text-base with the pertinent information of the reader. Some prior information is needed to develop a text-base, but this information is more general and is required for decoding texts generally, as opposed to prior knowledge that is needed to create a scenario model, which is more specialized with relation to the text's content.

The capacity to read, comprehend, and learn from books on a certain subject is known as content literacy. General literacy skills, subject-specific literacy skills, and

prior content knowledge are the three different categories of content literacy. The general and subject-specific literacy skills point to a more abstract sort of knowledge that is not dependent on the specifics of a certain book. This information is used to create a text-based mental picture (McKenna & Robinson, 1990). Previous content knowledge is information that is relevant to the subject matter of a certain text and is used to create a mental scenario. For instance, it may not be immediately apparent that mathematics necessitates the development of subject-specific literacy skills, while reading comprehension in arithmetic depends on more general literacy skills and prior knowledge. It might be argued that the necessity for literacy abilities relevant to a given field of study stems primarily from the symbolic language used in mathematics (McKenna & Robinson, 1990).

Syntactic and semantic norms are naturally and subconsciously applied, and more specific prior information is also activated. There are several cognitive processes that are somewhat aware. It is said that very automated, unconscious processes make up perception. For instance, we are aware of the result of the process when we see a dog and immediately recognize it as a dog, but there aren't any active or consciously thought processes involved in this recognition (Kintsch, 1992). When we need to recall the name of an individual we see and know problem solving is involved. As a result, since comprehension is an unconscious process, when we read a book without having any problems understanding whatever we read, the procedure is more tied to observation than problem solving between observations and problem solving so these understand. (Kintsch, 1992)

1.2 Statement of Problem

The importance of reading ability for academic achievement makes teaching of reading skills in secondary school classrooms a global priority, especially in an age when information is easily accessible. Despite the earnest efforts of English language learners, achieving the desired proficiency remains a challenge. Traditional teaching methods often lead to difficulties in understanding written content. Despite early exposure to English, students consistently perform below average on various testing and examination scales. This underscores that comprehension of texts and second language acquisition are influenced by numberlessfactors. Intercultural pragmatics emerges as a potential solution to this issue. While extensive research exists on oral

comprehension and pragmatics, the impact of intercultural pragmatics on reading comprehension remains relatively unexplored. This experimental investigation seeks to examine how intercultural pragmatics influences students' reading comprehension. The primary objective of this study is to uncover innovative approaches that enhance efficiency, making the learning process both engaging and comprehensible.

1.3 Hypothesis

Students who are introduced to intercultural pragmatics, they comprehend the second language more effectively than those students who are not introduced to intercultural pragmatics.

1.4 Theoretical Framework

The current study is using socio-cognitive development theory that was given by Vygotsky in 1978. The purpose of this study is to determine whether intercultural pragmatics and students' reading comprehension are related. There are several gaps in the traditional method of teaching languages where incorporating culture is not taken into account. Vygotsky initially proposed the concept of socio cognitive development, sometimes referred to as social development theory, in 1978. Language acquisition also develops meaning through social interactions, illustrating the strong relationship between social interaction and cognition. Numerous organizations promote students' fundamental growth and development, and the community is essential in assisting students in understanding a book. Piaget felt that children's growth always occurs before their cognition, contrary to Vygotsky's view that learning is crucial and comes before development (Vygotsky, 1978). There is no idea or rule that can be used to analyze or quantify the development of the human mind. The social and cultural circumstances that affect how people develop must be recorded. There are a number of social systems that help develop children's cognitive abilities (McLeod, 2007). More exposure to the group's culture, traditions, and ideals leads to higher mental processes.

The next theory that pertains to how a learner's mind develops cognitively is the constructivism theory. Vygotsky agrees with this and emphasizes the following three fundamental concepts: SocialInteraction, Moreknowledgeable other or(hereafter, MKO) and Zone of Proximal Development (hereafter, ZPD). Social interaction is the

degree to which one is able to make sense of the interaction. It is unavoidable that a learner learning a language would go through the inter-psychological contact process, which is how they learn to communicate with others around them. The second phase of learning is known as intra-psychological interaction, involves the learner interacting with oneself. The completion of these two steps is required for social engagement.

More knowledgeable other or MKO refers to a person who is more fluent in the language and has a more valuable viewpoint than the learner, such as a teacher, instructor, or native speaker. The MKO has received significant attention from Vygotsky (1978) for the advancement of constructivism theory. It is difficult for language learners to get through the process of development or the acquisition of cognition without the assistance of these individuals. Zone of Proximal Development (ZPD) According to Vygotsky's theory, people have an ability of learning from culture and using speech and writing as mediation tools to interact with their social environment. Children create these tools to express their wishes and expectations to others. He has concentrated on how individuals behave and communicate in a sociocultural setting.

1.5 Research Methodology

The present research uses the experimental research approach. The implementation of this paradigm in the current study helps to reduce the risk of "biases of all kinds" while also ensuring the integrity of the research and its conclusions. It is the most appropriate in terms of the nature of the issue and the data collection technique. Experimental study includes a hypothesis, a variable that the researcher may influence, and variables that can be considered, calculated, and compared. The utilization of controlled conditions in experimental research is vital. The researcher acquires data and observations that support or contradict the idea.

Similar to this, experimental method is a quantitative method used by researchers to attempt to determine the impact of a study's intervention on a group's outcome. (Creswell, 2002). The utilization of experimental techniques, including various experimental designs, is the most dependable and successful method for establishing cause-and-effect correlations and successfully controlling external influences. (Cook & Campbell, 2002, p.13). Internal validity is defined as "any relationship observed between two or more variables must be clear as to what it

implies rather than becoming due to something else." (Frankel & Wallen, 2006 p. 169)

1.5.1 Research Design

The nature of the study is quantitative. The study uses an actual experimental research design, and the sample is splited into two equal groups: the experimental group and the control group. The study's independent variable is the intercultural pragmatics provided to both groups. Reading comprehension and student performance are the dependent variables. Finding the link between the independent and dependent variables is the study's main goal.

1.5.2 Population

The development of this study is built on experimental research. The secondary level students of Sindh from district Ghtoki, Tehsil Ubauro, are the subjects of the study. There are 50 students in the sample. The two groups of students—an experimental group and a control group is specified in spliting (25 students in each group). For both groups, the same instrument is applied. The length of the study was one month. There is a total of 8 one-hour lessons with 25 students in each group where students read various reading passages. In addition, the majority of these learners are Sindhi.

1.5.3 Sampling

The sample for the study is chosen using a random sampling approach. According to the basic random sampling method, each participant has an equal opportunity of being chosen for the research where the sample is taken from a bigger population. Two groups of 25 students each are formed from the sample of 50 students. Due to the nature of the study and time constraints, the sample size is kept low.

1.5.4 Reading Items (Experimental Group)

The reading materials for the experimental group is chosen from intercultural point of view so that the students may gain understanding of English as a Second Language and also have a lot of exposure to both Sindhi and English cultures. The courses that are chosen is rich in cultural references, such as Shah Abdul Latif Bhitai (a poet from Sindh), William Wordsworth (an English poet), and weddings in Sindhi

and English cultures. The researcher goes into great depth with the students on the cultural elements found in the reading materials. (Tomlinson, 1998). Students find learning about English culture and customs to be enjoyable and unique, and they investigate it with great enthusiasm to learn about English cultural norms and values.

1.5.5 Reading Items (Control Group)

The reading selection for the control group is made in a way that it has no cultural context. The themes are culturally impartial, such as money, inflation, the value of extracurricular activities, etc. The researcher teaches the material to the students in a conventional manner, emphasizing vocabulary, semantics, and grammar. The learners in the control group were not given any explanations on any cultural topics that were covered in a class.

1.5.6 Instrumentation

The term "research instruments" refers to the equipment used to do research. The pre- and post-tests are the instruments used in the current investigation. The tests are designed by the researcher such that they include a variety of test items. Multiple choice questions (MCQs), true/false and fill in the gaps, etc.are all included in the exams. The inclusion of a variety of test items aims to provide a thorough knowledge of students' reading comprehension skills as well as timely and reliable data. Both the experimental and control groups each get the same pre- and post-test. The texts used to create the pre-test would not have been covered in class. Furthermore, four English teachers evaluate the tests. Hence, the researcher is able to compile useful results with the aid of the data that both groups collected.

1.5.7 Data Analysis

As the study is experimental, the results are quantitatively examined. The data is categorized, classified, and recorded for the objective of analyzing it to seek for similarities and contrasts. In order to identify similarities and differences, the analysis entails classifying and categorizing the data. To determine the pattern that occurs within the group on the subject under discussion, quantitative approaches consider the measurable quantities and the statistical evaluation of the information gathered by computer techniques.

In this research project, the pre-test and post-test analyses of the specified variables are carried out using the SPSS 26.0. In order to manipulate data using straight forward instructions, the quantitative analysis approach is used. Finding evidence to either refute or confirm the study's premise or central notion is what the analysis of data is concerned with, according to McNabb (2015). The analysis in the quantitative method was used to be done while focusing on hypothesis because the researcher wants to predict the variables with the values and where the researcher knows the acceptance or rejection of the hypothesis inthe study (McNabb, 2015).

The t-test is used with the SPSS 26.0 software to determine whether there is a difference between the two groups. An independent samples t-test technique is used to compare the pre-test results of the control and experimental groups, while a paired sample t-test procedure used to examine the pre- and post-test results of the control and experimental groups.

1.6 Significance of the Study

This study may create awareness among secondary level children to know effect of intercultural pragmatics on students' reading comprehension. Moreover, it can also unfold the new reservoirs of knowledge in the domain of intercultural pragmatics and reading comprehension. The learners of second language may come to know about effect of intercultural pragmatics on students' reading comprehension.

1.7 Delimitation of the Study

This study is delimited to effects of intercultural pragmatics on students' reading comprehension. In addition, the study is further delimited to district Ghotki, Ubauro in order to take a holistic view of the topic understudy. Furthermore, the study is also delimited to Secondary level students for the evaluation of effects of intercultural pragmatics on students' reading comprehension.

1.8 Organization of the Study

Chapter 1: This chapter provides a detailed introduction to the topic, background of the study, literature review, research questions, research methodology, theoretical framework, data collection tools, data analysis, statement of the problem, significance of the study and delimitation of the study.

Chapter 2: This chapter is specified to focus on to highlight the empirical studies available and related to the topic understudy. This chapter has been broadly divided into three sections followed by sub sections. In the first section, . This chapter ends with a brief summary.

Chapter 3: This chapter thoroughlydiscusses the methodological approaches pertaining to the topic understudy.

Chapter 4: This chapter is specified for presenting the results obtained from the collected data.

Chapter 5: This chapter has presented a brief conclusion, findings, discussion and summary. This chapter ends with recommendation for further research.

CHAPTER 2

LITERATURE REVIEW

This chapter discusses the recent development of intercultural pragmatics as a field that bridges gaps in the instruction of foreign or second languages.

2.1 Definition of Pragmatics

Pragmatics is a broad study that investigates language beyond its structural and lexical components (Taguchi & Roever, 2017). The study of language's function in real-world global communication is the primary focus of pragmatics. It entails delving into the intricate dynamics of language use in various social, cultural, and situational contexts (McConachy, 2019). *Pragmatics* is a scholarly discipline that studies the pragmatic aspects of language, such as implicative phenomena, presuppositions, speech acts, politeness strategies, and contextually influenced interpretations. This study investigates how individuals use linguistic strategies to effectively communicate intended meanings, maintain conversation coherence, and establish mutual expectations and norms with their conversation partners. The pragmatics discipline recognises context's importance in language understanding and meaning (Gibbs & Colston, 2020). The statement acknowledges that verbal communication frequently conveys only a portion of the intended message because complete comprehension of the communicative intention heavily depends on contextual elements and shared understanding. As a result, pragmatics seeks to clarify the complex interplay between language, context, and culture, offering a limited understanding of how people from various backgrounds navigate the complexities of meaning in their communicative interactions. Pragmatics provides a foundational theoretical framework for understanding the influence of intercultural variables on the pragmatic dimensions of language usage, thereby influencing university students' academic understanding (House & Kádár, 2021). Intercultural pragmatics encompasses a complex interplay of linguistic, sociocultural, and cognitive factors influencing secondary school students' interpretation of written texts.

2.2 Defining Terms

2.2.1 Intercultural Pragmatics

Intercultural pragmatics studies how people from different cultural backgrounds use language in their communicative interactions. This study looks into the impact of cultural norms, values, and expectations on using pragmatics in intercultural communication. The field of pragmatics includes, but is not limited to, politeness strategies, indirect communication, and implied semantics (McConachy & Spencer-Oatey, 2021).

2.2.2 Pragmatic Competence

Pragmatic competence is an individual's ability to navigate the pragmatic aspects of language usage effectively. Individuals' ability to understand implicit meanings, perform speech acts, and adhere to sociocultural norms allows them to engage in accurate communicative exchanges (Mao & He, 2021).

2.2.3 Reading Comprehension

The cognitive process of understanding written texts is referred to as reading comprehension. The process now includes deciphering the written words and comprehending the intended meaning, contextual factors, and potential ramifications communicated through the text. Reading comprehension skills development is critical for students because it directly impacts their ability to extract information, make inferences, and critically analyse written materials (Reddy et al., 2019).

2.2.4 Secondary Level Students

Secondary-level students are individuals enrolled in secondary education, typically available to students between the ages of 12 and 18, depending on the educational system in place. Individuals in this group have higher cognitive and linguistic abilities than primary school students, according to Zangoei et al. (2019). As a result, they make good subjects for studying the relationship between intercultural pragmatics and reading comprehension.

2.2.5 Experimental Study

An experimental study is a research design in which one or more variables (in this case, intercultural pragmatics) are systematically manipulated to examine their

effects on another variable (reading comprehension) while controlling for other factors. It allows for preserving existing causal relationships and collecting empirical evidence to conclude (Alsuhaibani, 2022).

2.3 Theoretical Framework

The current study is based on Vygotsky's Socio-Cognitive Development theory. This theory was chosen because it is well-suited to investigating the complex relationship between intercultural pragmatics and secondary students' reading comprehension, particularly in the context of language education. Traditional coaching methods overlook the significance of incorporating cultural elements into language acquisition. This framework establishes a solid foundation for comprehending how socio-cultural interactions influence cognitive development, language acquisition, and educational practices.

2.3.1 Vygotsky's Socio-Cognitive Development Theory

Vygotsky's Socio-Cognitive Development Theory, proposed in 1978, is the foundation of modern research (Vygotsky, 1978). This fundamental concept was carefully chosen to provide a big-picture view of the complicated and changing relationship between intercultural pragmatics and students' ability to understand what they read. This is especially important when teaching a language because traditional methods of instruction frequently fail to incorporate cultural aspects into language learning. Vygotsky's theory is a good and current way to investigate how social and cultural interactions influence cognitive development, language learning, and, by extension, how we teach. Vygotsky's (1978) Socio-Cognitive Development Theory is based on socio-cognitive improvement. He emphasised the inextricable link between cognitive development and social interactions. This basic idea helps the research stand by demonstrating how critical intercultural exchanges are for shaping college students' cognitive development and ability to understand language. Another concept being studied is intercultural pragmatics. This theory investigates how people from various cultures use language in everyday situations (Kim, 2020).

The study uses Vygotsky's idea to shed light on how people learn and understand language in cross-cultural settings. Its goal is to determine how to use these interactions to improve teaching methods and promote a more comprehensive and sensitive approach to language learning. Vygotsky's concept of socio-cognitive

development fits right in with the current debate about welcoming and culturally sensitive training (Livingston & Cummings-Clay, 2023). It provides a robust framework for understanding how the cultural and social aspects of learning and understanding language interact by focusing on how social interactions and cognitive development are linked. This theoretical foundation supports the research and provides valuable insights to educators and practitioners who want to make schools more welcoming and culturally rich. As the study progresses, it employs Vygotsky's theory to investigate the nuances of intercultural pragmatics. However, it must catch up on how different cultures influence how people understand language. This exam is essential not only for the academy but also in the ever-changing world of language learning, where teaching students to understand and appreciate cultural differences is critical to assisting students from all backgrounds in communicating and understanding each other better. According to McLeod (2022), Vygotsky's theory demonstrates how important different social systems are for children's cognitive development. Exposure to a group's history, traditions, and values leads to improved intellectual strategies, and this metric is critical in this study.

2.3.2 Constructivism Theory

Vygotsky's sociocognitive development theory is consistent with the constructivist approach, resulting in a mutually beneficial relationship that improves our understanding of the processes involved in learning and development. Three fundamental concepts emerge from this theoretical framework: social interaction, the more knowledgeable other (MKO), and the zone of proximal development (ZPD). These additives provide a comprehensive framework for analysing the complex language acquisition and comprehension process, thereby improving our understanding of the learning experience.

2.3.3 Social Interaction

It is critical to comprehend the significance of social interaction in learning within the context of Vygotsky's theoretical framework and the larger constructivist philosophy. The recognition emphasises the importance of social interaction in learning. According to the constructivist paradigm, individuals construct their knowledge through interactions with others. Working together entails developing shared meanings and broadening one's worldview (Vygotsky, 1978). The idea

represents a significant transformation from social interactions rather than just changing records. It emphasises the importance of students actively creating meaning, especially when learning a language, rather than passively receiving information. People are actively engaged in a complex web of social interactions, building knowledge together and exchanging information, demonstrating the enormous benefits of social engagement. This method is helpful in educational settings and can be used in everyday life. People's cognitive and linguistic abilities are enhanced by engaging in various interactions, such as problem-solving, story-sharing, and conversation. According to the Suhendi, (2018) social interaction is critical for language acquisition. Language is the foundation for people to develop their language skills, exchange cultural knowledge, and improve their communication abilities. When newcomers interact to a situation with others, they actively contribute to gathering information. They use interactions with others to improve their understanding of language and their ability to express themselves clearly. People learning a language can move from passive recipients to active participants in their language and thought environment. The importance of these interactions in improving comprehension and communication highlights the importance of social interaction in language acquisition as well as the inherent social nature of learning.

2.3.4 More Knowledgeable Other (MKO)

More Knowledgeable Other (MKO) refers to a person who is more fluent in the language and has a more valuable viewpoint than the learner, such as a teacher, instructor, or native speaker. The MKO has received significant attention from Vygotsky (1978) for the advancement of constructivism theory. It is difficult for language learners to get through the process of development or the acquisition of cognition without the assistance of these individuals.

2.3.5 Zone of Proximal Development (ZPD)

Vygotsky's Socio-Cognitive Development Principle includes the Zone of Proximal Development (ZPD). This concept concerns how people regard their lifestyle, language, and writing as essential for interacting with others and learning new things. This paper discusses how people's social and cultural environments change over time, emphasising how people express their wants and needs through these environments. The ZPD, which is the area between what a learner can do on

their own and what they can do with encouragement and help, is one of the most essential parts of Vygotsky's theory. Understanding the ZPD is critical in this study because it allows us to investigate the complicated relationship between intercultural pragmatics and how well college students understand what they read. The ZPD is the distance students can travel beyond their current abilities with new experiences, new people, and educational materials (Xi & Lantolf, 2021). Intercultural pragmatics is vital because it helps college students understand and correctly speak. This concept also emphasises the importance of language, tradition, and social tools in helping people learn and grow. As people interact with their sociocultural environment, they internalise cultural values, norms, and linguistic styles (Smagorinsky, 2018) in their thinking and ability to understand language. As a result, the ZPD is a helpful lens through which to examine the complex dynamics of language acquisition and comprehension, particularly in intercultural pragmatics. It demonstrates how lifestyle and language can be dynamic cognitive development tools and improve study comprehension.

2.3.6 Intercultural Pragmatics

Cross-cultural pragmatics is a subfield that studies the complex dynamics of language usage in cross-cultural interactions (Arifin, 2023). This concept is based on the idea that language has a broader scope than its literal interpretation, and how people from different cultural backgrounds use language varies considerably. Intercultural pragmatics is a branch of psychology investigating culture's impact on verbal communication. It includes politeness norms, indirectness, speech acts, and interpreting implied meanings. Recognising cultural diversity in pragmatic norms is an important aspect of intercultural pragmatics. Different societies develop different expectations about polite or appropriate communication (Avazpour, 2020).

This research illuminates the complexities of implied and indirect communication, revealing how people from various cultural backgrounds navigate these subtle cues in their interpersonal interactions. Another important concept in intercultural pragmatics is the "pragmatic switch." This concept delves into the phenomenon in which people in advertently transfer the pragmatic norms of their native subculture into unfamiliar cultural contexts, potentially leading to misinterpretations (House & Kádár, 2021). Intercultural pragmatics seeks to cultivate

cross-cultural conversational proficiency by teaching individuals how to adapt their communication style to effectively engage with people from diverse cultural backgrounds (Abugre, 2018). The role of intercultural pragmatics is critical in understanding cultural elements' impact on secondary-level students' reading comprehension abilities, mainly when they come across written materials laden with cultural nuances or indirect language usage (Gay, 2018).

2.3.7 Difference Between Intercultural & Intercultural Pragmatics

Intercultural verbal exchange and intercultural pragmatics are two research areas with distinct foci (Taguchi & Roever, 2017). Intercultural verbal exchange is primarily concerned with the various approaches by which people from various cultural backgrounds engage and communicate with one another (Lorié et al., 2017). This study investigates the impact of cultural norms, values, and expectations on verbal communication patterns, including verbal and non verbal forms of expression. The study of how language is used in cross-cultural interactions is the focus of the field of intercultural pragmatics. The primary focus is on pragmatic aspects of language, which include speech acts, politeness strategies, and conversational implicature, as well as cross-cultural variations of these elements. While many disciplines study the impact of subculture on communication, intercultural pragmatics focuses on the linguistic and pragmatic aspects of cross-cultural interactions (Chen, 2017).

"Intercultural" refers to interactions, exchanges, or relationships between individuals or groups from different cultural backgrounds (Ilie, 2019). These interactions can include various activities and phenomena other than language and conversation. Intercultural interactions include various cultural components such as customs, traditions, values, behaviours, and other related aspects. These phenomena can occur in various contexts, including business settings, training environments, travel experiences, and everyday social interactions (Hudson, 2019). The primary emphasis in intercultural interactions is a comprehensive understanding of how various cultures intersect and mutually impact one another, including cuisine, artistic expressions, attire, rituals, and language. Studying intercultural interactions aims to increase cultural awareness, understanding, and effective collaboration in a diverse global context.

In contrast, intercultural pragmatics is a distinct subfield within the broader disciplines of linguistics and pragmatics (Residence, 2021). This research looks into the precise impact of cultural differences on language usage and communication. Studying how people from different cultural backgrounds use language and negotiate the complexities of communication in cross-cultural contexts is central to intercultural pragmatics. This field of study delves into the complexities of language usage, including the study of politeness strategies, indirect communication, speech acts, and the interpretation of implicit meanings in different cultural contexts (Ashfiya & Degaf, 2023). Intercultural pragmatics studies the impact of cultural norms and values on individuals' linguistic and non-linguistic communication patterns. This research aims to shed light on the causes of misunderstandings or misinterpretations in intercultural interactions, mainly when people rely on different pragmatic norms and expectations (Asatiani et al., 2021). The ultimate goal is to improve intercultural conversational proficiency, allowing people to effectively adapt their conversational styles when engaging with people from different cultural backgrounds.

2.4 Defining Term Reading

The ability to decipher written symbols like letters and words and comprehend the intended message the text is trying to convey is part of the complex cognitive function known as analysis (Xiao et al., 2020). Reading is a fundamental skill that allows people to access, comprehend and derive meaning from written materials in any format, such as books, articles, documents, or digital texts. Reading requires various skills, including the interpretation of famous phrases, vocabulary comprehension, syntactic information processing, and higher-level comprehension skills, such as inference and critical evaluation (Landi & Ryherd, 2017). The ability to analyse texts entails more than just identifying phrases; it also entails comprehending the written material's context, purpose, and implications. The ability to analyse is widely acknowledged as a critical attribute in education, as it plays a critical role in acquiring knowledge, promoting critical thinking, and facilitating effective collaboration within a literate society (Din, 2020).

2.4.1 Kinds of reading

In this research prospective, there are various reading strategies. The detailed description follows.

2.4.2 Skim reading

Skim analysis is a quick but effective analytical technique for quickly gaining an initial understanding of a written text (Oumelkhir et al., 2017). Individuals who use this methodology peruse the content, focusing on specific components such as headings, subheadings, keywords, and the introductory and concluding sections. The primary goal of skimming is to grasp a text's leading subject matter, structure, and main ideas without delving into the finer details (Roe et al., 2018). The device in question is highly valued, especially when the reader wants to quickly determine the relevance of a text for more in-depth examination or research. Skimming while studying is a valuable tool for effectively managing and organising large amounts of information, allowing individuals to navigate through extensive materials and allocate their studying efforts accordingly. This approach is widely used in the modern digital era, distinguished by the importance placed on factual information and the constraints imposed by time constraints (Salganik, 2019). Readers can make informed decisions about which materials merit further scrutiny by skillfully interpreting the textual indicators and visual cues provided within a document, improving their overall efficacy and understanding of the subject matter.

2.4.3 Scanning

Scanning is an analytical technique to quickly locate and retrieve specific records or information within a text. Individuals use a scientific approach during the scanning process to identify and locate keywords, numbers, dates, or other specific content that they are looking for (Iordache et al., 2017). This method is beneficial for quickly extracting specific statistics or data from a more extensive report. It is an effective tool for quick information retrieval, similar to a digital search within the pages of a written document. Scanning entails systematically examining the fabric, with the reader's attention focused solely on the desired records (Serrano, 2019).

This method is analogous that is used to find a needle in a haystack, to efficiently sift through the textual content, disregard irrelevant material and focus solely on the desired information. This method has many applications, from retrieving

a contact's phone number from a directory to extracting relevant information from a research document or identifying specific data points in a spreadsheet. Scanning's effectiveness stems from its ability to save time and effort, particularly in today's data-intensive environments (Salganik, 2019). The ability to retrieve distinct and relevant data unexpectedly holds enormous value in various domains, including academia, research, and everyday life. Scanning not only increases efficiency but also allows individuals to navigate through the overwhelming amount of information available to them effectively and timely. This emphasises the importance of recognising and implementing appropriate strategies in pursuing specific information amidst a large amount of textual data.

2.4.4 Close Reading

Close reading is a meticulous and systematic method that is used to understand a text at its deepest levels (Brown & Duguid, 2017) are mentioned in the text. To engage in a comprehensive and immersive examination of the subject matter, surpassing superficial understanding to reveal the intricate layers of significance concealed within the textual content. This approach is distinguished by a thorough text analysis focusing on language, structure, and content. Close reading requires a meticulous examination of the specific language employed to convey desire and an in-depth analysis of the potential ramifications that arise from such expressions (Barry, 2020). Readers carefully analyse every phrase, acknowledging that the writer's choice is deliberate and carries significant significance. The sentence structure analysis is conducted to comprehend not only how ideas are presented but also how they are interconnected and communicated. Examining literary devices, such as metaphors, similes, symbolism, and allegory, unveils the latent symbolism and thematic depth within the text (Murray, 2018). Close reading surpasses surface-level understanding and aims to uncover the author's intended meaning, often concealed within intricate layers of subtlety and complexity. The interpretation of a text requires a comprehensive understanding of the context, historical backdrop, and cultural factors that can shape its meaning. Close readers acknowledge that the text is a product of its historical context, authorship, and literary milieu, and they duly incorporate these elements into their analysis. The methodology mentioned above of inquiry is particularly noteworthy within literary analysis, as it is utilised to reveal the

underlying themes, motifs, and character progression within a literary piece. However, it should be noted that close reading is not exclusively limited to the domain of literature (Salganik, 2019). Critical thinking is essential in academic research and analysis across various disciplines. Close reading is a form of artistic interpretation that necessitates perseverance, meticulousness, and a commitment to delving into the intricate layers of significance concealed within the text (Willig, 2017).

2.4.5 Speed Reading

Speed reading is a collection of techniques to enhance reading speed while maintaining comprehension. (Li et al., 2018). It acknowledges that the ability to process large quantities of data efficiently is a precious skill in the context of contemporary, fast-paced global affairs. Readers often employ various strategies to accomplish this objective. One of the fundamental principles in velocity analysis involves the reduction of sub-vocalisation, which refers to the inclination to internally articulate each phrase while reading (Abdul-Rab et al., 2023). Individuals who engage in speed reading can significantly increase their reading speed by reducing or eliminating the use of inner speech. Instead of internally verbalising words, individuals focus on comprehending the overall significance of sentences and paragraphs.

One of the critical methods in velocity reading involves reducing eye movements. Traditional analysis involves sequentially moving one's gaze from one word to the next. However, speed readers employ fixation points and peripheral vision to encompass larger text sections at each glance (Roe et al., 2018). This approach reduces the frequency of eye movements and, as a result, decreases the duration of reading. One of the essential techniques employed in speed reading is applying a critical approach known as chunking. This approach involves the reader's ability to organise phrases or group words together as they engage in the reading process. This enables individuals to process information more efficiently by comprehending multiple words in a single glance. Grouping words enhances the speed of analysis while maintaining comprehension, allowing the brain to assimilate information rapidly. Using speed analysis techniques can prove particularly advantageous in handling extensive materials, such as research papers, reports, or textbooks. This tool

enables individuals to efficiently navigate through a large volume of information, swiftly identifying crucial points and significant ideas without becoming overwhelmed by excessive details (Hair et al., 2019). In educational and professional contexts, using pace studying techniques is highly valued as an effective means of managing substantial study material. While speed reading can significantly increase reading speed, it necessitates regular practice to achieve mastery. Proficient readers must find a harmonious equilibrium between reading speed and comprehension, ensuring they maintain adequate understanding while engaging in rapid analysis (Carignan et al., 2021).

2.4.6 Critical Reading

Critical reading is a complex and intellectually demanding method of engaging with written texts (Wallace & Wray, 2021). This surpasses mere understanding and delves into evaluation, analysis, and interpretation. When engaging in critical reading, individuals adopt a stance of discerning and inquisitive intellectuals, actively examining the material presented to them. Fundamentally, the critical analysis process entails assessing multiple essential elements within a given text. (Afflerbach, 2017). Readers critically analyse the writer's arguments, carefully evaluating their validity, coherence, and persuasiveness. The proof provided is subjected to meticulous scrutiny, thoroughly examining its quality, pertinence, and dependability. Astute readers are highly cognizant of inherent biases within a given text, considering the author's perspective, underlying assumptions, and potential concealed motives. Logical consistency is another crucial aspect of essential reading. Readers diligently examine the structure of the written material, evaluating the flow of ideas, the sequence of arguments, and the coherence of the author's logic (Roberts & Saeverot, 2017). Academic discourse, inconsistencies, fallacies, or unsupported claims are duly acknowledged and subject to scrutiny. Utilising vital studying is most notably observed in educational and professional settings, where individuals must engage with intricate and compelling arguments. Scholars, researchers, and experts utilise this skill to navigate the complex landscape of educational literature, policy documents, research papers, and persuasive essays. Engaging with essential reading materials is not solely crucial for acquiring information but also for cultivating the ability to form well-informed evaluations and make decisions based on evidence

(Hitchcock, 2017). The act of studying plays a crucial role in fostering critical thinking abilities. This activity promotes questioning assumptions, articulating successful ideas, and engaging in intellectual dialogue. It cultivates the capacity for autonomous thinking, a critical mindset, and a recognition of the intricacies inherent in written language. In a world with abundant information and diverse perspectives, diligent studying emerges as a potent instrument. The act of engaging with texts thoughtfully enables individuals to discern between valid and weak arguments, as well as to draw nuanced and well-founded conclusions (Woodruff & Gryphon, 2017).

2.4.7 Recreational Reading

Recreational reading, commonly known as leisure reading, is a pleasurable and voluntary activity that individuals engage in solely for entertainment and personal satisfaction (Hurd et al., 2021). This genre of literature encompasses a diverse range of materials, including novels, short stories, poetry, magazines, comics, and non-fiction books. The possibilities are boundless within the realm of recreational reading, allowing readers to delve into a myriad of genres, subjects, and literary realms of their preference (Knickerbocker, 2017). One of the key benefits of engaging in leisure reading is the inherent sense of gratification it provides. This platform provides readers an avenue to escape the demands and pressures of everyday life, allowing them to engage with captivating narratives, thought-provoking essays, or eloquent prose. By perusing the contents of a literary work, individuals can embark on journeys to distant geographical locations, explore unique historical periods, and immerse themselves in the experiences of intriguing fictional personas. As mentioned earlier, the entity serves as a catalyst for intellectual gratification, fostering cognitive growth and spiritual well-being. Engaging in recreational analysis not only provides entertainment but also offers enrichment. Reading expands one's intellectual perspective by exposing various cultural perspectives and concepts. The individual in question appears to be in agreement or acquiescence. Engaging in various forms of leisure reading, such as delving into captivating mysteries, studying historical events, or exploring intricate human relationships through literature, has promoted empathy, knowledge acquisition, and personal development Roberts & Saeverot (2017. The inherent value of engaging in recreational reading stems from its inherent adaptability. Individuals possess the agency to select materials that correspond to their interests and

inclinations (Alamri et al., 2020). This activity is inherently personal, reflecting individual preferences and interests.

2.4.8 Academic Reading

Academic reading is a significant and indispensable component of education and scholarly pursuits (Castillo-Martínez & Ramírez-Montoya, 2021). Academic engagement refers to the intentional and methodical involvement with various written materials within educational environments. The materials encompass a wide range of intellectual discussions and scholarly pursuits, including scholarly articles, textbooks, research papers, and academic literature spanning multiple fields of study. Educational analysis is an intellectual pursuit aimed at the acquisition of knowledge, the enrichment of understanding, and the facilitation of scholarly investigations. Analysing is not simply a passive endeavour but rather an active and essential process that involves actively engaging with the written phrase. Educational readers are responsible for extracting valuable insights, synthesising complex information, and assessing the merits of academic arguments (Buehl, 2017). Academic reading primarily centres around consuming scholarly articles that undergo a rigorous peer-review process before publication. These articles contribute to the existing body of knowledge within a particular discipline and provide up-to-date research findings and scholarly discussions.

Educational readers should approach these articles with a critical mindset, evaluating the quality of the research, methodology, and the reliability of the conclusions.

Textbooks serve as fundamental academic resources, offering comprehensive coverage of relevant subject matter. Instructional readers rely on textbooks to acquire fundamental knowledge, theories, and frameworks relevant to their respective areas of study. (Le et al., 2019). They engage in the process of thorough analysis, note-taking, and assimilation of intricate principles in order to enhance their expertise. Research papers are crucial in academic reading, particularly for individuals engaged in scholarly research. These papers offer valuable insights into current investigations, methodologies, and findings within a specific field.

