

**INTERCULTURAL PRAGMATICS AND ITS
IMPACT ON STUDENTS' READING
COMPREHENSION**

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**Intercultural Pragmatics and its Impact on Students’
Reading Comprehension**

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ABSTRACT

Thesis Title: Intercultural Pragmatics and Its Impact on Students' Reading Comprehension

The purpose of this study was to find out a connection between intercultural pragmatics and students' reading comprehension. The topic was selected to investigate the loopholes in our traditional way of teaching English as a second language (ESL), which does not take into account the importance of culture in language teaching. The researcher used the experimental design in order to conduct the current study. The researcher selected 50 students of 8th grade employing random sampling technique in a local school in Peshawar and divided them into two equal groups. Both the groups were treated differently in the experimental study, i.e., the control group was taught a culturally neutral text and the experimental group was given exposure to culturally rich text (Pashtun & English Cultures). Pre- and Post-tests were conducted at the start and the end of the experimental study respectively to check out the improvements made by the students. Since it was quantitative research, the data were statistically analyzed using t-test. The study was helpful in finding out a significant connection between intercultural pragmatics and reading comprehension. The findings of the study showed that incorporation of culture in language learning process improves students' ability to comprehend a text effectively. The study suggests that inclusion of intercultural pragmatics in language curricula will help students in learning and comprehending the second/foreign language.

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DEDICATION

I dedicate this thesis to my family and my dear daughter, Elma Nasir.

CHAPTER 1

INTRODUCTION

This chapter discusses in detail the background of the study, the statement of the problem, illustrates the hypothesis, delimitation of the study, the rationale for conducting the research, and explains the organization of the study.

1.1 Reading Comprehension

Reading comprehension refers to the deeper understanding of a text. It is the ability of a person to process a text, reaching the depth of its meaning and to integrate such information with the knowledge already known to the reader. Some of the crucial skills in the reading comprehension are to know the meanings of discourse, effective use of discourse context, and identification of references and antecedents to understand propositional structure of the literary pieces. If an individual comprehends a text properly, his conclusions will be more reliable and understandable. Linguists consider comprehension as a "creative, multifaceted process" which depends on four important language tools like pragmatics, phonology, syntax, and semantics (Definition of Reading, 2015). 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)

Reading is a vastly acknowledged skill that has evolved in essence and developed into a new variety of input which is text. Verbal comprehension is a natural inclination and does not require any significant intentional involvement, but on the other hand, reading comprehension is a complicated or challenging concept that needs to be taught deliberately. Oral forms of languages are more than 100,000 years old, and most humans are sufficiently competent in this regard (Donald, 1991). Reading comprehensions have been in practice for the last five centuries, and even then, most of the humans are not using or practicing it regularly (Olson, 1996). Kirby (2007) associates the difficulty of reading comprehension to its novelty.

Reading comprehension plays a vital role in the enhancement of effectiveness and pleasure of reading. Reading comprehension is also helpful to enhance the knowledge of other subjects and to improve professional life of a person. It is used in the construction of meaning of a piece of literature. This process of constructing meaning of reading involves three important aspects i.e. interactive, strategic, and adaptable.

Cognition is strongly connected with the reading comprehension as it helps readers to interpret meanings of the content written in the books (Prince, 2014). Reading comprehension involves readers in the context and content of the text. It also provides a purpose to the reader and uses a number of skills and strategies in developing the meaning of the text.

Reading is considered as a key element in the learning of a new language and it also helps to use words of a new language efficiently. Reading strategy includes metacognitive and cognitive skills which help learners to obtain information about the basics of a new language. Reading comprehension involves the information about the vocabulary, sentence structure, and other factors which can help in the learning of a new language (Antunez, 2015). Some of the important comprehension skills which can help a reader to understand a second language include phonological awareness, phonics, vocabulary, and fluency. These skills provide a base to gain an insight into the basics used in a language and its grammar (Disertacija, 2016).

Reading is no longer termed as a mere “receptive process” but is now perceived as an interactive one. The process of reading involves many micro processes that the reader uses in order to make sense of the written words. These micro processes are termed as “bottom-up processing” and “top-down processing”. In the bottom-up processing, the researcher makes sense of the text on the basis of information given in the text, whereas in top-down approach the reader comprehends the text on the basis of his “existing knowledge base” (Ahmadi & Gilakjani, 2011). Anderson regarded reading as a meaning-making process between the reader and the reading material. The meaning of the text is not clearly mentioned on the page but the reader has to figure it out by decoding the written words and relating it to his prior knowledge and past experiences (Erten & Razi, 2009).

Language learning is greatly facilitated by reading. Bright and Macgregor (1971) stated that whenever the learner reads something he inevitably learns the language. It is

one of the most convenient ways to improve the language proficiency. It is not possible to get a complete command of the language if a person does not have proper reading skills. It is a complex process and plays a vital role in learning language. The process of reading becomes easy for students when they have relevant background information. The above statement is supported by many linguists such as Tucker and Gatbonton (1971) who opined that it is inevitable to provide the cultural background information to the learners in order to improve their learning. It would be easy for them to comprehend the text if they have the previous knowledge regarding the topic in hand (Gatbonton & Tucker, 1971; Pei-Shi, 2012). According to Chan (2003) it is very important that the ESL/EFL teachers realize the important role that the cultural background information plays in learning a language.

1.2 Relationship between Language and Culture

Culture refers to the norms and social behaviors adopted by the people. Culture includes some of the important characteristics of a particular group of the people like their arts and crafts, religion, social habits, language, customs, music and cuisines. Culture is considered as a shared pattern of the cognitive constructs, interactions, understanding, and behaviors which are learned by the socialization of people. Culture and language are strongly connected with each other as language is one of the characteristics of culture (Zimmermann, 2017).

The relationship between language and culture may seem a new trend in linguistics but if we look back in history it has always been there. Researchers in the 20th century advocated the integration of culture in the language curriculum. Flewelling (1993, as cited in Purba 2011) points out that language learners in sixties would discover and learn the target culture along with the target language. Scholars have always found it hard to define precisely language as well as culture. Also, the relationship between language and culture is extremely dynamic. Both are hugely influenced by each other. According to Wardhaugh (2010) both language and culture have an extremely interesting relationship. This relationship has always been viewed as one which is very dynamic. Ardila-Rey (2008) claims that language and culture have an extremely deep connection with each other, one which can't be broken. Language and culture cannot be studied independently of each other.

Culture and language are closely connected with each other. Culture profoundly effects language. According to Politzer (as cited in Purba, 2011) the teaching of culture in

an English language classroom should be carried out not because the idea is to teach the students a foreign culture but due to the fact that without concurrent teaching of culture, a language is just a set of meaningless symbols in which the student would find no interest.

Culture and communication are in a dynamic relationship. Culture has a major role in how communications are carried out in a particular society. The content of communications, their length, their character are all dictated by culture. Similarly, the meanings of certain words and the way their meanings change in different settings are all as a consequence of the unique traits of a particular culture (Samovar, Porter, & Jain, 1981). In learning a foreign language the major aim is to achieve communicational fluency. In order to acquire this objective, the learner needs to imagine the native language situations in real time. For many students, this is hard since although the language textbooks try to depict real life situations, it still comes across as fictional to the readers' mind. This problem can be solved only if the learners have a firm grasp of the socio-cultural dynamics of the target language. The history of target culture, the origin, its customs and traditions are very important if a student wants to efficiently learn the target language. His knowledge of the culture would allow him to understand the seemingly abstract and nuanced parts of the language.

Sapir-Whorf's view on the relationship between language and culture is termed as the Sapir-Whorf hypothesis. There are two versions of this hypothesis i.e. 'weak version' and a 'strong version'. According to the weak version, the technical aspects of a language such as its structure, vocabulary and grammar greatly affect the views and opinions of its speakers and in fact dictate their beliefs and attitudes. The strong version claims that language has the ultimate role in shaping these opinions. The point which distinguishes these two versions from each other is basically the role of the language (Sapir E. , 1968). Wardhaugh (2010) after studying the claims in support and against the Sapir-Whorf hypothesis arrived at the conclusion that this hypothesis is still largely unproven. Neither can this hypothesis be outrightly accepted nor can it be rejected in entirety. Hence, researchers have resorted to the opinion that although there is a relationship between language and culture but the exact specifics of this relationship cannot be delineated.

Brown (2007) further sheds light on the relationship between language and culture. According to him, both culture and language are inseparable and closely affect each other. Without language, culture loses its significance and vice versa. The learning of a second language is also the learning of a foreign culture. The two go together. One

exception to this rule is the learning of a second language for special reasons such as for decoding scientific studies and not for achieving communicative competence.

1.3 Intercultural Pragmatics

Intercultural pragmatics “focuses on the acquisition and use of pragmatic norms in a second language (L2): how L2 learners produce and comprehend speech acts and how their pragmatic competence develops over time” (Kecskes I., 2012, p. 67). Intercultural pragmatics is concerned with the interaction between people, who have different L1 and come from different cultural backgrounds, interact in the same L2.

Pragmatics deals with the rules and principles of the language and the social context of the language. Furthermore, using the pragmatic background information of the language, a researcher can show the linguistic roles which are increased by the social functions of the language (Borg, 2001). Flowerdew and Miller (2005) opine that to understand the meaning of a spoken message, an individual needs to have knowledge of phonology, semantics, syntax, and pragmatics. According to Flowerdew (2005) pragmatics refers to comprehending an utterance or message in a specific context. Pragmatics refers to the study of spoken languages and the conventions, practices, uses, and meanings connected with the language. It is also a reflection of the culture which shapes the basis of a language. It also shows that how a language change leads to the formation of a culture. It is also necessary to compare speech practices used in different languages.

Intercultural pragmatics also deals with the behavior patterns and speech acts which are encompassed in a culture and also communicate culture to other people. Speakers with different first languages use a common second language for the communication purpose in a different culture and their integration leads to the removal of linguistics barriers. For example, pragmatic norms of the people using English as a second language will be different from the native speakers of the English. And it can also result in the misperception of the reality connected with the communication process (Kecskes I. , 2017).