2.4.9 Multimodal Reading

Multimodal reading is an evolving and widely adopted approach for interacting with texts in the contemporary digital era (Djonov et al., 2021). The process entails concurrently handling textual components alongside various multimedia enhancements, such as images, videos, hyperlinks, and interactive elements. Integrating multiple modes of verbal communication is essential for understanding and navigating the intricacies of digital and multimedia environments. Textual content plays a fundamental role by providing context information and shaping the narrative. The phenomenon of coexistence and interaction among various forms of media enhances the overall process of communication and the creation of meaning. Readers are responsible for interpreting the textual content and the visual, auditory, and interactive elements. Incorporating visual elements, such as images, infographics, and diagrams, is vital in facilitating multimodal reading. These records serve as supplementary sources, visually representing ideas and eliciting emotional responses that enhance overall textual proficiency (Alamri et al., 2020).

In order to obtain a more profound understanding, readers are required to interpret the visible language. Multimodal reading encompasses the domain of multimedia, wherein the incorporation of videos and audio recordings further enriches the analysis experience. Video content can present dynamic statistics, showcase demonstrations, and provide interviews, enhancing understanding and engagement. Hyperlinks are a distinguishing feature of multimodal learning. They provide readers with supplementary sources, additional information, or related content material. Making informed decisions regarding which hyperlinks to follow is essential in effectively shaping the reading experience. Incorporating interactive components, such as quizzes, simulations, and clickable interfaces, converts the passive activity of reading into a dynamic and engaging experience (Wandelt et al., 2022). Multimodal readers engage with these components in order to actively participate in the processes of learning, decision-making, or exploration.

In the realm of technology, where the internet is abundant with digital content, multimodal reading is crucial for effectively navigating online resources. This tool enables individuals to navigate intricate digital documents, websites, and multimedia presentations effectively. It facilitates the development of essential media literacy skills, enabling individuals to assess digital content's credibility, bias, and reliability.

The concept of multimodal analysis encompasses examining reading practises in the context of the digital age, highlighting their evolutionary nature.

2.5 Reading Comprehension

Reading comprehension is a fundamental cognitive ability that entails the capacity to comprehend and derive significance from written textual material (Stanley et al., 2018). The aforementioned encompasses the outcomes derived from diverse sub-capabilities, including the ability to decode phrases, proficiency in syntax and grammar, identification of vocabulary, and the application of historical knowledge. Proficiency in studying comprehension is crucial for achieving academic success, effective communication, and making well-informed decisions. Reading comprehension involves constructing meaning from a written text by engaging with it on various levels (Dore et al., 2018). The reading process begins with the reader decoding individual words and sentences, identifying familiar words, and understanding the intended grammatical arrangement. Subsequently, they proceed to more advanced strategies, encompassing the analysis of figurative language, the identification of tone and mood, and the determination of the writer's intention. Understanding heritage knowledge holds a crucial role in comprehension analysis.

Readers utilise their preexisting narratives, perspectives, and contextual knowledge to comprehend the textual material. Proficient readers activate their schema, which refers to their existing mental frameworks, and integrate new information with their prior knowledge. Critical questioning is another essential element of reading comprehension (Hoover & Tunmer, 2018). Proficient readers evaluate the credibility of a given text, identify potential biases, and critically analyse the quality of evidence and arguments presented within it. Individuals engage in inferential reasoning, using their knowledge to make educated conjectures about the implicit meanings of a given text and establish connections between various ideas. A firm grasp of vocabulary is crucial for the analysis of comprehension. Readers must comprehend and interpret words within their contextual framework to discern the overarching message.

Expanding vocabulary is a continuous endeavour that enhances understanding by enabling readers to engage with progressively more intricate texts. Reading comprehension is not a passive process but rather an active one. According to Smith,

(Snow et al. 2021), readers actively interact with the text by employing various strategies such as posing questions, formulating predictions, condensing essential elements, and mentally visualising depicted scenes or concepts. These techniques enhance comprehension, facilitate a more profound understanding of the subject matter, and promote better retention of the information. Developing reading comprehension skills is a fundamental ability that forms the bedrock for acquiring knowledge across various subject areas.

2.6 Strategies of Reading

The ability to employ reading comprehension strategies is essential, as it plays a crucial role in achieving academic success and fostering a lifelong commitment to learning. In order to effectively navigate the intricacies of written text, readers employ various techniques that enhance comprehension and memory retention (Moojen et al., 2020). The aforementioned analytical techniques such as previewing, active reading, summarising, and making connections are valuable in academic environments and applicable to various aspects of daily life. This discourse examines the efficacy of discussion strategies in enhancing comprehension and explores their applicability across various learning environments. Whether a student preparing for examinations or an enthusiastic reader seeking to engage more profoundly with literature, acquiring these strategies can be a valuable asset.

2.6.1 Previewing with Intercultural Awareness

Previewing with intercultural awareness is a proactive reading approach that begins before students engage with the text. Kazembe (2017) conducted a study on recognising the influential role of cultural context in shaping the writing and interpretation of a text is a crucial aspect to consider. When utilising this approach, college students approach the text with an increased awareness of the intercultural nuances that are intricately woven into it. The initial stage involves acknowledging that the textual content may encompass references, idioms, or cultural subtleties specific to particular cultural backgrounds. Students reflect on the potential influence of the author's cultural perspective on the text's content, tone, and message. While previewing the textual content, students actively examine the cultural perspective through which they may interpret and analyse the material (Bikowski & Casal, 2018).

The pedagogical approach promotes students' engagement in introspective contemplation of their cultural heritage and its potential impact on their aptitude for understanding written texts. It prompts college students to engage in collective questioning, specifically regarding the potential influence of the author's cultural context on the content of the text. Alternatively, one may inquire, "Are there any particular cultural references that necessitate my awareness?" College students must consider the potential influence of intercultural pragmatics on their academic pursuits. Intercultural pragmatics encompasses the regulations and norms that govern verbal communication within distinct cultural contexts (Uzum et al., 2021). It is expected that utilising language and communication patterns in the text can also indicate intercultural pragmatics, thereby influencing overall comprehension. Previewing with intercultural awareness is especially valuable when engaging with texts related to cross-cultural research, multicultural literature, or intercultural communication. It cultivates an inclination towards cultural sensitivity and awareness, which is crucial in the contemporary globalised society. This pedagogical approach promotes active engagement of students with diversity and encourages them to approach texts with an open and inclusive attitude (Emilia et al., 2017). This highlights the importance of empathy and knowledge when engaging with diverse cultural perspectives. The practice promotes shared understanding among college students while valuing and recognising cultural diversity. Consequently, college students are better equipped to navigate the intricate dynamics of cultural interactions within the text. Previewing with intercultural attention can aid students in assuming the ability to navigate cultural boundaries in order to enhance their understanding and develop effective strategies to overcome them. It cultivates a sense of curiosity and receptiveness, motivating university students to approach the text with a willingness to analyse and bridge cultural divides. This approach underscores the notion that effective communication and information exchange between cultures necessitates a readiness to participate in intercultural discourse (Godwin-Jones., 2019). This statement emphasises the value of cultural diversity to enhance knowledge and understanding rather than perceiving it as an obstacle.

Students who engage in previewing while being mindful of intercultural awareness are more inclined to grasp the depth and intricacy of intercultural interactions depicted in the textual material. The acquisition of intercultural attention

has become increasingly pertinent in our contemporary interconnected society, where individuals from diverse backgrounds frequently interact. As college students engage in intercultural awareness, they prepare themselves to participate in significant intercultural interactions and dialogues (Avgousti, 2018). The practise facilitates the cultivation of cultural competence, which is essential in both academic and professional contexts. Previewing with intercultural attention is a proactive measure to cultivate an inclusive and culturally responsive educational setting. It fosters a mindset of inquisitiveness and reverence among students, prompting them to engage with texts and embrace the diverse cultural viewpoints they encounter.

2.6.2 Setting a Research-Oriented Purpose

Setting a research-oriented purpose is a crucial reading strategy, particularly in an examination focused on the effects of intercultural pragmatics on students' reading comprehension. Malebese et al. (2019) argue that students who study with a research-oriented purpose undertake a focused and analytical endeavour. In the present context, the focus lies on investigating and comprehending the influence of intercultural pragmatics on reading comprehension. This approach guarantees that academics maintain a clear objective while interacting with the text. It surpasses casual studying and promotes a more methodical and comprehensive investigation of the subject matter. Establishing a well-defined research objective serves as a guiding principle for individuals studying and analysing a particular subject matter, thereby influencing and shaping their overall experience of conducting analysis. For example, college students may actively seek information on the methodologies employed in a study, the variables under consideration, and the findings obtained.

Users are encouraged to extract pertinent records, gather evidence, and critically analyse the content of the text in alignment with their research objectives. This approach enhances students' comprehension and fosters critical thinking and analytical skills, which are crucial in research-oriented academic pursuits (Rumelhart, 2022). Incorporating a research-oriented objective is consistent with the broader aim of making a valuable contribution to the existing knowledge base. It promotes a perspective among students regarding analysis as an active and positive approach wherein they advance knowledge in a particular subject or topic. Over time, this approach enables college students to engage in purposeful studying, ensuring that

their reading endeavors are not merely passive but actively contribute to their academic objectives.

2.6.3 Active Reading with Cross-Cultural Perspective

Active Reading with a Cross-Cultural Perspective is an interactive method for understanding written materials, particularly when considering the interaction between intercultural pragmatics and comprehension analysis (Panova et al., 2020). This approach advocates for active engagement by college students with the text, encouraging them to move beyond passive consumption and instead engage in critical analysis and interaction with intercultural elements. As students engage with the text, they are encouraged to identify and annotate sections involving cultural nuances actively. These nuances can manifest in various forms, such as utilising culturally specific idioms, allusions to traditions, or deliberately choosing words and expressions influenced by a particular cultural milieu.

The inclusion of dynamic highlighting and annotation features provides concrete indicators that bring focus to these intercultural factors. One crucial concern associated with this methodology is the necessity for scholars to be sensitive to situations in which cultural subtleties possess the potential to influence understanding (Amit et al., 2022). This text encompasses the recognition of potential disparities in comprehending a particular cultural allusion across different contexts and acknowledging the potential influence of the writer's cultural background on their style and tone of writing. Engaging in vigorous academic pursuits with a cross-cultural mindset encompasses more than simply comprehending intercultural aspects. Students reflect on how these factors contribute to the overall significance and message of the text. Individuals are prompted to reflect upon how cultural context can enrich and complicate their understanding of the subject matter. This approach facilitates a more profound level of involvement with the written material, cultivating a crucial awareness of the interdependence between culture and communication (Kim, 2017). Students explore strategies for navigating the cultural landscape within the text, demonstrating an appreciation for the depth it adds to the reading experience. Furthermore, this aligns with the overarching objective of enhancing intercultural competence as students develop excellent proficiency in identifying, interpreting, and valuing cultural disparities in interpersonal communication. This approach enables

university students to engage in a more discerning analysis of intercultural dynamics, thereby cultivating a deeper and more inclusive understanding of the text (Panova et al., 2020).

2.6.4 Summarizing with Intercultural Insights

Including intercultural pragmatics is essential in the analytical process, particularly when investigating the relationship between intercultural pragmatics and reading comprehension (Timpe-Laughlin & Choi, 2017). This methodology encourages the implementation of extracting fundamental insights from one's study materials while simultaneously cultivating reflection on the intercultural elements inherent in the text. After conducting a thorough analysis of the material, students at the university utilise the summarisation technique. This technique involves the process of condensing the content of the text into a concise and coherent form. Nevertheless, the distinguishing factor of this approach lies in its emphasis on intercultural insights. In essence, students are tasked with not only presenting a succinct summary of the primary factors but also engaging in a critical examination of the impact of cultural elements on these factors.

When generating a synopsis encompassing intercultural perspectives, university students must accord precedence to elements of the discourse that pertain to noteworthy intercultural pragmatics. This entails the identification of scenarios in which intercultural communication difficulties arise, where the cultural context impacts the interpretation of affirmative expressions, or where cultural references shape the narrative (Zhang & Liu 2017).

College students exhibit their comprehension of the intercultural aspects of literary work by integrating these intercultural perspectives into their synopses. Participating in this activity fosters a deeper comprehension of how an individual's lifestyle impacts communication and understanding, a crucial skill in contemporary society characterised by diversity and globalisation. Incorporating intercultural perspectives into the summarisation process enhances the capacity of university students to express their research findings.

Communicate the fundamental elements but also elucidate how intercultural pragmatics enhance the comprehensive significance and ramifications of the discourse. The abovementioned skill is highly valued in academic and expert circles

as the importance of cross-cultural understanding grows (Handford et al., 2019). Incorporating intercultural perspectives into summaries facilitates the cultivation of critical thinking and analytical abilities.

Students are guided to adopt a holistic approach when engaging with texts, recognising the significant influence of culture and lifestyle on communication. Individuals acquire advanced abilities in perceiving and analysing intercultural nuances in written content, thus fostering a more comprehensive and culturally sensitive comprehension. The intrinsic interconnectedness between tradition and language. Incorporating intercultural insights into the summarization process underscores the idea that effective verbal communication and comprehension depend not exclusively on language proficiency but also on recognizing the cultural backdrop.

2.6.5 Questioning with Cultural Context

Questioning with cultural context is an academically rigorous study approach that encourages college students to actively engage with the text while contemplating the intricate relationship between intercultural pragmatics and reading comprehension (Lumpkin, 2019). This methodology promotes an active engagement of college students with the text, cultivating a sense of curiosity and facilitating a more profound comprehension of the research topic. As college students advance through the text, they are prompted to generate inquiries that primarily focus on the correlation between intercultural pragmatics and reading comprehension. The questions should be formulated in a manner that aims to ascertain the impact of cultural nuances, verbal exchange styles, and cross-cultural dynamics on the reader's comprehension of the text. The act of wondering serves multiple functions within this particular context. Firstly, it promotes the cultivation of an analytical perspective among college students when engaging with the text. Rather than engaging in passive consumption, individuals actively seek to comprehend the intercultural aspects of the content. The act of questioning within a cultural context fosters curiosity and encourages students to delve into the nuances of culture embedded within the text. (Anderson, 2017). This study focuses on the utilisation of cultural references in interpretation and the role of intercultural pragmatics in shaping the meaning of texts. These inquiries serve as tools for further investigation and assessment of publications. Including cultural context in the study's subject matter fosters critical thinking. It is advisable for college students

to thoroughly analyse the depiction of intercultural interactions within the text and assess its alignment with their observations or research. The researchers assess the efficacy of the textual content in capturing the intricacies of cross-cultural communication and its contribution to the broader discussion on intercultural pragmatics (Idemaru et al., 2019).

The act of questioning within a cultural context strengthens the notion that studying is not a passive endeavour but rather an active and engaged interaction with the content and context of the text. This pedagogical approach promotes the perspective that texts should be regarded as cultural artefacts that reflect the cultural backgrounds and perspectives of both their authors and readers. Using cultural context as a method of inquiry is a valuable analytical approach that enhances critical thinking and cultural awareness. This approach enables students to investigate the intercultural aspects inherent in a given textual material, thereby facilitating a more profound comprehension of how cultural factors influence the process of understanding and interpreting written information. (Sharifian, 2017). Consistently engaging in questioning, students develop enhanced skills in navigating the intricacies of intercultural communication and gain a deeper understanding of the influence of culture in shaping meaning and interpretation.

2.6.6 Making Cultural Connections

Making cultural connections as a strategic study approach aims to establish a correlation between research findings and individual cultural narratives. In the context of a research investigation centred on intercultural pragmatics and reading comprehension (Kung, 2019). This approach facilitates the active involvement of college students in understanding and interpreting the intercultural elements discussed in the observation by considering them in the context of their unique cultural backgrounds and personal experiences. As students engage with research findings, they proactively explore potential correlations between the content material and cultural contexts. The first step entails a thorough analysis of one's own cultural studies, ideals, and values. Kovács (2017) conducted a study examining college students' reflections on how their cultural background influences their perceptions, communication styles, and written text interpretations.

By fostering cultural connections, college students establish a significant correlation between the academic material they study and their individual lived experiences. Individuals possess the capacity to discern and evaluate resemblances or disparities between the intercultural dynamics expounded upon in the research and those they have personally encountered in their cultural engagements. This approach fosters empathy and cultural awareness among college students as they begin to recognise and value the multitude of cultural perspectives encompassed within their academic endeavours (Wlodkowski & Ginsberg, 2017). This assertion highlights the pervasive prevalence of intercultural difficulties while simultaneously recognising the distinctive attributes of specific cultural environments.

Individuals may express concerns regarding the alignment between the research findings and their observations, as well as the possible presence of additional complexities to be taken into account concerning their cultural perspectives. In addition, the establishment of cultural connections reinforces the idea that intercultural pragmatics is not solely an abstract concept but rather a concrete reality encountered by individuals from various cultural backgrounds. This emphasises the significance of acknowledging cultural diversity and promoting cultural inclusiveness in oral communication. Engaging with intercultural pragmatics has the potential to improve understanding, foster empathy, and promote critical examination, all while emphasising the substantial global consequences. College students can acquire a more profound comprehension and admiration for the complex interplay between culture and communication, encompassing their academic endeavours and day-to-day encounters.

2.6.7 Contextual Clues with Cultural Sensitivity

Using contextual clues with cultural sensitivity is a reading strategy that enables college students to effectively comprehend unfamiliar terminology or concepts pertaining to intercultural pragmatics while remaining attuned to cultural subtleties. Within the framework of an observational study that centres on the dynamic relationship between intercultural pragmatics and the analysis of comprehension, this particular approach ensures that students interpret phrases and concepts with a heightened awareness and sensitivity towards cultural nuances (Yakut & Aydın 2017). As students engage with their studies or educational texts, they may

encounter phrases or concepts specific to the field of intercultural pragmatics or related disciplines. These terms may encompass cultural allusions, idiomatic phrases, or specialised vocabulary specific to intercultural communication. Instead of becoming confused by these unfamiliar elements, students are advised to rely on contextual clues within the text.

Contextual cues can manifest in various bureaucratic settings alongside surrounding sentences, paragraphs, or even the broader context of the research. These clues provide hints or explanations that assist university students in deducing the significance of unfamiliar terms or concepts. What distinguishes this strategy is its prioritisation of cultural sensitivity. Students employ a methodology that involves the utilisation of contextual cues while acknowledging the significant influence of cultural context on language and communication (McConachy, 2017). It is acknowledged that the interpretation of a specific temporal epoch or concept can be shaped by prevailing cultural norms, values, or practices. For instance, when a term employed in the research pertains to a positive culture, college students must retain awareness of the cultural context in which it is applied. Inquiries of the following nature are often posed: "To what extent do cultural references or practises elucidate the utilisation of this terminology?" or "In what manner does the cultural milieu influence the connotation of this concept?"

Cultural sensitivity encompasses more than just a basic understanding of language. This educational approach stimulates students' understanding of the significance of cultural diversity and emphasises the importance of interpreting terms and concepts within their respective cultural contexts. This approach is consistent with the overarching goal of intercultural competence, highlighting the ability to communicate across cultural barriers effectively. Incorporating contextual clues with cultural sensitivity has been found to improve reading comprehension significantly. Ting-Toomey Dorjee (2018) asserts that college students can decipher the significance of unfamiliar expressions and acquire a deeper understanding of how culture influences language and communication. This acquisition of knowledge enhances their understanding of the intercultural dynamics present within the text.

2.6.8 Re-reading for Intercultural Insights

The practice of re-reading for intercultural pragmatics is a valuable reading strategy that acknowledges the significance of revisiting particular segments of a research document to enhance one's comprehension of the implications of intercultural pragmatics on studying. In an academic study examining this interaction, re-studying assumes heightened significance, allowing students to uncover nuanced insights that may not be readily apparent upon initial reading (Lumpkin, 2019). As students interact with the research findings, they will encounter sections that explore the complexities of intercultural discourse and its impact on the comprehension of academic material. These sections may explore the intricacies of intercultural interactions, the role of cultural context in interpretation, and the difficulties and advantages of intercultural pragmatics in learning.

Engaging in re-reading to gain intercultural insights is significant when dealing with complex or nuanced subject matter. This opportunity allows university students to revisit these sections with a fresh perspective and an enhanced understanding of the intercultural dimensions involved. Through this approach, individuals can delve into more profound strata of significance and derive a more comprehensive understanding of how culture influences the aspect of reading comprehension (Olan, 2020). This approach promotes the practice of re-evaluating techniques as a purposeful and analytical process among students. Individuals should re-examine not solely for repetition but rather with the specific objective of extracting intercultural insights. This process involves the act of taking notes, identifying and highlighting key passages, as well as annotating the textual content in order to draw attention to intercultural nuances. Engaging in revisiting intercultural insights fosters the development of critical inquiry.

The re-analysing further emphasises that studying is a cyclical and dynamic endeavour (Jose, 2021). Intercultural insights may not readily manifest themselves and necessitate scrutiny and contemplation. Engaging in re-reading texts to gain intercultural insights is an activity that aligns with the overarching goal of cultivating intercultural competence. It cultivates an enhanced understanding of the dynamic relationship between culture and verbal communication, equipping students with the necessary skills to effectively engage in various cultural environments.

The practice of revisiting intercultural insights is a valuable analytical approach that promotes college students' exploration of specific segments within a research text to uncover more profound layers of information about intercultural pragmatics and reading comprehension (Gerry, 2017). This approach facilitates critical thinking, analytical skills, and a deeper understanding of how culture influences learning. Students who employ this strategy become more proficient in navigating the intricacies of intercultural communication and acquire a deeper understanding of the subject matter under study.

2.7 Literature regarding experimental study

Examining the effects of intercultural pragmatics on students' reading comprehension is a diverse and dynamic field within research literature. Many researchers have conducted extensive investigations into multiple facets of this particular subject matter, encompassing:

2.7.1 The Role of Cultural Context

The examination of cultural context's influence on reading comprehension is a significant aspect investigated in various studies in intercultural pragmatics. These studies explore the intricate methodologies through which cultural variations impact college students' abilities to comprehend and interpret texts effectively (Hwang et al., 2017). The concept of cultural context encompasses various elements, such as conversation patterns, social norms, and cultural values. One significant aspect pertains to the remarkable communication styles exhibited by unique cultures. Certain cultures emphasise oblique or implicit verbal communication, whereas others prioritise direct and explicit forms of expression. The different versions can significantly influence students' interpretation of a text's tone, cause, and significance (Singer & Alexander, 2017).

Cultural norms and values are significant in shaping and determining socially acceptable behaviour within a particular society. The potential consequences of this phenomenon may affect the ability of college students to comprehend academic material, especially when engaging with content that challenges established cultural norms. Researchers delve into various aspects of cultural context, such as idiomatic expressions, cultural references, humour, sarcasm, and the need for contextualization. These facets are examined to understand better how individuals' lifestyles influence

the analysis process (Cantor et al., 2019). The significance of cultural context in this regard highlights the necessity of adopting pedagogical approaches that are culturally sensitive and enhance intercultural competence in order to engage in cross-cultural dialogue within a globalised international setting effectively. Research conducted in this particular region contributes to an enhanced understanding of culture's significant impact on reading comprehension.

2.7.2 Cross-Cultural Communication Challenges

The investigation of intercultural pragmatics is centred on the valuable examination of challenges encountered in cross-cultural verbal communication (McConachy & Spencer-Oatey, 2021). This study examines the intricate nature of cross-cultural communication and its influence on the comprehension of written text. Researchers have undertaken an extensive investigation into the realm of idiomatic expressions. Distinct cultures often possess unique idioms and figurative language specific to their traditions and customs. College students from a particular cultural background may encounter difficulties interpreting the intended meaning of idiomatic expressions found in texts originating from a different cultural context. This mission highlights the importance of cultural awareness and the capacity to comprehend and interpret such manifestations precisely (Sztencel, 2020). Humour presents an additional dimension that is rife with intercultural complexities.

The perception of humour can vary across different cultural contexts, resulting in diverse reactions to comedic stimuli. The phenomenon of humour can be understood as being intricately connected to cultural norms, values, and collective experiences. College students may need help comprehending humour in texts originating from cultures with which they have limited familiarity. This underscores the importance of cultivating cultural sensitivity to enhance reading comprehension skills. Metaphors present a significant linguistic barrier in the context of cross-cultural analysis. Metaphorical language is abundant in literature and communication, yet the understanding and interpretation of metaphors can exhibit significant variation when examined through the lens of different cultural contexts. Students may encounter metaphors intricately linked to a specific cultural context, rendering them challenging to comprehend without prior cultural knowledge (Gabbatore et al.,2019).

Intercultural Verbal Communication Challenging circumstances in the realm of reading comprehension constitute a vital area of investigation. The investigation focuses on the examination of college students belonging to diverse cultural backgrounds and their strategies for comprehending texts that contain cultural elements that are unfamiliar to them. This study emphasises the challenges associated with idiomatic expressions, humour, metaphors, and cultural references. This study highlights the significance of fostering cultural awareness and intercultural proficiency to improve reading comprehension in an increasingly interconnected world.

2.7.3 Cultural Sensitivity and Awareness

The importance of cultural sensitivity and recognition is crucial in the field of cross-cultural reading comprehension. Research has extensively explored various strategies and interventions to improve these fundamental skills among students. These studies examine the effectiveness of educational packages and interventions in enhancing students' ability to navigate the intercultural aspects of reading (Glaser, 2018). Cultural sensitivity refers to acknowledging, appreciating, and honouring cultural differences. It involves awareness of cultural norms, values, communication patterns, and practices. Within the domain of reading comprehension, the practice of cultural sensitivity entails recognising that texts can be imbued with cultural context and that the process of interpretation necessitates acknowledging these cultural nuances. The researchers have commenced a study to promote cultural sensitivity and attentiveness among students. These interventions often entail integrating intercultural content into academic curricula, delivering cross-cultural education, or advancing intercultural studies (Taguchi, 2017). This initiative aims to provide students with the necessary knowledge and skills to engage with texts from diverse cultural backgrounds effectively. Intercultural instructional packages have been specifically developed to expose college students to a diverse range of cultural perspectives, thereby enhancing their cultural sensitivity. These packages may include literature analysis from various cultures, engaging in cross-cultural discussions, or participating in cultural exchange programmes. The objective is to broaden college students' perspectives and equip them with enhanced receptiveness and knowledge when

engaging with intercultural texts. Research examining the impact of these interventions has documented significant outcomes.

Students engaging in intercultural education programmes exhibit heightened cultural sensitivity and attentiveness. Individuals develop enhanced skills in identifying cultural nuances in texts, understanding the significance of cultural context, and interpreting intercultural communication more proficiently. These interventions play a significant role in fostering the growth of intercultural competence, a vital skill in today's interconnected global society. Intercultural competence is the capacity to communicate effectively and navigate cultural differences. According to Taguchi and Ishihara (2018), intercultural education students demonstrate enhanced abilities to effectively navigate cross-cultural interactions, both within educational settings and in real-life situations.

2.7.4 Intercultural Pragmatic Strategies

The topic of intercultural pragmatic strategies has received significant scholarly interest in reading comprehension in intercultural settings. Scholars have extensively investigated the efficacy of these techniques in enhancing the capacity of university students to navigate the intricate aspects of texts, which are influenced by diverse cultural norms and communication nuances.

One notable area of research pertains to the specialised instruction of pragmatic markers or cues that indicate the existence of cultural subtleties in texts (Kecskes, 2019). These markers, encompassing distinct terminology and discourse styles, facilitate the adequate comprehension and interpretation of culturally specific communication patterns among college students. In addition, academic interventions often incorporate cross-cultural communication strategies, such as those suggested by Pragmatic Attention Exercises. These strategies involve examining and discussing real-life intercultural communication scenarios or texts, which cultivate an enhanced awareness of cultural subtleties (Rose, 2019).

Cultural sensitivity training is an essential component that aims to raise awareness among students about cultural differences in communication and promote the adoption of respectful and open-minded approaches when engaging with intercultural texts (Chen, 2017). Using these methodologies, in conjunction with the analysis of implicit messages within texts and proficiency in politeness norms and

facework strategies, enables students to navigate the intricacies of intercultural communication effectively.

2.7.5 Experimental Designs

Experiment designs are fundamental in intercultural pragmatics because they give a strict way to check how beneficial interventions work and how different factors affect how well people understand how studying effects work in cross-cultural settings. These designs exhibit distinctive features through their structured and methodical approach, enabling researchers to draw meaningful conclusions regarding the impact of intercultural factors. The essential components of experimental designs encompass pre- and post-tests, treatment groups, and manipulating intercultural variables. Pre- and post-examinations are crucial for assessing alterations in studying comprehension resulting from intercultural interventions or exposure to specific intercultural factors (Samiee &Jeong, 1994). Before engaging in the intervention or exposure, individuals undergo an assessment using a pre-test to establish their baseline level of comprehension skills. Following this, individuals participate in the intervention or exposure, which may also encompass activities to enhance cultural sensitivity or awareness. After the intervention, a post-assessment is conducted to measure any improvements in reading comprehension. Including control groups is of utmost importance in experimental designs as they establish a baseline for comparison.

Control agencies may need access to intercultural intervention in intercultural pragmatics research. Instead, they may engage in an alternative activity or receive no treatment. By comparing the effects of an intervention group with those of a control group on studying comprehension, researchers can isolate the outcomes of the intercultural intervention. To determine whether the intervention leads to significant improvements in reading comprehension.

Managing intercultural variables is a crucial concern within the framework of experimental designs in this particular context. Researchers meticulously design interventions or scenarios that expose participants to distinct intercultural components, including cross-cultural communication styles, cultural sensitivity training, or intercultural pragmatic approaches. The variables are deliberately introduced to assess their influence on the analysis of comprehension outcomes,

enabling researchers to conclude their efficacy. Experimental designs in intercultural pragmatics play a crucial role in offering empirical evidence regarding the influence of intercultural interventions and variables on comprehension analysis. (Watson et al., 2023). Researchers are granted permission to evaluate the efficacy of educational interventions designed to enhance cultural sensitivity and attentiveness. This ultimately contributes to a more profound understanding of how intercultural elements influence acquiring knowledge in an interconnected global context.

2.7.6 Language Proficiency and Cultural Competence

Analysing the interplay between language aptitude, cultural proficiency, and reading comprehension is a pivotal area of inquiry within intercultural pragmatics research. The researchers' objective is to investigate the intricate relationships between these factors and ascertain how much language proficiency and cultural knowledge contribute to comprehending intercultural texts (Sykes, 2017). The investigation focuses on how language proficiency influences the ability to comprehend written text. Language talents encompass more than just knowledge of vocabulary and grammar; they also encompass the ability to comprehend and analyse intricate texts. Research frequently examines the impact of students' language proficiency, specifically in a second language or intercultural setting, on their ability to comprehend texts containing cultural nuances and references. Cultural competence is the ability to navigate and communicate across cultural barriers effectively. The study investigates the potential correlation between students' cultural competence level and their ability to comprehend intercultural texts (Taguchi, 2017) effectively. This encompasses their ability to comprehend and analyse cultural subtleties, idiomatic phrases, and implicit connotations in texts from diverse cultural contexts. Cultural expertise entails a comprehensive understanding of cultural norms, values, practises, and historical context. Research examines the potential impact of cultural expertise regarding the context in which a text is produced on reading comprehension. For example, college students who possess cultural knowledge may better understand the significance of specific references or the implicit cultural assumptions embedded within a written text. Researchers have uncovered the dynamic interaction between language and culture in the context of reading comprehension. Examining how language is employed to convey cultural subtleties, the influence of cultural context

on language selection, and the interplay between language proficiency and cultural competence in facilitating or hindering comprehension are all areas of interest. The investigation also encompasses an analysis of the application of intercultural pragmatics techniques, specifically those mentioned earlier, concerning language proficiency and cultural aptitude (Cummings, 2017).

The focus of the research is on how these strategies play a mediating role in the relationship between language proficiency, cultural competence, and reading comprehension outcomes. By investigating these relationships, researchers endeavour to understand the complex nature of intercultural reading comprehension. The researchers aim to investigate the role and combined impact of language proficiency and cultural competence on students' ability to navigate and interpret intercultural texts effectively. In conclusion, this study provides valuable insights for pedagogical practises and curriculum enhancement, aiming to improve intercultural communication and enhance college students' skills in comprehension within an increasingly globalised world.

2.7.7 Educational Implications

Several studies within the field of intercultural pragmatics provide valuable insights into how educators can effectively assist students in developing intercultural reading proficiency. The observations above can be applied to generate practical recommendations for designing curricula, implementing teaching strategies, and developing educational materials. In this discourse, we shall explore the academic ramifications arising from studying intercultural pragmatics. In order to cultivate intercultural learning abilities, educators should incorporate a diverse range of intercultural content within their curriculum. This compilation encompasses a wide range of texts, literature, and materials originating from diverse cultural backgrounds. Incorporating diverse cultural perspectives enhances the cultural competence of college students and augments their ability to navigate intercultural texts proficiently (Tourimpampa et al., 2018). Educators can impart intercultural pragmatic strategies to students through explicit instruction. These strategies aid students in comprehending and managing cultural nuances present in texts, enhancing their overall understanding. Educators provide students with valuable tools for intercultural learning by employing

integrating techniques such as identifying pragmatic markers or interpreting implicit messages.

Cultural sensitivity training is imperative within the context of intercultural reading practice. Educators possess the ability to establish an inclusive study environment that fosters respectful and open-minded dialogues concerning cultural differences (Matthews et al., 2018). This promotes the development of cultural sensitivity, enabling college students to approach intercultural texts with greater empathy. Educators must motivate college students to critically reflect on the intercultural factors inherent in the texts they encounter. This encompasses examining the cultural context, the influence of cultural differences on verbal communication, and the implications of these factors on comprehension.

Essential reflection enhances students' understanding and proficiency in intercultural education. Integrating multimodal resources, such as videos, photographs, and interactive content, can enhance intercultural reading proficiency. These substances offer additional layers of cultural context and enable a comprehensive understanding of intercultural communication (Alemi & Haeri, 2020). It is paramount to establish secure environments for college students to discuss intercultural texts and share their interpretations. These discussions facilitate active participation in the subject matter, enable students to gain insights from each other's perspectives, and foster a sense of camaraderie within the classroom. For educators, cross-cultural education can enhance their ability to teach intercultural literacy effectively. Training packages assist educators in comprehending cultural disparities and enhancing their ability to facilitate intercultural knowledge acquisition (Deardorff, 2009). Implement rigorous assessments to evaluate students' cultural competence and proficiency in intercultural analysis. This can aid educators in identifying areas where students may require additional support and customising instruction accordingly (Fantini, 2009). By incorporating these educational implications into their instructional methods, educators can empower college students to become proficient intercultural readers. This enhances their reading comprehension and equips them with essential skills for navigating an increasingly diverse and interconnected world.

2.7.8 Assessment Tools

The field of intercultural pragmatics research significantly enhances the development of assessment tools and devices specifically designed to measure students' abilities in intercultural reading comprehension (Timpe-Laughlin & Choi, 2017). These tools are valuable resources for various research purposes and academic endeavours, enabling educators to assess and enhance students' intercultural reading skills effectively. Researchers design specific assessments to evaluate students' proficiency in comprehending intercultural texts. Typically, these assessments consist of passages encompassing cultural subtleties, indirect communication, or meaning specific to the context.

The assessment involves evaluating the aptitude of college students in deciphering textual material and their ability to identify cultural factors that impact the process of understanding. Evaluation instruments have undergone development in order to assess students' cultural sensitivity, which is a fundamental aspect of intercultural learning proficiency. The scales assess students' attitudes, openness, and appreciation towards specific cultures, providing valuable insights into their cultural awareness and receptiveness. The study involves the development of assessments designed to evaluate the utilisation of intercultural pragmatic strategies by college students when engaging with intercultural literary materials. These units quantify how students comprehend and apply techniques such as identifying pragmatic markers or interpreting implicit cultural messages. In order to assess the cultural literacy of college students, assessments have been developed to measure their comprehension of cultural norms, practises, and contextual knowledge.

The examinations assess the extent to which college students are knowledgeable about the cultural contexts of various texts and their ability to effectively situate intercultural communication (Rehman & Umar, 2019). Several assessment tools necessitate college students' participation in performance-based tasks encompassing a wide range of activities. These tasks typically involve studying and responding to intercultural texts, engaging in cross-cultural discussions, or analysing intercultural communication scenarios. These assessments offer a comprehensive perspective on college students' intercultural reading and verbal communication abilities. Academic researchers employ rubrics and scoring publications to establish a standardised assessment technique approach. These tools aid educators in evaluating

students' reactions to intercultural texts, their cultural awareness, and their utilisation of pragmatic strategies. Clear standards are provided for evaluating the competence of intercultural study.

Self-assessment tools enable college students to reflect on their abilities in intercultural reading. These tools facilitate the engagement of college students in assessing their cultural sensitivity, pragmatic strategies, and comprehension abilities. Self-evaluation promotes the development of metacognitive skills and fosters self-regulated learning. Assessment tools incorporating feedback mechanisms are provided to college students, offering them constructive comments regarding their intercultural reading proficiency. These mechanisms support continuous development by identifying areas of student proficiency and areas that require further improvement (Bardis et al., 2021).

2.7.9 Globalization and Multicultural Education

The field of intercultural pragmatics research is situated within the broader framework of globalisation and multicultural education. In an era of growing global interconnectedness, characterised by frequent interactions among individuals from diverse cultural backgrounds, the study of intercultural pragmatics assumes a significant role in education. This study investigates strategies for enhancing students' readiness to navigate the intricacies of a multicultural and globally interconnected society. It follows multicultural education's objectives, which aim to provide students with the knowledge and skills necessary to comprehend, appreciate, and interact with individuals from diverse cultural backgrounds (Kahraman & Sezer, 2017). Through the cultivation of intercultural competence, empathy, and effective cross-cultural communication, the field of intercultural pragmatics plays a significant role in cultivating global citizens who can confidently and respectfully engage in intercultural interactions. It is imperative to note that intercultural pragmatics and reading comprehension are interdisciplinary, incorporating perspectives from linguistics, education, psychology, and cultural studies. Scholars employ methodologies, including quantitative experiments, qualitative inquiries, and combined-strategies approaches, to investigate this intricate and ever-changing study area.

2.8 Gap in the existence studies

Identifying and filling knowledge gaps in existing research is critical for moving scholarly inquiry forward across all disciplines. The study identifies potential gaps in the literature that can be investigated and resolved. Secondary-level students' lack of awareness: Previous research in intercultural pragmatics and reading comprehension has primarily focused on primary level learners. One notable gap in the existing literature is the scarcity of studies that address the needs and experiences of students pursuing secondary education degrees. Examining this gap may provide valuable insights into the impact of intercultural pragmatics on the reading comprehension of young, inexperienced individuals who may exhibit different characteristics and face different challenges than adults. The current literature investigates the relationship between intercultural pragmatics and reading comprehension. However, more experimental research in this area is required. Researchers can use experimental designs to systematically manipulate variables under controlled conditions and evaluate causal relationships. Researchers conducting experimental research in this area may aim to provide more conclusive evidence about the effects of intercultural pragmatics on reading comprehension. The cultural context for substance research: Numerous studies indicate that examining materials is a universally understood concept applicable across cultures. However, there is a gap in the literature concerning the effects of adapting study materials to include cultural diversity and context in reading comprehension. This study aims to look into the potential impact of culturally adapted substances on secondary-level students' comprehension levels. Certain studies have looked into the effects of intercultural pragmatic practice, but more research is needed to understand this field fully. A study investigating the efficacy of various instructional strategies or interventions in improving intercultural reading comprehension among secondary school level students could yield useful insights. Long-term effects: Most current scholarly investigations focus on intercultural pragmatics' immediate or short-term effects on analysis comprehension. There is a chance to look into the long-term effects of intercultural pragmatic competence on college students' analytical skills and ability to interact with various texts throughout their academic careers.

Cross-cultural Comparisons: Additional cross-cultural comparisons in academic research may be required. Many academic studies concentrate on a single

cultural context or a few cultures. Expanding the scope to consider a wider range of cultural backgrounds makes it possible to gain a more thorough understanding of the effect of intercultural pragmatics on reading comprehension. Virtual and multimodal environments are becoming more common in educational settings. However, there appears to be a scarcity of research on applying intercultural pragmatics to these modern formats. Examining how students from various cultural backgrounds navigate virtual and multimodal texts can reveal new challenges and opportunities. Examining the deficiencies mentioned above in the current body of literature would improve our understanding of the effects of intercultural pragmatics on secondary students' reading comprehension abilities. It would also provide educators and curriculum developers with effective strategies for promoting intercultural literacy skills in this important educational setting. The "ramifications of intercultural pragmatics" study focuses on the impact of cultural differences in pragmatic aspects of language on communication and understanding processes. The implications of intercultural pragmatics are concerned with the impact of cultural differences in pragmatic aspects of language usage on communication and understanding processes. It is acknowledged that in a globalised world where people from various cultural backgrounds interact, it is critical to acknowledge the importance of tradition in shaping language use and linguistic competence. One important aspect investigated in this context is the cross-cultural variation in the performance of speech acts. Due to cultural norms, speech acts such as requests, apologies, and compliments vary in form and understanding. Understanding these differences is critical for effective cross-cultural communication. Another interesting area of research is the impact of cultural politeness strategies. Different cultures may have different politeness expectations, resulting in unique strategies for maintaining social harmony and dealing with situations that may jeopardise one's reputation. The findings of intercultural pragmatics studies examine the impact of these strategies on the dynamics of verbal communication. The investigation also considers the role of cultural context in language comprehension. It is acknowledged that the cultural context, which includes historical knowledge and cultural frameworks, plays an important role in interpreting verbal expressions. Identical phrases or expressions may have different meanings or connotations in different cultural contexts. This study investigates the implications of intercultural pragmatics in language education and coaching. This emphasises the importance of

emphasising cultural differences in language usage among people learning a new language. Furthermore, it emphasises the importance of equipping individuals with the skills necessary to engage in intercultural dialogue effectively. In an increasingly globalised world characterised by frequent intercultural interactions, understanding the implications of intercultural pragmatics is critical. This understanding is critical for promoting effective and respectful cross-cultural communication. It aids in the reduction of knowledge disparities among people from various cultural backgrounds. It encourages the development of intercultural competence in both informal and formal settings, such as professional and diplomatic engagements.

2.9 Chapter Summary

In Chapter 2, an examination is conducted of the existing body of literature on "Effects of Intercultural Pragmatics on Students' Reading Comprehension". The chapter includes literature criticcaly. Resercher has given literature review critically. Pragmatics and emphasises its significance in the context of cultural language usage. The subsequent examination underscores the significance of intercultural pragmatics within globalised international interactions. The present analysis focuses on intercultural pragmatics, encompassing a comprehensive exploration of the disparities between intracultural and intercultural pragmatics, the significance of cultural scripts, and the various obstacles researchers encounter in investigating intercultural texts. This research investigates the comprehension of information, including its various manifestations and strategies for enhancing it. This chapter comprehensively analyses the impact of intercultural pragmatics on learning comprehension. This paper comprehensively examines the chronological studies that have shed light on this intricate courtship phenomenon. The final section of the bankruptcy chapter encompasses an examination of the limitations and gaps present within the existing literature, thereby emphasising potential avenues for future research. Experimental research is necessary to establish the causal connections between intercultural pragmatics and reading comprehension among secondary level students. The chapter emphasises examining the long-term impacts within this particular field, the pedagogical approaches employed, and the comparative analysis across different cultural contexts. The research paper's second chapter establishes the experimental study's foundation. The significance of intercultural pragmatics in the context of

reading comprehension, thereby creating a foundation for an in-depth examination of the strategies employed by secondary-level students when reading intercultural texts and their subsequent comprehension.

CHAPTER 3

RESEARCH METHODOLOGY

Chapter 3 provides a thorough description of the research techniques. This methodology has employed the t-test, a statistical tool for detecting data inconsistencies. The study model aimed to lessen biases and give all participants accurate information. A researcher controlled variable and a number of other variables were used to test this theory. The test involved a careful evaluation and comparison of these variables. To prove or disprove the main idea or hypothesis, the researcher carefully considered the evidence. Creswell (2002) investigated the effects of a study on a group using quantitative experiments. According to Cook et al. (2002), testing was the best strategy for determining cause-and-effect relationships and minimising other variables. Because we focused on testing procedures which encountered fewer problems with internal validity. The preciseness and consistency of research methodology are highlighted in this chapter.

3.1 Research Design

The research design includes the research framework and methods. The research was both quantitative and experimental (Kerlinger 1973). The research participants were split into two groups: experimental and control groups. The dependent variables were students' performance and reading comprehension. Where as the independent vriable was intercultural pragmatics. The primary goal of study was to discover the relationship between the independent and dependent variables. This study used an experimental design to examine the effects of intercultural pragmatics on reading comprehension and students performance. The research problem was thoroughly examined and analysed thanks to the design and methodological decisions.

3.2 Experimental Study

The research framework and methods were included in the research design. Kerlinger (1973) carried out a quantitative and experimental study. The research participants were split into two groups: experimental group and control group. The dependent variables were students' performance and reading comprehension and

independent variables were intercultural pragmatics. The primary goal of the research was to determine the relationship between the independent and dependent variables. The purpose of this study was to use an experimental design to assess the effects of intercultural pragmatics on reading comprehension and students' performance. Because of the design and methodological choices, the research problem was thoroughly examined and analyzed.

3.2.1 Brief Overview of Theoretical Framework and Justification of Using Theory

The socio-cognitive development theory of Lev Vygotsky (1975) was used in the studies. This theory explained how social interaction and culture influenced cognitive development, specifically reading comprehension in children. Vygotsky's concept was used in this experimental study because social interactions are required for cognitive growth, according to Lev Vygotsky's socio-cognitive development hypothesis. In his theory, the Zone of Proximal Development (ZPD) emphasized the importance of social mediation in mastery. People can complete tasks with the help of experts thanks to the Zone of Proximal Development (ZPD). The main goals of study were to investigate how social interactions and cultural elements affect students' learning comprehension, thereby applying Vygotsky's concept. It offers a theoretical framework for studying their dynamics. Vygotsky's theory proposed that social interactions and environmental factors could help or hinder cognitive development, which influenced experimental design. Experiments were carried out to test such claims. Educational institutions use Vygotsky's concept to create instructional practices that align with the Zone of Proximal Development in order to improve learning outcomes.

One of the key theories that informed how to design such studies was Vygotsky's socio-cognitive development theory which considered factors like social interaction and cultural background to study their roles in students' reading comprehension. For example, one researched the influence of collaborative learning and individual work on learners' reading comprehension and problem-solving. The research design was formulated in order to establish the way cultural influences occur depending on different circumstances and their impact on reading comprehension of students. The choice of the t-test as a statistical technique for data analysis has been

guided by its proven dependability in experimental research. In this research, t-test was used to compare the groups of students some of whom were exposed too much or little intercultural pragmatics in their educational setting and found how manipulated factors influenced reading comprehension. In order to establish whether or not the observed variances were statistically significant and that it agreed with what was sought after in both research question and theoretical framework, t-test was used. The detailed description of the reasoning behind selecting the experimental design was deemed crucial if there way to make sure that all methodological choices were justified in terms of their focus on specific issues.

3.2.2 Groups

The sample was divided into two equal groups:

3.2.2.1 Experimental Group

The contributions of the Experimental Group were critical to the study. It was drawn at random from the sample's population. The intervention's primary goal was intercultural therapy. (2022, Rashidov and Colleagues). The researcher looked into how this medication affected children's reading comprehension and academic achievement. The collection of experimental group data was critical. The metrics, observations, and evaluations from the dataset were used to determine the intervention's efficacy. The performance of the other groups was monitored by the non-intervention control group. Researcher examined the statistical data from the Experimental Group to see how intercultural pragmatics affected dependent variables. A strong correlation between the study's two main independent and dependent variables was required to identify and treat the group.

3.2.2.2 Control Group

The control group determined the study's success. This group, like the experimental group, was drawn at random from the population. Intercultural pagmatics was required by the control group, which was a significant difference (Krishnan, 2023). It served as a template. The control group was created to compare the intervention's impact on the experimental group. By removing the random variable of intercultural counseling, researcher was able to determine whether any observed changes in the experimental group were due to the intervention. The

investigation was heavily reliant on data from the control group. Students' academic achievement and textual comprehension were evaluated and annotated. It was critical for analyzing data on global counseling effects. The impact of international counselling on the research was demonstrated by comparing the results and effectiveness of the control and experimental groups. The control group aided the research in reaching accurate and analytical conclusions about the impact of the intervention on the dependent variables.

3.2.3 Independent Variable

The controlled variable was intercultural pragmatic (Kobrock et al., 2023). The effects of the variable on reading comprehension and students' performance were investigated. The transformation of the study was dependent on intercultural treatment. Treatment or intervention, according to the researcher, may have an effect on the results. Intercultural therapy was given to the Experimental Group to see how effective it was. The selection of intercultural treatment as the independent variable was intentional. The problem was investigated and its variables were predicted to change. The researcher examined data from the experimental and control groups to determine how the independent variable influenced reading comprehension and students' performance. The researcher demonstrated the statistical significance of intercultural therapy by analyzing the results. The independent variable was essential in answering research questions and achieving the study's goal.

3.2.4 Dependent Variables

The study had two dependent variables:

1. Reading Comprehension.
2. Students' Performance.

The research relied heavily on reading comprehension and students' achievement. These characteristics contributed to an understanding of how intercultural therapy affected study outcomes (Kobrock et al., 2023).

3.2.4.1 Reading Comprehension

Reading comprehension was one of the study's two most important dependent variables. This variable assessed participants' ability to read and evaluate written text, making it critical to the investigation of the effects of intercultural therapy (Alfatihah,

2023). Understanding this variable required assessing various aspects of participants' reading ability. It usually evaluated their ability to comprehend complex language, extract key information, and read. To assess reading comprehension, the researcher presumably used standardised reading comprehension examinations or other methods. Researchers could assess participants' textual content knowledge and interpretation to determine the efficacy of intercultural pragmatics. The test scores of the experimental and control groups may differ due to intercultural therapy. The dependent variable was chosen as reading comprehension so that researcher could fully assess how the intervention affected this critical educational ability. This study shed light on the practical effects of intercultural pragmatics in schools and their potential to improve reading comprehension. This dependent variable's detailed examination improved understanding of how intercultural therapy affects academic performance.

3.2.4.2 Students' Performance

Much of what was written about the effectiveness of intercultural therapy was influenced by the study's second most important variable. This variable provided a complete picture of people's academic achievements that went beyond reading comprehension. Student performance was measured using grades, test scores, class participation, and academic achievement. Researcher may be able to fully comprehend how intercultural therapy affects students' education by taking a broad perspective. The study attempted to establish a relationship between intercultural pragmatics, reading comprehension, and student achievement. The study, on the other hand, investigated how intercultural therapy affected both experimental and control groups' reading comprehension and student performance.

3.3 Data Collection tools

In this study, before and after tests were used to assess the effects of the reading materials on the experimental and control groups. A quick rundown of data collection tools:

3.3.1 Pre-Test Data Collection Tools

All students were evaluated before the investigation began. The pre-test was painstakingly designed to assess basic reading comprehension. Multiple-choice questions, true/false statements, and fill-in-the-gap tasks were included in the exam.

Students' initial understanding was not accurately assessed because pre-test materials were not distributed in class.

3.3.2 Post-Test Data Collection Tools

All participants completed a post-test that followed the same format and items as the pre-test. This post-test examined how students' reading comprehension was affected by reading materials and instructional practices. The study compares post-test and pre-test results to assess the learning experiences of the experimental and control groups. To compare progress, the experimental and control groups were given the same pre- and post-tests. To ensure rigor and dependability, four English teachers examined and evaluated the exams. Pre- and post-tests were critical in determining the study's objectives and how cultural material influences students' reading comprehension.

3.4 Data Analysis

This experimental investigation's results were quantitatively analyzed using means, modes, and statistical approaches such as graphical representations and averages. Everything was organized, sorted, and recorded in order to thoroughly compare data. The first step in developing a systematic strategy was to classify and arrange data. The main patterns in the dataset were then quantified using statistical measurements such as means and modes. This quantification method aided in summarizing data and comprehending key qualities. SPSS 26.0 is used to evaluate variables in the study's quantitative analysis. This program streamlined data processing while improving understanding of key concepts and theories. Hypothesis was the focus of the quantitative analysis. The results demonstrated that this method accurately predicted outcomes and determined whether hypotheses was accepted or rejected. To compare the control and experimental groups, the t-test in SPSS 26.0 was used. The research focused on two critical areas:

1. **Independent Samples t-test:**

The independent sample t-test was used to compare the results of the control and experimental pre-tests. It aids in determining whether these groups differed significantly prior to the study treatments.

2. **Paired Sample t-test:**

The paired sample t-test was used to compare the pre- and post-test results within each group. To determine the effects of reading materials and teaching methods, this study compared students' academic performance before and after they were introduced. The data was analyzed using T-tests and other statistical techniques. These measurements aided in the analysis of the study's findings and the determination of how cultural content and teaching methods affect students' reading comprehension.

3.5 Population of the study

The sample for the study was Sindh secondary students from Ghtoki, Tehsil Ubauro. A total of 50 students were tested. Each experimental and control group contained 25 students. To ensure consistency and standardization in reading comprehension evaluations, both groups used the same data collection method. The study, which lasted a month, looked at how intercultural pragmatics affects students' reading abilities. Each group received one-hour lessons over the course of a month. The lectures looked at and analyzed a variety of works to show how cultural material influences reading comprehension. The majority of our sample was Sindhi speaking learners, emphasizing the importance of our research in a Sindhi-speaking region.

3.6 Sample of The Study

The sample was chosen at random, and the study was thorough. This method used randomization principles to ensure that every member of the community had an equal chance of being chosen for the study. The original 50 students were divided into two groups of 25. These institutions were shaped by equity and neutrality. Every effort was made to ensure that the children in each group were similar in order to make a more fair comparison. This decision was influenced by the type of research and the time constraints. Reduced sample size made the study more feasible under time constraints and ensured a strong and comprehensive research technique. This strategy allowed researchers to concentrate on minor details and subtleties, which improved study outcomes.

3.7 Ethical Consideration

Ethics guided the experimental study "Effects of Intercultural Pragmatics on Students' Reading Comprehension: An Experimental Study of Secondary Level

Students." These ethical principles were infused into the learning process, fostering honesty and respect. Informed consent was critical to ethics. All participants, including children, were informed about the study. It described the research's goal, method, risks, and benefits. Participants had the option of participating in the study, and questions and explanations were always available. They were never forced and fiercely guarded their identity. Participants were free to leave the study at any time without explanation.

The ethical foundation was built on secrecy and anonymity. The privacy of the participants was respected. All investigation data was kept private. To ensure participant anonymity, rigorous measures were employed to meticulously eliminate identifiable information. The data was kept secure, and the study results and publications did not reveal any personally identifiable information. The values of transparency and honesty were upheld. The study was open and honest about potential conflicts of interest. The shortcomings of the study were also highlighted. The research methods and findings were presented objectively and without bias. To ensure that the study was ethical, the applicable ethical review board or committee thoroughly reviewed and approved the ethical issues. A second review confirmed that the study adhered to ethical standards. Beneficence and nonmaleficence were critical in promoting well-being and avoiding harm. Every effort was made to reduce participant anxiety and pain. The trial carefully monitored the safety and comfort of the participants, emphasising their well-being. The study also thoroughly assessed participants' various cultural and socioeconomic backgrounds. The goal was to promote research diversity and equality. Special precautions were taken for vulnerable populations, particularly teenagers. These precautions safeguarded vulnerable individuals. In such cases, their legal guardians consented, confirming protective principles. The study's ethics were central. These ethical requirements were followed in the research's design, data collection, and reporting. It ensured that the research advanced knowledge was obtained while adhering to the highest ethical standards.

3.7.1 Ethical Consideration Consent Form

An experimental study looked at how intercultural pragmatics affects secondary school students' reading comprehension. This paper describes the study

participants' ethical concerns and informed consent procedure. Before participating, participants must read and understand the following: Before making a decision, participants may ask questions, and their participation is optional.

The study looks at how intercultural pragmatics affects the reading comprehension of secondary school students. Participant Guidelines: Students from both the experimental and control groups are welcome to participate in this research project. Participants read specific materials and then take pre- and post-tests to assess their reading comprehension. It is not necessary to volunteer for this study. Refusing to participate had no academic or other consequences. Any participant may leave at any time without explanation. This survey kept all information confidential. Data is anonymized and secure. Personal information is not included in study findings or publications.

By consenting to this study, participants agree to the following criteria:

1. The participants were informed about the purpose of the study and the implications of their participation.

2. Participants acknowledged that their participation was entirely voluntary and that they may withdraw at any time.

3. Participants were told that their information would be kept private and anonymous.

4. Participants had the opportunity to ask questions and receive satisfactory answers.

5. Participants were encouraged to contact the researcher if they had any questions or concerns about the study or their participation.

3.8 Summary

The studydescribes the research methodology used in Chapter 3. This chapter discusses the design of the study, data collection, ethics, and analysis. This work made use of experimental research. The study divided participants into two groups: an experimental group that used a variety of cultural materials and a control group that used neutral resources. The study looked at how cultural items affect students' reading comprehension. Pre- and post-tests were used in the study. Multiple-choice, open-ended, true/false, and fill-in-the-gap questions were included in these assessments. The pre-test evaluated baseline knowledge, while the post-test evaluated reading materials and teaching strategies. The informed consent strategy took ethics into account. Participants were informed of their rights, which included the right to

volunteer for the study, the right to privacy of their data, and the right to withdraw without penalty.

The consent form emphasised research transparency and honesty. This study was dominated by quantitative analysis. When the data was quantified, it produced numerical representations of its primary patterns. Frthermore, SPSS 26.0 was used for statistics. The independent sample and paired sample t-tests were used to compare groups and evaluate pre- and post-test data. These methods tested hypotheses and investigated how cultural knowledge influences reader comprehension. The third chapter discusses the research design, data collection technologies, ethics, and data analysis. Researcher was able to study the findings and determine how intercultural pragmatics influences students' reading comprehension thanks to the rigorous and systematic methodology.

CHAPTER 4

DATA ANALYSIS

The present chapter offers a comprehensive examination and explanation of the study's results. The study used an experimental technique to do statistical analysis in order to investigate and quantify the effects of intercultural interventions on the reading comprehension abilities of students. The primary aim of the research investigation was to attain anticipated and preferred outcomes. Further investigation is required in order to comprehensively meet the study goals. This chapter offers a comprehensive examination of the data analysis procedure, including tabulation, graphing, classification, and several other methods. Additionally, it gives a description and elucidation of the findings derived from the original theoretical framework, as presented in the preceding chapter. The researcher used an independent sample t-test to examine the test outcomes of the students. The statistical analysis was conducted using SPSS 26.0 software.

The research consisted of a sample size of 50 participants, with an equal distribution of 25 persons in both the study and control groups. The hypothesis was evaluated using a significance threshold of 0.05. The data collected from SPSS 26.0 was subjected to analysis utilising independent t-tests in order to ascertain the underlying causes that may be responsible for the observed discrepancies. The utilisation of a quantitative data analysis approach was employed to assist the process of analysing the data. The following section provides demographic information pertaining to the sample.

Age:	12-18
Gender	Male \ Female
Race	Sindhi
Grade	10th
Native Language	Sindhi
Back ground	Rural

The given consideration of the demographic information is only for context and does not serve as a means to stratify data in the present study. This is a deliberate decision where one does not stratify the data according to demographical variables

because such categorization is unnecessary given the design and objectives of this study. Instead, the demographic information, which includes age, gender, religion, race, grade, native language and background provide a comprehensive profile of participants within the study. The above transformative demographic snapshot is hoped to add meaning and enrich the understanding of the reader, with regards to how diverse their sample was. The main research inquiry is still addressed with the assistance of stratified analyzation but demographic characteristics play a role of descriptive elements instead to being factors for this approach.

The analysis phase has significant importance within the broader research process since it not only establishes the groundwork for the results but also provides a coherent trajectory towards the ultimate objective of the inquiry. It is important to have in mind the research aim and hypothesis at the beginning of the analysis phase, since this phase is intrinsically linked to the research hypothesis and objective. The primary objective of this research was to determine the extent to which the students in the experimental and control groups demonstrated substantial improvements in their English reading comprehension. The pre- and post-test outcomes of each participant in both the experimental and control groups were compared. The potential to determine the impact of the experimental experiment method on the participants' English reading comprehension is achieved by a comparative analysis of their pre- and post-test outcomes.

Prior to the commencement of the experiment, both groups had a pre-test in order to assess their level of English reading comprehension prior the experiment. Over the course of a 30-day period, there were a total of eight class sessions held on a weekly basis, with each session having a length of one hour. A comparison was made between the pre-test results of the two groups in terms of English reading comprehension.

4.1 The Analysis and Interpretation of Reading Comprehension Test and its Questions

The purpose of researcher was to conduct a comprehensive analysis of the statistical data subsequent to its presentation in tabular format. The questions were examined in line with the reading comprehension Test for both the experimental and control groups, focusing on specific sections as the nature of the questions varied over

the range of items. Moreover, the aforementioned phase of analysis also presents possible juxtapositions and parallels, resemblances and disparities, advantages and limitations, and even subdivisions across the pre an post test scores for both the groups. The analysis phase of the present study aims to provide a comprehensive grasp of the researcher's results, so aiding in the interpretation and conclusion-drawing process related to the comprehension component of the study. In this section, the use of tables and figures is employed to analyse the outcomes of the reading comprehension examination. The analysis facilitated the researcher's evaluation of the impact of cooperative learning on the enhancement of reading comprehension abilities among secondary level learners.

The study aims at providing a comprehensive account of the tests administered to both the experimental and control groups, as well as the corresponding outcomes observed during the third stage of the study. The process of drawing conclusions from research necessitates the act of interpretation. The interpretation section of the study aligns the research findings with the hypothetical questions formulated by the researcher at the outset, as outlined in the prior chapter.

4.1.1 The Categorical Division of Questions Based on Sections

This section is structured into three discrete stages of analysis: the first presentation of the data, the following examination of the data, and the final interpretation of the randomised controlled test (RCT) data. The analysis is presented as described in the part that was previously indicated. The main purpose of these three separate structural divisions is to investigate the influence of intercultural pragmatics on the reading comprehension skills of secondary level learners. It is important to recognise that each of these structural components adequately accommodates three more areas, contingent upon the characteristics of the inquiries.

- **Section A:** Ten Multiple Choice Questions

- **Section B:** EightTrue and False Statements

- **Section C:** Seven Fill in the Blanks

4.2 Pre-Test Score Analysis (Experimental & Control)

At the start of the experimental study, a preliminary assessment was conducted to ascertain the current level of reading comprehension among the students. In order to establish a common understanding of the content prior to the commencement of the experiment, a pre-test of equivalent kind was provided to both groups.

4.2.1 Pre-Test Score of Both Groups

Table 1

Pre-Test Scores of Control and Experimental Groups

Pre-test Scores (Control Group)	Pre-test Scores (Experimental Group)
21	3
5	25
19	12
19	17
11	24
19	19
12	22
16	10
5	16
20	16
19	25
11	25
15	23
18	22
15	9
21	19
3	16
16	3
21	11
17	9
13	18
16	22
19	5

23	6
4	3

This table displays the pre-test scores of the control group and experimental group, showcasing individual scores for each participant. The normative distribution of the control group's pre-test scores is 16.5 out of a possible 25. The experimental group's pre-test scores vary from 3 to 25, with a mean of 16.

4.2.2 The graphical representation of the score of pretest scores of both groups

Figure 1

Pre-test (Experimental vs Control)
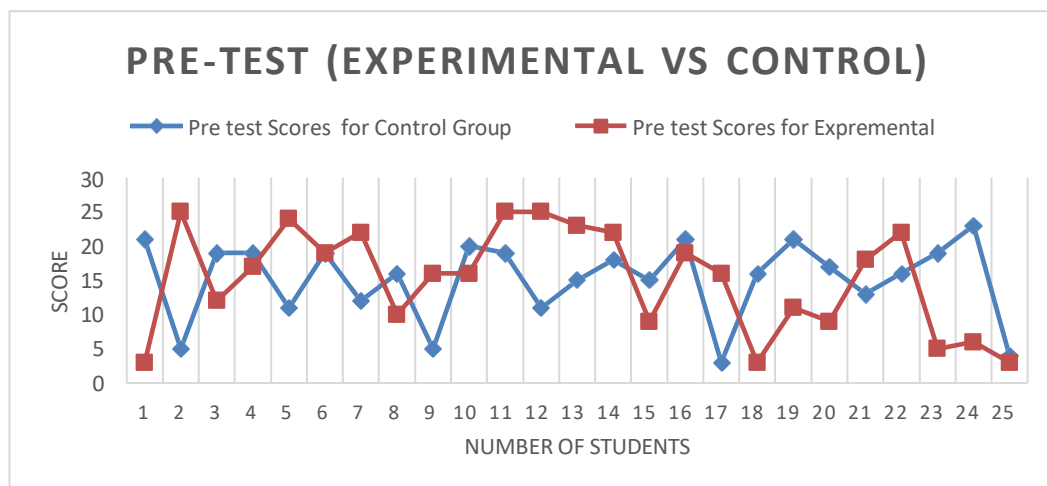
The figure above gives a visual depiction of the pre-test findings for both the control and experimental groups. Test results are shown on the vertical axis, while the number of students is shown on the horizontal. Pre-test student knowledge of the two categories is shown in the figure and found to be very consistent.

The means of the two groups were compared using the independent sample t-test as the statistical approach for this research.

4.2.3 Pre-Test Group Statistics

Table 2
Pre-test statistics of both the groups

	Pre-test Scores (Control Group)	Pre-test Scores (Experimental Group)
N	**25**	**25**
Mean	15.12	15.2
Median	16	16
Std. Deviation	5.783	7.566
Minimum	3	3
Maximum	23	25

The results of the pre test for both the experimental and control groups can be seen above in the table. There were twenty-five individuals in each group. Mean score for the experimental group was 15.2, and mean score for the control group was 15.12. The experimental group exhibited a standard deviation of 7.566 for their pre-test scores, whereas the control group had a standard deviation of 5.783 for their pre-test scores. The experimental group's pretest had a standard error of the mean of 0.753702, while the control group's pretest had a standard error of the mean of 0.879526. The mean value of the pretest was almost same in both groups for the year 1999, suggesting a lack of statistically meaningful difference, as shown in the table provided earlier. The data shown in the table indicates that both groups had similar levels of comprehension about the subject.

The objective of the study was to ascertain if there were any statistically significant disparities among the participants. The use of independent sample t-tests is a handy method for evaluating the existence of distinct means between two distinct groups i-e control group and experimental groups (Agresti & Franklin, 2009). Therefore, the current research used an independent samples T-test to evaluate disparities in average values between the two groups.

4.2.3.1 Independent Sample Test (Pretest)

Table 3
Comparison of test results

Test statistic	Value	df	Sig.
Levene's Test for Equality of Variances	F		1.095
t-test for Equality of Means	t	48	-0.570
Mean Difference	-1.120		
Standard Error Difference	1.964		
95% Confidence Interval of the Difference	Lower		-5.068
	Upper		2.828

A statistical analysis using an independent samples t-test was conducted to compare the pretest results of the control group. The findings indicate that there is no statistically significant disparity in the scores between the two groups (t = -0.570, p > 0.05). The result suggests that there is not a statistically significant disparity in pretest results between the two groups i-e experimental and control groups. The 95% confidence interval for the mean difference suggests that the actual difference in scores between the two groups may range from -5.068 to 2.828 points. The interval under consideration encompasses a value of 0, so suggesting the absence of a statistically significant disparity in scores between the two intermediate groups. In summary, both groups exhibited comparable findings in their pretest results.

4.3 Pre- and Post-Test Scores Analysis Control Group

The experimental group comprised twenty-five students of Grade 10. Following the pre-test, the control group was provided with fifteen English materials that aligned with conventional approaches to teaching English Studies, with the intention of mitigating cultural biases. The selection process for the control group did not take into account cultural variables such as financial constraints, expenses, and extracurricular commitments. Subsequently, a post test was conducted to evaluate the students' levels of achievement. The aforementioned statistical analyses were conducted on the results of both the pre-test and posttest.

4.3.1 The graphical representation of the score of Control Group (Pre VS Post Test Scores)

Figure 2

Control group (pre vs post)
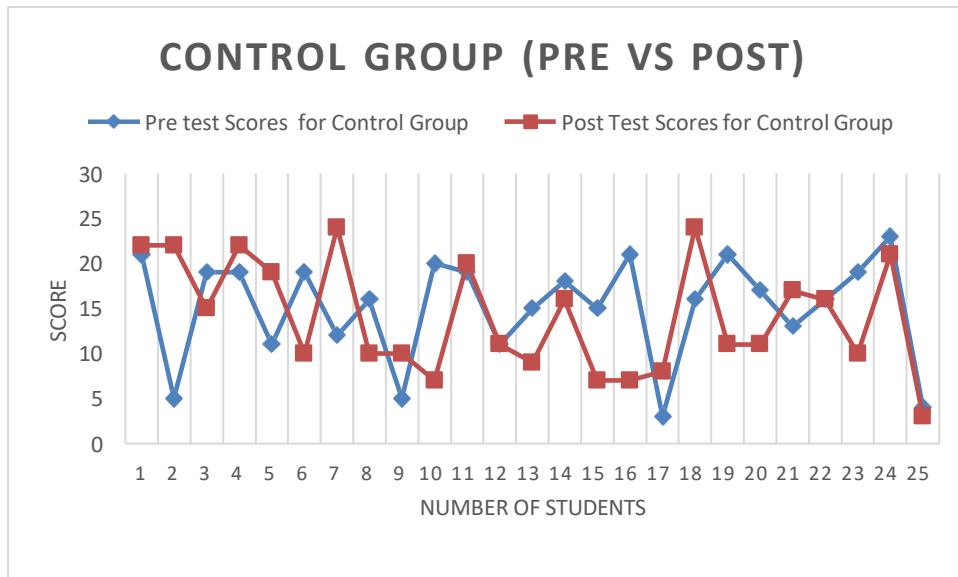
The visual findings for students in the control group are shown in the image above, both before and after the exam. The horizontal lines in the diagram reflect the aggregate number of students, whilst the horizontal arrows depict their respective test outcomes. The performance level of the control group is similar in both tests, as shown in the aforementioned image. The curves from the experiment show significant overlap, as highlighted.