There also exist different rules of speaking which cause stereotypes in a group of people. Context of the English language as a second language can be easily understood if there is a deep understanding of intercultural pragmatics. Different types of the expressions used in English language and their understanding can also eliminate conflicts

in the language. This concept shows that culture acts as a context and process of communication also takes place within that text. And it can also minimize level of mutual misunderstandings and cultural biases which can cause unsuccessful communication in a society. Intercultural pragmatics also integrates linguistics, cognition, sociological, and interactional aspects of the communication in second language. Different types of semantics and metaphors used in English can be also understood by the people by obtaining an insight into the possible cause of their existence.

This research attempts to determine the relationship between the culture and reading comprehension. This project tries to highlight the existence of a connection between the cultural dispositions and the reading comprehension. Furthermore, the researcher also attempts to understand the effects of these cultural variances on the reading comprehension. As previously mentioned, that culture variances manifest themselves in the form of differences in reading comprehension by the contextual pragmatics. It is, therefore, crucial to deduce that how far intercultural pragmatics has entered the realm of reading comprehension, and how it has changed the conceptualization of the reading for a common reader based on the principles and ideologies of a culture.

1.4 Statement of the Problem

Students in our country are taught English as a second language right from the beginning but when they perform on different scales of testing and examination, their performance remains unsatisfactory. A general conclusion can be drawn that reader's ability to comprehend a text and second language acquisition depend upon a number of different things. One resource that can improve the situation can be intercultural pragmatics. There has been significant research in oral comprehension and pragmatic research, but not much has been said about the impact of intercultural pragmatics on reading comprehension. The purpose of this experimental research is to investigate the impact of intercultural pragmatics on learners' reading comprehension.

1.5 Research Hypothesis

The study is based on the following hypothesis:

- Students who are exposed to intercultural pragmatics have better understanding of the second/foreign language than the students who are not exposed.

1.6 Delimitation of the Study

This research mainly deals with the influence of culture on reading comprehension and does not dwell further on broader aspects about the nature of meaning and knowledge. The English language is the only language considered in the research. Some of the areas in which the researcher has dug in-depth are sensitive; therefore, the researcher has handled them with care, and the researcher has made sure that they didn't sound patronizing or demeaning to anyone regarding their ideas and beliefs. Furthermore, the researcher did not include written text as a measure of understanding the impact, only the reading comprehension ability of the students was analyzed.

1.7 Significance and Rationale of the Study

It is imperative for a non-native learner (of a foreign language) to have significant information and contextual background information, while encountering different sorts of texts such as technical texts, news, stories, and other texts, as they are culture-specific texts. English language has gained tremendous importance in our educational culture and is considered to be a yardstick of standard education. But it is also an undeniable fact that English language learners are not westerners but Pakistanis who have a cultural background that poses no similarity with the western culture whatsoever. Furthermore, for learning a new language, they need to be aware of the contextual background information. Therefore, it is imperative to study the impact of culture on reading comprehension, because the same language is being comprehended in two diverse cultures, which have different principles, rules, and values.

This type of study has not been conducted before to the best of my knowledge. This study aims to increase our understanding of the impact of the culture on reading comprehension, as well as the significance of introducing a western language and culture in our language learning. As opposed to only stressing upon the linguistic features, the need to teach and evaluate the language use is being realized today. In order to increase the development of functional proficiency, teachers must have the knowledge of how written or verbal material interacts with the learner's existing knowledge base to produce meaning (Al-Hassan, 1992).

The emergence of so many foreign languages has posed another question that is quite glaring in its intensity. It is the matter of whether the language culture serves as a hindrance or support for students who aspire to learn multiple languages: in this case

which is specifically the English learning environment and its culture. Therefore, it is hoped that this study will provide constructive and practical information to teachers, syllabus designers and linguists with regard to the impact of culture on teaching and learning.

1.8 Organization of the Study

This thesis has been divided into five chapters in total. The first chapter is the introduction, which gives a detailed scope of the topic, and the importance of the impact of intercultural interaction on reading comprehension. The second chapter is the literature review, which consists of a discussion and analysis of literature related to the topic. The third chapter includes the methods, which the researcher utilized while conducting the research. The fourth chapter deals with the results and discussions of the data gathered, all the inferences made on the gathered data and graphs along with the textual information of what was the end result of our research. The fifth chapter comprises the conclusion based on the findings during the analysis.

CHAPTER 2

LITERATURE REVIEW

This chapter deals with the development of thought of how the field of intercultural pragmatics was introduced as a gap to the previous fields in the process of teaching a foreign or second language in an intercultural context. The topics covered in this review are described as under:

- Introduction
- Pragmatics as an important language feature
 - Pragmatic competence
 - Communicative competence
 - Pragmatic Transfer
 - Pragmatic Failure
- Intercultural pragmatics and cross cultural pragmatics
- Intercultural pragmatics
- Socio-pragmatic/ socio-cognitive approach to pragmatics
- Language teaching
 - Foreign/ Second language teaching
 - Teaching the four language skills
 - Reading skills
 - a) Transactional socio-psycholinguistic theory
 - b) Schema theoretic models/schema theory
 - c) Reading comprehension
 - d) Psychological model of reading
 - e) Inferencing
 - f) Mental models
 - g) Reading Strategies
- Materials Development for Reading Skills
- Incorporating Culture in Language Teaching
- Intercultural Pragmatics and Reading Comprehension
 - Review of previous studies

- Teaching reading skills in Pakistan

2.1 Introduction

Globalization and localization have brought people together in such a way that they need to interact with one another throughout the world. This, too, has raised the need of a common language which may be known by people belonging to different cultures (Baxter, 1980). This need of a common language brought English to the level of lingua franca making it an international language. With this development in the status of English, it became a practice to teach English as a foreign language or a second language in most of the countries where it was not the first language. Elmes (2013) has asserted aptly that for first language learners who are already immersed in their own culture it is not a point of issue to find out the connection between language and culture. The question arises when it comes to the foreign language, where culture and language both become difficult for a second language learner to understand.

This debate has brought researchers to find out a new way of bringing language i.e. English and indigenous cultures together. Every language varies for the terms used for particular relations. Hudson (1996) has reported that in Indian culture of Florida does not differentiate between father's brother and father, so it would be very difficult for them to understand the term "father" and "uncle" as separate entities. While Baxter (1980) has asserted that learners of English as an International language of whatever culture must be given such skills that they may become potential interlocutors. Wang (2011) has pointed towards a very important factor that due to cultural differences there may be misunderstandings as same words and expressions may mean different things for different people (Wang, 2011).

Understanding only grammar and vocabulary is not all what is required from the language learners, it needs an understanding of pragmatics of the language as well. Without pragmatic knowledge, the interlocutors may misunderstand one another by causing 'pragmatic failure', this too may lead to miscommunication. All these factors lead towards an approach which may fulfill the needs of the second language learners whose culture varies in many contexts. Therefore 'intercultural pragmatics' emerged which aims at finding a solution to the possible pragmatic failure by the L2 learners and speakers. Following is a review of all available literature for the development of the thought for current research as a gap to the previous studies.

2.2 Pragmatics as an Important Linguistic Feature

Pragmatics is a field of linguistics where the meanings are studied in relation to the context. Previously the meanings were studied on the surface level, but with the advent of new research in the field of linguistics it was found that in speech or texts the speakers or the authors hide some other meanings which need to be focused as well in order to have a good communication process. Simple semantic meanings can do nothing for intercultural interactions specifically when the situation is foreign language teaching or learning. Hence, pragmatics is studied in order to fulfill the requirements of the communication. Leech (1983) has defined pragmatics as the study of finding out the meanings in various situations where the relations of language and context are also analyzed. Another linguist Verschueren (1995) has taken pragmatics as the branch of linguistics which can study any feature of the language including words, their meanings, and structures as well. (Verchueren, 1995) Pragmatics is a science of knowledge which is studied and observed in relation to its users (Mey, 1993).

There are multiple areas of studying the meaning in context which come under the umbrella of pragmatics. In the field of language teaching and learning, it is important to highlight these areas as a tool to understand language and become proficient speakers. The most important field of studying and understanding language through pragmatics is speech act theory which keeps the central place here. Austin (1962) and Searle (1969) have presented the speech act theory where they have discussed the role of language use by the native speakers who have some hidden meanings in their speech. According to them there are certain types of sentences which actually determine the intentions of the speaker without presenting them in open words. For instance, there are the declarative, interrogative and exclamatory types of the sentences which determine positive or negative intentions of the speakers as well. Directness and indirectness also can be helpful tool in analyzing the intentions and hidden meanings of the speakers or interlocutors.

Politeness is another major feature of language as is studied in pragmatics. This actually is related to the directness or indirectness in the speech or the text which also determines the motives of the interlocutors and makes it possible for the hearers to infer the meaning from the utterances. Brown and Levinson (1983) have asserted that there are certain mitigators and markers in the utterances which either add to the hidden meanings or lower down the level of intensity. Intensifiers are also one of the important tools studied in order to find out the meaning in context.

With these basic areas of study in pragmatics it is important to go through the terms of pragmatic competence, pragmatic transfer and pragmatic failure as well so the following is the detailed description of these terms.

2.2.1 Communicative Competence

Before the understanding of the term ‘pragmatic competence’, it is necessary to find out the role of ‘communicative competence’ in language learning. The communicative competence refers to the ability and knowledge which is required by the learners in order to understand language and use linguistic resources in such a way that their utterances may be well formed and properly understood (Chomsky, 1965). Keeping in view the purpose and functions of the language or to produce different types of texts are also some of the main aspects of ‘communicative competence’ (Richards, 2007). It is also the knowledge of what to say, whom to say, how to say and where to say. Grammatical, sociolinguistics, strategic and discourse competence are the four areas of competence described by Canale and Swain (1980). Wiemann (1977) has also tried to define ‘Communicative competence’ and describes it as a skill owned by the interactant to select the behavior and vocabulary required to accomplish the message of the interactant. In the global village the need of communication has been raised with the emergence of international language. People need to communicate in different fields in order to have a connection which may not be broken due to restraints in the process. This is the reason that the language teachers, policy makers, curriculum developers and syllabus designers have tried to inculcate communicative teaching methods for developing communicative competence.