4.3.2 Score in Pre and Post Test Control Group are shown in the Table

Table 4

Pre and post test scores of control group

S. No	Pre-test Scores	Post-Test Scores
1	21	22
2	5	22
3	19	15
4	19	22
5	11	19
6	19	10
7	12	24
8	16	10
9	5	10
10	20	7
11	19	20
12	11	11
13	15	9
14	18	16
15	15	7
16	21	7
17	3	8
18	16	24
19	21	11
20	17	11
21	13	17
22	16	16
23	19	10
24	23	21
25	4	3

The table shown above displays the pre-test and post-test outcomes of a sample of 25 students belonging to the control group. The table presents a concise overview of the observed changes in student scores between the pre-test and post-test assessments. Certain pupils showed progress, but others exhibited earlier or even saw a deterioration in their academic performance. The control group participants reported an average pretest score of 15.12, with a mean value of 5.78. The post test score was calculated to be 14.08, while it was seen to be 6.26. The present discovery suggests a marginal decline in scores seen between the pretest and posttest assessments within this specific cohort. Nevertheless, there exists a substantial disparity in the magnitudes of the two scores, suggesting a significant degree of variability in the outcomes.

The presence of several factors, including variations in skill, motivation, and learning styles among individual students, might contribute to the observed variability in outcomes. The results indicated a substantial decrease in scores on the posttest compared to the pretest. The results of the research indicate that the intervention did not have a detrimental effect on the English reading comprehension skills of the students in the control group. Further investigation is required in order to ascertain the underlying reasons of this phenomena and discern other variables that contribute to variations in academic achievement across students. Moreover, it is crucial to recognise that the intervention had favourable impacts on other unquantified dimensions of student learning, which has significant relevance within the context of this study.

4.3.3 Paired Sample Statistics of Control Group

Table 5

Paired Samples Statistics of control group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Scores for Control Group	15.12	25	5.783	1.157
	Post-Test Scores Control Group	14.08	25	6.258	1.252

The table displays the average values, measures of variability, and measures of precision for the pretest and posttest scores. The pretest score observed in the control group was 15.12. The control group had a standard deviation of 5.783 for the pretest data. The pretest score of the control group had a standard error of 1.157. The average posttest score recorded in the control group was 14.08. The control group's post-test findings had a standard deviation of 6.258. The researchers calculated the standard error of the mean to be 1.252 for the post test score of the control group.

The control group has a mean pre-test score of 15.12 and a mean post-test score of 14.08. This discovery suggests a marginal decline in scores seen between the pretest and posttest stages within this specific group. Nevertheless, there exists a significant disparity between the two sets of values, suggesting a notable level of variability in the observed scores. The data exhibits variability, which is seen in the somewhat elevated standard errors.

The provided sample data illustrates the average and individual scores of the control group, both before and after the intervention. Nevertheless, the presence of high standard deviations and standard errors of the mean suggests a substantial degree of variability in the observed scores. Therefore, it is challenging to establish any conclusive inferences about the impact of the intervention on the control group.

4.3.4 Paired Samples Correlations of Control Groups

Table 6

Paired Samples Correlations of control group

		N	Correlation	Sig.
Pair1	Pre-test Scores for Control	2	.177	.397
	Group & Post-Test Scores	5		
	Control Group			

The table presents the Pearson's correlation coefficient (r), the significance level (p), and the sample size (N) of two scores. The Pearson's correlation coefficient between pretest and posttest scores for the control group was found to be 0.177. The observed correlation coefficient yielded a p-value of 0.397, indicating the degree of significance. The quantity participants is 25. The Pearson correlation coefficient is a statistical measure that quantifies the degree and direction of the linear correlation between two variables. In the present scenario, a correlation value of 0.177 signifies a moderate positive correlation, suggesting a minor positive association between pretest

and posttest results for the control group. Additionally, there was a proclivity towards higher scores; nonetheless, the link exhibited insufficient strength to attain statistical significance. A significance level of 0.397 suggests that there is no statistically significant link between the ratings obtained in the pre-test and post-test scores for the control group. The observed connection between the variables is minimal, nevertheless, it does not reach statistical significance.

4.3.5 Paired Samples Correlations of Control Group

Table 7

Paired Samples Correlations statistics of Control Group

Variable	Mean	SD	SE Mean	95% CI Lower	95% CI Upper
Pre-test Scores for Control Group - Post Test Scores Control Group	1.040	7.732	1.546	-2.152	4.232

For the control group, the table provides a summary of descriptive statistics on the change in scores between the pre- and post-tests. There is an average score gap of 1.04 and a standard score gap of 7.73. The standard error of the mean is estimated to be 1.55 points, with a 95% confidence interval for the real mean change in scores ranging from -2.15 points to 4.23 points. These findings indicate that there was a marginal, albeit statistically insignificant, decline in average scores seen between the pre-test and post-test assessments for the control group.

The interdependence of language and culture renders it inherently unreliable and deficient. In order to achieve a level of linguistic competence comparable to that of a native speaker in the target language, students may face challenges if their exposure to the language is restricted only to its linguistic aspects, without including cultural components. In order to get a high level of competency in a target language, it is essential that students be given many opportunities to immerse themselves fully in the language.

One issue inherent in our conventional approach to ESL/EFL instruction is the lack of awareness among language educators about the significance of culture in the language teaching and learning process. The instructional approach used by the educators involves a structural viewpoint, whereby the emphasis is placed only on the

study of grammar and vocabulary within the context of language learning. The crucial aspect of language instruction, which is often overlooked or unrecognised by language educators, is the contextual use of language. The term "context" refers to the cultural environment in which anything is situated. If students are just presented with the foundational knowledge of the target language without any guidance on its application within particular contexts, it is unreasonable to anticipate a high level of proficiency in the target language from these students. The acquisition of native-like proficiency in the targeted language is contingent upon students' awareness and understanding of the target language's contextual knowledge and cultural aspects.

The students in the control group were provided with reading comprehension training following the traditional approach to language education. The researcher used a random selection process to choose culturally neutral participants, and the instructional intervention only focused on vocabulary acquisition and text structure. The researcher observed that the students shown a lack of notable interest in obtaining information from the book. The individual in question demonstrated a lack of active engagement in the classroom setting, opting instead to passively absorb the information provided by the researcher. The absence of passion in learning is evident in the pre- and post-test outcomes of the control group, as seen in Table 4. The post-test results indicated that there was no statistically significant improvement in the children in the control group in the post test. Due to their limited comprehension of the parts in the target language, the students were unable to provide responses to the questions. The researcher observed that a significant proportion of the students had difficulty in providing responses to questions that required them to infer the answer from the given text. Based on this observation, it may be inferred by the researcher that the students exhibited a lack of comprehension towards both the text and the question. The pre-post test findings of the control group indicate that despite receiving a month of teaching in the target language, there was no observed improvement in the students' understanding of a text written in that language.

The teaching methodology used was identified as a contributing factor to the students' limited capacity to effectively engage with the posed inquiries. Theory has a fundamental role in shaping the pedagogical approach used by language instructors. The language teachers failed to adequately equip their students for practical language

application, since their teaching approach focused only on imparting theoretical knowledge of the target language. The lack of progress seen in students' language acquisition, despite their exposure to language instruction, might perhaps be ascribed to language educators' limited awareness of the tangible advantages associated with teaching a second or foreign language.

The selection of educational material may serve as a secondary aspect that contributes to the students' lack of success. The lack of connection between the selected language instruction subject and the local community or target culture hinders students from developing the essential degree of enthusiasm or interest that is vital to the learning process. The instructional material being presented lacks relevance to the students, so impeding their comprehension. A lack of desire to engage in the study of the target language might be attributed to this phenomenon. The presence of interest and curiosity is essential for the facilitation of learning.

The examination system in our country is based on erroneous notions. The students are rewarded for replicating the same content that was given to them. The curriculum for language studies is designed in a manner that mostly reinforces the repeating of same content, largely owing to the insufficient incentivization structure. It is not advisable for curriculum designers to generate content that elicits interest, fascination, or creativity. This elucidates the persistent challenges encountered by individuals and societies in acquiring English as a second or foreign language.

4.4 Analysis of Pre and Post test (Experimental Group)

The sample consisted of 25 students in the 10th Grade who were assigned to the experimental group. Following the administration of a pre-test, the experimental group was assigned to undergo an experimental process, which included participation in five unique English language courses. The curriculum for the experimental group was selected to include five courses that encompassed cultural diversity. The experimental group curriculum included subjects derived from both the target culture (English) and the local culture (Sindhi), such as weddings in Sindhi and English cultures, funerals in English and Sindhi cultures, and so on. A post-test was conducted subsequent to the implementation of the experimental intervention in order to assess the extent of improvement shown by the students. A statistical analysis was performed to examine the pre- and post-test outcomes.

4.4.1 Score of students in Pre and Post Experimental Group

Table 8
Pre and post test scores of
experimental groups

S. No	Pre-test Scores	Post-Test Scores
1	3	18
2	25	12
3	12	17
4	17	12
5	24	18
6	19	14
7	22	19
8	10	12
9	16	13
10	16	12
11	25	20
12	25	20
13	23	21
14	22	21
15	9	13
16	19	20
17	16	20
18	3	21
19	11	18
20	9	22
21	18	20
22	22	23
23	5	17
24	6	12
25	3	25

The test results of the 25 students that participated in the experiment are shown in the table above. The table shows that, on average, pupils did rather well on the second exam. Also, there was a wide range of results; some pupils improved

dramatically while others did not or even declined. The average score on the survey was 5.75, whereas the average score on the other side was 17.92. Improvements in student outcomes provide evidence that the intervention is having the desired impact.

The huge standard deviation of the scores indicates that there was a great deal of change between the pre- and post-tests. Several variables, such as variations in pupils' talents, motivations, and preferred learning methods, contribute to this gap. The overall model implies that the execution of the intervention had beneficial impacts on student performance, but individual-level heterogeneity was found. The fact that most students improved between the pre- and post-test corroborates this observation.

4.4.2 Thegraphical representation of the score of Experimental Group

Figure 3

Experimental pre vs post test scores
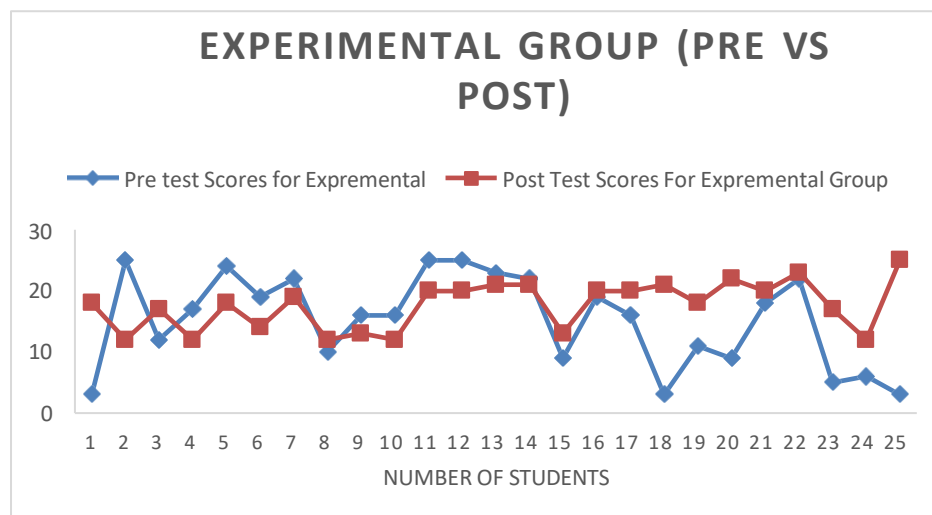
The figure shows data before and after the application of the experimental procedure. In the figure, the horizontal lines represent the students, while the horizontal arrows indicate the test results. The data shown in the figure shows that the slope of the post-test is the same as the pre-test score, indicating that students' academic performance improved after the intervention.

4.4.3 Paired Statistics of Experimental Group

Table 9
Paired Samples Statistics of experimental group

		Mean	N	Std. Deviation	Std. Mean	Error
Pair 1	Pre-test Scores (Experimental Group)	15.20	25	7.566	1.513	
	Post-est Scores (Experimental Group)	17.60	25	3.990	.798	

The table gives a short summary of the descriptive statistics that were used to look at how the experimental group's results changed from the pre-test to the post-test. The recorded average change in score was 2.4 points, with an average score of 7.57 points. The computed standard error of the mean is 1.51 points, but the 95% confidence interval for the true difference in scores spans from 0.88 points to 3.92 points. The results indicate a substantial rise in the scores obtained on the comprehensive pre- and post-test evaluations within the assessment group.

The experimental group exhibited a mean pre-test score of 15.20 and a mean post-test score of 17.60. The findings of this research demonstrate a statistically significant improvement in test scores as shown in the pre-test and post-test evaluations within this specific cohort. The disparity in ratings seen between the two groups is substantial, suggesting a significant change in scores after the experiment. It is important to acknowledge that the standard errors are of negligible magnitude, hence indicating a statistically significant rise in scores.

The statistical analysis conducted on the matched sample of the experimental group reveals a statistically significant improvement in scores from the pretest to the posttest within this experimental group. The aforementioned discovery suggests that the implemented intervention had a favourable impact on the English reading comprehension abilities of the youngsters assigned to the experimental group.

4.4.4 Paired Samples Correlations of Experimental Group

Table 10
Paired Samples Correlations of pre and post test scores mentalmenatl group

		N	Correlation	Sig.
Pair 1	Pre-test Scores for Experimental & Post Test Scores For Experimental Group	25	.040	.849

The table provides a concise overview of the correlations observed among the matched samples within the experimental group. The provided table displays the Pearson's correlation coefficient (r) between the two scores, the significance level (p), and the sample size (N). The Pearson's correlation coefficient between the pretest and posttest scores for the experimental group was determined to be 0.040. The correlation coefficient was shown to be 0.849. A grand total of 25 pairs of scores.

The Pearson correlation coefficient is a statistical metric that quantifies the strength and direction of the linear association between two variables. In the present scenario, a correlation value of 0.040 indicates a fairly favourable association. This finding suggests that there exists a limited positive association between the pretest and posttest outcomes within the experimental group. This discovery suggests the presence of a positive association between the students' results on the pre-test and their scores on the post-test. However, it is important to note that the magnitude of this association is substantial enough to be considered statistically significant. The user did not provide any text. The significance level of 0.849 indicates that there is no statistically significant relationship between the pre-test and post-test scores for the experimental group. The paired-sample correlations for the experimental group suggest that there is a very weak positive relationship between the pre-test and post-test scores for this group. However, the correlation is not statistically significant.

4.4.5 Paired Samples Test of Experimental Group

Table 11

Paired Samples Test of Experimental Group (Pre vs Post)

Variable	Mean	SD	SE Mean	95% CI Lower	95% CI Upper
Pre-test Scores for Experimental Group – Post-Test Scores for Experimental Group	-2.400	8.411	1.682	-5.872	1.072

The table presents a comprehensive overview of the descriptive data pertaining to the alteration in pre-test to post-test scores within the experimental group. The average change in scores is -2.40 points, accompanied with a standard deviation of 8.411 points. The standard error of the mean is estimated to be 1.682 points, with a 95% confidence interval for the real mean change in scores ranging from -5.872 points to 1.072 points. These findings indicate a significant decline in average scores seen among the experimental group when comparing the pre-test and post-test results. The presence of a negative mean change suggests that, on average, the students' scores exhibited a decline from the pre-test to the post-test. The substantial standard deviation indicates a significant degree of diversity in the results, as some students exhibited substantial declines, while others had minor decreases or even rises. Nevertheless, it is worth noting that the standard error of the mean exhibits a comparatively diminutive magnitude, so indicating a statistically significant decline in the mean scores.

As seen in the aforementioned table, there exists a significant disparity in the scores achieved by the students who participated in the pre- and post-tests. The improvement shown by the students in the experimental group may be attributed to a multitude of factors, as indicated by the researcher's observations.

Vygotsky's socio-cultural theory posits a fundamental link between social interaction, including cultural influences, and a child's acquisition of knowledge and skills. Increased cultural exposure and enhanced social interaction may lead to better learning outcomes for children. Nevertheless, it is essential to note that this particular kind of contact is intended to occur under the guidance and oversight of a More Knowledgeable Other (MKO), who may include individuals such as parents, instructors, or teachers. The primary emphasis of the More Knowledgeable Other (MKO) was on the Zone of Proximal Development (ZPD), which refered to the range

of tasks or concepts that a child is not yet able to do alone and need support to achieve. Throughout the course of the inquiry, the researcher consistently used the same approach. The researcher assumed the role of the More Knowledgeable Other (MKO), providing students with exposure to both local and target cultures in the second language. The focus was on facilitating learning within the zone of proximal development, specifically in relation to "the culture."

The curriculum of the experimental group was designed with an emphasis on including culturally varied themes. The correlation between language and culture sparked a heightened interest among students in the study of the target language. The researcher observed that students had a strong connection to notions and teachings pertaining to their indigenous culture (namely, Sindhi culture) when they were presented in the target language. The students had a heightened level of interest and actively participated in the classroom activities. Due to their pre-existing familiarity with the literature, individuals were able to comprehend it while getting instruction in the target language. Due to their prior acquisition of the content, individuals were able to effortlessly comprehend the instructions being imparted to them. Likewise, the aforementioned students exhibited favourable reactions when provided with instruction in the designated language pertaining to the designated culture. The learners in the target culture were instructed on the same concepts as those in their home culture. The individual's inquisitiveness about the manner in which the same task is executed inside the target (English) culture was stimulated, which proved to be advantageous.

The level of learners' interest in the target language is heightened when they acquire it via the study of the corresponding culture. The examination of the customs and rituals within the targeted cultural context is very intriguing. Utilising diverse pedagogical approaches, like role-playing, singing, and reenacting renowned cultural narratives, may engender an enjoyable and immersive learning experience. The inclusion of cultural context is essential in language instruction, since it is inherent in the materials used, such as textbooks and language exercises, which often reflect the cultural aspects of the target language. Hammerly (1982) underscores this assertion by positing that the provision of education to students on the customs and traditions of the target culture serves to heighten their level of engagement and fosters a greater

sense of involvement in the process of learning. It is essential for language educators to thoroughly explore the intricate cultural and socioeconomic underpinnings of the target language, in conjunction with its syntactic and linguistic characteristics. The students would not be able to successfully learn the target language until that point in time.

The researcher observed the students' inquisitiveness about their target culture and their capacity to establish connections with their own local culture. The participants exhibited a notable level of comprehension and assimilation of the content, resulting in a substantial improvement in their performance on the post-test in comparison to the pre-test. According to Politzer, as cited in Purba (2011), language instructors are obligated to possess an interest in the study of culture, not necessarily due to a desire to actively engage with the culture of another country, but rather as a necessary component for effective language instruction. When language instruction is provided without accompanying cultural education, students may attribute incorrect meanings to insignificant signs or images due to their lack of awareness about the cultural context. In the absence of appropriate guidance or cultural instruction, learners may mistakenly associate foreign symbols with American ideas or objects. On page 47 of the document, the author presents a significant argument that warrants further examination and analysis. This particular section of the In juxtaposition to the control group, the experimental group was provided with instruction from the researcher using an alternative technique. The researcher promoted student engagement and solicited their perspectives on the subject matter. This facilitated the students' expression of their viewpoints and enhanced their language acquisition in a more efficient manner.

According to Wardhaugh, the concept of language encompasses more than mere familiarity with sounds, words, and sentences. It extends to include the understanding of how to execute various acts via the utilisation of sounds, words, and phrases. In Wardhaugh's definition of language, there is no explicit reference to culture. However, he does establish a connection between language proficiency and the "ways of saying and doing things," which pertains to the specific context in which language is used (Wardhaugh, 2002).

The interdependence of language and culture may be attributed to several factors. There is a lack of a universally applicable methodology for language acquisition, as shown by the aforementioned statement. Various cultures use diverse approaches when it comes to language acquisition. The effectiveness of an individual in society is contingent upon their social contacts. In the context of caretaker speech, emphasising the instruction of language use for efficient communication and concept expression holds more significance than emphasising language structure. A proficient speaker acquires the conversational patterns of a language in alignment with the specific cultural context. (Buttjes, 1990, p. 55)

Merely acquiring proficiency in the grammar and syntax of a target language is inadequate for achieving proficiency in a second language; it is important to additionally acquire a comprehensive understanding of the cultural nuances associated with the language. The significance of this lies in the fact that language serves as a vehicle for conveying meaning, which is inherently shaped by the surrounding environment and societal factors. Language serves as a medium through which meaning is conveyed and understood, whereas cultural context plays a pivotal role in shaping and constructing that meaning. Hence, a significant correlation exists between culture and language, a relationship of utmost importance that should not be underestimated. The scope of knowledge pertaining to other cultures is insufficient in comparison to the comprehensive understanding of various cultures. Intercultural learning encompasses the recognition of how an individual's comprehension of their own culture and interactions with others influence their perception of the world (Scarino & Liddicoat, n.d.).

Recognising and taking into account the difference between cultural and intercultural viewpoints is a crucial aspect in the realm of language education and research. The term "cultural perspective" refers to the acquisition of information or comprehension of a culture that is unrelated to the learner's own identity, values, beliefs, or viewpoints. The term "intercultural perspective" pertains to the transformation of the learner during the learning process. The aforementioned statement refers to a language acquisition process that brings about a transformation in the student's perception of their native language and culture, as well as that of the target language and culture (Liddicoat, 2005).

In addition to comprehending the textual content, the reader is required to integrate it with their pre-existing knowledge (Harlig, Mossman, & Vellenga, 2015). Consequently, the resultant is unaffected by the linguistic characteristics of the conversation and furthermore provides insights about the attributes of the reader. Reading comprehension is a complex cognitive process that goes beyond just word recognition and understanding. The second ability mentioned is of significant importance as it forms the basis for other related abilities such as critical thinking, oral communication, and literary preferences (Candarli, Bayyurt, & Marti, 2015). The cognitive process involved in reading is a highly intricate activity that requires individuals to not only extract information from the text and interpret it based on their existing knowledge and personal goals, but also to analyse the underlying process in order to grasp a wide range of communication situations (Liontas, 2015).

The interconnection between language and culture is undeniable, and any endeavour involving the study or instruction of one always requires an understanding of the other. This phenomenon becomes more evident when instructing a foreign language, since the instructor has an indirect responsibility for transmitting knowledge of the foreign culture as well. Cultural education is often recognised as the fifth language proficiency, which facilitates a greater willingness to embrace cultural diversity across many societies. This is accomplished by the dissemination of knowledge about the culture, including its values, practises, and prevailing issues. English, being the widely spoken language, particularly in contemporary times, is used for this purpose. The process of teaching and learning languages is influenced by culture via a diverse range of mechanisms. The implications and ideas associated with certain words vary depending on the cultural context. The interpretation of a phrase might vary significantly among individuals belonging to diverse cultural backgrounds. For example, Westerners see the colour "white" as symbolising purity, but Chinese people associate it with notions of weakness and insignificance. Hence, it is important to consider cultural factors while acquiring a language and to depend on resources outside the language's basic principles. The challenges faced by a significant proportion of foreign language learners in comprehending and grasping the target language may be attributed to limitations in their vocabulary, deficiencies in grammar, and inaccuracies in pronunciation. However, it is of more importance that this may be attributed to a lack of understanding of the cultural context that forms the

foundation of the language. Gaining an understanding of a different culture may enhance the recognition and comprehension of certain terminology, hence enhancing learners' listening skills. Gaining a comprehensive understanding of the foreign culture is crucial in enhancing communication proficiency in the target language. The act of using this method facilitates effective communication between the speaker and the recipient, minimising the potential risks associated with misinterpretation or miscommunication. As an example, it is typical within Western culture to include the expressions "please" and "thank you" in regular conversational interactions. Failure to adhere to this social norm may be seen as impolite and has the potential to escalate into conflicts or disputes. Understanding the cultural context that influenced the author's work enhances the ability to discern the main argument being conveyed throughout the process of reading. A potential hindrance to achieving comprehensive reading is sometimes attributed to a deficiency in cultural awareness. Many students who possess a solid understanding of individual phrases sometimes struggle to comprehend the overall context in which those phrases are situated. According to Choudhury (2014), cultural education has significant importance in the process of language acquisition.

4.5 Discussionon and Findings of the research

The current research examined the efficacy of integrating cultural context into the instruction of English as a second language (ESL) among 10th-grade students residing in a Sindhi-speaking community in Pakistan. The research used a quasi-experimental methodology to examine the academic outcomes of two distinct cohorts of students. The experimental group got English as a Second Language (ESL) education that included cultural context, whereas the control group received conventional ESL training devoid of any cultural emphasis. The results of the research indicate that the experimental group had superior performance in English reading comprehension during the post-test assessment, as compared to the control group. According to the aforementioned studies, including cultural knowledge into ESL classes has the potential to boost students' academic performance.

In addition to the aforementioned findings, the study showed that the experimental group had a better understanding of cultural psychology, and senior management had comparatively increased motivation and engagement in their studies

for group A they also had the potential to create a greater impression of the study .The results of the current research are in line with the expanding body of literature that highlights the significance of cultural context in teaching English to speakers of other languages. Researchers have shown that language learners who consider the cultural implications of their new language acquisition make more progress in that language (Cummins, 1982; Krashen, 1982). The incorporation of cultural context into English as a Second Language (ESL) training has been found to promote acculturation knowledge, as well as student motivation and engagement (Gay, 2006). As of 2008 and 2001, respectively, Richards Methodology.

The findings of the current research have significance in the field of ESL education. When instructing individuals who are learning English as a Second Language (ESL), it is crucial for educators to first contemplate the integration of cultural resources within their pedagogical approaches. Multiple tactics may be used to attain this objective, including the utilisation of genuine resources, comprehension of cultural customs and traditions, and students' capacity to establish links between their own culture and the academic culture and educational milieu. When assessing the findings, it is crucial to take into account the constraints and deficiencies of the research. It is crucial to acknowledge that the research was carried out using a restricted sample size, so limiting the extent to which the results may be applied to a broader population. Moreover, it is essential to acknowledge that this research was carried out inside one of the educational institutions situated in these localities. Moreover, it is crucial to recognise that the research only evaluated student learning outcomes via discrete testing, so limiting our capacity to identify potential impacts of the testing intervention. The user text does not provide any pertinent information pertaining to the study of equivalency within an educational environment.

To assess the efficacy of culturally contextualised English as a Second Language (ESL) training in various situations and groups, further study is required. The consequences of including cultural context and sustainability in second language learning, especially for English as a Second Language (ESL), should also be the subject of future research endeavours.

The idea that adding cultural material to second language (ESL) education improves students' advanced learning results is supported by actual data from current

research. The results of this research provide useful insights for enhancing the English as a Second Language (ESL) curriculum and have significant ramifications for educators who specialise in teaching ESL.

4.5.1 Theoretical Framework

The study is grounded on the tenets of socio-cultural theory, which posits that the acquisition of language is a cognitive and communal undertaking that is shaped by cultural elements. Vygotsky's (1978) theoretical framework posits that the process of language development is marked by a gradual assimilation, whereby children progressively internalise linguistic and cultural standards throughout their lifespan. The Zone of Proximal Development (ZPD) is a concept that is often discussed in educational psychology. Within the context of sociocultural theory, a fundamental premise exists. This notion pertains to a set of tasks or ideas that a kid lacks the ability to independently carry out, but may effectively do with the assistance of a more skilled someone, sometimes referred to as a "MKO" or "master other," who provides necessary support and guidance. The word "this" encompasses both financial help and development aid provided by the Zone Development Zone (ZPD) towards the construction of an autonomous and self-sufficient body.

4.5.2 Findings

The primary objective of the current research was to evaluate the efficacy of English as a Second Language (ESL) training that incorporates cultural integration for tenth-grade students residing in Sindhi-speaking communities in Pakistan. The results indicate that the integration of cultural information into English as a Second Language (ESL) instruction has the capacity to significantly improve student learning outcomes. The experimental group, which was provided with English as a Second Language (ESL) education that placed a particular focus on cultural matters, demonstrated superior performance in comparison to the control group. The findings of the study align with an expanding corpus of research that supports the use of culturally grounded English as a Second Language (ESL) pedagogy. Numerous scholarly investigations have consistently shown that the incorporation of pertinent cultural components in the target language has a favourable impact on students' linguistic competence (Cummins, 1982; Krashen, 1982). Moreover, empirical research provides evidence suggesting that cultural integration strategies, particularly those

implemented in educational settings such as second language (ESL) programmes, might yield favourable outcomes in terms of student motivation, self-inclusion, and the cultivation of cultural awareness.

The findings of this research indicate that the acquisition of English as a Second Language (ESL) might provide significant educational ramifications. Strategic consideration of cultural issues has significant importance for ESL educators in the creation of educational programmes. There are other approaches that may be used to attain this objective, including the integration of genuine resources, instruction on cultural customs, and facilitating students' ability to establish links between their own culture and the academic culture. In summary, it is important for English educators to provide a classroom atmosphere that cultivates support and optimism for their English as a Second Language (ESL) learners.

The findings of the research provide valuable insights; yet, it is crucial to understand the constraints inherent in the study. The research used a sample size of modest proportions, perhaps limiting the generalizability of the findings to a larger population. Moreover, the research was only carried out inside a single educational institution, hence casting uncertainty on the applicability of the findings to other educational contexts. Additionally, it is important to acknowledge that the research used an experimental design that only focused on evaluating student learning outcomes.

4.5.3 Implications

The results of this study, which looked into how well using cultural background in ESL lessons works, have a lot of important effects for ESL teachers and the growth of ESL programmes.

Incorporating Cultural Context into ESL Teaching

1. **Exposure to Authentic Materials:** Teachers of English as a Second Language should actively seek out and use items from the target culture, such as newspapers, periodicals, novels, films, and music. Students may get a greater knowledge of the intricacies of the language and the cultural setting in which it is used by reading and listening to these resources, which expose them to the language and culture in their natural environment.

2. **Teaching Cultural Traditions and Practices:** It is important for ESL educators to proactively include instruction on the cultural customs and rituals of the specific target culture. Several teaching methods, including as lectures, interactive discussions, collaborative group projects, and illustrative presentations, may accomplish this. Students may get a deeper understanding of the concepts, values, and traditions that drive language via exposure to knowledge about other cultures. In addition, this feature provides language students with a broader cultural perspective and a deeper comprehension of the many settings in which they might put their newly acquired linguistic abilities to action.

3. **Connecting Own Culture and Target Culture:** Creating an atmosphere that facilitates the establishment of linkages between students' cultural background and the target culture is of paramount significance for ESL educators. This objective may be accomplished by the use of comparative analysis of cultural practises, the exploration of analogous expressions of concepts in many cultures, and the incorporation of personal experiences pertaining to various cultural contexts. Through the establishment of these links, students cultivate a heightened comprehension of the target culture, so augmenting their inclination and involvement in the educational endeavour.

4. **Understanding the Zone of Proximal Development (ZPD)**

1. **Scaffolding Techniques:** It is essential for English as a Second Language (ESL) educators to possess a comprehensive understanding of the Zone of Proximal Development (ZPD) and use scaffolding strategies to facilitate students' progression from the ZPD to autonomous proficiency in the given activity. The concept of scaffolding entails the provision of temporary help and direction to students while they confront demanding activities, with the intention of progressively reducing this support as students develop more proficiency. This methodology facilitates the cultivation of self-assurance and the acquisition of essential competencies required for autonomous achievement among students.

2. **Individualized Instruction:** It is important for ESL educators to acknowledge the diversity in students' learning methods and cultural backgrounds, and to

adapt their instructional approaches appropriately. The use of individualised teaching enables educators to effectively cater to the unique requirements and preferred learning styles of students, hence guaranteeing equal opportunities for success among all learners.

5. Creating a Supportive and Challenging Learning Environment

Passion for Student Success: ESL instructors should care deeply about their students' achievement and establish a learning atmosphere that encourages motivation, engagement, and a feeling of belonging. This may be accomplished by demonstrating interest for the subject matter, setting clear objectives, offering frequent feedback, and rewarding students' accomplishments.

Supportive and Challenging Atmosphere: ESL instructors must to make an effort to provide a friendly but demanding learning environment in their classrooms. While it's important that students feel free to take chances and make errors, they should also be motivated to go outside of their comfort zones and work towards constant growth. This harmony guarantees that learners get encouragement and assistance to realise their greatest potential.

Cultural Sensitivity and Respect: ESL instructors should foster a supportive, challenging classroom. Students shouldn't be afraid to take chances and make errors, but they should also push themselves and grow. Students are encouraged and inspired to attain their potential with this balance.

The present research emphasises the relevance of cultural context and a supportive and demanding learning environment in ESL training. ESL instructors may improve student learning, build multicultural understanding, and create inclusive and caring learning environments by using culturally sensitive teaching practises.

4.5.4 Limitations

Several limitations are taken into account while considering this research. It is important to acknowledge that the research was carried out using a restricted sample size, so limiting the extent to which the results may be applied to larger populations. Moreover, it is important to acknowledge that the research was carried out inside an academic setting at a single university. Additionally, the research evaluated the

impact of standalone testing on student learning outcomes, without imposing any constraints on the assessment of the long-term sustainability of the testing intervention's impacts.

4.6 Chapter Summary

The specifics of the data analysis of the two groups' pre- and post-test findings are given in this chapter. The data analysis process aided in assessing the beneficial effects of shared learning in raising secondary level students' reading comprehension skills. Additionally, the statistical analysis of the data collected was used as a data analysis tool in the investigation for quantitative analysis. The statistical analysis of the data was conducted using the Statistical Package for Social Sciences (SPSS) 26.0 application. The entire study is summarized in the upcoming chapter. It has also shed light on study results on the efficiency of small-group instruction and how it improved secondary level students' abilities. Additionally, it contains pedagogical recommendations for teaching and acquiring English reading comprehension. Additionally, the chapter includes some recommendations for future research and further application provided by the researcher based on findings.

CHAPTER 05

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The purpose of this study was to look into how reading comprehension and intercultural pragmatics relate to one another. Pragmatics is the study of interaction or communication within a particular setting. Thus, reading comprehension is defined as an interactive process that involves communication between the reader and the author. According to Uysal H. H. (2012), reading is a process whereby the reader continually creates meanings and interprets the text using both his own prior knowledge and the author's information. Reading is therefore a process of meaning-making, much like speaking. This realization motivated the researcher to investigate the relationship among intercultural pragmatics and reading comprehension, specifically determining whether or not intercltural prgamatics had any bearing on reading comprehension.

Given the significance of English as a world language and Pakistan's official language, it is taught to students in Pakistan from the very beginning of their schooling. Despite receiving English instruction from the beginning of their schooling, it has been noted that our learners still struggle with language comprehension. The goal of the research project was to identify the contributing elements to the learners' lack of aptitude, and the researcher attempted to approach this issue from a cultural standpoint. The goal of the study was to determine whether adding intercultural pragmatics to the English language curricula would help the problem.

In District Ghotki, Tehsil Ubauro, the researcher carried out an experimental study on Sindhi learners with this goal in mind. The target culture was English culture, and the local culture was Sindhi culture, according to the researcher. Given that this was an experimental study, 50 10th grade students with random samples from a nearby school in District Ghotki, Tehsil Ubauro, were chosen by the researcher. The pupils were split up into two equal groups: the control group and the experimental group. Every group included of twenty-five students who were all Sindhi speakers and had taken English as a second language (ESL). Separate treatments were given to

each group. An intercultural curriculum that included instruction on both the intended and local cultures were taught to the experimental group of students. Those in the control group just received culturally neutral treatment. After statistical analysis of the two groups' data, it was determined that, in comparison to that of the control group, the experimental group's proficiency in understanding texts in the additional language was comparatively higher.

The results of this study are largely supportive of the null hypothesis that students introduced to intercultural pragmatics would demonstrate effective understanding in their second language compared with those who had no such introduction. The pilot study carried out in District Ghotki, Tehsil Ubauro on 50 10th-grade Sindhi language students showed that the participants who were exposed to an intercultural curriculum performed far better than their counterparts when it came to comprehension of English texts. The analysis reveals the mean pretest score of 16.5, which was identified and studied previously, to be congruent with the expected results proposed by the hypothesis. By focusing on this hypothesis, the experiment does not only prove that it is right but also draws attention to how intercultural pragmatics can improve ESL learners' language understanding.

The study's findings align with the research conducted by Hedieh Yousuf, Lotfullah Karimi, and KamaranJanfeshan (2014), which suggested a noteworthy correlation between reading comprehension and cultural background/familiarity. The researcher has effectively demonstrated that language and culture are directly related in the current investigation. Culture and language are inextricably linked and cannot be separated. Culture and pedagogy go hand in hand, which is very imperative that language curricula include cultural components.

The findings also align with the research conducted by Gilakjani and Ahmadi (2011), who contended that reading comprehension, the reader's schema (the knowledge), and the reader's text are more closely aligned (Ahmadi & Gilakjani, 2011). The researcher backs up the claim that students' comprehension of the text would improve if the additional or foreign language in this example, English is taught in relation to culture both target (new) and local (past knowledge). The outcomes align with the research conducted by Dr. Tengku Sepora and Moghaddas Jafari, who examined the connection between language and culture. Their research indicates that

language and culture are closely related. They contend that language serves as a culture's ambassador (Mahadi & Jafari, 2012).

However, the implications of this research go beyond hypothesis confirmation and provide insights that can be used in practical language teaching situations. The research further deepens the understanding of language being closely connected with culture by stating that culture is crucial for informing comprehension. It is recommended that the language teachers incorporate culture for teaching a second foreign languages CLT in ESL\EFL classes with an aim of promoting cultural and linguistic competence. Use of CLT, as recommended in the recommendations section for a clinical impactation poster is consistent with major findings and issues highlighted by this study. From this point of view, an understanding that language and culture are inseparable can also make students more motivated to learn languages because educators may help them broaden their horizons in a particular subject further contributing to the overall nature of education.

A society's values, beliefs, practices, and behaviors are collectively referred to as its culture. It also takes into account a society's ethnic background and belief system. Language is greatly impacted by culture. This is due to the fact that culture influences people's attitudes, which are then reflected in the language that those individuals speak. Emergence of new words and phrases are determined by the unique cultural components of a given civilization. Similar to this, individuals of all ages contribute in diverse ways to the customs of a community. Due to major part to the younger demographics, several slang words have entered the language in the current era. In a similar vein, performers in TV series and musicians influence the culture and, thus, the language of the society in which they work. In essence, language serves as a conduit for our ideas and thoughts. Thus, the culture and social mores of the place where a language is spoken have a big impact on it. Consequently, language changes in tandem with cultural shifts. The fact that numerous phrases and words have had their meanings altered over time makes this predicament clear. The word "nice" can serve as one example. This word originally denoted something foolish, foolish, or evil, but it now has a completely other connotation, such as something kind, courteous, etc. This demonstrates quite nicely how word definitions can change over time in response to the dominant cultural beliefs of a given period. In a similar vein,

several expressions have completely altered throughout time in meaning. The language's natural flexibility is demonstrated by how well these modifications are integrated.

The following passage from Sapir's book "Language" is used by Basel Al-Sheikh Hussein (2012) in his work "The Sapir-Whorf Hypothesis Today" to discuss the relationship between language and culture (Hussein B. A., 2012, p. 643).

Humans are heavily dependent on the specific language that has evolved into their society's primary means of expression. They do not exist in the factual world or in the realm of social interaction as it is often understood. The idea that language is ultimately unnecessary for adjusting to reality and that it is only a helpful tool for addressing particular communication or introspection issues is a very false one.The truth is that the linguistic tendencies of the group are largely unconscious and contribute to the construction of the "real world." The reason we see, hear, and experience things the way we do is largely due to the linguistic patterns of our group, which influence our interpretations. (Page 207 of Sapir E., 1929)

In a similar spirit, Brown (1994) asserts that language and culture are inextricably linked and have a significant impact on one another. Culture is meaningless without language, and vice versa. Even further, Brown (1994) describes learning a language as adjusting to a fresh culture. As stated by Goodman (1988),

Language is something that every human being generates in order to express the world and their experiences within it. However, every human being acts in the context of society and uses language within that social setting. Every person's unique language eventually finds a secure place inside the social language; the syntax, symbols, and methods that each person represents the world are all derived from the community in which they live and work (p. 3).

Language is built on culture. Language's genesis and development are greatly influenced by culture. Culture is passed down through language across generations and across time. Language has historically been used to transmit a culture's conventions and traditions (Kuang, 2007).

Buttjes (1990) underlined the interdependence of language and culture on a number of occasions. He contends that there is no one right way to learn a language;

rather, it depends on the cultures of the languages involved. A solid command of the language that enables one to express one's thoughts and ideas clearly is essential for being a respected and useful member of a society. Each culture has unique strategies for fostering socialization in youngsters, and these techniques all have an impact on the language that those children will eventually speak. Health practitioners, for instance, are more concerned with imparting cultural information than they are with language nuances. Speaking one's mother tongue as a child causes a person to develop behaviors and patterns that reflect the culture associated with that language. The relationship between language and culture is so strong that understanding one enhances the understanding of the other. When students are exposed to material from their own culture in the classroom, according to Tomlinson (1998), they read it with greater zeal and curiosity and can relate to the literature being taught.

Although this research concentrated specifically on Sindhi learners within a certain cultural setting, such an investigation is relevant all around the world. The worldwide growing interest in learning English attests to the fact that this domain of intercultural pragmatics and language comprehension represents a current issue for further studying. It is possible to state that future research endeavors could investigate this relationship in various countries and cultures, paying attention to the mechanisms of language acquisition developed under the impact of cultural peculiarities. Such investigations can purple knowledge that could potentially be transferred to all language teachers worldwide, helping them adjust pedagogical techniques for various cultural and lingual backgrounds; at the end of it using available strategies in order to improve general efficiency of both learning and teaching foreign languages.

5.2 Recommendations for the Further Study

The use of culture-based language Teaching (CLT) has various advantages. Learners in ESL/EFL classes may inevitably encounter the target language if the target culture is taught. A good understanding of language-related ideas can be aided by the inclusion of culture in language instruction. Additionally, including CLT into ESL/EFL classes might boost students' motivation. Culturally oriented activities, such as role playing, singing, researching the target culture, etc., can pique students' interests more. In addition to language teaching, CLT broadens students' horizons by providing them with background knowledge on the target culture's geography and

history (Genc & Bada, 2005).

With the aid of numerous "information sources" and "activity types," CLT can be implemented in an EFL lesson with success. Students should actively participate in class when learning a language. They ought to motivate students to conduct research-based learning and gather information from a variety of sources, including encyclopedias, libraries, and the internet. A few potential information sources for CLT include books, movies, TV shows, newspapers, photos, the internet, and so forth. In ESL/EFL classes, language instructors can also incorporate a variety of hands-on learning exercises. Teachers of language should urge their pupils to keep a "activity types" in which they record their experiences both within and outside of the classroom. The log can function as a communication tool between the instructor and the pupils. The teacher may gain insight into the kids' learning process and advancement in this method. The validity of the teaching materials should be carefully considered by the teacher when choosing them for the ESL/EFL class. Teachers of languages should use materials that have a connection to the target language's culture. All cultural phrases and notions should be thoroughly explained to the pupils by the instructor. Teachers of languages can choose from a variety of materials, including films, documentaries, and dialogues. A language instructor has a responsibility to promote inquiry-based learning. He ought to assign homework on many subjects pertaining to the target language and culture. It is critical that ESL/EFL students participate actively in the process of teaching and learning (Dai, 2011).

Learners need attain both linguistic and cultural competency in order to properly acquire the target language. It is insufficient to only acquire language proficiency. In order for ESL/EFL students to communicate appropriately, they should also be made conscious of the cultural norms and rules of the target language. A word or statement that is socially accepted as appropriate in the speaker's culture may not be in the intended language culture, which makes achieving cultural competency crucial. Teaching language learners how to use the target language in a way that is appropriate for their culture is important. Students should be taught how to greet new people, make requests, say goodbye, and other social skills by an ESL teacher. Active learning techniques and the use of real instructional resources were supported by Peterson and Coltrane (2003). Proverbs, role plays, cultural resources,

literature, and other techniques were discussed as ways to provide pupils a thorough introduction to the target society and language.

5.3 Significance of the Study

When it comes to the research study's implications, the following benefits can be anticipated:

Firstly, English language instruction programs may benefit from the study's newfound viewpoint on intercultural pragmatics. Secondly, upcoming education for teachers training programs may benefit from the study since the findings can be used to create new strategies and training initiatives. The results of the study prove useful in developing methods for teaching language instructors the value of integrating culture into ESL classes. Thirdly, ESL teachers can find the study useful in organizing and carrying out various language-learning activities that integrate cultural elements. Finally, researchers can base their conclusions on the findings reported in this study and utilize it as a model for future research endeavors.

5.4 Suggestions for Additional Research

Worldwide, the number of people learning English has skyrocketed. These results imply that reading comprehension may assist those who are picking up a second language. It is advised that this research be done in other cultures and nations in the future because language acquisition and proficiency might be impacted by activities that differ across national boundaries. Researchers in the future may be able to study the same subject matter using varying age and cultural groupings. The findings of these research can be used by language teachers to improve their pedagogical approaches and increase student learning.

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Appendix-1: Consent Form

This consent form has been read and understood by all participants. They agreed to take part in the research project "Effects of Intercultural Pragmatics on Students' Reading Comprehension: An Experimental Study of Secondary Level Students." Participants agree to participate voluntarily and have the option to leave at any time.

Participant's Name (Printed): _____

Participant's Signature: _____

Date: _____

For Researcher's Use Only

Participant ID: _____

Date of Participation: _____

Thank you for participation in this study. Contribution is greatly appreciated.

Appendix-A Pre-test RSeading passage

Name: --- Time: One hour

Institution: Al-Falah Public Secondary School Ubauro.

Passage No: 1

Nonfiction Reading TestThe Coliseum

Directions: Read the following passage and answer the questions that follow.

The Coliseum is an ancient stadium in the center of Rome. It is the largest of its kind. It is very old. They started building it in the year 70. It took ten years to build. It is still around today.

A sketch of the Coliseum
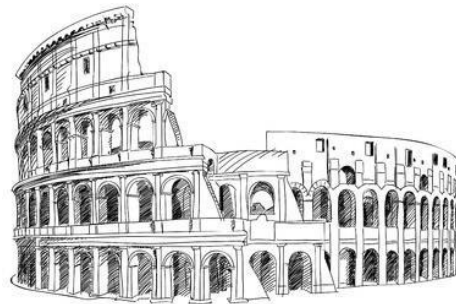
The Coliseum has been used in many ways. In ancient Rome, men fought each other in it. They fought against lions, tigers, and bears. Oh me! It was dreadful. But most of the people loved it. As many as 80,000 Romans would pack inside to watch. These gruesome events went on until 523.

The Coliseum has been damaged many times over the years. It was struck by lightning in the year 217. This started a fire. Much of the Coliseum is made of stone. But the fire damaged the upper levels. They

The Romans of those days were not connected to the Coliseum. It had last been used as a castle. Before that it was a graveyard. It has been hundreds of years since the games. The damage to the Coliseum was never repaired. It's a good thing the outer wall of it still stands strong.

Today the Coliseum is one of Rome's most popular attractions. People from all over the world come to Italy to see it. The Pope leads a big march around it every Good Friday. It is a

were made of wood. This damage took many years to repair. It was not finished until the year 240.

symbol that many know. It has even appeared on the back of a coin. I guess that makes it a symbol that many people want too.

The worst damage happened in 1349. A mighty earthquake shook Rome and the Coliseum. The south side of the building collapsed. Pieces of the arena were all over the ground. Many people took the fallen stones. Others took stones from the seating areas. They used them to repair houses and churches.

1. Which happened first?

a. An earthquake damaged the Coliseum.

b. The Coliseum was struck by lightning.

c. The Coliseum appeared on the back of a coin.

d. The Coliseum was used as a castle.

2. When did the Romans finish building the Coliseum?

a. The year 70

b. The year 523

c. The year 80

d. The year 240

3. What caused the fire that damaged the upper levels of the Coliseum?

a. A bolt of lightning

b. Rowdy people who came to watch the events

c. An attacking army

d. An angry mob

4. For which purpose was the Coliseum *not*used?

a. People fought other people in it.

b. It was a private castle.

c. People fought animals in it.

d. It was a meeting place for the government.

5. Which caused the most damage to the Coliseum?

a. Fires

b. Earthquakes

c. Wars

d. Hurricanes

6. What did the people do with the stones that they took from the Coliseum?

a. They repaired buildings.   b. They sold them.

c. They used them as weapons.   d. They used them as tombstones.

7. Which best defines the word *gruesome* as it is used in the second paragraph?

a. Exciting   b. Funny

c. Horrifying   d. Boring

8. Which best describes the main idea in the last paragraph?

a. This is about all the things the Coliseum has been used for throughout history.

b. This is about how the Coliseum is a popular place to visit today.

c. This is about how the Coliseum is a symbol that many people know.

d. This is about how the Coliseum is used today.

9. Which was *not* a way in which the Coliseum was damaged over the years?

a. Earthquake   b. Tornado

c. Lightning   d. Fire

10. Which statement would the author most likely agree with?

a. The Coliseum should be replaced with a building that is not damaged.

b. The Coliseum has its place in history but it is not useful today.

c. The Coliseum should be used for fighting once again.

d. The Coliseum is very old and has been used for many purposes.

Answer Key:

1.b	**2.c**	**3. a**	**4.a**	**5. b**		**6. a**
7.c	**8. d**			**9. b`**		**10. d**

Passage 2: Cloze passage

Chess is called the game of _____. It has been around for a long time. People have been playing it for over 500 years. Chess is based on an even older game from India. The chess we play today is from Europe.

Chess is a two-player game. One player uses the white pieces. The other uses the black pieces. Each piece moves in a special way. One piece is called the _____. Each player has one. The players take turns moving their pieces. If a player lands on a piece, he or she takes it. The game ends when a player loses his or her _____. There are a few more rules, but those are the basics.

Some people think that chess is more than a game. They think that it makes the _____ stronger. Good chess players use their brains. They take their time. They

think about what will happen next. These skills are useful in life and in chess. Chess is kind of like a workout for the _____.

You don't always have lots of time to think when playing chess. There is a type of chess with short time limits. It's called _____ chess. In blitz chess, each player gets _____ minutes to use for the whole game. Your clock runs during your turn. You hit the time clock after your move. This stops your clock. It also starts the other player's clock. If you run out of time, you lose. Games of blitz chess are fast-paced.

Chess is not just for people. _____ have been playing chess since the 1970s. At first they did not play well. They made mistakes. As time went on they grew stronger. In 1997, a _____ beat the best player in the world for the first time. It was a computer called Deep Blue. Deep Blue was big. It took up a whole room. By 2006 a cell phone could beat the best players in the world. Chess sure has come a long way. Don't you think so?

Answer key:

1. kings 2. king   3. king   4. mind   5. blitz   6. ten   7. computers

Passage 3: True False

Nonfiction Reading Test   *The Cobra Effect*

Directions: Read the following passage and answer the questions that follow.

The British colonized India from 1858 to 1947. That means that they ruled the country. They governed the Indian people. They used India to make wealth for the British Empire. But they also developed India. They built canals and railroads. They tried to make India more like the United Kingdom.

Yet India was different from the UK. It was more rustic. The ecology was different too. Some British colonists had a hard time adapting. The snakes

The British plan seemed like a good idea at first. In practice though, it made things much worse. This is the cobra effect. The cobra

were particularly troubling. The capital area of Delhi was overrun with venomous cobras.

Encountering a cobra is quite frightening. It's even worse getting bit by one. The cobras killed many colonists. Enough died that the British government took action. They paid a bounty for every dead cobra.

The program was a success at first. Many people hunted and killed the cobras for the rewards. The number of cobras dropped. The colonists felt safer. But then it became harder to catch cobras. So enterprising people started breeding them. After all, it is easier to catch a pet cobra than a wild one.

News of this scheme got back to the British government. They learned that people were breeding cobras to earn rewards. This is not what the British wanted to happen. They felt foolish. They scrapped the program.

Now the breeders were angry. Raising cobras can be challenging. They were doing it for the money. When the program ended, the snakes were worthless. So the breeders released them into the wild. Now there were more wild cobras than when the program started.

effect is when a solution worsens a problem. Many well-intentioned programs backfire. In 2014 the City of Chicago banned lightweight plastic bags. Single use bags are bad for the environment. They end up in the water. They pollute the land. City officials wanted people to reuse bags. So they put a tax on lightweight bags.

Retailers did not want to anger customers with the new tax. So they made their bags much thicker. The new bags were 150 times thicker than the old bags. The thicker bags were no longer lightweight, so they weren't taxed. But most customers did not reuse these bags. They just threw away the really thick plastic bags.

This is another example of the cobra effect. The city intended to reduce plastic waste, yet the tax worsened it 150 fold. Our actions do not always have the consequences that we expect.

1. Retailers did not want to anger with customers with new tax.   (True/

False)

2. The Britishers tried to make India more like the United Kindom.   (True/
   False)

3. The British government discouraged people to breed cobras.   (True/
   False)

4. Many pepole hunted and killed the cobras for the reward.   (True/
   False)

5. The British ruled India from 1868 to 1947.   (True/
   False)

6. The British plan seemed like a bad idea at first.   (True/
   False)

7. The City Chicago was banned lightweight plastic bags.   (True/
   False)

8. The capital are of Dehli was overrun with venoumous.   (True/
   False)

Answer Key

   1. True
   2. True
   3. False
   4. True
   5. False
   6. False
   7. True
   8. True

Appendix-B Post Test

Name: --   Time: One hour

Institution: Al-Falah Public Secondary School Ubauro.

Passage No: 1

Nonfiction Reading Test the Coliseum

Directions: Read the following passage and answer the questions that follow.

1. AspectsofSindhiCulture

The history and the origins of Sindhi has been straight forward. Sindh is also known as Babul Islam. The Sindhi are extremely obsessed and curious to know about their origin of their race. However, it might not be a major concern for many other races. Sindh is mainly known for its culture. The province of Sindh is very rich in culture. Sindh was the site of one of the Cradle of civilizations, The Bronze Age Indus Valley Civilization that flourished from about3000 B.C. The Historical Monument at Makli and the Archeological Ruins at Meon Jo Daro are also present in Sindh

Sindhi culture: Is based on Islam and people of Sindh are much concerned about theirculture.

Kingdoms: Themostfamousandrenownedtribesin Sindh are Soomro, Talpur, Baloch, Muhajir, Samma, Khokhar, Mughal and So on

ClassesofSindhi Society: Syed, Baloch, Non Baloch (Jamot),

Holidays, specialeventsandTraditions: Common holiday is celebrated during the Urs of Shah Abdul Latif Bhittai.

Food: One of the most famous dishes includes taryal aloo (Fried Potatoes) , Mitho Lolo (Flatbread) And manymore.

Poetry: Sindhi are very famous for their poetry, they are very passionate and patrioticwhich is obvious from their poetry. Some of the famous poets are include Sufi Saint Hazrat Shah Abdul Latif Bhittai and Hazrat Sachal Sarmast.

Ho Jamalo: Ho Jamalo is the oldest and most popular form of the Sindhi poetry. The first lineis shorter than the succeeding one, yet it reflects all human feelings. It is also commonamong the Sindhi that is sung by every person in province. It is theonly song sung in the time of end of any happy occasion. In music it is sungwith the traditional Sindhi Dance.

Clothing: Sindhi men usually wear salwar kameezwithTopi (Sindhi traditional hat) and Ajrak on their shoulders.Women and girls wear traditional long dresses with a light piece of cloth used tocover their hair. They also wear beautiful handmadejewellery and beautiful Sindhifrocks.

Sports: Some Sindhi participate in Malakhro and Kodi Kodi",which are sport introduced in the regionduring the ancient era not a team sport, it is every man for

himself and that becomes apparent as soonas the game starts. Although Malakhro is primarily an individual sport, whic is played between two players. The strongest player finally takescontrol and tries to drop the opponent player on the ground. Football and cricket are another sports very enjoyablely played bySindhi people.

Conclusion: Since Sindh is situated to the Southren side of Pakistan. Itusuallyhaswarmclimateandpeoplelivingthere rusuallytraveltoothe other sideofPaksitan in search of living specially in June and July. Other than that agriculture goods such as mango and banana are alsogrown there. Ladies also tend to do hand embroidery and jewellery making specially rilli (quilt) which is verymuchappreciatedallovertheworld.

Peopleareveryhospitableandloving.Theyappreciatethe arrivalofguestsat theirplaceand tendto bevery hospitable mehmaannawazz.

Tick the right option from the given statements

1. What is the most famous holiday celebrated in Sindh?

(a) Eid-ul-Fitr (b) Eid-ul-Azha (c) Urs of Shah Abdul Latif Bhittai (d) None of the above

2. What is the most famous dish in Sindh?

(a) Taryal Aloo (b) Pikho Lolo (c) Biryani (d) None of the above

3. What is the oldest and most popular form of Sindhi poetry?

(a) Shah Jo Bhitai (b) Sachal Sarmast (c) Ho Jamalo (d) None of the above

4. Which is the traditional hat worn by Sindhi men?

(a) Salwar Kameez (b) Topi (c) Ajrak (d) None of the above

5. What is the traditional sport played by Sindhi men?

(a) Malakhro (b) Kodi Kodi (c) Football (d) All of the above

6. How is the climate in Sindh?

(a) Hot and dry (b) Cool and wet (c) Temperate (d) None of the above

7. Whichfruits are mainly grown in Sindh?

(a) Mango (b) peach (c) Rice (d) All of the above

8. What is the traditional handicraft made by Sindhi women?

(a) Hand embroidery (b) Jewelry making (c) Rilli (d) All of the above

9. What is the meaning of "mehmaannawazz"?

(a) Guest-loving (b) Generous (c) Hospitable (d) All of the above

10. Why do Sindhi people travel to other parts of Pakistan in June and July?

(a) To find work (b) To visit family and friends (c) To escape the heat (d) All of the above

Answer Key:

Passage 2: Cloze passage

1. Aspects of English Culture

The country of the United Kingdom of Great Britain and Northern Ireland (the UK for short) is made up of four separate and distinct countries: England, Scotland, Wales, and Northern Ireland.

The UK is different from Great Britain, which is made up of England, Scotland, and Wales. Sometimes people say Britain when they mean _____. Britain only refers to England and Wales. Both the island of Great Britain and the island of Ireland, which includes Northern Ireland and the Republic of Ireland, make up the British Isles along with a few smaller surrounding islands. Confused yet?!

The English often refer to themselves as _____, whereas someone from Scotland or Wales will generally refer to themselves as Scottish or Welsh respectively.

English is the main language spoken throughout the country though in Wales, Welsh is the official Celtic language spoken and in Scotland, there are two additional official languages- Gaelic & Scots. It is not uncommon to hear a variety of local accents. Distinct accents are a way of distinguishing a geographic location; For example, Geordies are in north England vs Cockneys who reside in London.

Social Etiquette: A considerable amount of value is placed on _____, thus it is important to arrive on time to meetings, class, etc. Standing in line, or queuing, is a common occurrence as it adhered to as people patiently wait for their turn. When riding escalators stand still on the right so others may pass on the left. Basic politeness, things such as using please, thank you, excuse me, and shaking hands upon greeting is expected. Avoid drawing attention to yourself by being loud and obnoxious in public, especially when using public transportation.

Food and Drink: The pub, or public house, is an important part of British life. The pub is where the community gathers to eat, drink, and gather. It is typical to order both food and drink directly at the bar, as most pubs do not offer table service. The

combination of cultures throughout Britain has led to an increase in the culinary culture. The typical British dish no longer consists of meat and vegetables or the infamous fish and chips, but has come to include, the growing in popularity, curry.

Sport: The most popular sport in the U.K. is _____. Other popular sports include rugby, rowing, horse racing, cricket, tennis and golf all of which originated or were largely developed in the U.K. In international competitions there is usually a team to represent each England, Scotland and Wales instead of them being _____as one Great Britain team. Some major competitions held each year in the U.K. within their respective sports are the Premier League Championships, Six Nations Championship, Oxford vs Cambridge boat race, the Grand National and Royal Ascot, the Ashes, Wimbledon and The Open golf tournament.

Cultural Activities: London has endless activities for visitors to enjoy. Listed below are some different cultural activities to do while in London. You can do many of these activities on your own, with friends, or they may be sponsored by ISA. Upon arrival to London, different sponsored cultural activities will be announced throughout your program abroad.

Theatre: Join your fellow classmates as you head out for a night on the town to enjoy a popular theatre production in the West End. London is world-renowned for its _____ and productions and maintains a very full and active schedule year round. During the summer be sure to catch a traditional Shakespearean play at the replicated Globe Theatre. **Museums**: London is packed with great museums, from art to history. The best part about exploring this plethora of information is that most museums in London are free of charge.

A few favorites include: Victoria and Albert Museum, National Gallery, Tate Modern, Natural History and British Museum.

Afternoon Tea: Experience what this long standing tradition is all about. Afternoon Tea was taken up by the British during the reign of Queen Victoria to bring you up between breakfast and dinner. A typical afternoon tea consists of sandwiches, scones with clotted cream and jam, sweet pastries, cakes and of course a pot of tea!

Shopping: Wander the many markets to buy fresh produce, find your favorite local goods or simply window shop the boutiques. Popular areas include: Covent Garden, PortabelloRoadand Camden Market. Or you can pick up the latest fashions at all the stores on Oxford Street such as H&M, Dorothy Perkins or Top Shop.

Outdoors: Spend an afternoon studying, exploring, people watching or playing sports in one of the many parks or squares London has to offer. Parks include: Hyde Park, St. James's Park, and Regents Park. Or take river cruise down the Thames and spend your day at Greenwich Park where the Royal Observatory and Prime Meridian reside.

Sports: Whether it's cricket, football, horse racing, rugby or tennis, _____ hosts a wide array of sporting events year round. Check the local papers for the current sporting events and local teams. Some popular stadiums to attend a match or take a tour of are Wimbley Stadium, Wimbledon Park, the Lords Cricket Ground, or Ascot.

Answer Key

1. Great Britain
2. British
3. Football
4. Combined
5. Punctuality
6. Theatres
7. London

Passage 3: True and False

John Milton

John Milton was born in London on December 9, 1608, into a middle-class family. He was educated at St. Paul's School, then at Christ's College, Cambridge, where he began to write poetry in Latin, Italian, and English, and prepared to enter the clergy. After university, however, he abandoned his plans to join the priesthood and spent the next six years in his father's country home in Buckinghamshire following a rigorous course of independent study to prepare for a career as a poet. His extensive reading included both classical and modern works of religion, science, philosophy, history, politics, and literature. In addition, Milton was proficient in Latin, Greek, Hebrew, French, Spanish, and Italian, and obtained a familiarity with Old English and Dutch as well.

During his period of private study, Milton composed a number of poems, including "On the Morning of Christ'sNativity," "On Shakespeare," "L'Allegro," "Il Penseroso,"

and the pastoral elegy "Lycidas." In May of 1638, Milton began a 13-month tour of France and Italy, during which he met many important intellectuals and influential people, including the astronomer Galileo, who appears in Milton's tract against censorship, "Areopagitica."

In 1642, Milton returned from a trip into the countryside with a 16-year-old bride, Mary Powell. Even though they were estranged for most of their marriage, she bore him three daughters and a son before her death in 1652. Milton later married twice more: Katherine Woodcock in 1656, who died giving birth in 1658, and Elizabeth Minshull in 1662.

During the English Civil War, Milton championed the cause of the Puritans and Oliver Cromwell, and wrote a series of pamphlets advocating radical political topics including the morality of divorce, the freedom of the press, populism, and sanctioned regicide. Milton served as secretary for foreign languages in Cromwell's government, composing official statements defending the Commonwealth. During this time, Milton steadily lost his eyesight, and was completely blind by 1651. He continued his duties, however, with the aid of Andrew Marvell and other assistants.

After the Restoration of Charles II to the throne in 1660, Milton was arrested as a defender of the Commonwealth, fined, and soon released. He lived the rest of his life in seclusion in the country, completing the blank-verse epic poem Paradise Lost in 1667, as well as its sequel Paradise Regained and the tragedy Samson Agonistes both in 1671. Milton oversaw the printing of a second edition of Paradise Lost in 1674, which included an explanation of "why the poem rhymes not," clarifying his use of blank verse, along with introductory notes by Marvell. He died shortly afterwards, on November 8, 1674, in Buckinghamshire, England.

Paradise Lost, which chronicles Satan's temptation of Adam and Eve and their expulsion from Eden, is widely regarded as his masterpiece and one of the greatest epic poems in world literature. Since its first publication, the work has continually elicited debate regarding its theological themes, political commentary, and its depiction of the fallen angel Satan who is often viewed as the protagonist of the work

1. John Milton was born in London on December 9, 1608. (True)

2. He was educated at St. Paul's School, then at Christ's College, Cambridge. (True)

3. After university, he joined the priesthood. (False)

4. During his period of private study, he composed a number of poems. (True)

5. In 1642, he returned from a trip into the countryside with a 16-year-old bride. (True)

6. During the English Civil War, he championed the cause of the Royalists and Charles I. (False)

7. He lived the rest of his life in seclusion in the country. (True)

8. Paradise Lost is widely regarded as one of the greatest epic poems in world literature. (True)

AppendixC-ControlGroupLessons

1. Diamonds

Diamond is the hardest material on Earth. Yet, gem cutters shape them. If diamonds are so hard, how do they cut them into shape? They use other diamonds of course!

Not all diamonds are the same. Some are harder than others. The hardness of a diamond depends on two things: its purity and its structure. Let's discuss purity first.

Diamonds come in many colors: grey, white, yellow, blue, pink, purple, orange and black. Red diamonds are the rarest of all. This makes them worth a lot of money. Yet, pure diamonds are colorless. They are all carbon. They are transparent like glass.

Colors found in diamonds come from impurities. They have another element besides carbon. They have a carbon defect. For example, yellow diamonds have nitrogen in them. The nitrogen is yellow. Blue diamond's have boron trapped in their crystal structure. The boron is blue.

The purity or color of a diamond is important to its hardness. Pure diamonds are harder than impure diamonds. But purity isn't the only thing that matters. Structure also affects hardness.

The carbon atoms in a diamond are arranged in a crystal structure. Some crystal structures are perfect. A diamond with a perfect crystal structure is harder than one with flaws. So pure, colorless crystal diamonds are the hardest of all.

Good gemstones should be hard. This is what makes diamonds so great for jewelry. Some gems, such as azurite, are soft and easy to scratch. Azurite looks pretty, but it will scratch if worn daily. Diamonds do not scratch easily. Only a diamond can scratch another diamond.

That's why you can wear a diamond ring while doing chores, if you want. The gem will not need polishing. Just don't go fist bumping other people with fancy engagement rings. It will end badly.

2. The Black Friday

The day after Thanksgiving is the start of the holiday shopping season. Thanksgiving is always on a Thursday, so the day after is a Friday. This day has come to be known as Black Friday. It has been the busiest shopping day of the year since 2005.

Most stores offer great deals on Black Friday. They open their doors in the wee hours of the morning. They try to attract shoppers with big discounts. Some items like TVs are much cheaper than usual. Stores may even lose money on these items. They hope that shoppers will buy gifts for other people while they are in the store.

Black Friday is a great time to get good deals. The problem is that there are not enough low-priced items to go around. Each store may only have a few. These items are in high demand. People stand in long lines to get such great deals. They may line up hours before a store opens. They may be hoping to get a low price on a TV or laptop, but not everyone who wants one will get one. Some people leave disappointed.

The situation can be tense. Some Black Friday events have been violent. Large, eager crowds have trampled workers. Fights have broken out over toys or

So where does the name "Black Friday" come from? It was first used in Philadelphia in the 1950s. The police called this day Black Friday because of the heavy traffic it drew. In the 1960s, stores tried to rename the day "Big Friday." It did not stick. The name "Black Friday" continued to spread across the country. It seems that it is here to stay.

Now people all over the country take part in the event known as Black Friday. It is even spreading to other parts of the world. Stores have held Black Friday events in the U.K., Australia, and Brazil since 2012. In Costa Rica Black Friday is known as "Viernes Negro." And in Mexico, stores offer an annual weekend of discounts. They call it "El Buen Fin," which means "the good weekend" in Spanish. I guess the language of savings is universal.

people cutting in line. People have shot
one another over parking spots. But most
Black Friday events are safe and fun.
Still, if you plan on going, expect large
crowds and a bit of shoving

3. AbdulSattarEdhiBiography

AbdulSattarEdhiwasalegendaryPakistaniphilanthropistandhumanitarianwhofounded
the Edhi Foundation which operates hospitals, orphanages, homeless shelters
andrehab centers all over Pakistan. One of the country's most respected figures, he is
knownas "Angel of Mercy" for his selfless service to the abandoned, sick, destitute
and theostracized. He was helped in his life's work by his wife, Bilquis Edhi, a nurse
committedto the same humanitarian values as her husband. Born in India in the late
1920s, he wasraised to be compassionate towards the less privileged. He spent his
teenage years caringfor his paralyzed and mentally ill mother which furthered his
passion to do something forthe sick. Forced to move to Pakistan as a young man after
the partition of India, hewitnessed the horrors of war and the massive human
sufferings that followed. Moved bythe widespread pain and misery around him, he set
about   laying   the   foundations   for
whatwouldonedaybecometheEdhiFoundation.Havingbegunhischaritableworksingleha
ndedly,   hesoonmetsomekindredspiritswhohelpedhiminestablishinghospitals   and
orphanages across the nation. An austere and open-minded individual, hepromoted
religious tolerance and advocated for the rights of women to work outside theirhomes.