2.2.2 Pragmatic Competence

There have been various attempts to define what pragmatic competence actually is, but the most quoted definition is formulated by Thomas (1983) who has combined grammatical and pragmatic competence into one ‘linguistic competence’. He has defined it as “the ability to use language effectively in order to achieve a specific purpose and to understand language in context” (p.92). In addition *pragmatic competence* also concerns with the understanding and production of language

In case of Second Language Acquisition, pragmatic competence has got a lot of attention as it is an integral part of communicative competence. In most of the frameworks of Communicative competence, Pragmatic competence has been replaced by

‘sociolinguistic competence’. Bachman (1990) has divided pragmatic competence into ‘illocutionary competence’ and ‘sociolinguistic competence’. The foreign language learners may come across many problems and hindrances during the process of communication as the intended and hidden meanings may not be understood by the learners. There is lack of background knowledge or previous knowledge of the language learners which actually brings him or her to lack of understanding or misunderstanding in some cases. Pragmatic competence is necessary to be achieved by the foreign language learner as it makes the whole process of communication a complete one.

For reading comprehension, as Thomas (1983) has asserted, there is a great need of pragmatic competence. For the reader who already is alien to the language or new to the language, it becomes difficult to understand the message or to comprehend the information which is already covered and hidden. There are many examples of the situations where this occurs that pragmatic competence is required.

2.2.3 Pragmatic Transfer

Kasper (1992) has given a definition of ‘pragmatic transfer’ where he has aptly remarked that it is the effect of learners’ previous knowledge on the learning, production and comprehension of the pragmatic information of L2. Here he has tried to define it in real terms as L2 learners have less pragmatic knowledge of L2. On the other hand, according to Sociocognitive theory, intention in conversation gets the central place as it is not only individual, personal or predetermined but it is social as well.

The previous knowledge of the learners or the background information cannot be defined exactly as it varies from one topic to another. When the previous information is recalled in order to add to the newly achieved knowledge, this begins the process of pragmatic transfer. This also means that one cannot comprehend new information without the background knowledge which may be general or specific. McKay (2007) has also asserted the same point where she has developed her own meanings as well and says that the hidden message of a reading passage or text cannot be laid out without the help of the previous knowledge on the given topic and if this happens there is a failure in the whole process of communication which may be described as pragmatic failure as is discussed here.

Kasper (1992) finds out the importance of pragmatic transfer in shaping and building pragmatic knowledge of the non native speakers. Being a complex process, this

is not easy to bring pragmatic transfer in the process of second language learning. This also states that a learner always transfers his first language knowledge, i.e. the knowledge of L1, in learning the second language. But this transferability varies from one learner to another, as in English as a foreign language class there are no opportunities for developing pragmalinguistic awareness.

2.2.4 Pragmatic Failure

As is explained previously, when speakers and learners of L2 go through the lack of pragmatic knowledge, according to the researchers it brings them to a situation of 'pragmatic failure' where they actually fail to develop a good communication. Thomas (1983) has defined pragmatic failure as inability to comprehend the meaning of the speech. He has also divided it into two types as pragmalinguistic failure and sociopragmatic failure, where the former is individualistic problem while the later refers to the different perceptions regarding the socially accepted behaviors.

Pragmalinguistic failure is caused due to the individual who may be the foreign language learner as well. The individual due to the lack of previous knowledge or misunderstanding may fail to understand or comprehend the message given in the text or the speech causing pragmatic failure. While on the other hand, sociopragmatic failure is caused due to intercultural variations in the text or the speech. The socially accepted behaviors may be challenged due to the differences in various cultures in the process of communication, specifically when the cultures are poles apart in their traditions as well. The reader or the learner may consciously or unconsciously misunderstand the message bringing him or her to the point of pragmatic failure.

2.3 Crosscultural Pragmatics and Interlanguage Pragmatics

McKay (2001) has tried to bring forth the two important categories of English as an International pragmatics which are cross-cultural and interlanguage pragmatics. The main focus of the two according to her is on the cultural differences in the pragmatic competence and behaviour of second language learners related to pragmatics respectively. But the scholars of interlanguage pragmatics have found that the main objective of ESL (English as a second language) learners is to master pragmatic competence as the native speakers do.

McKay (2007) has also observed 'pragmatic competence' as a dynamic set of skills which brings the language learner to a point of expertise where all possible sentence may

be created by the interlocutor in a given context. Pragmatic competence is important to master in language learning process as it makes the process of locution successful. Otherwise there will be a miscommunication causing intercultural misunderstanding.

Grammatical and lexical mistakes are easy to be borne by the native speakers but pragmatic mistakes are not tolerated by the native speakers as they consider the learners to observe the same pragmatic norms as they do (Thomas, 1983). As a result, they assume the learners to share the same norms of politeness and appropriateness for those norms according to them are universal. Rudeness, impoliteness and inappropriateness are the most common interpretations of the violation of these pragmatic norms. If the norms are violated, this may lead to pragmatic failure and on the other hand if the norms are retained it leads to pragmatic transfer.

Kasper (1996) has defined interlanguage pragmatics as the study of the pragmatic knowledge of nonnative speaker in relation to L2. Here, the use and acquisition of the said knowledge is also studied. There are certain linguistic actions which are expected from a language learner to have knowledge of and should perform those actions during the process of interaction or interlocution. As a newer field in linguistics, this actually is studied in connection with Second language acquisition specially English as a second language. As Cai and Wang (2013) pointed towards this field in these words, “Recently, SLA researchers pay more attention to interlanguage pragmatics (ILP), because L2 learners, even the high proficiency L2 learners usually make mistakes in their communication for their unawareness of pragmatic knowledge” (p. 142).

2.4 Intercultural Pragmatics

Intercultural pragmatics is a subfield of pragmatics which has been introduced as a solution to the problem of failure of pragmatic competence in the context of a foreign language. According to Kecskes (2014) there are two antagonistic lines of pragmatics which need to be considered side by side. These two lines are *individualistic* and *social* because these refer to the human nature which is individualistic as well as social. One aspect cannot be separated from the other. “Intercultural Pragmatics is concerned with the way the language system is put to use in social encounters between human beings who have different first languages, communicate in a common language, and, usually, represent different cultures” (kecskes, 2014, p.14).

The main focus of intercultural pragmatics is development of interaction between native and nonnative speakers, interlocutions among the speakers both of whom have no same L1, multilingual discourse and development of speech of the speakers who can speak more than one language. It does not lay much focus on pragmatic competence.

Halliday (1989) has given his viewpoint on culture and language where he found a lot of difficulty in acknowledging differences in multiple languages. He has tried to relate the difficulty in communication due to the multiple variations in languages. For example, grammar has certain features which might be correlated outside the language which may be called as extralinguistic features. Arabic and English are taken as an example of the above where personal pronouns are different from one another. The pronouns in English are not compatible with Arabic as second person pronouns in English do not show respect with reference to Arabic culture. In this case words are borrowed from one language. The other example quoted here is about the words ‘Saturday’ and ‘Sunday’ which have another word ‘weekend’ that is not present in Arabic language and brings the people belonging to Arabic culture to a point of difficulty. When this difficulty arises, they need to borrow the word ‘weekend’ from English. These problems have given rise to Intercultural pragmatics through which the difficulties of various cultural contents in English language do not emerge.

2.5 Sociopragmatic Approach/Socio-cognitive Approach

Intercultural pragmatics has its origins in the socio-cognitive approach where the intention based view of pragmatics is combined with the cognitive view of geocentricism. This combination actually aims at integrating the features of communication. While Intercultural approach actually is based on two important claims which are determined as the speaker and the hearer because both of them have importance in communication process, which cannot be forgotten. Both the speaker and the hearer have to come across the process of comprehension and production which makes the actual communication. There are certain individual as well as social traits which are combined together to find meanings.

Individual traits (prior experience → salience → egocentrism → attention) interact with societal traits (actual situational experience emerging features of communication relevance → cooperation → intention). Each trait is the consequence of the other. Prior experience results in salience, which leads to egocentrism that drives attention. Intention

is a cooperation-directed practice that is governed by relevance that (partly) depends on actual situational experience. (Kecskes, 2014, p.47)

These individual and social traits actually determine the interaction where the interlocutors take part in the process of communication without any hindrance and respect each other's speech. Cultural and private mental models are emphasized by this sociocognitive approach. In order to understand the background of the approach, first it needs to go through Van Dijk's theory (2008), which states that the social situation does not influence the discourse but it is the way the situation is described by the participants. He says that the context cannot be used directly but they represent the inner subjective constructed by the participants which may be individual or groups in a community. Blending which is a linguistic process is one of the main driving force of the interactions made in intercultural interactions. With the formation of new words as a result of blending, it becomes a dynamic process by merging and crossing. This also determines that the intercultural communication becomes comprehensible for both the interlocutors.

Throughout the process of communication, it is expected that there should be cooperation between the interlocutors. And the process is fulfilled through identifying the intention of a locutor by paying attention to it. It has been difficult to explain the relation between intention and attention. Relevance theory of pragmatics has attempted to describe the relation between the two. This intention has been divided into two categories called as priori intention and emergent intention. One rises in the minds of the speakers before the conversation and the other during the process of communication. The pre-planned intention in the mind of the interlocutor may become dominant in the beginning but during the course of conversation the emergent nature of the intention may come in the process. On the part of the hearer, the intention is observed or inferred by the person as the major motive behind the conversation. This is how the process of comprehension takes place according to Searle (1983). The process of communication and comprehension is interrupted in case of misinterpretation.

Attention comes after intention in the process of communication as it is a conscious process. As the interlocutors having formed intention either priori or emergent, go through the course of action.