Childhood&EarlyLife

Abdul Sattar Edhi was born on 1 January 1928, in Bantva, BantvaManavadar,
Gujarat, inBritish India into a Memon family. From a young age, he was raised to be
benevolenttowards the needy and the less privileged. His mother suffered a stroke and
becameparalyzed when theyoung boy was 11 and from then on, he devoted a
considerable partof his time caring for his mother. This experience imbibed in him
sensitivity and empathyfor the sick, mentally ill and challenged people. His mother
died when he was 19. Thepartition of India happened in 1947, and, Edhi and his

family   migrated   to   Pakistan.   It   wasaterribletime   markedbywidespread violenceanddevastation with millionskilled.

LaterYears

While Edhi managed to escape alive, he faced massive struggles in rebuilding his life inKarachi, Pakistan.Agedaround20atthattime, theyoungmanwaspennilessanddestitute. Yet his personal troubles did not deter him from joining a charity run by theMemons, theIslamicreligiouscommunitytowhichhisfamilybelonged.However,   hewas disappointed that the charity served only those from the Memon community but notothers. Initially he found work at a wholesale shop and later on became a commissionagent selling cloth in the wholesale market in Karachi. During this time, he became veryserious about serving the sick and the needy and set up a small medical center of his ownwhere he provided care even to those who arrived late in the night. In 1951, he foundedthe Edhi Foundation in Karachi to provide 24-hour emergency medical assistance to theneedy and maternity facilities to homeless and destitute women, among other services.

MajorWorks

Abdul Sattar Edhi founded the Edhi Foundation which today runs the world's largestambulance service (operating 1,500 of them) and offers 24-hour emergency services. Italso runs charitable hospitals, orphanages, homeless shelters, women's shelters, and rehabcenters for drugaddicts and mentallyill individuals.

Awards&Achievements

Abdul Sattar Edhi received the Ramon Magsaysay Award for Public Service in 1986. Healso received several other international honors including Lenin Peace Prize (1988), PaulHarrisFellow from Rotary International (1993), Peace Prize from theformer USSR (1998), and International Balzan Prize for Humanity, Peace and Brotherhood from Italy (2000). The national honors he received include Pakistan Civic Award from the PakistanCivic Society (1992), Jinnah Award for Outstanding Services to Pakistan by the JinnahSociety (1998), and Bacha Khan Aman (Peace) Award (1991).

PersonalLife&Legacy

Abdul Sattar Edhi married Bilquis in 1965. His wife was a nurse who worked at the Edhidispensary and shared her husband's humanitarian beliefs. She worked alongside

him foras long as he was alive and runs a free maternity home and organizes the adoption ofabandoned babies. The couple had four children. Edhi lived an austere life and shunnedall kinds of publicity. Despite being the recipient of numerous international honors, hepreferredtostayawayfromthelimelight. Hesufferedkidneyfailurein2013andremained in ill health for the rest of his life. He died on 8 July 2016 at the age of 88. Hewantedtodonatehisorgans, butduetohisillnessonlyhiscorneasweresuitable. Pakistan's Prime Minister Nawaz Sharif declared national mourning on the day followingEdhi's death and announced a state funeral for him, making him the third Pakistani toreceivehistoricalstateguncarriagefuneralafterMuhammadAliJinnahandZiaulHaq.

4. At the Market Place

It was a warm spring morning. I picked up my camera and walked down the street. It was Wednesday, market day in our neighbourhood.

I dashed into the marketplace hoping to take some interesting pictures. There was a young man wearing a dress over his trousers, making the women laugh. He was up on the table shouting:

"Ladies and gentlemen… Make your neighbours jealous…Wear a new dress everyday…"

As I was about to take his picture, he hid his made-up face with his hands. "Don't take my picture, bro" he said." I don't want to be in the newspapers…My dad back in the village might see me dressed like this. I don't want him to say "My son goes to the city…and now look at the state of him!!"

It was very crowded. A woman wanted to exchange the dress that she had bought last week. It was too big for her. She wanted me to help her as she couldn't make herself heard.

The young man said,

"If you really want to photograph me, you can take my picture from behind. Just don't show my face."

At that point, someone poked me. I turned around; I caught the eye of a dark skinned, tall, skinny boy who was standing behind a table selling scrap.

"Are you a journalist?" he asked." My brother has gone to eat something. I'm taking his place. If you have to ask any questions, ask me."

Apparently, everyone in his family was working as a scrap dealer. They collected junk material from rubbish tips, workplaces and factories.

"My brother and I are responsible for collecting junk from three streets in this neighbourhood. No one else would dare touch our rubbish bins. "How can you make money from things which people have thrown out?'' I asked. ''Some of these things are broken!" He looked astonished.

"You have no idea what people throw out! … Hair driers, cassette players, radios, mobile phones, antique chandeliers, sofas … Everything you can think of…My father got a 2,000 lira reward the other day. A woman had her bag snatched by thieves…They took the 200 lira from her bag then threw it in a rubbish bin. My dad found the bag and got in touch with the woman. It turns out she had some really important documents in her bag ". A boy with a dark blue hat was listening to us. His cheeks were sweaty, his eyes blue. He was selling onions, parsley, dill…When I turned to face him with my camera he suddenly became very shy.

"Please bro'' he said. "I've been working under the sun and have freckles all over my face. Please, don't take my picture."

He hid his calloused hands in his pockets.

"Cutting onions has ruined my hands. We lost a lot of money over the last two years from onions but this year's onion harvest is great. I'm not going to stay here doing this though. When school opens again, I'm going back to the city. Then I can forget all this." Someone handed me a cup of tea. It was the young man wearing a woman's dress and makeup.

"No need to pay. The teas on me'' he said.

He bent down to whisper in my ear speaking so softly that only the two of us could hear.

"Sorry for what I said just now… I've had a difficult life… I dropped out of school when I was in the fifth grade... My dad made me work as a shepherd during the summer holidays.

I had to look after a flock of sheep in the mountains alone and sleep outside at night…The worst part came later though…It turns out my dad had promised some guy. He came to the hill where I was staying one night and handed me a gun … He wanted me to get mixed up in some blood feud…I ran away from home and came to this city…I found jobs at different marketplaces… This isn't my stand I just work

here… I put on this show to make some money…putting on these clothes…putting on makeup…dancing. All the time I'm scared stiff knowing that both my dad and the guy with the gun are following me… You understand why I'm scared, right bro?"

I nodded my head while listening... The tea was already cold.

The boy selling the onions poked the boy wearing a dress and made a sign with his hands. The young man blushed and quietly moved away too embarrassed to look me in the face. A huge man wearing a black jacket smiled at the boy wearing the dress. The man smoothed down the dress for the boy and helped him up on to the counter. "That's the onion seller's father ", said the scrap dealer." They walk around together every Sunday…Father and son…They do good business working like this…'' I smiled, I couldn't drink my tea. I just left everything there and walked off towards the park to take photos of the goslings waddling around the pool side.

5. Co-Education

The trend of co-education us getting more and more popular amongst the country like Pakistan and India, mainly in Sub continent, it is already very much common in the western world but now it is being adopted all over the world. The education system comprising of co-education system has many pros and cons, which is it is having several advantages and disadvantages based on the way this system is being adopted, used and utilized. These advantages and disadvantages are being illustrated below:

Advantages

One of the very core benefit and advantage of education system in which males andfemales study together is that the understanding between the two genders prevails andit becomes more comfortable for the individuals to get use to of such environmentwherebothmaleandfemalesworktogether.

Thispreparesthestudentsforthepracticallife when theyhaveto work shoulder to shoulderwiththeopposite sex.

It increases the confidence level of the individuals when they work with oppositegender. Andifitisbeingdonefromtheveryinitiallevelthanitplaysavitalroleinthe grooming of the personality of both the male and female students, this is becausethe individuals feel hesitant when they are exposes to opposite sex for the every firsttime so it is very much useful to eliminate this hesitation at very basic level so thatboththemalesand females getuse toof workingtogetherin theirupcominglives.

Theenvironmentbecomesverymuchcontrolledandwithinthelimitswhenthepeople of

more than one gender are present as this keeps the students to behaveproperly and avoid misuse of language or even other unethical activities. So co-education can playsa vitalroleinaltering and modifying the nature and respectfortheboth genders.

Disadvantages

The very threatening and fearful disadvantage is that the students can get diverted fromtheir studies and can involve themselves in other activities apart from education whichcan results due to the attraction of the opposite sex. This might affect the educationalcareer of the individual students at very initial level which can make the foundationsveryweak.

One of the very significant disadvantages of co-education is that the students can getinvolve in unethical activities and even can get in to crimes. The unethical activities atveryyoungageincludetheaffairs, physicalrelationshipsandthecrimesmightinclude the rape and sexual harassment which might destroy the lives of the involvedstudents.

6. Global Warming.

Over the past 50 years, the average global temperature has increased at the fastest rate in recorded history. And experts see the trend is accelerating: All but one of the 16 hottest years in NASA's 134-year record have occurred since 2000.Climate change deniers have argued that there has been a "pause" or a "slowdown" in rising global temperatures, but several recent studies, including a 2015paper published in the journal Science, have disproved this claim. And scientists say that unless we curb global-warming emissions, average U.S. temperatures could increase by up to 10 degrees Fahrenheit over the next century.

Global warming occurs when carbon dioxide (CO_2) and other air pollutants and greenhouse gasses collect in the atmosphere and absorb sunlight and solar radiation that have bounced off the earth's surface. Normally, this radiation would escape into space— but these pollutants, which can last for years to centuries in the atmosphere, trap the heat and cause the planet to get hotter. That's what's known as the greenhouse effect.

In the United States, the burning of fossil fuels to make electricity is the largest source of heat-trapping pollution, producing about two billion tons of CO_2 every year. Coal-burning power plants are by far the biggest polluters. The country's second-largest source of carbon pollution is the transportation sector, which generates about 1.7

billion tons of CO2 emissions a year.

Curbing dangerous climate change requires very deep cuts in emissions, as well as the use of alternatives to fossil fuels worldwide. The good news is that we've started a turnaround: CO2 emissions in the United States actually decreased from 2005 to 2014, thanks in part to new, energy-efficient technology and the use of cleaner fuels. And scientists continue to develop new ways to modernize power plants, generate cleaner electricity, and burn less gasoline while we drive. The challenge is to be sure these solutions are put to use and widely adopted.

Scientists agree that the earth's rising temperatures are fuelling longer and hotter heat waves, more frequent droughts, heavier rainfall, and more powerful hurricanes. In 2015, for example, scientists said that an ongoing drought in California—the state's worst water shortage in 1,200 years—had been intensified by 15 percent to 20 percent by global warming. They also said the odds of similar droughts happening in the future had roughly doubled over the past century. And in 2016, the National Academies of Science, Engineering, and Medicine announced that it's now possible to confidently attribute certain weather events, like some heat waves, directly to climate change.

The earth's ocean temperatures are getting warmer, too—which means that tropical storms can pick up more energy. So global warming could turn, say, a category 3 storm into a more dangerous category 4 storm. In fact, scientists have found that the frequencyof North Atlantic hurricanes has increased since the early 1980s, as well as the number ofstorms that reach categories 4 and 5. In 2005, Hurricane Katrina—the costliest hurricanein U.S. history—struck New Orleans; the second-costliest, Hurricane Sandy, hit the EastCoast in2012.

The impacts of global warming are being felt across the globe. Extreme heat waves havecaused tens of thousands of deaths around the world in recent years. And in an alarmingsign of events to come, Antarctica has been losing about 134 billion metric tons of ice peryear since 2002. This rate could speed up if we keep burning fossil fuels at our currentpace, some experts say, and causing sea levels to rise several meters over the next 50 to150years.

EffectsofGlobalWarming

Each year, scientists learn more about the consequences of global warming, and manyagreethatenvironmental,economic,andhealthconsequencesarelikelytooccurifcurre

nttrends continue.Here's justasmatteringofwhat we can lookforward to:

- Melting glaciers, early snowmelt, and severe droughts will cause more dramaticwatershortages and increasethe risk ofwildfires in theAmerican West.
- Rising sea levels will lead to coastal flooding on the Eastern Seaboard, especiallyinFlorida, and in otherareas such as theGulfof Mexico.
- Forests, farms, and cities will face troublesome new pests, heat waves, heavydownpours, andincreasedflooding. Allthosefactorswilldamageordestroyagricultureand fisheries.
- Disruption of habitats such as coral reefs and Alpine meadows could drive manyplantand animal speciesto extinction.
- Allergies, asthma,andinfectious disease outbreaks will become more commonduetoincreasedgrowthofpollen-producingragweed,higherlevelsofairpollution,andthespreadofconditionsfavourabletopathogensand mosquitoes.

7. ImportanceofCo-CurricularActivitiesinAcademics

Being brilliant just in academics does not help a student become a responsible citizen. Astudent must be equally talented ino the fields as well and even if not, he/she must atleast pay some interest in them. Being both academically and co-curricularly talented helpastudentfacethe world. It basicallyhelps them developtheir personality.

Co-curricular activities are undertaken side-by-side with the curricular activities. Thes eactivities significantly take place out side a general experience of pen and pencil class room. It offers the students an opportunity of growing their skills and show theirnon-academic capacities as well. These activities might be compulsory, such as drama, art or music classes that take place during the day. Usually, othersarevoluntarylikeparticipating in school sports team, student newsletters or school debating team. In everycase, participation always helps students.

Co-curricularactivitiesareimportantbecause even theyaren'tapartofthebasiccurriculum; they play an important role in offering the young kids the capacity of molding their lives for becoming well rounded people. The school activities should be purposefully designed for giving an apt combination of students'participationinacademics and also makingan opportunityfor all roundgrowth.

The importance of co-curricular activities in students' life can't be simply put

intowords. However, let us discuss someof theprimeadvantages:

1. Co-curricular activities are made for meeting the students' requirements and covering awiderangeof their talents and abilities.

2. These activities grow interests in the students and offer a similar opportunity to everystudentforparticipating.

3. These activities improve students' learning experience and help them identify anddeveloptheir inner talentslikecreativeskills, leadership qualities etc.

4. Co-curricular activities offer the students an opportunity of thinking unusually andgettingtheinnovativeideas of their own with thehelpofafacilitator.

5. These activities help the students develop an enriched learning experience by offeringthemanopportunityofthinkinginnewways of solvinganissueoransweringaquestion.

6. Students should take out time for doing more than only studying and co-curricularactivities offer them an opportunity of relaxing, refreshing and mingling simply withothers.

7. Theseactivitiesmakethestudentsreadypracticallyfor their future.

8. The basic curriculum educates and teaches the kid regarding academic theories whileco-curricular activities help the kid apply what he/she has learnt for practicing in his/herpracticallife.

9. Theseactivitieshelpdevelopthechild'sgraspingpowerandofferachancetothestudentsforworkingin teams and therebydevelop team spirit in him/her.

Dr.RosettaWilliams

8. KnowledgeisPower

Francis Bacon said Knowledge itself is power. Knowledge is the awareness of a fact or a situation. It is a rich and a unique possession that cannot be stolen or plundered. Knowledge doesn't decrease when it is given. In fact, knowledge is power. Our knowledge is the amassed thought and experience of countless human beings. Those who have wide-range of knowledge and experience can capture power and influence. The possession of knowledge gives them a distinct advantage over the semi educated people. Half knowledge is regarded as 'the curse of god' and also it is worse than ignorance.

The growth and survival of mankind depends upon knowledge. From the Stone Age

till date, man has struggled to know the unknown. He explored land, water and space by virtue of his knowledge. Man has made progress in all fields starting from science, technology to arts etc.

At the dawn of civilization, man was at the mercy of nature. He lived the life of a nomad. He invented tools and weapons for hunting. Verbal communication also developed. He discovered fire and the wheel. These were the initial steps taken by man by utilizing his brain.

Man, then started living in communities. He settled near rivers and took up agriculture. The settlements soon transformed into villages. Waterways and canals were constructed for irrigation purposes. Surplus grains were stored in granaries to be used later. Soon villages transformed into towns, then provinces and later cities and counties. He discovered new places and things and invented things for his own benefits. The gradual change and development from the Stone Age to the Present Age has been made possible by knowledge.

The successful discoveries and inventions encouraged man to contemplate on new ideas. His ability to rationalize, analyze and store the events in his memory enabled him to achieve success. Knowledge gave him the power, confidence and courage to make life worthy of living. He began to use the forces of nature for his own benefits. Thus, life become comfortable. He utilized his knowledge to improve his own life.

Man has been able to eradicate a number of diseases like polio, pox, plague etc. from the face of the earth. The human body can be operated upon for removal of cancer or for an open heart surgery. The discovery of a number of antibiotics and drugs have reduced the sufferings of mankind. Agriculture has also been developed. The use of high yielding crop yield. The invention of the devices of communication has transformed the world into a global village. Computer has changed human life altogether. All these have been the fruits of man's quest for knowledge.

Knowledge gave man the feeling of strength and power. Knowledge develops human faculties. It leads to the excellence of the mind. It enables one to give sound judgment. Education and knowledge are desirable for democracy. We should try to spread the knowledge base in all fields in the masses. In Indian rural scene, the knowledge levels about family, school education, problems of woman. Child rearing and other social issues are very poor. Illiteracy and social backwardness combine to put the rural masses at the receiving end. Lack of knowledge leads to poverty and absence of

methods of productivity and economic prosperity. This vicious cycle continues. Restraint, tolerance, understanding and capacity to manage affairs come with knowledge. If knowledge is imparted to our rural children, youth, women and men, they would emerge as the major social power.

There is no end to the gaining of knowledge, it is only the foolish man who thinks he knows everything. Modern knowledge is very intricate and wide is scope. Thousands of researchers, all over the world are constantly at work to acquire more knowledge for us. But the immense increase in knowledge of the world sometimes doesn't make us better human beings. Sadly, with the passage of time, man started misusing knowledge. He started using knowledge to destroy the very forces that provided him sustenance.

He interfered with nature and disturbed the ecological balance. He has polluted air, land and water. He has, thus created unfavourable conditions for himself and others. Man has developed destructive weapons that can destroy completely the whole of mankind. The bombing of Nagasaki and Hiroshima proves the fact. Man is posing a threat to the existence of flora and fauna.

Knowledge shouldn't be misused. Nuclear power must be used for useful purpose. Man should find solutions to control and check pollution. The conventional sources of energy are depleting at a fast rate. He should try to find out sources of economic power generation.

Knowledge must be acquired and shared as a collective effort. Lack of knowledge leads to poverty and absence of economic prosperity. Knowledge should be utilized for the upliftment of the poor masses. It should be used for peace, prosperity and growth.

LESSONPLANNo.01

TITLE: Diamonds

OBJECTIVE

At theend ofthelesson studentswillbeableto:

-       Understandthemeaningsof, andinterpret, thetext.

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 Minutes   (One hour)

LEVEL

 10the grade (Secondary Level)

INTRODUCTION

- What do you know about diamonds?

- have you ever read about diamonds?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The focus was onunderstanding the difficult vocabulary, phrases, sentence structures and enhancing the linguisticcompetence (reading comprehension) of the students. The instructor explained in detail about diamonds.

LESSONPLANNo.02

TITLE   **Black Friday**

OBJECTIVE

By the end of the lesson the students will be able:

- tounderstandthemeaningsof, andinterpret, thetext.

- tounderstandthephenomenonof black friday.

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 Minutes (One hour)

LEVEL

10the grade (Secondary Level)

INTRODUCTION

- Whatisyouridea about black friday?

- have you ever read about black friday?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The focus was onunderstanding the difficult vocabulary, phrases, sentence structures and enhancing the linguisticcompetence (reading comprehension) of the students. The instructor explained the phenomenonof Black friday in detail.

CONCLUSION

Thestudentswereaskedtowriteanoteabout black friday.

LESSONPLANNo.03

TITLE: **AbdulSattar Edhi**

OBJECTIVE

Bytheendofthelessonthestudentswillbeable:

- tounderstandthemeaningsof, andinterpretthetext.

- tounderstandthestruggleofAbdulSattarEdhiasaHumanitarian.

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 Minutes (One hour)

LEVEL

10the grade (Secondary Level)

INTRODUCTION

- Whathave you heardaboutEdhi?

- WhatdoyouthinkwasEdhi'sbiggest contribution?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The focus was onunderstanding the difficult vocabulary, phrases, sentence structures and enhancing the linguisticcompetence (reading comprehension) of the students. The instructor explained the whole life ofAbdul Sattar Edhi in detail. The instructor also explained the significance of Abdul Sattar Edhi'scontributions towards health care, emergency response, and burial services in Pakistan. Theinstructor discussed how Edhi's work helped bringing in a cultural shift towards donationstocharities...Theinstructoremphasizedtheover-reachingeffectsofEdhi'scontributionsaswell.

CONCLUSION

> ThestudentswereaskedtowriteanoteaboutEdhiandmentionanincidentorananecdoteinw hichtheysawthe EdhiFoundationhelpingpeople.

LESSONPLANNo.04

TITLE   **AttheMarketplace**

OBJECTIVE

> At theendofthislessonthestudentswillbeableto:
>
> - understandthebasicconcepts, methodsandtechniquesofstorytelling.
>
> - understandthemeaningof, andinterpret, texts.

MATERIALS

> Duster, white board, markers (red & white), chair, and rostrum

TIME

> 60 Minutes (One hour)

LEVEL

> 10the grade (Secondary Level)

INTRODUCTION

> - Whenwasthelasttimethatyouvisitedamarketplace?
>
> - Doyouknowunderstandtherelationshipsamongpeopleinamarketplace?

PROCEDURE

> The researcher explained the lesson using direct method of teaching. The focus was onexplaining and understanding the difficult vocabulary, phrases, sentence structures, punctuationsand enhancing the linguistic competence (reading comprehension) of the students. The instructorintroduced the lesson as a story. She introduced the photographer and the people in marketplaceas different characters with different background stories and showed how their past experiencesinfluencedtheirconversations.

CONCLUSION

The students were expected to act out a conversation between two different people in a marketplace.

LESSON PLAN No.05

TITLE   **Co-Education**

OBJECTIVE

At the end of this lesson students will be able to:

- understand the meanings of, and interpret, the text

- understand the advantages and disadvantages of co-education in Pakistan.

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 Minutes (One hour)

LEVEL

10the grade (Secondary Level)

INTRODUCTION

- Has anyone studied in co-education before? If yes, how was your experience?

- Do you want co-education in your school? If yes, why?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The focus was on understanding the difficult vocabulary, phrases, sentence structures and enhancing the linguistic competence (reading comprehension) of the students. The researcher explained the different dynamics that are involved in co-education. The researcher also discussed the advantages and disadvantages of coeducation in detail.

CONCLUSION

The students were divided into two groups discussing the pros and cons of co-education in Pakistan.

LESSONPLANNo.06

TITLE   **Globalwarming**

OBJECTIVE

At theendofthislessonstudentswillbeableto:

- understandthemeaningsof, andinterpret, thetext

- understandthephenomenonofGlobalWarming

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 Minutes   (One hour)

LEVEL

10the grade (Secondary Level)

INTRODUCTION

-Have youfelttheriseintemperaturewitheachpassingyear?

-Have younoticedthatrainsarenotfollowingseasonalpatterns?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The focus was onunderstanding the difficult vocabulary, phrases, sentence structures and enhancing the linguisticcompetence (reading comprehension) of the students. The researcherl explained in detail thephenomenon of Global Warming, its causes and ways to reduce global warming. The researcherexplained the scientific and survey figures used in the lesson to show the increase in temperatureand sea levels across the world. The instructor also introduced the concepts of greenhouse gases, pollutants, increasing sea levels, melting ice caps, and significance of average globaltemperatures.

CONCLUSION

Twovolunteerswereaskedtopresentbeforetheclassaconversationbetweenapersonwhobelievesin globalwarmingandaperson who doesn't.

LESSONPLANNo.07

TITLE   **ImportanceofCo-curricularActivities**

OBJECTIVE

Bytheendofthelessonthestudentswillbeable:

-        tounderstandthemeaningsof, andinterpret, thetext.

-        tounderstandtheimportanceofco-curricularactivities.

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 Minutes (One hour)

LEVEL

10the grade (Secondary Level)

INTRODUCTION

-   Whichactivitiesdoyouthinkcomeunderco-curricularactivities?

-   Doyoulikeco-curricularactivities?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The focus was onunderstanding the difficult vocabulary, phrases, sentence structures and enhancing the linguisticcompetence (reading comprehension) of the students. The instructor explained the co-curricularactivities and its importance in detail. The instructor also explained the numerous ways in whichco-curricular can help in the development of children physically, mentally and psychologically. The instructor discussed how co-curricular activities are different in its impact with respect tolearning than theoretical training. The researcher then named numerous different activities thatcomeunder co-curricularactivitiesandstatedthebenefitsofeveryactivity.

CONCLUSION

Thestudentswereaskedtotalkabouttheirfavoritecocurricularactivityandwhattheyhavelearntfrom it.

LESSONPLANNo.08

TITLE   **KnowledgeisPower**

OBJECTIVE

Bytheendofthelessonthestudentswillbeable:

- tounderstandthemeaningsof, andinterpret, thetext.

- tounderstandtheimportanceofKnowledgeforHumanityacrosshistory.

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 Minutes (One hour)

LEVEL

10the grade (Secondary Level)

INTRODUCTION

- Whatisknowledgeinyouropinion?

- Whatareyourviewsabout 'penismightierthanthesword'?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The focus was onunderstanding the difficult vocabulary, phrases, sentence structures and enhancing the linguisticcompetence (reading comprehension) of the students. The instructor explained the termknowledge and its wide definition in detail. The instructor explained the role accumulation ofknowledge has played in the progression of humanity across the millennia. The instructor alsodiscussed how humanity started from the stone age with scant knowledge and how by acquiringand sharing knowledge humans were able to build cities, empires, eradicate disease, decreasepoverty, increase life expectancy and explore the universe. None of these achievements werepossible without knowledge. The researcher mentioned the dangers of half-knowledge andignorance, sincethesethingscanlead humans to make baddecisions.

CONCLUSION

Thestudentswereaskedtowritetheirownviewsabout 'penismightierthanthesword'.

AppendixD-ExperimentalGroupLessons

1. Sindhi's wayofLife

AnattractivefeatureoftheSindhiwayoflifeisthejointfamilysystemwhichsignifies their deep love for the family's solidarity and welfare. The desire of communallife emanates from a consideration of economic security and integrity. All the familymembers, eventhemarriedsons, livejointlyinahouselargeenoughtoseparatelyaccommodate each married couple under the authority of the father who, as head of thefamily, managesthefamilyaffairsandexercisesanimmenseinfluenceinhisowndomain.

All the earning hands of the family, married as well as un-married sons, contribute theirshareofincometothecommonpoolofresources. Allexpensesonfood, clothing, education, health, birth, marriages and deaths are defrayed from this common fund. Themantle of authority falls on the eldest son's shoulders after the death of the father or whenold age renders him unable to discharge his functions efficiently. The system of Nikahis mainly arranged or done by elders. The internal management of the householdrests with the father who exercises his authority within his own sphere of influence. The joint family system, however, is gradually giving way to individualistic trends under theimpact of modern influences. It is losing its hold, particularly on educated classes andwelloffsections.

RespectforElders

The Sindhi children are taught to show a great degree of respect to their parents andelders. Senior members of the family, particularly elders, command great respect. Parentsare properly and reverently looked after in old age and every effort is made to providethemwithallpossiblecomforts. Thereisafamousmaximthat"Paradiselies under the feet of the parents" and The Sindhi are true to their faith leave no stone un-turned inobtainingtheirblessings. Itisgenerallybelieved that parents' curses bring sorrows, miseries and hardships. Sons and daughters, therefore, refrain from incurring the displeasure and curses of their fathers and mothers. The elder's opinion prevails in all important matters. Youngsters of the

community rise from their seats as a mark of respect when an elderly person enters the Hujra. Youngsters are normally not expected to talk or laugh loudly or smoke a cigaretteor huqqa in the presence of their elders. Even in tribal Jirgas the younger members of thevillagearenotallowedtospeak. Everythingis left to thediscretionoftheirelders.

2. **Englishwayof Life**

Hi, my name is Craig. I am English because I was born in England, but I am also

Britishbecause England is part ofGreatBritainand is intheUK.

IamEnglish   andIamBritishtoo

I live in a typical English family. I have a father, mother and a sister and we all livetogether in a house in town in the south east corner of England. At the back of our

housewehaveour**garden**

where Iplaywithmysister.

Myhouse   Mygarden

My family has a car, a computer, a color telly (television) with a dvd, a washing machine, dishwasher and a cat. Mum and dad both have mobile phones and I am

hoping to get onesoon.

Car   Computer   Telly   WashingMachine

The day starts at about **7 o'clock** when Dad and mum get up. and I usuallywatch**telly**in our **pajamas**(nightclothes) until breakfast. We ha tat 8 o'clock.Iliketoeat**RiceKrispies**(cereal)andjamontoast. Ialsodrinkaglas mum usually only has toast, a class of orange juice and a cup of coffee. D ave a fried breakfast consisting of baked beans, bacon, tomatoes, two eggsandasausage(seephotobelow).

Dad'sbreakfast

After breakfast, my sister and I, put on our school uniform. I wear grey trousers, a white shirt and a blue sweat shirt.

My school uniform

We all leave the house by 8.30. **Dad goes to work**. He workswith computers. Mum, my sister and I walk to school. My mumthen catches a **bus** to her work place. She works in a differentschool as alearningsupport assistant.

Abus

Itakea**packedlunch**toschool, whichcontains things likeSandwichesand crisps sandwiches, fruit and abag of crisps. Sometimes my friends and Iswapourfood.

My favourite subjects at school are science and history. My favorite topic in history

islearning about the ancient Egyptians. I also enjoy PE (Physical Education) lessons - weplayfootball, netball, cricket and sometimes wego cross-countryrunning.

Mum picks us up from school at 3:15. Sometimes we go downtown to the shops and, if we are really lucky, mum will buy us a**McDonalds**Happy Meal. However, most days we will go straighthome and my sister and I watch the telly, play on our Wii, or playonthe computer.

Afishfingerwithpeasandchips

Dad usually gets home about 6 o'clock. We eat together atabout 6.30. My favorite meal is a **fish finger** with **peas**and **chips** .Ialso like pizzawhichweha

I have to help mum wash up (wash the dishes) when I have eaten. I also have to tidymybedroom.

In the evenings, I usually do my homework before watching more telly. Mum helps mewith my homework. My family likes to watch Eastenders, and Coronation Street (Englishsoapoperas).

I am a Cub Scout and my sister is a Brownie. On Mondays, I go to cubs whilst my sistergoes to Brownies. I also go to Karate on Thursdays and my sister goes to Ballet onWednesdays.

CubsScouts(cubs)

Camp

I love cubs especially when we go **camping** (see picture). I likebuilding fires and cooking on them. It is good fun sleeping in thetentstoo. Weusuallygocampingabouttwiceayear.

Ienjoyplayingonmycomputerandskateboarding.IhaveapetrabbitcalledSooty. Ibetyoucanguess what colouritis? Black of course.Mypet rabbit called Sooty

Every Saturday, my family and I, go into town to the open **market**. Peoplesell vegetables, clothes, toys, posters, and nearly anything else out on thestreet. Mum buys her fruit and vegetables there. I enjoy just wanderinglookingatallthethingsforsale, hopingmyparentswillbuymesomething. SometimesIam lucky.

Ilovemyfamilyverymuch.

WrittenbyCraigaged10years (Craig,2017).

3. SalutationsandgreetinginSindhiculture

The Sindhi have several ways of greeting and salutation. Strangers passing on a roadorthoroughfareexchangecourtesiessuchas"Bhali Kare Ayaa"(welcome). Thisisansweredby"Mihirbani, Khuda Awan San Gad Huje"(Thanks, MayGodbe with you), "Tawhan Aman me raho" (May you live in peace) The Sindhi usually embrace their friends and relatives when they meetthem after a long absence and warmly receive each other by a hearty handshake. This isfollowed by a train of questions about each other's' welfare like "Chaa Haal Aa " (Are youalright?), "Khush Aheyo " (Are you happy?), "Theakthakahiyo?" (Are you hale and hearty?)"Ghar me sab theakahey? " (Are your family members hale and hearty?) and "Ghar warakeanahin? "(Is everybodywell at home?).

A visitor entering a village Hujra is greeted with the traditional slogan of "Har KalaRasha" (May you always come) and he replies "Tawhan Hamesha abbadraho" (May you always abide). Friends while parting commit each other to the care of God by saying "Shal Khair KhairiatsanPahinjiManzaltepohcho"(May you reach your destination safely).

When meeting a pious or an elderly person, a Sindhi bows a little and keeps his handson his knee asa mark of veneration. When talking about a deceased person, they oftensay "Allah Maaf Kandus" (May God forgive him). If a man suddenly appears at the time ofconversation between some or more persons about him, they immediately exclaim "Wadi Omar thee, asaantawhan je bare main Galhayoon paya" (You have a long life, we were just talking about you). TheSindhiveryoftenusetheword"Inshaallah"(GodWilling)"Lean Allah ji marzi" "Jekadhin Sab thekthiyo ta" (if all goes well) when they promise to accomplish a taskata particular time.

4. SalutationsandGreetingsinEnglish

With dictionary look up. Double click on any word for its definition. This section is inadvanced English and is only intended to be a guide, not to be taken too seriously! Withdictionarylook up.

GreetingsandIntroductions

First impressions are a really important aspect of British culture. Introducing yourself andothersinthecorrectwayis fraught with variousdo's and dont'sofetiquette.

Introductions

Insocialsituations, amanistraditionallyintroducedtoawoman. However, inthebusiness world introductions are based on a person's rank or position in an organization. Whoever is the highest-ranking person is introduced to everyone else in order of theirposition. If you introduce two people of equal rank to each other, introduce the one youknowless well to theoneyou know best.

IntroducingYourself

There might be occasions where you will have to introduce yourself. For example, if youare meeting a new colleague or an associate, you might start off by extending your handand saying "Hello! I am ...." If you have been introduced earlier to someone, do notassume that the person would remember you and be prepared to reintroduce yourselfshoulditbenecessary. Therearesomeusefultipsbelow.

Greetings

TheBritishdoshakehands, i.e. whenfirstintroducedtonewpeople, butwerarelyshakehandswhen parting.

In an informal situation you may see social kissing (often just a peck on the cheek), this isacceptable between men and women and also between women who know each other verywell, butit is rare that you willsee two British men kissing, even if it isonly on thecheek. Usefultips

Introductionsaremuchsimplerifyoucanmemorizeafewsimplerules.

Introducingothers

In business a person of lower rank tends to be introduced to a person of higher rank. Inother situations you may find that a younger person would be introduced to an olderpersonandaman introduced to a woman.

Introducingyourself

When shaking hands people may give you their name without saying "Hello" or anythingelse. It cancomeacrossasabitunfriendly, butit'snotconsideredtoberude

Forexample: -

Ifyouwishtobeonfirst-nametermswithsomeoneyoucanindicatethisbystressingyourfirst

name: -

Forexample: -

"Hello, mynameisLynne.LynneHand."

Reactingtoanintroduction

Theresponseyougiveshouldhavethesamelevelofformalityastheintroduction.