2.6 Language Teaching

Language teaching has always been concerned with inclusion of culture in reading materials as there has always been a question of providing learners a native like command of the language. Target culture was the matter of a great concern during the first decades of the twentieth century. With the arrival of different language teaching strategies such as Direct Method, Audiolingual method, Structuralism, Suggestopedia, Community Language Learning and in the Silent Way. Total physical approach and Natural way too were included in these methods which have kept culture aside upto 1970s (Purba, 2011). The major reason behind the neglect of culture was to bring the learners at a point of perfection where they may be able to achieve native like mastery of language. Dialogues dominated the classrooms as it was a tool to bring the true lexical choices, syntax and intonation patterns to the learners from where they could easily get what to speak during second language interaction. The curriculum was set accordingly but with the passage of time social variables such as gender, class and race etc became important and cultural content again got its place in the curriculum of second language. In 1990s researchers started favoring the culture in the language syllabuses.

Why should the culture be included in the language curriculum? There are three major reasons discussed by Brown (1994) which answer this question in a better way. Firstly according to him culture and language are inseparable, as in order to become a master of a language, one should be proficient in the language as in particular social situations one speaks in a competent manner. He also determines that sociocultural knowledge is also acquired by the native speaker. Secondly, this inevitability of mixing language with cultural material is due to the fact that language teaching is actually culture teaching. Buttjes (1990) asserts that it is not possible to teach language codes in isolation and it becomes a problem for a language teacher to be a language teacher and a mediator between two cultures at the same time. Thirdly, a sound grasp on the target culture is required by the language learner which in many cases remains untouched.

One cannot separate the culture from the foreign language teaching but actually the problem remains the same where and when to add the material related to a particular culture that is the indigenous cultural material. Purba (2011) has suggested multiple materials which may be added in the language curriculum as well as syllabus in order to bring language and culture together. The major articles and materials include authentic materials, proverbs, ethnographic studies, role plays, literature, culture capsules as well as

films. These are best in adding to the background knowledge of the learners as they lack the information of the particular culture and lack in the proficiency which actually is required from them.

2.6.1 Second Language Teaching

The two terms foreign and second language teaching are so much relevant that there is always an ambiguity of what are the major differences between the two. Second language teaching, second language learning and second language acquisition are the terms in teaching English language for which we find a large body of research. Cook (2008) has described this reality that English is the most often used language by the nonnative speakers for interaction throughout the world. He has also tried to explain the fact that in the last quarter of the nineteenth century there was a great deal of change in the teaching and learning methods used. Another important point discussed by (ibid) was of the teaching techniques and strategies which were most commonly applied in those days. With the advent of communicative method of teaching, spoken language teaching became more prominent and much emphasis was laid on it. The interaction in the class rooms even of the second language learners was performed in English language.

Nunan (1988) has identified some important features of a language curriculum where he has referred to some key elements in designing a curriculum. According to his research initial planning procedures grading and selection of the content, teaching methodology and assessment and evaluation are the major elements which combine to help in making of the curriculum. Even for the native speakers this curriculum is said to be set up in a proper way. Experts are asked to complete the curriculum development keeping in view the needs and requirements of the students, teachers and parents as well. Though in the United States the curriculum is not set on the national level, but still it demands a standard to be set for the learners.

In order for second language learning to flourish and give the learners what best can be given through teaching, it is necessary to understand certain terminologies which are important for the whole process. Second language acquisition as was introduced by Chomsky (1965) and second language learning are two different processes. The former deals with the unconscious learning on the part of the learner either from the environment or by listening to the language with the unconscious effort of remembering, while second

language learning is concerned with the conscious efforts made by the learner and the teacher at the same time.

There are multiple strategies used for second language acquisition or learning which actually meant to give depth and substance to the research on the subject. Nunan (1990) has given a very apt definition of a strategy that it is a procedure involving communication and mind in order to make learners learn and use the language specifically. According to him there is always a learning strategy which is lying behind the learning situation. A teacher teaching a language must be aware of all the learning strategies which may help motivate the student as well as give a platform to the learner for more proper learning of the second language. It is not only up to the teacher to have a knowledge of all the strategies but it also is the responsibility of the learner to be aware of the multiple strategies. (ibid) has conducted various studies and strategies which have meant to bring him up to the conclusion that when the learners learning a language are taught about the strategies before the usage, it makes the process of learning more appropriate for the learners. This gives them positive reinforcement in the form of motivation as the strategy used by a teacher actually enhances the learning speed of the students.

Yule (2006) has tried to identify the differences between language learning and acquisition and has discussed the process of acquisition in detail by asserting that through meaningful interaction a language is acquired in a better way. And during the process of learning the drilling exercises give a great deal of help to the learners in getting mastery over a language. These practices make the learners find out their errors and those may be corrected as well.

Ellis (1994) has discussed factors influencing second language learning process. There are certain educational contexts in which these factors have been discussed previously. Those contexts included textbooks, curriculum, syllabus, materials and available resources. Drew and Sorheim (2004) divided these factors into two categories namely social factors and individual factors. The *social factors* can also be called as external factors which actually are related to the learning environment. There are controversial statements regarding the social factors or the external factors. But according to the behaviorists these are the factors which are considered to be the most important ones as they are related to the actual use in the society where it is being learned. They

have also asserted that exposure to a language also plays an important role as a social factor to second language learning.

Another feature of the social factors is the use of the second language just as the target language native speakers bringing it to the situation of Target Language Community (TLC). The target language community according to Harmer (1991) is the situation where the second language learners are to face a situation of speaking in the same language as the native speakers are doing, this happens as the second language learner has to spend some time with the target language community and there is no source of communication except the same language. This is the only source of survival for the second language learners in that particular community. But on the other hand a child after its birth starts speaking the first language or the mother tongue without a conscious effort. There is a gradual development in the ability of the child to speak that particular language. So both the processes are opposite to one another. It means that the social factors have an indirect effect on the learning of the second language of the learners and it is up to the learners to shape these factors through their attitude.

The second important category of second language learning factors presented by Drew and Sorheim (2004) is individual factors. Intelligence, motivation and attitude are considered to be the most important individual factors. But these factors are hard to be measured as there is a connection between all of them. But on the contrary to social factors these factors could be dealt in with the mentalists in place of behaviorists. According to them there is a language acquisition device (LAD) which has the capability to make a learner acquire the foreign language by using the Universal Grammar (UG) which operates in the brain of the learner.

With regard to the factors for an individual motivation plays a vital role in language learning. With regard to motivation, studies on language teaching and learning generally point to the teacher's choices which play the major role in maintaining and managing student motivation in second or foreign learning contexts. In addition to the role of these choices, personal factors such as expectations, personality, self-concept, and enthusiasm of teachers and students affects one another and may increase or decrease their motivation as well as affect their teaching styles and learning. In other words, motivation is co-constructed by social interaction, and this is why student attitudes can also influence teacher motivation (Romero-Trillo, 2014). For example, by showing interest in activities and paying attention to the lecture or the presentation made by the teacher, students

increase teacher morale and motivation; the students' lack of attention, concern and engagement can affect the teacher's motivation and style of teaching and interacting, which will be reflected in the motivation of the students. Thus, the responsibility of maintaining motivation is up to the teacher and the students at the same time, for example, when the student can no longer accompany the contents, often due to personal factors, there may be a lack of motivation (Gardner and Lambart, 1959). There are two types of motivation known and intrinsic and extrinsic motivation, one rising from the inside with or without the effort and the other one is the motivation brought forward with the help of the external factors including teaching methodology or the classroom learning environment.

Language transfer is another factor which is very much important for second language learning is the process of language transfer. As a learner starting with the learning of the second language has already completed the process of learning the first language. This learning may be beneficial or cause hindrances in learning the second language as the mind has acquired the first language and many of mental processes in case of grammar have been set previously. That is why there is always an influence of the mother tongue on the second language learning with relation to language proficiency and fluency. Ellis (1994) has named this situation as language transfer. There are different examples of language transfer including borrowing and translation, code mixing and code switching as well.

2.6.2 Ways of Learning a Second Language

There are two ways of learning a language discussed by Hagen and Tenfjord (1998) which may be known as guided or spontaneous learning. Language learning needs an environment where the learners may acquire the language in a better way and this environment is provided through the classrooms. Not only does the classroom provide this environment but it is also stated that outside the classroom there may be situations which may be given importance as well. But it also affects where and through which way the learners are learning a language. The spontaneous learning is different from guided learning as in guided learning teacher uses language as a means of teaching the student by educating him/her. This truly takes place in the language classrooms but on the other hand, in case of spontaneous teaching communicative method is used where the target language is used as a means of communication and source of all types of interactions.

There is another way of language teaching which may be known as content based language teaching. This method is mostly used for teaching reading skills as the content is provided to the learners and they have to go through it. The content as stated by Snow (2001) may be of different types as it may be non linguistic one. It aims at learning the subject matter or the target language.

All the above discussion leads to the point that second language learning and second language teaching have always been a matter of research for the scholars as there is always a point of improvement. In addition, there have been multiple teaching techniques and methodologies introduced for teaching English as a second language which are discussed briefly here. Starting from Grammar translation method it was assumed that second language may be dealt as any other academic subject. Here rules of grammar were focused mainly along with the translations of the one language into another (Yule, 2006). After that Direct method took its place where all the interaction was done in the target language. Many techniques overtook with the passage of time including audio lingual method majorly but most used method for second or foreign language teaching was considered to be communicative approach which still is in practice at many places. For intercultural pragmatics these teaching methodologies as well as the techniques have brought a great change in language teaching throughout the world.

2.6.3 The Four Skills (Receptive vs Productive)

Among the four language skills there is an order which is called the natural order. In teaching learning process of any language, the natural order of language skills must be followed. As Chomsky (1965) has discussed the natural order in language acquisition which starts from listening then comes the next skill which is speaking, next is reading followed by writing. But in most of the cases the natural order is not followed as reading and writing are most focused skills. All the four skills are divided into two categories including receptive and productive skills. Listening and reading are taken as receptive skills as the learners receives the information in both the cases, while speaking and writing are known as productive skills as the learner has to use his received knowledge or input in order to produce output which actually is production on the part of the learners.

Reading is a process where actually interaction takes place between the text and the reader.