5. AspectsofSindhiCulture

The history and the origins of Sindhi has been straight forward. Sindh is also known as Bab ul Islam. The Sindhi are extremely obsessed and curious to know about their origin of their race, however it might not be a major concern for many other races. Sindh is mainly known for its culture. The province of Sindh is very rich in culture. Sindh was the site of one of the Cradle of civilizations, The Bronze Age Indus Valley Civilization that flourished from about3000 B.C. The Historical Monument at Makli and the Archeological Ruins at Meon Jo Daro are also present in Sindh

Sindhi culture: Is based on Islam and people of Sindh are much concerned about their

culture.

Kingdoms: Themostfamousandrenownedtribesin Sindh are Soomro, Talpur, Baloch, Muhajir, Samma, Khokhar, Mughal and So on

ClassesofSindhi Society: Syed, Baloch, Non Baloch (Jamot),

Holidays, specialeventsandTraditions: Common holiday is celebrated during the Urs of Shah Abdul Latif Bhittai.

Food: One of the most famous dishes includes taryal aloo (Fried Potatoes) , Mitho Lolo (Flatbread) And manymore.

Poetry: Sindhi are very famous for their poetry, they are very passionate and patrioticwhich is obvious from their poetry. Some of the famous poets are include Sufi Saint Hazrat Shah Abdul Latif Bhittai and Hazrat Sachal Sarmast.

Ho Jamalo: Ho Jamalo is the oldest and most popular form of the Sindhi poetry. The first lineis shorter than the succeeding one, yet it reflects all human feelings. It is also commonamong the Sindhi that is sung by every person in province. It is theonly song sung in the time of end of any happy occasion. In music it is sungwith the traditional Sindhi Dance.

Clothing: Sindhi men usually wear salwar kameezwithTopi ((Sindhi traditional hat)

and Ajrak on their shoulders.Women and girls wear traditional long dresses with a light piece of cloth used tocover their hair. They also wear beautiful handmade jewellery. And beautiful Sindhifrocks.

Sports: Some Sindhi participate in Malakhro and Kodi Kodi" , which are sport introduced in the regionduring the ancient era   Not a team sport, it is every man for himself and that becomes apparent as soonas the game starts. Although Malkhro is primarily an individual sport, whic is played between two players. The strongest player finally takescontrol and tries to drop the opponent player on the ground. Football and cricket are another sports very enjoyable played bySindhi people.

Conclusion: Since Sindh is situated to the Westren side of Pakistan. ItusuallyhaswarmclimateandpeoplelivingtheirusuallytraveltoothersideofPaksitan   in search of living specially in June and July. Other than that agriculture goods such as mango and banana are alsogrown there. Ladies also tend to do hand embroidery and jewellery making specially rilli (quilt) which is verymuchappreciatedallovertheworld. Peopleareveryhospitableandloving.Theyareappreciatethearrivalofguestsattheirplacean dtendtobeverymehmaannawazz

6. AspectsofEnglishCulture

The country of the United Kingdom of Great Britain and Northern Ireland (the UK forshort) is made up of four separate and distinct countries: England, Scotland, Wales, andNorthernIreland.

The UK is different from Great Britain, which is made up of England, Scotland, andWales.SometimespeoplesayBritainwhentheymeanGreatBritain. Britainonlyrefersto England and Wales. Both the island of Great Britain and the island of Ireland, whichincludes Northern Ireland and the Republic of Ireland, make up the British Isles alongwitha few smaller surroundingislands. Confusedyet?!

The English often refer to themselves as British, whereas someone from Scotland orWaleswillgenerallyrefertothemselves as Scottish orWelsh respectively.

EnglishisthemainlanguagespokenthroughoutthecountrythoughinWales,   Welshisthe official Celtic language spoken and in Scotland, there are two additional officiallanguages- Gaelic & Scots. It is not uncommon to hear a variety of local accents. Distinctaccents are a way of distinguishing a geographic location; For example, Geordies are innorthEngland vs Cockneyswho reside inLondon.

Social Etiquette: A considerable amount of value is placed on punctuality, thus it

isimportant to arrive on time to meetings, class, etc. Standing in line, or queuing, is acommon occurrence as it adhered to as people patiently wait for their turn. When ridingescalators stand still on the right so others may pass on the left. Basic politeness, thingssuch as using please, thank you, excuse me, and shaking hands upon greeting is expected. Avoid drawing attention to yourself by being loud and obnoxious in public, especiallywhenusingpublictransportation.

Food and Drink: The pub, or public house, is an important part of British life. The pub iswhere the community gathers to eat, drink, and gather. It is typical to order both food anddrink directly at the bar, as most pubs do not offer table service. The combination ofcultures throughout Britain has led to an increase in the culinary culture. The typicalBritish dish no longer consists of meat and vegetables or the infamous fish and chips, buthascome to include, thegrowinginpopularity, curry.

Sport: The most popular sport in the U.K. is football (soccer). Other popular sportsinclude rugby, rowing, horse racing, cricket, tennis and golf all of which originated orwere largely developed in the U.K. In international competitions there is usually a team torepresent each England, Scotland and Wales instead of them being cobined as one GreatBritain team. Some major competitions held each year in the U.K. within their respectivesports are the Premier League Championships, Six Nations Champtionship, Oxford vsCambridge boat race, the Grand National and Royal Ascot, the Ashes, Wimbledon andTheOpengolf tournament.

Cultural Activities: London has endless activities for visitors to enjoy. Listed below aresome different cultural activities to do while in London. You can do many of theseactivities on your own, with friends, or they may be sponsored by ISA. Upon arrival toLondon, differentsponsoredculturalactivitieswillbeannouncedthroughoutyourprogramabroad.

Theatre:

Joinyourfellowclassmatesasyouheadoutforanightonthetowntoenjoyapopulartheatrepro ductionintheWestEnd.Londonisworld-renownedforitstheatresandproductionsandmaintainsaveryfullandactivescheduleyearro und. Duringthesummer be sure to catch a traditional Shakespearean play at the replicated Globe Theatre.**Museums**: London is packed with great museums, from art to history. The best part aboutexploringthisplethoraofinformationisthatmostmuseumsinLondonarefreeofcharge

.

A few favorites include: Victoria and Albert Museum, National Gallery, Tate Modern, NaturalHistoryandBritish Museum.

Afternoon Tea: Experience what this long standing tradition is all about. Afternoon Teawas taken up by the British during the reign of Queen Victoria to bring you up betweenbreakfast and dinner. A typical afternoon tea consists of sandwiches, scones with clottedcreamand jam, sweet pastries, cakesandofcourseapot of tea!

Shopping: Wander the many markets to buy fresh produce, find your favorite local goodsorsimply window shop the boutiques. Popular areas include: Covent Garden, PortabelloRoadand Camden Market. Or you can pick up the latest fashions at all the stores onOxfordStreet such as H&M, DorothyPerkinsorTop Shop.

Outdoors: Spend an afternoon studying, exploring, people watching or playing sports inone of the many parks or squares London has to offer. Parks include: Hyde Park, St. James's Park, and Regents Park. Or take river cruise down the Thamesandspendyourdayat Greenwich Park wherethe Royal ObservatoryandPrimeMeridian reside.

Sports: Whether it's cricket, football, horse racing, rugby or tennis, London hosts a widearray of sporting events year round. Check the local papers for the current sporting eventsand local teams. Some popular stadiums to attend a match or take a tour of are WimbleyStadium, Wimbledon Park, the LordsCricket Ground, orAscot.

7. Sindhi customs \ Rituals Related to Death

When a person dies all the rituals are done according to Islamic teachings and according to everyone's sect belief.

Ghusal: ghusl-e-mayat is given to the dead person by ghussal (corpse bather). Once ghusl e mayat is done the ghasal place the body upon sheet which is spread over a Khatolo (kind of bedsteads). Next they put on the "Kafan" (shroud), a large piece of cotton torn so as to pass over the head: usage directs that it should not be sewn in any part, that it should reach down to the calves of the legs, and that religious sentences should be traced with clay from Mecca upon the portion that covers the dead man's chest. Various perfumes such as rosewater, attar of roses and the powder called Abir are sprinkled over the body. It is then covered with a sheet, the skirts of which are tied together at both ends with that upon which the corpse is lying. Finally, a shawl, or

some such covering, is thrown over the sheet, a Koran, belonging to the priest, is placed at the head of the bier, and the corpse is ready for interment.

The namaz-e-janaza is performed. The grave, which is usually dug beforehand, is about four cubits square, with a hole called a "Guja" in the middle, as nearly as possible the size of the body. The Akhund, or priest, **Treyo/Trejo**: On the third day after the funeral, the principal Waris (heir) slaughter a cow or a goat, according to their circumstances, and gives the first funeral feast to the family and all that were present at the interment. This, too, is the proper time for settling legacies, " and discharging the outstanding debts of the deceased. After the feast, the Akhund and his coadjutors perform a "Khatmo" or reciting the whole "Quran", by each repeating a single section, they receive in payment small presents of money, scented oils, betel nuts and other such articles. The Ghassal is rewarded with gifts; one of his perquisites being the clothes of the deceased. Prayers are then offered up, and the company separates.

Daho: another feast given by the waris on the tenth day after the death. The ceremonies differ little from what take place on the Treyo.

Chaliho: The same happens on the Chaliho, feast on the fortieth day, up to this time the friends and relatives of the deceased visit his family, generally twice a day, morning and evening; and the women of the house are all clad in Sua' (dirty clothes).

Baraho: The last feast given is on the Baraho, the anniversary of the death. It usually concludes the funeral rites, though some families are so affectionate as to keep up the practice of sending food to the Akhund, twice a day, on all great festivals.

Shapes of graves: When the grave is filled in, earth is heaped upon the top in different shapes. Sometimes, it is raised in cylindrical form about one span high, sprinkled with water, and smeared with "Kahgil", others merely make a heap of mould covered with pebbles," or spread over with leaves of the tree called in Arabic "Arak" and in Sindhi "Jara" Over the remains of respectable men they erect tombstones of bricks and lime. The grave is repaired if it gets old

8. EnglishCustomsRelatedtoDeath

Many British funeral traditions and customs that are still alive and thriving today dateback to the Victorian era. It was at this time that society developed strict codes of conductin regards to how a person should be mourned and how their life should be

celebrated. Inthis article we will provide a guide to some of the funeral traditions and customs that arestillaliveandthrivingintheUKtoday.

In the UK it is still customary to wear black or dark clothing to funerals unless the familyorganizingthe funeral havespecified otherwise.

FuneralAnnouncement: IntheUKitiscustomary for individuals to announce thedeathoftheirlovedones(knownasanobituarynotice)inanationalorlocalnewspaper. Alongsidetheannouncement, they usually include the funeral details. Thisgives distant friends and relatives the chancetomakearrangementstoattendthefuneralor send flowers. Most funerals are open tothepublicintheUK, unlessthefamilyhas requestedaprivate, intimatefuneralwithimmediatefriendsandfamilyonly.

Black clothing: In the UK it is traditional to wear black, smart clothing to a funeral. Menoften choose to wear suits. Black has long been the colour associated with mourning, as ithas connotations of being respectful. Ifyou have not been told otherwise, it is advisedthatyouchooseapredominantlyblackcolouredoutfitforthefuneralyouareattending.

Today some people ask funeral guests to dress in colours other than black. This is oftenthe case with children's funerals, where their parents will ask guests to dress in theirchild'sfavouritecolour. If this is asked of you, it is important to fulfil the request as amarkof respect.

Funeral procession: The traditional funeral procession is still popular in the UK today. The procession is led by the hearse, containing the coffin and the funeral flowers. It isusually followed by thecarorlimousine driving immediate family ofthedeceased.Although there are no special rights of way for funeral processions in the UK, manyfuneral directors create markers and flags in attempt to alert other motorists and keep theprocessiontogether.

Traditionally the funeral director would lead the cortege on foot. This ritual was called 'pagingaway.'Althoughthisislesscommonlyseen

today, someindividualsstillchoosetoincludetheritualaspartofthefuneralprocession, howeverthepager(funeraldirector)only

tendstowalkashortdistancebeforegettingintothehearse. Itisbelievedthis tradition dates back to the times when horses andcarriageswere the predominate methodof transport. Walkinginfrontofthehearseslowlyallowedneighborsandpassersbytostopandpaytheirres pects.

IntheUKwhiteliliesarethemostpopularandtraditionalfuneralflower.Thoughcarnationsan droses are also fairlytraditional choices.

Funeral Flowers: Funeral flowers play an important role in British funerals, providingbeauty and comfort at a time of sadness. Many people also believe that flowers symbolisethecontinuationoflife.

Althoughmanypeoplechoosefuneralflowersbasedon the favouritefloweroftheirlovedones,

otherschooseflowersbasedontheirconnotationsandmeaning.

In the UK, the flower that is most commonly associated with funeral services is the lily. White lilies are often believed to be a symbol of the innocence that has been restored tothesoul of thedeceased. Theyalsosymbolisesympathyand purity.

Another popular type of funeral flower is the carnation. These are available in variousdifferentcolours, eachwhichhavetheirownmeanings. Redcarnationsstandforadmiration; pink carnations for remembrance and white carnations stand for love andinnocence.

Burial Traditions: In the UK, the deceased can either be cremated or buried. During aburial service it is customary to throw soil onto the coffin as it is lowered into the ground.Sometimes this ritual is carried out by thefuneral director, however family membersoftenperformthisritualinstead.Aswellasthrowingsoilontothecoffin,familymem

bers often throw things like flowers and personal items onto the coffin. This ritual iscarriedout as asymbol of loveand remembrance.

Wakes: It is customary to hold a wake after a funeral has taken place in the UK. Thiseventiskindoflikeasmallpartyandisdesignedtocelebratethelifeofthedeceased.The wake is usually hosted at the house of the deceased's immediate family, though it canalsobe hosted ata local pub or hotel. Youwillusually find that there isplenty of foodanddrinkavailableforyou to helpyourself to.

Something that often ends up happening at wakes in Britain is the telling of old stories. Family members and friends of the person that died usually share fond memories of theirloved one. Although wakes are a sad occasion, they provide a chance for families toreuniteand remember thegood times.

Conclusion: Despite the fact that funerals are undergoing a fundamental change, withmany people viewing them as a celebration of a person's life, rather than the mourning oftheir death, many British traditions and customs are still alive and well. Today manyindividualschoosetocombineUKfuneraltraditionswithcontemporary elementstocreateapersonalizedservicethattheybelievetheir loved onewouldhavebeen proud

9. Sindhi Rituals of pre-wedding, wedding and post wedding.

Pre-Wedding rituals:

First the family of groom finds the suitable bride for their son, in sindh marriages are mostly arranged and done among relatives, or in same castes, but today love marriages are also common, the boy's family first visits the girl's home, they ask girl's parents for getting their daughter married to their son. Or if the boy and girl love each other they talk to their parents, and then the boy's family visits the girl's house, where they ask for their daughter. When the parents of girl with girl's approval accept the proposal then sweets and milk are served, and everyone give prayers to the new couple to be, this meeting is called "Gaalh Paki".

Manghni/Manghno/Pothi:

once the "Gaalh paki" is done then the maghno or maghni is performed means betrothal in sindhi. Manghni is performed a month or even more before the wedding, it is a pre-wedding ritual, it is performed on the lucky day best being any

Monday, Wednesday, Thursday or Friday in the months of Ramazan, Rabi elAkhar, Rajab and Shaaban.

On the day of Manghno the groom's family arrives at bride's house with a long embroidered veil (pothi), cholo (bodice), suthan (pantaloons), sometimes also lengha is given, and some ornaments such as "haar" necklace, a "Var" and "Khirol" different kinds of gold rings. The bride's house is decorated already before guest's arrival, and the house usually divided into the two parties the males sit chatting with the men, and the females, accompanied by a Hajaman (barber's wife). The future bride is then dressed in the clothes and ornaments, seated in a conspicuous part of room, The bridegroom's mother first put a big embroidered veil "Pothi" on to bride, and put engagement ring into her finger, then the 7 "suhaganio" married women one by one apply oil on her hair and make braids, also apply henna on her hands, while making her eat sweets, and other ladies sing sehra/lada/geech, the bride's mother sends the barber's wife to the men's assembly with a large pot of milk directed to the father of the bridegroom. The Hajaman presents to the males, and compels them to drink with many compliments and congratulations, then sweets, dried dates and "patasa" are served both male and female sides, those who are wealthy would serve sweet rice (Zardo), and sindhi pulao/biryani with other items. Men then dance with joy on the sound of dhol, sharnai instruments. After much joy the males then raise their hands and recite the Fatihah: after this the girl's father is asked to appoint some time for the marriage. He does so naming the month and day, upon which all parties rise up and leave the house. When arrived at this part of the proceeding, it is considered improper to break off the match.

Between the periods of betrothal and marriage, the bridegroom's parents and relatives on all great occasions like eid, take or send presents to the bride, a little money and sweetmeats, together with a dress or two.

Wanahu/WanhwaWiharanu: About a month before the marriage day, the ceremony called "WanahWiharanu" is performed. Today it happens only for 7 or 5 days. The family of the Ghot/Lado/Wanaro/Banro (bridegroom) comes to the house of the Kunwar/Ladi/Wanari (bride) with items called "Pirro" some sweetmeats, clarified butter, fruits, dry fruits, perfumed oil, henna, and an "Akhiyo", a small piece of embroidered cloth used as a veil. The bride is made to sit in a corner of a room with "akhiyo" on her face, till the day/night of marriage, some rituals like applying oil in

hairs by "suhaganio" married women is also done called "Wanah ja sath" with ladies singing sehras/ladas/geech, once these rituals are done, and everyone leaves, then the bride is made to stay in one room, no one, not even a female, being permitted to see the girl's face at this particular period. But bride is not supposed be to left alone, there must be any female sitting with her all the time, as it is believed that during these times, evil spirits can harm the bride or bridegroom. She has nothing else to do during this period, she only has to pray 5 times, recite holy "Quran", worship Allah, and pray for herself and for her better married life. She is fed with a kind of special bread called "Busri" and "Churo/Khorak", made up with the dry fruits, sweetmeats and the clarified butter sent by the bridegroom till the day of marriage, bride is only allowed to eat healthy food, made with homemade butter and oil, also fruits. The effect is supposed to increase delicacy of skin and complexion. During wanah the bride's nose is pierced, the girl's are only allowed to pierce their nose when they are supposed to get married, otherwise it is considered very bad for unmarried girls to pierce their nose. But today it has changed.

The barber's wife attends every day to bathe and wash the bride with Pithi (a succedaneum for soap, composed of sweet oil and flour of wheat or Mash, the Phaseolus radiatus), and the hair of the body are removed. All the different arts of the cosmetics, such as staining the hands, feet, and hair with henna, dyeing the lips with Musag (walnut bark), the cheeks with Surkhi (a preparation of lac, corresponding with rouge), and the eyes with Kajjal, or lamp-black, are also tried as experiments. The locks, parted in front, and allowed to hang down behind in one or two plaits, are perfumed with oils," and carefully braided to see that the back hair is all of the same length; the front part is trained to lie flat upon the forehead by applications of gum and water,' and the Namak, or brilliancy of the complexion, is heightened by powdered silver-leaf or talc, applied with a pledget of cotton to the cheeks and the parts about the eyes. At times sandalwood and rose water were rubbed upon the head and body, after the former has been thoroughly combed and washed with the clay called "Metu" and lime juice. The young beginner is instructed in the science of handling a bit of musk enclosed in embroidered cloth, and Tira, or moles, are drawn upon her face and lips with needles dipped in antimony and other coloring matters. The Missi, or copper powder, the idea that it strengthens the teeth and relieves their whiteness is seldom applied in Sindh by modest women. These experiments and

preparation continue for many days; and during the whole period, visitors flock to the house and are feasted by the father of the bride. The ladies all sing sehra/lada/geech called "Sanjhri" daily at evening from wanahu till the wihan (marriage). Many of these things are not done anymore due to modernization, the bride simply goes to parlour or beauty salon for her cosmetics and grooming.

The bridegroom has not so much to go through; He is given a dagger and tasbeh in his hands, (just like bride it is believed that during this period evil spirits can harm the bridegroom, so the dagger and tasbeh work as an amulet, also back in time enemies would take revenge by harming the groom so he was given the sword for his protection, also it shows and symbolize the bridegroom to be a warrior, strong, masculinity, and as a guardian/protector for his family to be) and a "ghano" wristband is tied on his hand, with him a "Arhyar/Arhar" is appointed who would be with him all the time till wedding. He is also fed healthy homemade busri, churo/khorak, "desi geh" and "makhan" made food, fruit, dry fruits and milk. Three days are considered sufficient to clean him with Pithi, dress him in rich clothes mostly white in color, a shawl ajrak/lungi, patko, garlands of money and flowers, he is also supposed to perform nimaz five times a day, and recite "Quran" and pray for himself and for his married life, bridegroom is shown to the public at Maulud commemorations of the Prophet's nativity, feasts given to the relations and friends of the family. Dance is also done.

Bukki: this ceremony is done after wanahu in which thread is tied to a big earthen pot called "ukhri", and the dried dates are crushed into it while ladies sing sehra, lada or geech. Then the bridegroom's uncle tie the "mor" a traditional headdress onto his face, then the ghot is laid down on a "khat" traditional decorated wooden bed, and his sisters, mother and other relatives apply henna on his hands and feet. Then the ghot's family comes to bride's house and performs bukki rituals called "bukki ja sath". They also give the bride's wedding dress which she will wear at wedding, jewelry, ornaments as well and other items for her cosmetics.

Parr diyanu: Parr diyanu is ritual in which bridegroom's family goes to a village's dargah or peer (a saint's grave) and offer a "chadar" sheet of cloth with quranic verses written on it, this sheet is called (parr), they also offer fresh rose petals on the grave of Saint, also some "niyaz" distribution of sweets, dried dates or biscuits

or anything else they want to give, it is distributed among the people present at the dargah.

Wedding/Marriage Rituals

The Wihan or Shadi (marriage ceremony) is usually performed at night. Early in the evening the barber appears to the Ghot's house, makes him get ready, dresses him in new white Salwar khamis (shirt and trousers) clothes, a turban, waistband, shawl (Ajrak Lungi/Maleer/Doshalo), also other extra red/pink embroidered veil on his head, "mor" and a pair of slippers everything sent by the bride's relations. At the same time, the Kunwar is decked out by the barber's wife in a suit of clothes, together with various kinds of jewels," procured for her by her future spouse's family. After the cosmetics the expiatory ceremony called "Ghora" is performed, by waving or throwing money over the heads of both parties. The cast-off clothes are the perquisites of the Hajam (barber) and his wife. Later the bride is made ready for the wedding, she wears wedding dress usually red colored Cholo, lengho and one or two veils, with a lot of jewelries and ornaments, the most important being the Nath (nose jewel) as it symbolizes the marital status in Sindhi Muslim society, she wears Nath for few days even after her marriage, later Nath is replaced by "bullo/bulli/phuli/Kiro", other important jewelry is the chura/chooriyon but it has less importance nowadays. As great attention is paid to the dressing, it is seldom concluded before midnight.

<u>Jjanjja</u>**:** when the "ghot" bridegroom is all ready he leaves his house for going to get married at bride's house, wedding procession to the bride's house with his family, relatives and friends, he sits on horseback or in some part of Sindh on camelback, but nowadays in a decorated car.

Nikah: when groom reaches at bride's house all the men are welcomed in separate men section or in a "Chhano/Shamiano" a large ceremonial tent made specially for weddings and other events, where the wedding grand feast is also served, and the women into women section, where they are greeted,

Peculiar sindhi traditions and rituals of marriage:

After nikkah, the Ghot enters the bride's house with his mother, sisters and other female relatives, he is then conducted in by the sisters, friends and female cousins of bride, who take the opportunity to perform a number of puerile ceremonies.

The first ceremonies/rituals are done at the entrance of the house from the groom enters.

DhakkunBhanjan and Kandi Katanu: A small earthen dhakkanu (pot-cover) is placed upside down on ground in front of bridegroom, then he is desired to stamp upon it. If he succeeds in breaking it at once, everyone augurs well of his manliness.

Kandi Katanu: In other places of sindh, they fix a Kandi (thorn branch) firmly in the ground, and placing a sword in the bridegroom's hand, desire him to cut throngh it with a single blow.[2]

Daawan/DhaghoTorar: bride's sister puts a long thread in the space of groom's finger, while his hand is raised high, from finger to the foot the thread is tied, the groom is supposed to break/tear the thread by pulling it in opposite direction.

Pani ji rasm and Surmo application: in some part of Sindh the ritual of drops of water sprinkled at groom is performed, while in other the surmo**(kohl)** is applied in the eyes of groom.

The bride's sister does these rituals and ask for money in return.

Once these rituals at door is done, the groom is then let entered in house and made seated on "saij" or "Khat" a special space made for bride and groom to sit and perform some rituals.

Laau/Lawan Diyan: The groom's uncles and their wives come one by one and compelling the bride and groom's to touch foreheads seven times in succession. Everyone gives "ghor" money after giving "laau" While other ladies sing sehra, lada, geech.

Phula/Gula Chundanu: When the "laau" is over, then "PhulaChundanu" ritual is performed. The Sohagan throws at the bride about a dozen cotton flowers dyed with saffron or turmeric; these then the groom takes up and puts aside.

Tira Maanu: is done as follows: A quantity of white and dry "Tira" (Sesamum) is brought in upon a large "Thali" metal platter, and placed before the bride. The suhagan joins bride's palms together, fills them with the grain, and pours it six or seven times into the Ghot's hands. The Sohagan, in the meantime sing sehra dedicated to this ritual.

Chanwara Maanu: this interesting ceremony succeeds after "tiramaanu". The Sohagan places before the bridegroom a platter filled with salt and white rice in equal

proportions. The Ghot now takes the initiative and pours six or seven palmsful of the grain into his bride's hands.

(The object of this proceeding is probably to inculcate obedience in the wife. Also to symbolize the "rizq" food that whatever the bridegroom will give wife, she will accept it).

Kheer Mundri: a bowl of milk is placed in between the bride and bridegroom, a ring is dropped in the bowl of milk, and bride and groom are supposed to find it, however finds it first wins, and everyone cheers with joy, it repeats 3 times.

Winjri ji Sath: a local handfan is given to groom, and covered in the groom's shawl and made him put the end stick of handfan touch on the shoulders and head of bride, then bride repeats the same ritual on bridegroom.

Muth Kholanu: A dry date is then placed in the bride's right hand; she is told to hold it firmly and the bridegroom is desired to take it from her. As he must use only one hand. If he takes it then all cheer and clap, if he fails it excites a general laugh.

Tik Rasam: also called "munhdekharanu" A big mirror is placed in between the couple and then the veil of bride is slightly opened and groom's "mor" are also put aside, both bride and bridegroom see each other in the mirror. The groom gives a gift for seeing the face of bride.

Gandh kholaru: the corners of bride's veil and groom's shawl are tied in knot and the groom is supposed to untie it with his thumb and little finger only.

Kheer Piyarni: a bowl or glass of milk is made to drink to first bride and then to groom.

Pallav badhanu: lastly the corners of bride and groom's veils are tied tightly together, and the newly wedded couple leaves the bride's house.

Jutto Likai: the sisters of bride hide the shoes of bridegroom, and as in end when groom leaves he is asked for money in return of shoes.

Rukhsati: After all the wedding rituals performed, the bride sees off her mother, father, brother, sisters and other relatives, getting emotional.

Chawar ji rasam: the last ritual in some part of sindh is performed, when the bride leaves her house, she takes rice in her palms joined and throw the rice to her behind.

Post wedding rituals

Walimo: is the post wedding ceremony where the family members, relatives, friends, neighbors of both bride and groom are invited a grand feast is served.

Satawro: The newly wedded bride with her husband visits her parents house after marriage.

10. EnglishCustomsRelatedtoWeddings

Before the wedding: Marriage is usually initiated by a proposal of marriage, simply called "a proposal". In a heterosexual relationship, the man traditionally proposes to the woman and the actual proposal often has a ritual quality, involving the presentation of a ring (an engagement ring) and the formalized asking of a question such as "Will you marry me?" The man may even go down on one knee before proposing. If the proposal is accepted, the couple become engaged.

In the United Kingdom, the engagement ring is worn, by the woman, on the third finger of the left hand (the ring finger).

In the UK the 29th of February (in a leap year) is said to be the one day (coming round only once every four years) when a woman can propose to her partner.

It is usual for a couple to be engaged for a while before they get married. An engagement is actually an agreement or promise to marry, and also refers to the time between proposal and marriage. During this period, a couple is said to be affianced, engaged to be married, or simply engaged.

A man who is engaged to be married is called his partner's fiancé; a woman similarly engaged is called her partner's fiancée.

Once a wedding date has been set the banns of marriage, commonly known simply as "the banns" (from an Old English word meaning "to summon") are announced. This is a notice, usually placed in the local parish church or registry office, which tells everyone that a marriage is going to take place between two people.

The purpose of banns is to enable anyone to raise any legal problems as to why the two people shouldn't get married, basically it is to prevent marriages that are legally invalid. Impediments vary between legal jurisdictions, but would normally include a pre-existing marriage (having been neither dissolved nor annulled), a vow of celibacy, lack of consent, or the couple's being related within the prohibited degrees of kinship. In England, a marriage is only legally valid if the reading of the banns has taken place or a marriage licence has been obtained.

The People: In addition to the bride and groom, traditional weddings involve a lot more people. Typically, these positions are filled by close friends of the bride and groom; being asked to serve in these capacities is seen as a great honour.

For the couple: Ringbearer - an attendant, often a young boy, who carries the wedding rings. Ushers - helpers, usually men, who assist with the organization.

For the groom: Best man - a close male friend or relative of the groom, given a place of honour.Groomsmen - one or more male attendants who support the groom.

For the bride: Maid of honour - a close female friend or relative of the bride, given a place of honour. If she is married, she is called the "matron of honour" instead. Bridesmaids - one or more female attendants who support the bride. Father of the Bride - One who symbolically "gives away" the bride. If her father is deceased or otherwise unavailable, another male relative, often an uncle or brother, will give the bride away.

Flower girl: A young girl who scatters flowers in front of the bridal party.

Junior Bridesmaids - young girl typically between the ages of 8 and 16 who is too old to be a flowergirl, but the bride wants to be a part of the wedding.

Wedding guests are generally sent invitations to which they are expected to reply (rsvp). The guests are generally invited to both the wedding and the wedding reception afterwards, although sometimes reception places are limited. Often certain people are invited due to perceived family obligations, as to not receive an invitation can be considered an insults.

The Wedding Ceremony: A bride's wedding day is often touted as "the happiest day of her life", but in all honesty it's often a very stressful experience as there are lots of conventions surrounding the whole thing and you can get caught up in family rows, and trying to please everyone. Still it's a good test of a couple's fortitude.

When the guests arrive for a wedding the ushers' duty is to hand out the correct books, flowers and the order of service, they also ensure the guests are seated in the correct places. Traditionally, the side on which people sit depends on whether they are friends or family of the bride or of the groom. The front rows are generally reserved for close family or friends, with the very first seats reserved for the bridal party. However, in many ceremonies the bridal party will remain standing at the altar during the ceremony along with the bride and groom.

The groom and his best man wait inside the church for the arrival of the bride and her

"entourage".

This entourage generally arrives in elegant cars or in horse-drawn coaches, specially hired for the occasion. The bride's entourage normally consists of the bride, the bride's father and all the various bridesmaids, maids of honour, sometimes flower girls and page boys attend her. The page boy's task is often to carry the wedding rings on a cushion.

The ushers and/or groomsmen escort the grandparents of the bride and groom to their seats. The ushers and/or groomsmen escort the mother of the groom and mother of the bride to their seats. The bridesmaids enter, escorted by the groomsmen. The maid or matron of honor enters, either by herself or escorted by the best man. The ringbearer or page boy enters. The flower girl enters. (In some ceremonies, the ringbearer will accompany the flower girl.). The bride then proceeds down the aisle, escorted by her father, to the accompaniment of music (usually the wedding march, often called "Here comes the bride"), and the ceremony starts.

During the ceremony the bride and groom make their marriage vows. Marriage vows are promises a couple makes to each other during a wedding ceremony. In Western culture, these promises have traditionally included the notions of affection ("love, comfort, keep"), faithfulness ("forsaking all others"), unconditionality ("for richer or for poorer", "in sickness and in health"), and permanence ("as long as we both shall live", "until death do us part").

Most wedding vows are taken from traditional religious ceremonies, but nowadays in the UK many couples choose touching love poems or lyrics from a love song revised as wedding vows and some couples even choose to write their own vows, rather than relying on standard ones spoken by the celebrant (registrar, priest or vicar).

After the vows have been spoken the couple exchange rings. The wedding ring is placed on the third finger of the left hand, also called the "ring" finger. The wedding ring is usually a plain gold ring. I was once told that the third finger was chosen because in the past people believed a vein ran from that finger, straight to the heart - modern anatomy books havel put paid to that theory though.

After the wedding ceremony, the bride, groom, officiant, and two witnesses generally go off to a side room to sign the wedding register. Without this the marriage is not legal and a wedding certificate cannot be issued.

Afterward, guests file out to throw flower petals, confetti, birdseed, or rice (uncooked

for obvious reasons) over the newly-married couple for good luck.

The bride stands with her back to all the guests and throws her bouquet over her head to them. Whoever catches the bouquet is the next person to get married. I don't know if this has ever been scientifically tested, but it can result in a very unseemly scramble, reminiscent of rugby scrums.

Finally, a photo session ensues of the couple leaving the church, and everyone has to stand around to form formal groups for the photo album. A lot of people video the whole thing, which can be good for a laugh on YouTube.

The Clothing: The Western custom of a bride wearing a white wedding dress, came to symbolize purity in the Victorian era (despite popular misconception and the hackneyed jokes of situation comedies, the white dress did not indicate virginity, this was symbolized by a face veil). In the past the veil was worn to confuse any evil spirits.

Often the bride will wear an heirloom, or maybe carry a family bible or prayer book, the dress of course is usually the something new, and they will borrow something from someone to wear. The something blue can be difficult, but a lot of brides get round this by wearing a blue garter under their dress. Within the "white wedding" tradition, a white dress and veil would not have been considered appropriate in the second or third wedding of a widow or divorcee. Nowadays it really isn't an issue.

In the Middle Ages, bridesmaids used to wear the same outift as the bride. This was to confuse any evil spirits who wished the bride harm. Nowadays they are more likely to be dressed in such a way as to scare any evil spirits away, after all no bride wants to be outshone on the big day.

The reception: After the ceremony there is usually a reception at which the married couple, the couple's parents, the best man and the wedding entourage greet each of the guests. At such events it is traditional to eat and drink - a lot. During the reception a number of speeches and/or toasts are given in honour of the couple.

Any dancing is commonly started by the bride and groom, usually termed the "Bridal Waltz", but dancing an actual waltz is comparatively rare - often the couple chooses their favourite piece of music or a song.

An arranged dance between the bride and her father is also traditional. Sometimes the groom will cut in halfway through the dance, symbolizing the bride leaving her father and joining her new husband.

At some point the married couple may become the object of a charivari, a good-natured hazing of the newly-married couple. While this is most familiar in the form of tying tin cans to the bumper of the couple's car, or spraying shaving cream on the windows, some of the pranks can be far more malicious. The worst one I've ever heard of is when the bride and groom returned from honeymoon to find their front door had been bricked over. The final tradition is the newly married couple to set off for their honeymoon.