Reading comprehension has been taken as of great importance for the improvement of reading skills. It has been suggested by Day and Park (2005) that the major purpose of reading is to receive the right message from a text. This message is the one which actually the author wanted the reader to receive.

2.6.3.1 Reading Skills

There have been different theories related to second language learners' reading skills. A few of these are discussed below.

a) Transactional Socio-psycholinguistic Theory

Transactional socio-psycholinguistic theory of reading states that the background as well as previous knowledge of each person is unique, and it actually determines which features of the text will be attended to by each person. It also says that comprehension is a type of deal between a text and the reader which actually presents the way a person interprets a text and restructures it (Goodman, 1992). This will be discussed later how reading comprehension is developed in learners of language but the transactional theory relates changes as well it actually aims at defining the importance of previous or background knowledge.

b) Schema Theoretic Models/Schema Theory

Schema actually refers to the background knowledge, it is developed in the minds of the learners in the form of locked knowledge which, may be related to multiple events. Kant was the first to use the term Schema in 1787, but then Barlett used it in 1932 in his book on psychology. During the process of reading this schema is integrated with the new information gained by the readers. It may be called as a chunk of information or knowledge. Then appeared the schema theory presented by Gestalt theorists which actually refers to the process of reading where the readers try to integrate their previous knowledge with the new one. This knowledge may be culture specific and actually is determined by the process where matching or integration takes place.

The schema theoretic models have suggested that meanings are not provided by the texts themselves, but it is the readers who according to Rumelhart (1980) get the meaning out according to their own knowledge and either accept or reject the new information gained after reading. Carrell and Eisterhold (1983) have divided this already existing knowledge in two categories which are:

i) Content schemata

ii) Textual schemata

The first one as the name represents is the knowledge of the content area of the text and the second one is the formal schemata which deals with the formal structure of a text i.e. the organization of the text. Content schema is described as the familiarity of the subject matter with the text which actually is the part of individual's cultural orientation and is the dominant force in building one's reading habits. This is the reason why a learner fails to understand a particular text as the schema is not present due to the non cultural material (Gilakjani & Ahmadi, 2011).

A text is actually meant for a certain background and readers at the same time. This according to Wang (2004) is the reason that for a better communication the readers as well as the writers must share the same set of beliefs, knowledge and assumptions, while in case of different cultural backgrounds the background schema becomes missing. This process actually causes barriers in understanding the organization and content of the text hence bringing in the problems in reading comprehension. This is not the only reason of the failure in reading comprehension but another important factor is that the readers may not recognize the moves of behaviors which cause a cultural shock to them causing negative effect on the comprehension and communication.

The relationship between *Cross-Cultural content Schemata* and reading has also been explored by Razi (2004) who found that when students come across a culturally rich content this lays a positive effect on the students' reading comprehension by affecting the amount of information recalled, strategy use and reading speed etc. Therefore, it is very pertinent to say that cultural schemata affect the readers' reaction to the texts which are written by some other language speakers.

In the recent researches the role of schema has been dealt with in relation to conceptual stock in the minds of the readers. It also is referred to as the general knowledge gained by a learner during his acquisition of knowledge from multiple sources. There are sets or slots present in the schema which are comprised of similar knowledge. The best example of schema given by Minsky (1975) is about a child who has developed a schema relating to 'birthday party' and this includes gifts, decorated room, cakes, games and food. This makes a complete schema for birthday party. But the slots of one schema may contain some sub-slots which are known as sub- schemata. And this property may be called as embedding. For the purpose of language teaching in relation to reading skills the schemata actually works. As there are multiple vocabulary items which

are to be understood by the readers in order to get the meaning of the given passage, the presence of a schema becomes necessary (Anderson, 1977). If an item is new and the already existing schemata do not have the meaning for the said item, this creates a problem. Secondly there may be such vocabulary items which do not match the context in which they are used to the context building in the schemata of the learner. These conditions may arise out of the difficulty which has been raised due to the unavailability or the unsuitability of the usage. The reading theories actually mean to bring forward the use of those strategies through which a reader may develop proficiency in the skill and the language teachers may know the processes through which a learner passes in order to complete the reading process.

There are different structures of schemata which are discussed by Anderson and Pearson (1984) with the help of an example of a new ship which enters the sea. Here the preexisting knowledge guides or leads the new information towards the process where it settles in a new schemata. The newly acquired information is sometimes forgotten if it does not fit into the previously gained knowledge. As the information is not accounted suitable for the frames or schemata so it is washed from the memory very soon and whenever the learner comes across this information again, this information does not exist in the frames or schemata.

c) Reading Comprehension

Meaning in language and sociocultural knowledge has served as a great factor in reading comprehension, as Fries (1963) has discussed and talked about the language code which is related to the background knowledge as well and helps in understanding of the material. According to him reading comprehension becomes complete when the reader's previous knowledge and the newly achieved information are combined to make the whole meanings understandable. The process of comprehension is fulfilled when the newly achieved information is fitted into the previous background knowledge gained from the particular culture. Culture and language have a strong relation which must be maintained to give a complete understanding of the language and its meaning. Foreign language learning becomes difficult when there is an incompatibility between the traditions and values of the cultures.

Another example is the following quote by Baudoin et al (1977), as cited by Rivers (1968), in favor of the above argument that the differences of different cultures may cause

a cultural shock for the readers of the learners belonging to the other language and culture. The cited quote is “there is a question about the extent to which any one of us can be free of a prejudiced view in the area of religion” (p.185).

Although there was a great criticism put against the above citation by other researchers but the point remains the same in favour of the difference of culture and values. The critics said that it was not particularly about Islam that prejudice of religion could only be related to it. In other words they wanted to highlight the importance of readers who actually assume and interpret their own meaning according to their previous experiences. For reading comprehension, according to Robinett (1979), it is better to give the passages or reading material which is having a known setting and the vocabulary is of lower frequency. Secondly, there is always hidden information in the reading passages which is meant to be elaborated by the reader who has good comprehension skills.

d) Psychological Model of Reading

The actual process of reading is psychology based as that message is reconstructed by the reader which was originally sent by the author. The reader actually decodes the message as was encoded by the writer. The model was presented by Goodman (1971) and has called the process as a psycholinguistic game of guessing where the student needs to guess or decode the hidden knowledge. Goodman has asserted that the model of psycholinguistics was not a very commonly heard approach to reading but he has analyzed reading process with this perspective. Therefore it may be called as Goodman’s model. Starting from the recognition of words up to interpretation of the coveted meanings, this model sometimes used this bottom up step wise division in order to have a better understanding of the process which was also suggested by him to be included in the teaching strategies. There was another top down model also suggested by him where interpretation comes first and the recognition of the words at the end of the whole process.

e) Inferencing

Anderson et al (1976) have given the description of inferences with reference to reading comprehension skills. In order to infer meaning from a text, the previous knowledge actually helps in construction and deconstruction of the meaning. There are few general concepts owned by the general people. Prior knowledge always helps in forming the meaning for the readers. For second language learning this prior knowledge

comes forward to infer the meaning and give interpretations. There are certain pieces of information which are not discussed or stated in the passages or reading materials for example in the narratives it is the general knowledge and reader can assume by himself or herself. Inferencing also refers to the predictions made by the reader while going through a text.

f) Mental Models

There are multiple mental models of reading comprehension. Craik's mental models explain the role of human beings as processors of information. According to him external processes are translated into internal processes where words, symbols and numbers are processed then the same is retranslated into action for example the prediction or inference is fulfilled. The term mental model can be explained by the process of making a building where first a map is being made and then there are sketches and after that formation of the building is completed. The same is the case with the processing of information in the minds of the readers who first construct a working model in their minds which is then easy to process. These are only the copies of the reality after which the operations and elements are developed for the mental model by the readers. Chomsky (1965) has stated that there are few mental models made by the children which may be counted as artificial. For instance, the mathematic models as students just try to imitate the things and it is not counted as natural. However, the models acquired without the explicit instruction are mostly natural during the process of reading comprehension just as is done during inferencing.

g) Reading Strategies

In order to have a look at the reading strategies it is important to have a look at the sub-skills of reading. As discussed by Nuttall (1996) skimming and scanning are the major reading strategies where skimming refers to reading rapidly to find the central idea of the whole text. On the other hand scanning refers to a specific search for the exact information by ignoring the irrelevant information. Browsing, cautious reading, deducing, probe reading, prediction, anticipation, previewing, presupposition and participated assumptions are the sub-skills involved in the reading skills. In the above mentioned skills there are multiple formulas adopted by the teachers in order to improve the reading skills of the learners.

Text size, given time and the purpose of reading determine which teaching approach or method can be used for teaching reading skills. This may also be determined by the interest of the learners in reading a particular text. Roe (2009) has presented the approaches to teaching reading skills including *Top-Down Approach*, *Bottom-Up Approach* and *Interactive Reading* as the approaches most commonly and effectively used by the language teachers. In Top down Approach the learners move from the previous knowledge towards the relevant information present in the text and exclude the irrelevant one. The Bottom-Up approach needs the learners to be motivated before and during reading and he/she concentrates on the chunks found in the reading materials. Interactive or Collaborated reading is an amalgamation of top down and bottom up approaches. It may also be known as extensive reading where the reader needs to concentrate on the recognition of words, their meanings, sentence structures and comprehension and understanding.

There are multiple strategies used for teaching reading of which the performance based activities may be used in the classrooms in order to develop the reading skills. The activities meant for teaching reading may pass through certain stages as are discussed here (Greenwood, 1998). *Pre-reading* is one of the most significant stages in reading process which actually motivates and urges the readers for the proper accomplishment of the text provided to them. *While Reading* is the next stage which is helpful in the improvement of intellectual growth of the learners. This stage makes the learners capable of learning the reading passage by comprehending the ideas given by the author. For this purpose activities may be performed in the classrooms in order to avoid boredom. *Post-reading* is the stage where after the completion of the reading passage, the learners are asked either to give their ideas about what has been provided to them in the form of the reading material. In other words the students are asked to give responses to the texts. *Summarization* is the stage where the learners are asked to give a shortened form of the text they have recently been through.

2.7 Native Culture Material for Teaching ESL

Wang (2011) has tried to elaborate this important issue of importance of cultural background knowledge in language teaching. He has asserted that students find it problematic to listen to the material meant for aural comprehension as that was closely related to the culture they were unfamiliar with. He is also of the view if one listens to something related to one's own culture one finds it easy to comprehend though the words

may be difficult. For reading of English articles cultural background knowledge is also important as many allusions, proverbs and idioms are not easy to comprehend. Therefore inclusion of one's indigenous culture in the teaching materials becomes necessary. Another suggestion given by him is to include culture rich authentic materials in order to develop the reading comprehension of the students.

Duranti (1997) has listed multiple effective materials ready to be taught in foreign language classes. These sources include recordings of the members of the target culture, country's media, surveys and statistics, visits to the country, political and historical data, data from ethnographic fieldwork and heuristic contrasts and oppositions to styles and fashions from the target country. These materials may help in developing target cultural awareness among the language learners. But this list is also a point of question for the biases present in one culture against the other so Duranti (1997) is of the view that the materials must be selected which are two dimensional and the ones which treat cultural themes with varying perspectives.

McKay (2009) has rejected the native speaker model in the teaching of English as a foreign language as she considers that English is used in multiple social contexts by "many legitimate speakers of English" (p.232). This according to her raises the standard of Language teaching from native to non native model. There are certain norms and behaviors of various cultures which may not be brought together under one umbrella term while dealing with ESL or EFL.

In order to bring pragmatic competence House (2003) has brought certain communicative strategies to light which according to him must be used by the ELF speaker. These include code switching and borrowing, repair strategies as repetition, demanding clarification or rephrasing etc, discourse strategies as where to pause or turn taking etc, and negotiation strategies including arguing etc. He has also emphasized the metapragmatic awareness and insight among the speakers in order to increase pragmatic competence.

2.8 Incorporating Culture in Language Teaching

There has been much debate among researchers on whether culture should be incorporated in language teaching or not. Where most of the researchers and language teachers have agreed to the point that teaching one's own culture is very easy as it makes things clear related to foreign culture where imperialism has tried to make a culture

superior and the other as inferior. Kramersch (1993) has argued that both foreign and indigenous cultures need to be placed together so that learners may be able to understand the foreign culture. Moreover, it would be an opportunity for the learners to compare and contrast their own culture with the foreign language culture and they will try to construct their own meanings. McKay (2002) has opined to take the students' sociocultural background into consideration while developing materials and choosing texts, as it may be hazardous not to consider their sociocultural background. Denying one's own culture may bring confusion and frustration among the learners while they may prove to be failures in the language classrooms.

It is necessary for the learners to know the pragmatic aspects of the native speakers' language in order to get an understanding of their speaking norms and avoid pragmatic failure. Before the advent of intercultural pragmatics, it was a practice to bring native culture forth by bringing students closer to the texts which has all cultural elements present in them. The best genres taught and included in language curriculum were novel and drama, through which it was easy to introduce foreign culture (O'Dowd, 2003). But according to this approach it should not be the practice to make learners away from their own culture. Their own culture should be dealt with as a point of comparison and to reflect on the other culture as well as their own. This reflection may improve their understanding of both the cultures with a critical viewpoint. Byram (1989) has asserted that the teachers must introduce the indigenous culture first and then go for the target culture as this technique enhances their reflective ability to a greater extent. He is in favor of comparative technique in order to develop intercultural competence.

Brown (1994) has opined that the culture and language are integral parts of one another so they need not be separated as this separation may bring them to the point of loss of significance of one of them. Nida (1998) has also asserted that the culture is broader than language, so it needs to be focused upon.

2.9 Intercultural Pragmatics and Reading Comprehension

Following is the review of some of the previous studies related to intercultural pragmatics.

2.9.1 Review of Previous Studies

Typically the present study was conducted to fill in the research gap as to my point of view and knowledge there has been no relevant study on intercultural pragmatics. But

the literature I went through, I found a few works which could be called as suggestive in the field of intercultural pragmatics. According to Moeschler (2004) false inferences actually cause the intercultural misunderstanding. These inferences or assumptions may be studied in order to find out the native culture influences upon the second language learners.

A study made by a Chinese researcher has brought this fact to light that Chinese English language learners have voted in the favour of English language as it is a source of bringing more information to them which was available in their own language and they have also tried to question the values of the other cultures which were different from their own culture.

According to Kuo and Lai, cultural items can be included in second language learning classrooms in the following ways;

- Use of content that involves actual experiences in the language that is being learnt can be very helpful for students. This content could involve TV shows, movies, music, books, and documentaries in that particular language. This would not only help improve the vocabulary of the students but also provide the relevant context of the words, as to when and where they should be used. These activities would also keep the students engaged if the content is entertaining and interesting. The teacher can then use various methods to test the students for example make charts with some components missing and make the students find that component. Using videos from the language would help the student visualize the culture in which that language is spoken, which would improve their learning.

The employment of common proverbs from the target language can help the students to analyze how these proverbs are different from the common proverbs in their native languages. This would also teach the students the specific historical or social backgrounds that lead to the genesis of certain proverbs. The students could also then make comparisons of proverbs in the target language and those in their own mother tongues.

Sociocultural approach as a method of learning a second language is recognized as the most useful. In sociocultural approach, the students are encouraged to engage in a discussion about the culture of the target language. Role play can also be used as a tool in socio-cultural approach. The students can be encouraged to reenact a drama or a movie

that is classic in the target culture. The students can be given different roles and taught the profiles of the characters that they're playing. This would help the learners get a very real perspective of the target culture and as a consequence help them in learning the language.

The use of cultural capsule is one of the best established and best-known methods for teaching culture. Cultural capsule as a teaching method was developed in 1961 by Taylor and Sorenson. It basically involves an explanation of certain particular aspects of the language being learnt. These aspects are compared and contrasted with the students' own mother cultures. The students are encouraged to look for these differences on their own. According to the developers of this method, the student can be given different pointers that would help them in investigating the target culture. The students can do their own independent researches in the target culture or they could also be helped with certain visual or audio hints. Eventually they're made to make a presentation on that particular cultural item in front of the whole class and explain its significance in the target culture. This innovative method of culture capsules allows the student to conduct a research in the target culture and language and hence helps them in learning about some very key values in the target culture.

With the advent of new technology, new resources and mediums for teaching second language have emerged. Among them, the use of computer programs is the most important. A plethora of language learning programs and software are now available. These programs can offer in-depth knowledge of the target language besides including relevant cultural contexts where needed (Kuo & Lai, 2006).

Uysal (2012) has explored the role of cultural factors in reading comprehension skills of the language learners. Through a comparative study of Turkish and American readers he has tried to find out the learners' reaction towards a Turkish text which was an editorial. After giving a reading to the editorial the learners' stimulated recall interviews were conducted. The findings revealed that the Turkish participants had less difficulty in understanding the text as compared to the American participants. This study has explored that the content meaning and the word sentence are affected more by the cultural differences as compared to the organizational features.

According to a research conducted by Pei Shi (2012), it was found that culture familiar text has always a good impact on the second language readers as compared to the unfamiliar text. The study was conducted in order to find out the impact of background

knowledge on EFL learners (English as a foreign language). Furthermore, the study was important as it focused on the role of schemata in reading comprehension. She has suggested that EFL teachers use the background knowledge in order to build the new knowledge. In 2009, Erten and Razi investigated that whether cultural knowledge has any effect on the comprehension of the short stories or not. They also found that nativizing the story brings better comprehension skills among the students on the one hand and the difference caused by nativization remained intact on the other hand.

A similar study was conducted by Ibrahim (2013), who has tried to find the effect of cultural background knowledge on the subjects belonging to different genders and found that for both the genders' cultural background knowledge is important in reading comprehension. The study was conducted in Palestine.

2.9.2 Teaching reading skills in Pakistan

In South Asian countries it had been a practice to use Grammar Translation Method for a great period of time for teaching second language especially English. This was also a practice in Pakistani context being one of the South Asian countries, but there was an inadequate learning of reading, speaking, writing and listening. Learners have not gained that proficiency in all skills even at higher grades where English has been taught.

In Pakistani schools reading skills were taught only for the purpose of passing exams but no emphasis was laid on the skill itself. Bhatti (2018) has conducted a research where it was concluded that the reading is a problem for the Public Schools where students are unable to read out the text even at secondary level. He analyzed four hundred students and three hundred teachers of the secondary level where it was found that the English language teachers lack of training impacts the learning of reading skills of the students. The other important factor was lack of relevant cultural material in the textbooks. Native culture proved to be difficult for them to understand for a few texts but where the indigenous culture was given to the students, it was not difficult for the students to understand the texts. In the second case their reading proficiency increased. The same conclusion was drawn by teachers' responses who also were in the favor of the material with indigenous culture in English textbooks.

Another study was conducted at Nawabshah, Pakistan by Nordin et al (2018) which meant to improve the reading skills of the students of first year through using Metacognitive strategies. These strategies included summarizing, self-questioning,

vocabulary development, paraphrasing and checking the prior knowledge of the students. The engineering students were provided with these strategies in order to improve the reading comprehension of the learners which brought very positive results.

Bibi (2009) analyzed the strategies used for the improvement of the reading strategies in Pakistani learners' context. The reading stages as mentioned above were provided by the researcher to the English language teachers in the language classrooms. Guessing, predicting, skimming and scanning were the ones provided to them along with the materials taken from interviews, reflective journals and filed notes. It was revealed that the teachers used the Grammar Translation Method for teaching reading skills and were not aware of the other strategies or stages as were introduced by the researcher. This study concluded that the teachers need to be trained for the improvement in the reading skills.

Asif et al (2016) conducted a study at Dera Ghazi Khan, Pakistan in order to find out the effect of indigenization and nativization of a text on the improvement of the reading skills of the students. Texts chosen from the textbooks of the students were used for the research, where the contextual and textual cues of the original stories were replaced with those of Pakistani culture. The results showed that there is a positive effect of indigenized and nativized texts on the reading comprehension of the students.