At the wedding reception an elaborate, tiered, wedding cake is often served. Traditionally this is a fruit cake. Often there are a couple of little figures on top of the cake, normally they are a representation of the bride and groom in formal wedding attire.

It is considered lucky for the couple to cut the cake together. It symbolizes them working together during their marriage. A tier is usually stored, and eaten by the couple at their first wedding anniversary, or at the christening of their first child. The cake can be frozen and if the top tier of the cake is fruitcake, it can be stored for a long time, because it's so full of sugar (and often alcohol) that it's very well preserved. People who were invited to the wedding, but were unable to attend are often sent a piece of cake in a small box, as a memento.

11. Sindhi traditions and rituals related to Child Birth

Pregnancy

When a mother is expecting a child, after seven months of pregnancy, a celebration is done called "Khumba" close female relatives, friends and neighbors come and sing sehra/lada/geech (traditional folk songs) and put rice/fruits and dry fruits into the pregnant mother's lap, and give money "ghor" at pregnant woman, after celebration, the expecting mother goes to her mother's home, where she lives for remaining months and gives birth to the child there.

Birth

Whenever a child is born, whether it be a boy or a girl, the "bangha" azan is recited in ears by an elder man or father of baby, rejoicings take place in the family proportionably to its means. The childs umbilical cord is buried on side of house threshold door. The "dai" is given money and clothes. On the night after the birth, the mother's female relations assemble together, carrying a certain quantity of milk and

handmade clothes, rings, food, small rallis called "rilka" and other items as gifts they want to give to the newly born child, with them, pay her a visit. The black threads called (Dhagha/Sagra) are tied on baby's both wrists and ankles, golden rings on both hands and tawiz in neck and surmo (kohl) is applied in eyes and marks/dots are made on face for protection from "nazar" evil-sight, while women sing sehra/lada/geech. Then the gifts given by relatives and neighbors are shown to everyone. These calls are repeated for a succession of six days: the usual extent of refreshment offered to the guests, being milk, sweetmeats, and tobacco.

Akiko: The ceremony of Akiko, or "Jandre" shaving the hair (of male children only), takes place when the boy is between three months and one-year-old. Whole family and close relatives and neighbors visit a nearby dargah, while singing sehras/lada/geech by women. The principal part of the festivity is the sacrifice of a sheep without blemish, which must be slain according to the usual rules. They then remove the flesh from the bones, carefully observing that none of the latter are broken, and with the former prepare a feast for the "Olema", relations and mendicants.

Chhattri: is celebrated when a child is six months old relatives, friends and neighbors are invited and feast is prepared for guests. Celebration happens by playing musical instruments, dhol, sharnai, bagpipes etc.

Child's walk ceremony: when a child starts walking a small celebration is happened called "Pair Mani", and the child is made to stand on an earthen plate and a thread is tied on feet.

Sathri/Toharu: The ceremony of Sathri or Toharu(circumcision), is generally performed when the boy is in his eighth year. A feast of rice, meat, and other dainties is prepared for the guests; musicians are summoned, and fireworks are done. The patient dressed in saffron/white coloured clothes, and adorned with "Morh" (a kind of headdress on face), and garlands prepared of money, the Henna is applied on hands and feet of boy, and sehra/lada/geech are sung.

12. ChildBirthRitualsinEnglishCulture

WhenachildisborntheChristiancommunity, theyfollowthreerituals/ritesofpassages. Thefirsteverritualor ceremony thata Christian willgo through isalwaysgoing to be related to birth. The celebrations consist of: Naming Ceremony, DedicationandInfantBaptism.

Naming Ceremony: When a child is named to become a unique human being, they willoftenconsistthefollowing...

Welcoming and Gathering: The family and relatives of the new-born child will gatherintothe church to celebrate theoffspring.

Prayer: Thepesterwillpreachthelord'swordstobenourishedintothechild.

Bible Reading: The parents of the child may choose from a bible verse to be read out loud totheir child.

NamingoftheChild: Theparentswillchooseauniquenameforthechild.

Gifting and socializing: Your family will gather will people who have attended theceremonyandreceivegifts from them.

Dedication: When a Christian family prays to god, dedicating their child's future undergod. They will make dedications that their child will live under god's will. The child willthen become educated in god's ways and god's words. The job of the parents after

makingtheirdedicationistoeducatetheirchildundergod'swillandteachtheirchildanddemo nstrate god's ways. The teaching will finish and the responsibility (burden) of theparent's will pass onto the child. Until then, the parents must earnestly pray for their childand lead them to the correct way. They will then make their vows and the dedicationservicewillbeover. Afterthis ceremony, thechildwillbeundergod.

Baptism: During a Christian christening, the parents of the child will often make theirdeclarations. The significant part of this ceremony/ritual is that the child is baptized withholy water. This was started many years ago and now is a symbol of christ. Then thecandle will be passed on, symbolizing that Jesus has lightened this earth. The parents willbeaskedtolearntheimportanceofbaptismandmaketheirvows. Thepreviousceremonies- Naming Ceremony and Dedication- are part of the baptism ceremony. Theparents make their dedication that the child will grow up learning the one and only god'sways. Followingthat, theChildwillbesprinkledwithholywaterandreceivehisChristian name. The ceremony will consist of one or more children willing to be baptized. By having holy water sprinkled over their heads, it symbolizes their sins being washedaway. In this particular ceremony, the god parents will also attend. They will also maketheir vows and promise god to lead the child though god's words.

13. Shah Abdul Latif Bhittai

Shah Abdul Latif, a great scholar, saint and spiritual poet, was born in Hala Haveli near the Khatiyan village of Hyderabad District, Sindh in 1689. His ancestral roots lay in Afghanistan. It is said that the Shah's father, Syed Habib Shah, had migrated from Matyaru, his ancestral home in Afghanistan to Bhainpur in Sindh, in order to gain spiritual contact with Bilawal, a local pious man.

Abdul Latif received his early education from a Madrasa run by Akhund Noor M. Bhatti. He was proficient in the knowledge of Quran and the traditions. He always carried with him copies of the Quran, Masnavi Maulana Room, and Risalo of his great grand father Shah Abdul Karim of Burli. The poet excelled in the Sindhi language. He was also proficient in the Persian, Sanskrit, Saraiki, Urdu and Baluchi languages.

Shah was a missionary and believed in practical learning. It is through his journeys that he acquired the background for most of his poems. He denounced extravagance, injustice and exploitation in all forms and at all levels, and praised simplicity and hospitality. His spiritual and mystic poetry carries a message of love and universality of the human race.

In 1713, the Sufi poet married Bibi Saidha Begum. It was a love marriage. His wife died at an early age, before she could have any children. Shah never married again.

In 1742, Shah Abdul Latif decided to settle in Bhit, meaning "The Sandy Mound". Having a great passion for music, one day he ordered the musicians to play music. They played continuously for three days. When they stopped playing from

pure exhaustion, they found the poet dead. He died in 1752, and is buried in Bhit. A mausoleum was later constructed there.

Before his death, fearing that people might ignore his poetry, he destroyed all his writings by throwing them in the Kiran Lake. But at the request of one of his disciples, the sufi poet asked his servant, Mai Naimat, who had memorized most of his verses, to rewrite them. The message was duly recorded and compiled. A copy of the compilation known as "Ganj" was retained at the mausoleum. The original copy disappeared sometime in 1854. It was in 1866, 114 years after the poet's death, that Ernest Trumpp, a German scholar who knew Sindhi as well as many other languages, compiled "Risalo", a complete collection of Shah Abdul Latif's poetry, along with two other Sindhi scholars.

Shah Abdul Latif Bhitai is always remembered for his great poetry with love and reverence.

14. William Wordsworth

William Wordsworth was born in Cockermouth, Cumbria, England, on April 7, 1770. Wordsworth's mother died when he was eight—this experience shapes much of his later work. Wordsworth attended Hawkshead Grammar School, where his love of poetry was firmly established and, it is believed, where he made his first attempts at verse. While he was at Hawkshead, Wordsworth's father died leaving him and his four siblings orphans. After Hawkshead, Wordsworth studied at St. John's College in

Cambridge and, before his final semester, he set out on a walking tour of Europe—an experience that influenced both his poetry and his political sensibilities. While touring Europe, Wordsworth came into contact with the French Revolution. This experience, as well as a subsequent period living in France, brought about Wordsworth's interest and sympathy for the life, troubles, and speech of the "common man." These issues proved to be of the utmost importance to Wordsworth's work. Wordsworth's earliest poetry was published in 1793 in the collections *an Evening Walk* and *Descriptive Sketches*. While living in France, Wordsworth conceived a daughter, Caroline, out of wedlock; he left France, however, before she was born. In 1802, he returned to France with his sister on a four-week visit to meet Caroline. Later that year, he married Mary Hutchinson, a childhood friend, and they had five children together. In 1812, while living in Grasmere, two of their children—Catherine and John—died.

Equally important in the poetic life of Wordsworth was his 1795 meeting with the poet Samuel Taylor Coleridge. It was with Coleridge that Wordsworth published the famous *Lyrical Ballads* (J. & A. Arch) in 1798. While the poems themselves are some of the most influential in Western literature, it is the preface to the second edition that remains one of the most important testaments to a poet's views on both his craft and his place in the world. In the preface Wordsworth writes on the need for "common speech" within poems and argues against the hierarchy of the period which valued epic poetry above the lyric.

Wordsworth's most famous work, *The Prelude* (Edward Moxon, 1850), is considered by many to be the crowning achievement of English Romanticism. The poem, revised numerous times, chronicles the spiritual life of the poet and marks the birth of a new genre of poetry. Although Wordsworth worked on *The Prelude* throughout his life, the poem was published posthumously. Wordsworth spent his final years settled at Rydal Mount in England, traveling, and continuing his outdoor excursions. Devastated by the death of his daughter, Dora, in 1847, Wordsworth seemingly lost his will to compose poems.

William Wordsworth died at Rydal Mount on April 23, 1850, leaving his wife, Mary, to publish *The Prelude* three months later

15. Sachal Sarmast

Sachal Sarmast (1739–1829) (Sindhi: سچل سرمستسچل سرمست ,Urdu: was a Sufi poet)

,from SindhPakistan.

Sachal Sarmast (1739–1829) (Sindhi: , Urdu) was a Sufi poet from Sindh, of what is today Pakistan, during the Talpur era. He was born in Daraza near Ranipur, Sindh. His real name was Abdul Wahab Farouqi and "Sachal" or "Sachoo" were his nicknames. He also used it in his own poetry. Sachu means truthful in Sindhi while Sarmast means mystic in Sindhi and Urdu. Sachal Sarmast literally means 'truthful mystic' or can be translated as Ecstatic Saint of Truth. His father died when he was a young child, and Abdul Wahab was raised by his uncle, who also became his spiritual master. He married, but the young woman died two years later. He never remarried. Sarmast lived a humble, ascetic life, preferring solitude, simple meals of daal and yogurt. It is said that he never left Daraza, the village of his birth. He wrote poetry in 7 languages, most prominently in Sindhi, during the Kalhoro/Talpur era of Sindh. He was born inDaraza, near Ranipur, Sindh. His real name was **Abdul Wahab** Farouqi; he was also nicknamed "Sachal" or "Sachoo". He used this pen-name in his poetry: *Sachu* means 'truthful' - while in Sindhi *Sarmast* means 'ecstatic' in Sindhi and Urdu alike. *Sachal Sarmast* literally means 'truthful mystic' or can be translated as "Ecstatic Saint of Truth". Sachal's father died when he was a child. He was later raised by his uncle, Pir Khawaja Abdul Haq I, who also became his spiritual master. He married his uncle's daughter, but the young woman died two years later. He never remarried. It is said that he never left Daraza, which was state by then. Sachal's poetical works are sung by local singers in Sindhi and Saraiki; his shrine is in the village Daraza, near Ranipur,Khairpur District, Sindh, Pakistan.

16. John Keats: (1795-1821)

Of all romantic poets, John Keats was the pure poet. He was not only the last but the most perfect of the Romanticists. He was devoted to poetry and had no other interest.

   i.   Unlike Wordsworth who was interested in reforming poetry and upholding the moral law;

  ii.   Unlike Shelley who advocated impossible reforms and prophesied about the golden age;

iii. Unlike Byron who made his poetry a vehicle of his strongly egoistical nature and political discontents of time;

iv. Unlike Coleridge who was a metaphysician;

v. Scott who relished in story-telling.

Keats did not take much notice of the social, political and literary turmoil, but devoted himself entirely to the worship of beauty, writing poetry as it suited his temperament. He was, about all things, a poet, and nothing else. His nature was entirely and essentially poetical and the whole of his vital energy went into art.

Keats belongs to a poor family, and at an early age he had to work as a doctor's assistant. But he abandoned it because his passion for writing poetry roused by his reading of Spenser's *The Faerie Queene*, which revealed to him the vast world of poetry. He also interested in the beauty of nature. His first volume of poetry appeared in 1817 and his first long poem *Endymion* in 1818, which opened with the following memorable lines.

This poem was severely criticized by contemporary critics. Besides this, he had lost his father when he was only nine; his mother and brother died of tuberculosis, and he himself was suffering from this deadly disease. All these misfortunes were intensified by his disappointment in love for Fanny Brawne whom he loved passionately. But he remained undaunted, and under the shadow of death and in midst of excruciating sufferings Keats brought out his last volume of poems in the year of 1820 (Which is called 'Living Year' in his life.) The poems of 1820 are Keats' enduring monument. They include three narratives,

i. Isabella

ii. The Eve of St. Agnes

iii. Lamia

The unfinished epic Hyperion; the Odes, La Belle Dame Sans Merci, and a few sonnets.

Isabella in this poem Keats made an attempt to turn a somewhat repellent and tragic love story of Isabella and Lorenzo, who was murdered by Isabella's brother's into a thing of beauty by means of fine narrative skill and beautiful phraseology. The Eve St. Agnes: It is the most perfect of Keats' medieval poem, is surpassingly beautiful in its descriptions. Lamia: In this poem Keats narrated the story of a beautiful enchantress,

who turns from a serpent into a glorious woman and fills every human sense with delight, until the foolish philosophy of old Apollonius, she vanishes for ever from her lover's sight. Hyperion: It is a magnificent fragment deals with the overthrow of the Titans by the young sun-god Apollo. This poem shows the influence of Milton as Endymion of Spenser. La Belle Dame Sans Merci: La Belle Dame Sans Merci, which captures the spirit of the Middle Ages, has haunting melody. Though small, it is a most perfect work of art.

John Keats' Odes are as under:

i.   To a Nightingale

ii. On a Grecian Urn

iii. To Autumn

Toa Nightingale: In this Ode we find a love of sensuous beauty, and a touch

of pessimism. On a Grecian Urn: In this Ode we see Keats' love for Greek mythology and art.

It is this Ode which ends with the following most memorable lines in the whole of Keats' poetry. To Autumn in this Ode Keats has glorified Nature, is the poem which for richness and color has never been surpassed. This Ode stands out above the rest, and are among the masterpieces of poetic art. Though Keats died young, when he had attained merely the age of twenty-five, and had only five years in which he could effectively write poetry, his achievement in the field of poetry so great, that we wonder what he might have accomplished if he had lived longer…… For a long time, his poetry was considered merely as sensuous having no depth of thought. But now it has been discovered that they are based on mature thinking, and that there is regular line of development from the point of thought and art. He was not an escapist who tried run away from the stark realities of life, but he faced life bravely, and came to the conclusion that sufferings play an important part in the development of the human personality. As a worshipper of beauty, though his first approach was sensuous, his attitude suddenly became philosophic, and he discovered that there is beauty in everything, and that Beauty and Truth are one. As a poet he had very ideals before him. He wanted to become the poet of the human heart, one with Shakespeare. For him the proper role of poetry is 'to be a friend to sooth the cares,

and lift the thoughts of men," and the real poet is that "to whom the miseries of the world are miser, and will not let him rest." It is no exaggeration to say that of all the English poets he comes nearest to Shakespeare.

LESSON PLAN NO: 01

TITLE: 1Sindhi's way of Life

OBJECTIVES

Bytheendofthelessonthestudentswillbeable: • to know themeaningsof, andinterpret, thetext. • tounderstandthedynamicsoffamilylifeinaSindhisociety. • to explain theirownroleswithinaSindhisociety.

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 Minutes   (One hour)

LEVEL

10the grade (Secondary Level)

INTRODUCTION

• Howdoyouspendyourdaywithyourfamily?
• Whatdoyouthinkisyourrolewithinthefamily?
• Doyoulikeliveinasingleorajointfamily?

PROCEDURE

The researcher used a direct method of teaching for instruction to explain the lesson. The emphasis was on improving the pupils' language competency (reading comprehension) and helping them comprehend the challenging words, phrases, and sentence structures. The lecturer went into great length about the definition of social media, its many platforms, its advantages, and its drawbacks. The lecturer gave a brief introduction to using social media for business. Additionally, the lecturer covered the topics of cyberbullying, invasion of privacy, and how social media affects interpersonal interactions.

CONCLUSION

Thestudentswereaskedtowriteanoteaboutthetraditionsandenvironmentintheirownfamilies.

Lesson Plan No: 02

TITLE: 2 EnglishwayofLife

OBJECTIVES

At theendofthislessonstudentswillbeableto:
• understandthemeaningof, andinterpret, thetext
• knowaboutfamilyrelations, activities of anormalfamilyinanEnglishsociety
• knowhowanormalfamilyspendstheirdayinanEnglishsociety.
• explain howisatypicalfamilyin England

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 minutes (One hour)

LEVEL

10th grade (Secondary Level)

INTRODUCTION

- What'syourperceptionoffamilylifeinanEnglishsociety?
- HowdoyouthinkatypicalfamilylivesinEngland?
- Whatdo you thinkarethemaindifferencesinfamilylifein Pakistan andin England?

PROCEDURE

Theresearcherexplainedthelessonusingdirectmethodofteaching.Theplansandactivitiesofa typical family in an English society were explained to the students. The lesson is a passagewritten by a 10-year-old child who explains his own family's life. The instructor explained thedetails of family life in England as given in the lesson. The instructor also explained how thefamily life in England is similar or different than our family lives. The meanings of new wordsandphrases were alsoexplained.

CONCLUSION

Thestudentswereaskedtosharetheirunderstandingofthelesson.

Lesson Plan: 03

TITLE: 3GreetingsandSalutations inSindhiCulture

OBJECTIVES

Bytheendofthelessonthestudentswillbeable:

- toknowthemeaningsof, andinterpret, thetext.
- tounderstandaboutthedifferentwayspeoplewelcomeandgreeteachotherinaSindhisociety
  .

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 minutes (One hour)

LEVEL

10th grade (Secondary Level)

INTRODUCTION

- Howdoyougreetyourfriend?
- Howdoyougreetyourparents?
- What doyousaywhenyou'resayinggoodbyeto guests?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The instructor explaineddifferent ways and customs related to Sindhi society when they meet their elders, strangers, friends, relatives etc. The instructor explained the different occasions in which sindhiusewords and phrases like 'Chhaa Hal aa', 'kahirahaalihwalahin', 'keanahiyo'. The focus was onunderstanding of the cultural significance of these Pashto phrases. Students were explained howthese greetings are an important part of the Pashto colloquial. Such greeting words are pervasivein every Sindhi settlement no matter where they are located. The instructor explained how thesemanners,intheformofgreetingwords, havebecomeanidentityfor Sindhi societyforyears.

CONCLUSION

Thestudentswereaskedtowriteanoteaboutthedifferentgreetingwordsthatareusedintheirfamilies butare notmentionedinthelesson.

Lesson Plan No: 04

TITLE: 4 GreetingsandSalutationsinEnglishSociety

OBJECTIVES

At theendofthislessonstudentswillbeableto:
- tounderstandthemeaningsof, andinterpret, thetext.
- toknowaboutthewayspeoplewelcomeandgreeteachotherinEnglishsociety.
- togreetinEnglish.

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 minutes (One hour)

LEVEL

10th grade (Secondary Level)

INTRODUCTION

- HaveyoueverseenEnglishpeoplegreetingeachother?
- DoyouknowthewordsEnglishpeopleusetowelcomeeachother?
- HowdoEnglishpeopleintroducethemselves?

PROCEDURE

The instructor explained the lesson using direct method of teaching. The instructor explained thedifferent ways of English society for introducing and welcoming each other. The differentphrases and words used by English to greet and welcome each other were also explained to thestudents. The focus was on the understanding of the cultural significance of these Englishphrases.

CONCLUSION

ThestudentswereaskedtointroducethemselvesinEnglish.

Lesson Plan No: 05

TITLE: Aspects of Sindhi Culture

OBJECTIVES

Bytheendofthelessonthestudentswillbeable:
- toknowthemeaningsof, andinterpret, thetext.

- tounderstandthesindhiculture.
- tounderstandthemanifestationofSindhiCultureinFood,Poetry,Song,Sports,Revenge,Honour, DancesandClothing.

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 minutes (One hour)

LEVEL

10th grade (Secondary Level)

INTRODUCTION

- How do you think your culture is different from other cultures in Pakistan?
- HowdoyouthinkyourcultureisdifferentfromEnglish Culture?

PROCEDURE

Theresearcherexplainedthelessonusingdirectmethodofteaching.Theinstructorexplainedthe Sindhi Culture and its manifestation in Food, Poetry, Song, Sports, Revenge, Honour, Dancesand Clothing. The instructor also explainedthe cultural significance ofthese customs and traditionsand how theculture helps build adistinct identity among people. The instructor explained the importance andeffectsofboththesetypesoftraditionswithina culture.

CONCLUSION

Thestudentswereaskedtowriteanotecitingdifferencebetweentheirowncultureandanotherculture oftheirchoice.

Lesson Plan No: 06

TITLE: Aspects of English Culture

OBJECTIVES

At theendofthislessonthestudentswillbeableto:

- understandthemeaningsof, andinterpret, thetext.
- understanddifferentaspectsoftheEnglishculture.
- explainthemanifestationofEnglishcultureinsocialetiquette,food,sports,architecture,and other culturalactivities.

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 minutes (One hour)

LEVEL

10th grade (Secondary Level)

INTRODUCTION

- What isculture?
- WhatdoyouknowaboutEnglishcultureingeneral?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The teacher explained theEnglish culture and its manifestation in social etiquette, food, sports, architecture, and othercultural activities. The major emphasis was on the explanation of cultural aspects of an Englishsociety as mentioned in the lesson. The lesson has in-depth details of different aspects of Englishculture with decent examples. The instructor explained each aspect to the students in detail andtaughtthemthe meanings of new and difficult words.

CONCLUSION

Thestudentswereaskedtosharetheirunderstandingofthelessoninhand.Thestudentswerealsoasked aboutwhattheylikedthemostinEnglishculture.

Lesson Plan No: 07

TITLE: Sindhi Culture Related to Death

OBJECTIVES

Bytheendofthelessonthestudentswillbeable:

- toknowthemeaningsof, andinterpret, thetext.
- tounderstandtheSindhi customsrelatedtodeath.
- tohaveageneralideaofafuneralprocessioninaSindhisociety.
- toknowabouttheritualsoffuneralprocessioninSindhisociety.

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 minutes (One hour)

LEVEL

10th grade (Secondary Level)

INTRODUCTION

- Haveyoueverattendedafuneral?
- Howthefuneralwasorganizedthelasttimeyouwitnessedafuneral?
- Canyounameanytworitualsoffuneralceremonyin Sindhisociety?

PROCEDURE

Theresearcherexplainedthelessonusingdirectmethodofteaching.Theinstructorexplainedthe customs related to death in detail to the students. The instructor explained the culturalsignificance of these customs and traditions and how these customs helps the bereaved people tocope with the loss. The instructor also explained the importance of these traditions, for example, the tradition of neighbors helping out. In Sindhi tradition, the neighbors and relatives areresponsible for the food of the bereaved family for 3-5 days after the death of thefamilymember. Such a tradition is not only a distinct cultural tradition but also helps the bereavedfamilybynotlettingthemworryaboutaccommodatingtheothermournerswhohavearrived

CONCLUSION

Thestudentswereaskedtowriteanoteabout their ownexperienceatafuneral.

Lesson No: 08

TITLE: English Related Customs to Death

OBJECTIVES

Bytheendofthelessonthestudents will beable to:

- toknow the meaningof, andinterpret, thetext.

- tounderstandtheEnglishcustomsrelatedtodeath.

- haveageneralideaofafuneralprocessioninanEnglishsociety.

- knowabouttheritualsoffuneralprocessioninanEnglishsociety.

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 minutes (One hour)

LEVEL

10th grade (Secondary Level)

INTRODUCTION

- Haveyoueverattendedafuneral?

- Howthefuneralwasorganizedthelasttimeyouwitnessedafuneral?

- CanyounameanytworitualsoffuneralceremonyinanEnglishsociety?

PROCEDURE

The instructor explained the lesson using the Direct method of teaching. Theinstructorexplained the different rituals of an English funeral procession as given in the lesson e.g., pagingaway, funeral flowers, burial traditions, the prayers etc. The instructor also explained howpeople pay their respects to the dead. The main focus of the instructor was to make studentsunderstandatraditionalEnglishfuneralprocession.

CONCLUSION

Thestudentswereaskedtosharetheirunderstandingofthelesson.

Lesson No: 09

TITLE: SindhiRituals of pre-wedding, wedding and post wedding.

OBJECTIVES

Bytheendoftelessonthestudents will beable to:

- understandthemeaningsof, andinterpret, thetext.
- haveageneralideaofaSindhiwedding.
- Know pre and post customs of Sindhi relatedtoweddings.
- understandtheculturalsignificanceofcustomsrelatedtoweddingsin Sindhi society..

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 minutes (One hour)

LEVEL

10th grade (Secondary Level)

INTRODUCTION

- WhatdoyouknowaboutPashtowedding?
- WhatisyourexperienceofattendingaSindhiwedding?
- What wasyourfavoriteeventatthelastweddingyouattended?
- Doyouthinkweddingsinyourfamilyaredifferentthanweddingsinothercultures?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The instructorexplainedthe customs related to marriage such as 'Bukki', 'Nikah', 'janj', 'walima' in detail to thestudents. The instructor also explained the cultural significance of these customs and traditionsand how the Sindhi society is currently transitioning away from some narrow-minded customs.The instructor explained the importance of these traditions for the identity of Sindhi as a raceandasaseparatesociety.Theresearcheralsobrokedowneachcustomandexplaineditsprosand cons.

CONCLUSION

Thestudentswereaskedtowriteabouttheirfavoritecustomsinawedding.

Lesson Plan No: 10

TITLE: English Customs Related to Death

OBJECTIVES

Bytheendofthelessonthestudentswillbeable to:

- comprehend themeaningsof, andinterpret, thetext.
- know and understandthecustomsofanEnglishWeddingceremony.
- understand howpeopleactduringEnglishWeddingCeremonies.

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 minutes (One hour)

LEVEL

10th grade (Secondary Level)

INTRODUCTION

- Whenwasthelasttimeyouattendedawedding?
- Whichceremoniestookplaceduringthatwedding?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The major emphasis was onthe explanation of cultural aspects of an English society as mentioned in the lesson. Theinstructor explained the Marriage and Wedding ceremonies in an English society: the ringceremony, the actual marriage, the vows, and the dance. The instructor explained each ceremonyin detail. The process starts with the ring ceremony, in which the man proposes to the woman. After the ring ceremony, the couple is engaged and the engagement period may extend from afew months to a few years. Then there's the wedding in which many people participate indifferent ceremonies. The instructor explained every aspect of the wedding in English society indetail.

CONCLUSION

ThestudentswereaskedtowriteanoteonEnglishweddingceremoniesasexplainedinthetext.

Lesson Plan No: 11

TITLE: Sindhi traditions and rituals related to Child Birth

OBJECTIVES

At theendofthislessonthestudentswillbeableto:

- understandthemeaningsof, andinterpret, thetext.

- understandthedifferentritualsinSindhicommunityafterachildisborn.

- knowabout the namingceremonyofanewbornbabyinSindhicommunity.

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 minutes (One hour)

LEVEL

10th grade (Secondary Level)

INTRODUCTION

Whatcustomsarefollowedinyourfamiliesafterthebirthofachild?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The teacher explained theSindhi's' rituals and customs after birth of a child i.e., lada, Circumcision etc. The lessonhas details of all the customs. The instructor explained each custom to the students in details andtaughtthemthe meanings of new words andconcepts.

CONCLUSION

Thestudentswereaskedtosharetheirunderstandingofthelesson in hand.

Lesson Plan No: 12

TITLE: Sindhi traditions and rituals related to Child Birth

OBJECTIVES

At theendofthislessonthestudentswillbeableto:

- understandthemeaningsof, andinterpret, thetext.
- understandthedifferentritualsinChristianityafterachildisborn.
- knowaboutthenamingceremonyofanewbornbabyinChristiancommunity.
- knowabout baptism.

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 minutes (One hour)

LEVEL

10th grade (Secondary Level)

INTRODUCTION

- Doyou have anyChristianfriends?
- WhatcustomsdoyouthinkChristiansinBritainhaveafterthebirthofachild?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The teacher explained theChristian rituals and customs after birth of a child i.e., the Naming ceremony, prayers, dedication, and infant Baptism. The lesson has details of three Christian customs. In the namingceremony, the child isnamed. Indedication, thechild is dedicated towards the words ofgod. And in Baptism, the child is baptized with Holy water. The instructor explained each custom tothe students in details and taught them the meanings of new words and concepts; for example,'Holywater','baptism', dedication etc.

CONCLUSION

Thestudentswereaskedtosharetheirunderstandingofthelesson in hand.

Lesson Plan No: 13

TITLE: Hazrat Shah Abdul Latif Bhittai

OBJECTIVES

Bytheendofthelessonthestudentswillbeableto:

- havesomeideaaboutSindhiliterature.
- havesomeknowledge about lifeandworkoffamousSindhi SufipoetHazrat Shah Abdul Latif Bhittai and to namesomeof Shah Latif's famousworks.
- knowabouttheeraandcircumstancesShahLatiflivedin.
- understandthesignificanceofShahLatifasapoet.

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 minutes (One hour)

LEVEL

10th grade (Secondary Level)

INTRODUCTION

- Can you nameanySindhi poets?
- HaveyoueverreadSindhipoetry? and w hoisyourfavoriteSindhipoet?
- WhichisyourfavoriteSindhipoem?
- Howmanyofyouhaveheard of Shah Abdul Latif Bhittai?

PROCEDURE

Theresearcherexplainedthelessonusingdirectmethodofteaching.Theinstructorexplainedthe life and contribution of Shah Latif Bhittai to Sindhi Society. The instructor also explained thecultural significance of Shah Latif's' poems in influencing the thoughts of Sindhi Society asa whole. The instructor explained the importance of such literature in the society which helps toguide the people morally and spiritually.

CONCLUSION

The students were asked to write a note about Sindhi and how was he different from traditional poets.

Lesson Plan No: 14

TITLE: William Wordsworth

OBJECTIVES

At the end of this lesson student will be able to;

- have some idea of English literature
- have some idea about the life and work 0f the English famous poet john Wordsworth
- name some of his famous work
- Do you have some clue about the era William Wordsworth lived in

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 minutes (One hour)

LEVEL

10th grade (Secondary Level)

INTRODUCTION

- Can you name any English Poet? and have you ever read English Poem?
- Who is your favorite English Poet? and which is your his favorite poem?
- Have you heard about the Poem "Paradise lost"?

PROCEDURE

The researcher explained the lesson by direct method of teaching. The teacher/researcher told the student about the life of John Milton; the circumstances in which he led his life, and how it had an impact on his life. The instructor also explained about the suffering he had in life and how his famous work took birth.

CONCLUSION

At the end of lesson, the instructor asked questions from the student to check their

understandingof the lesson taught. Students were to read versus from any of work of John Milton as a hometask.

Lesson Plan No: 15

TITLE: SachalSarmast

OBJECTIVES

Bytheendofthelessonthestudentswillbeableto:

- havesomeideaaboutSindhiliterature.
- havesomeknowledge about lifeandworkoffamousSindhi SufipoetSachalSarmast and to namesomeofhisfamousworks.
- knowabouttheeraandcircumstancesShahLatiflivedin.

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 minutes (One hour)

LEVEL

10th grade (Secondary Level)

INTRODUCTION

- Can you nameanySindhi poets?
- HaveyoueverreadSindhipoetry? and w hoisyourfavoriteSindhipoet?
- WhichisyourfavoriteSindhipoem?
- Howmanyofyouhaveheard of Sachal Sarmast?

PROCEDURE

Theresearcherexplainedthelessonusingdirectmethodofteaching.Theinstructorexplainedthe life and contribution of Sachal Sarmast to Sindhi Society. The instructor also explained thecultural significance of Sachal Sarmast'spoems in influencing the thoughts of Sindhi Society asa whole. The instructor explained the importance of such literature in the society which helps toguide the people morally and spiritually.

CONCLUSION

ThestudentswereaskedtowriteanoteaboutSindhiandhowwashedifferentfromtraditional   poets.

Lesson Plan No: 16

TITLE: John Keats

OBJECTIVES

At theendofthislessonstudentwillbeableto;

- havesomeideaofEnglishliterature
- havesomeideaaboutthelife andwork0ftheEnglishfamouspoetjohn Keats
- namesomeofhisfamouswork
- havesomeclue abouttheerajohnJohn Keatslived in

MATERIALS

Duster, white board, markers (red & white), chair, and rostrum

TIME

60 minutes (One hour)

LEVEL

10th grade (Secondary Level)

INTRODUCTION

- Can you name anyEnglish Poet? and haveyoueverreadEnglishPoem?
- Whoisyour favorite EnglishPoet? and whichisyourhis favorite poem?

PROCEDURE

The researcher explained the lesson by direct method of teaching. The teacher/researcher told thestudent about the life of John Keats; the circumstances in which he led his life, and how it hadan impact on his life. The instructor also explained about the suffering he had in life and how hisfamousworktookbirth.

CONCLUSION

At the end of lesson, the instructor asked questions from the student to check their understandingof the lesson taught.

Appendix   E- Consent Form

To

The Principal,

Al-Falah Public Model Secondary School,

Ubauro.

Subject: <u>**Request for permission of conducting M.Phil English (Linguistics) Research.**</u>

Respected Sir,

With gratitude and great profound, it is submitted in your kind honor that I am pursuing my M.Phil English (Linguistics) from National University of Modern Languages (NUML), Rawalpindi. In this regard, I have to conduct my research in your school. As the area of my research is " Effects of Intercultural Pragmatics on Students' Reading Comprehension: An Experimental Study of Secondary Level Students". So for this purpose, I have selected 10th grade students as sample of my research.

Therefore, it is requested in your kind honor that kindly I may be allowed to conduct my research in your institution in order to complete my thesis. Moreover, I assure you that I will not disturb your regular classes during my research work.

Looking forward to you for positive response.

Thanks

PRINCIPAL
AL-FALAH PUBLIC SECONDARY SCHOOL®
UBAURO

Regards,

Ali Hassan

M.Phil Scholar

NUML, Rawalpindi