Throughout the review of the previous literature there was no such a work which dealt with the intercultural pragmatics in relation to the improvement of reading skills. Various researches conducted in Pakistan were also studied in order to find some relevant study but to the best of the researcher's knowledge there was a research gap found throughout the available literature which needs to be filled through the present study. Reading comprehension and intercultural pragmatics is the least explored area especially with reference to English as a second language in Pakistan.

CHAPTER 3

RESEARCH METHODOLOGY

The chapter unfolds the details about research methodology of the study under the following headings:

- Theoretical Framework
- Research Design
- Population
- Sampling
- Procedure
- Instrumentation
- Reliability and Validity of the instruments
- Rationale for using t-test
- Data Analysis

The research was predominantly experimental in nature. The independent variable was the intercultural treatment, and dependent variable was reading comprehension. The progress of this project was based on experimental research. The research was conducted on the 8th-grade students of Peshawar Public School and College, Peshawar. The sample size was 50 students. It was equally divided into two groups; experimental group and control group (25 in each group). The same instrument was used for both groups. The research span was one month. A total of 32 classes (16 with each group) of one hour each were conducted in which different texts were studied. The students were all from the Pashtun culture. A culturally rich text (both local and target culture) was taught to the experimental group, and a culturally neutral text was taught to the control group. It was made sure that the sample did not have their regular English classes during the treatment.

Further, the researcher conducted pre- and post-tests. Both the groups were tested before and after the treatment to record the differences in cognition, understanding, and responses on the texts. The results of the tests helped the researcher to compare which groups learned better: the experimental group or the control group.

3.1 Theoretical Framework

This research aims at finding out a connection between intercultural pragmatics and students' reading comprehension. In the traditional way of teaching language, there are certain loopholes where inculcating culture is not taken into consideration.

Vygotsky (1934) has presented the theory of socio-cognitive development or social development theory (as is commonly known). There is a strong relation between social interaction and the cognition, as the social interactions develop meaning in case of the learning a language as well. There are multiple institutions for the fundamental development and basic growth of the learners while community plays a vital role in bringing understanding of a text for the researchers as well. Piaget said that children's development always occurs before their cognition; Vygotsky was of the opinion that learning is necessary and occurs before development (Vygotsky, 1978).

There is no such principle or rule which may analyze or measure development of human mind. It is necessary to keep record of the social and cultural contexts which determine the process of individual's development. There are certain social processes which help building the mental capabilities of the students (McLeod, 2007). If an individual has more exposure to the culture and traditions and values of the community, it originates higher mental processes.

The next theory which has a relation with the cognitive development of the learner's mind is known as theory of constructivism. This is also supported by Vygotsky and lays emphasis on the three major themes which are enlisted as follows:

- i. Social Interaction
- ii. More knowledgeable other or MKO
- iii. Zone of Proximal Development (ZPD)

Social interaction is the extent to which a person can understand the interaction in a better way. When a child acquires a language it becomes compulsory to come across the process of learning how to interact with the people around and is known as inter-psychological interaction. The other step of learning is the interaction with the self and it occurs within the child known as intra-psychological interaction. By following these two steps social interaction is completed.

MKO (More Knowledgeable Other) refers to the teacher or the instructor or the native speaker who has more knowledge of the language and has a better perspective than

the learner. Vygotsky (1978) has given a great deal of importance to the MKO for the development of the theory of constructivism. Without the help of these personnel it is not easy for language learner to pass through the process of development or the acquisition of the cognition.

The Zone of Proximal Development (ZPD)

Vygotsky has stated in his theory, humans were in a habit to develop from the culture and use the method is speech and writing as mediation techniques to connect with their social environment. These tools are developed by children to communicate their needs and requirements to the others. He has focused on how people act and interact in a sociocultural context.

There are certain preliminary mental functions which are essential for the cognitive development and intellectual growth of the language learners or the children. Attention, perception, memory and sensation are the basic materials required for the mental growth. With the help of these faculties or abilities, it becomes easy for the child to understand the messages and work in a better way. Culture and traditions also have a great influence on the above mentioned cognitive functions. As culture plays a major role in the mental and intellectual development of the learner. Constructivism influences these mental abilities to be grown among the learners.

Piaget (1923) too was one of the major psychologists who studied the process of mental growth and also brought the theory of Schema to the forefront. The term Schema stands synonymous to the terms ‘frames’, ‘script’, and ‘scene’. Zhang (2008) has asserted that the schema actually work to organize the knowledge owned by the learner which also provides a framework for the comprehension on the part of the learners. Content schema and formal schemas are the major types of the schema which stand important for the cognitive development of the child. Content schema, as is discussed previously in the literature review, is the previous or the background knowledge of the text while formal schema refers to the rhetorical structure of the text. Different types of formal schemas including, cause effect schema, problem solution schema, contrastive schema and collection of description schema can also be quoted here in order to frame references for the current research in intercultural pragmatics.

3.2 Research Design

Research design encompasses all about the research study, i.e., the structure and strategies to be used in carrying out the research (Kerlinger, 1973). This study was quantitative in nature. The researcher selected an experimental research design so that the study and results are authentic and to reduce the risk of 'biases of all kinds.' The true experimental research design was employed in the study, and the sample was divided into two equal groups; Experimental group and Control group. The independent variable in the study was the intercultural treatment which was given to both the groups. The dependent variable was reading comprehension and the students' performance. The purpose of the study was to find out the relationship between the independent and dependent variables.

3.3 Population

The population is the number of the respondents/participants selected by the researcher in the study (McMillan & Schumacher, 2014) As this study was based on Pashtun culture, the 50 students were randomly selected which were equally divided into two groups control group and experimental group. Groups were based on 8th-grade students of Peshawar Public School and College, Peshawar. Each of the groups consisted of 25 participants where the total numbers of 32 classes of one hour each were conducted in which different texts had been studied. Also, it is identified that students were from the Pashtun culture. The culturally rich text which involved both target and local cultures was taught to the experimental group, and neutral text which included traditional methods of teaching was taught to the control group. It was made sure that the sample did not have their English classes during the treatment.

3.4 Sampling

Random sampling technique was used for the selection of sample for the study.-The simple random sampling means that each of the members has the equal chance of being selected for the study where the sampling was done with the intention to extract the sample from the larger population. The sample comprised of 50 students selected to make two groups of 25 students each. The size of the sample was kept small due to the nature of study and time constraint.

3.5 Procedure (Treatment)

The two groups (experimental & control) were treated differently by the researcher during the experimental study. It was made sure that both the groups did not have their regular English classes during the study. The time period for the whole experimental study was of one month, during which the researcher took regular sessions of one hour each with both the groups. The researcher took 15 sessions with the experimental group and 15 with the control group excluding pre- and post-tests.

3.5.1 Reading Material for the Experimental Group

The reading material for the experimental group (see Appendix D) was selected in such a way that the students can learn to comprehend English as a second language and also get ample exposure to Pashtun and English cultures, i.e., English was taught from the intercultural perspective. The lessons selected were culturally rich, for example, Weddings in English culture, Weddings in Pashtun Culture, Funeral in English Culture, Funeral in Pashtun Culture, John Milton (English poet), Rehman Baba (Pashto poet), etc. (See Appendix D). The researcher explained the cultural aspects, in the reading materials, in detail to the students. According to Tomlinson (1998) when students are exposed to their own culture in classroom material, they read it with more enthusiasm, interest and can relate to the text being taught (Tomlinson, 1998). Learning about English culture and traditions was also a pleasant and novel experience for the students, and they studied it with great interest in order to know the English cultural norms and values.

3.5.2 Reading Material for Control Group

The reading material selected for the control group was such that it did not have any connection with culture. Culturally neutral topics were chosen, for example, The Risks of Cigarette Smoke , Patriotism, Child Labor in Pakistan, Importance of Co-curricular activities, etc. (See Appendix C). The researcher explained the lessons to the students in the traditional way of teaching, i.e., focusing more on the vocabulary, meanings, and grammar. If there was any cultural aspect discussed in a lesson, it was not explained to the students of the control group.

3.5.3 Teaching Methodology

The researcher taught both the groups (Experimental & Control) herself. There was a difference in the teaching methodology for both groups. While teaching the experimental group, the main focus of the researcher was to explain all the cultural

aspects in detail to the students. But while teaching the control group, the main focus was upon the explanation of vocabulary and the topic in hand. No cultural explanation was given to the control group.

The lesson plans of all lessons (Experimental & Control) were pre-planned and executed accordingly. (See Appendix C & D)

3.6 Instrumentation

Research instruments refer to the research tools used in the research process. The instruments employed in the current study were the pre- and post-tests. The researcher formulated the tests keeping in view the standard IELTS test and with the help of guidelines taken from '*Testing for Language Teachers*' by Arthur Hughes (Hughes, 2002). The researcher formulated the tests in such a way as they contained different types of test items. The tests comprised multiple choice questions (MCQs), descriptive questions (open-ended test items), true/false and fill in the blanks, etc. The purpose of including different types of test items was to get a clear understanding of students' ability of reading comprehension and to get relevant and authentic data. The same pre-test and post-test were constructed for both (Experimental & Control) groups (See Appendix A & B). The pre-test was formulated from passages that the students had not studied before (Appendix A). The tests were checked by different English teachers. The data gathered by both groups helped the researcher in compiling relevant results.

3.7 Reliability and Validity of the Instruments

To test the internal consistency or reliability, we used the split-half reliability technique by using SPSS Software (Reliability Command). In Split-Half Reliability, the internal consistency of a test is measured. For that purpose the test is divided into two equal parts. The scores of both parts of the test are compared. If the scores are consistent then the test is said to be a reliable one. To estimate the reliability of the test instruments, i.e., Pre-test and Post-test, the researcher applied the Split-half technique by conducting a pilot study by randomly selecting 20 students from a local school in Peshawar. Reliability Statistics of the post-test showed that Split-half coefficient is .706, which indicated that the test had the acceptable level of internal consistency covariance between the item sums of two groups and the average of the variances of the group sums. On the other hand, the reliability statistics of the pre-test appeared to have the Split-half value of .762 showing the internal consistency.

To check the validity, the instruments were reviewed by different experts in the field including five Ph.D. professors. Necessary changes were also made as per their recommendations and suggestions.

3.8 Rationale for Using t-test

This research study was based on data analysis done by using t-test. The t-test was used as this study was based on analysis and comparison of two groups through the use of statistical examination. A t-test with two samples is used to test or check the difference between samples of small size when the variances of two normal distributions are not known. The researcher wanted to determine whether there was statistical evidence that the related population means were significantly different or not. So that's why an independent sample t-test procedure was applied for comparison of pre-test of both groups and a paired sample t-test procedure was applied for the comparison of the pre- and post-tests of control and experimental groups.

3.9 Data Analysis

The process of applying the statistical or logical techniques with the intention to illustrate and explain the information as well as to provide the essential component to make sure the integration of the data which is quite suitable and appropriate for the research findings is known as data analysis (Sekaran & Bougie, 2016). Since it's an experimental research, the data was analyzed quantitatively. In order to look for the similarities and differences, the data will be labeled, classified and coded for the purpose of analysis. The analysis involves classification and coding of the data so that similarities and differences can be recognized. Quantitative methods take into account the objective measurements and the statistical analysis of the data collected by computational techniques to discover the trend that exists within the group regarding the topic under discussion.

The SPSS 16.0 was employed in this research study with the intention to conduct the pre-test and post-test analysis of the identified variables. The quantitative data analysis method was employed with the intention to carry out the data manipulation with simple instructions. According to McNabb (2015), the data analysis is concerned with finding the evidence to either contradict or support the hypothesis or the idea of the study that the research might have. The analysis in the quantitative method is used to be done while focusing on hypothesis because the researcher wanted to predict the variables with

the values and where the researcher knew the acceptance or rejection of the hypothesis in the study (McNabb, 2015).

Using SPSS 16.0 Software, the t-test was applied to test the difference between two groups. In order to compare the pre-test scores of control and experimental group, an independent samples t-test procedure was applied while in order to compare the pre- and post-tests of control and experimental group, a paired sample t-test procedure was applied.

CHAPTER 4

DATA ANALYSIS

This chapter discusses the research findings. Statistical analysis was done based on methodological approach (discussed in chapter 3) to examine and compare the learning and development of reading comprehension of students. The SPSS 16.0 was used in this study with the aim to analyze the study variables. SPSS, also known as Statistical Package for Social Sciences, was used for data analysis in this research study. The quantitative data analysis method was employed with the objective to carry out the data manipulation. Demographic information of the sample is as follows:

Age:	12-13 years
Gender:	Female
Religion:	Islam
Race:	Pashtun
Grade:	8 th
Native Language:	Pashto
Background:	Urban

The primary objective of this study was to determine if the students in the experimental or control group made significant improvements in English reading comprehension. Individual pre-test and post-test scores were compared in the experimental and control groups. A comparison of participants' pre- and post-test scores would determine if the experimental treatment program increased the students' English reading comprehension.

Prior to the experiment, pre-test was administered to both the groups to determine their current level of English reading comprehension. Five class sessions took place each week for a period of one month, and each session lasted 60 minutes. Pre-test scores of both groups on English reading comprehension were evaluated.

4.1 Pre-Test Score Analysis (Experimental & Control)

A pre-test was conducted at the start of the experimental study to check the current level of understanding of the students. A similar pre-test was conducted for both the

groups to make sure that both groups have same level of understanding before treatment was given. The pre-test scores for both experimental and control groups are mentioned in Table 1 given below:

Table 1:
Pre-Test Score of Both Groups

Pre-Test (Control)	Pre-Test (Experimental)
13	13.5
04	14
14	06
16	14
13.5	12
19	10
14	14
07	10.5
8.5	10.5
13	16
16	10
08	9.5
21	15.5
9.5	13.5
10.5	14
13.5	07
13.5	20
13.5	17
19.5	13
10.5	7.5
12	13
13	7.5
14	09
18	11.5
16	08

The graphical representation of the score is given in Figure 1:

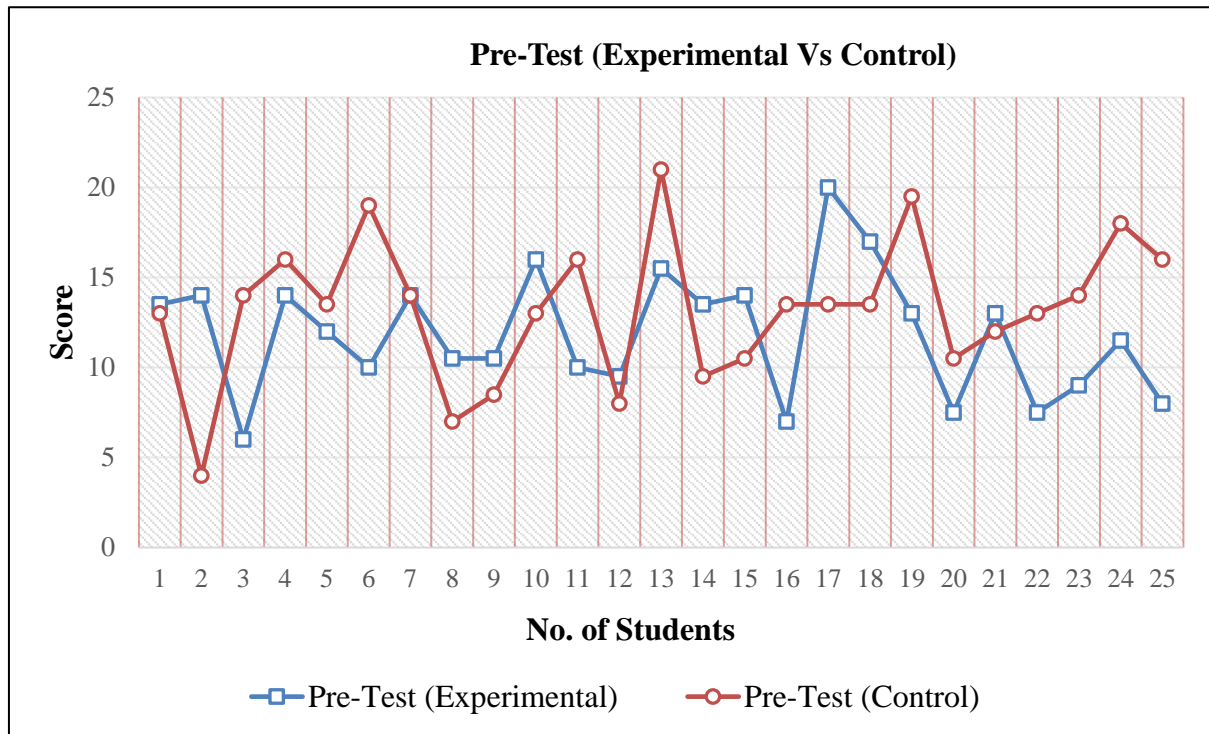


Figure 1: Experimental VS Control Group (Pre-Test)

Figure 1 shows the graphical view of the results of pre-test of control and experimental groups. Horizontal axis shows the number of students while the vertical axis shows the marks obtained by the students during the test. As shown in figure 1, the level of understanding of students from both groups is almost the same in pre-test of both groups.

For the purpose of comparison, means of both groups were analyzed, by using a statistical approach i.e. independent sample t-test procedure.

Table 2
Pre Test Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-Test	Experimental	25	13.2200	4.00541	0.80108
	Control	25	11.8600	3.44456	0.68891

According to the group statistics, the pre-test of experimental and control groups were identified in the table above with the sample size of 25 of each group. The mean of the pre-test of experimental group is 13.2200, whereas the mean of the pre-test of control

group is 11.8600. The standard deviation of the pre-test of experimental group is 4.00541, while the standard deviation of pre-test of control group is 3.44456. The standard error mean for the pre-test of experimental group is 0.80108 and the standard error mean for the pre-test of control group is 0.68891. So the mean of the pre-test is almost similar in both groups and there is not much difference as shown in the above Table 2. Therefore, according to table 2, results show that both groups had almost the same level of understanding of text. The researcher wanted to determine whether there was statistical evidence that the related population means were significantly different or not. Independent sample t-tests may be used to compare the differences of means between the two groups (Agresti & Franklin, 2009). Therefore, an independent sample t-test was employed to compare mean differences between the two groups in the present study.

Table 3

Independent Samples Test (Pre-Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
STUDY	Equal variances assumed	.000	.894	1.287	48	.204	1.36000	1.05657	-0.7643	3.48437
	Equal variances not assumed	--	--	1.287	46.948	.204	1.36000	1.05657	-0.7656	3.48560

The researcher considered .05 as the significance level. The results suggest no statistical significance (as the p value 0.204 was above the significance level of 0.05) between the two groups mean scores (see Table 3). Accordingly, no significant differences of the pre-comprehension test scores occurred between the two groups. Before the research study, the students in the experimental and control groups had similar levels of English reading comprehension.

4.2 Pre- and Post-Test Scores Analysis (Control Group)

Control group comprised 25 students of 8th Grade. After conducting pre-test, control group was taught 15 different English lessons following the traditional way of

teaching English. The lessons were selected as such that they were culturally neutral topics. For example, topics like smoking, co-education, importance of co-curricular activities, global warming etc. were selected in control group curriculum, having no connection with the cultural aspect. A post-test was administered to check or measure the level of improvement of the students at the end of the study. The pre- and post-test scores (as mentioned in Table 4) were statistically analyzed below:

Table 4
Score in Pre- and Post -Test of Control Group

S.NO	Pre-Test	Post-Test
1	13	12.5
2	04	14
3	14	13
4	16	14.5
5	13.5	14
6	19	17.5
7	14	14
8	07	12
9	8.5	05
10	13	11
11	16	12.25
12	08	11
13	21	19.5
14	9.5	5.5
15	10.5	10
16	13.5	11.5
17	13.5	14.5
18	13.5	13
19	19.5	17.5
20	10.5	13.5
21	12	14.5
22	13	11
23	14	11.5
24	18	17
25	16	14.5

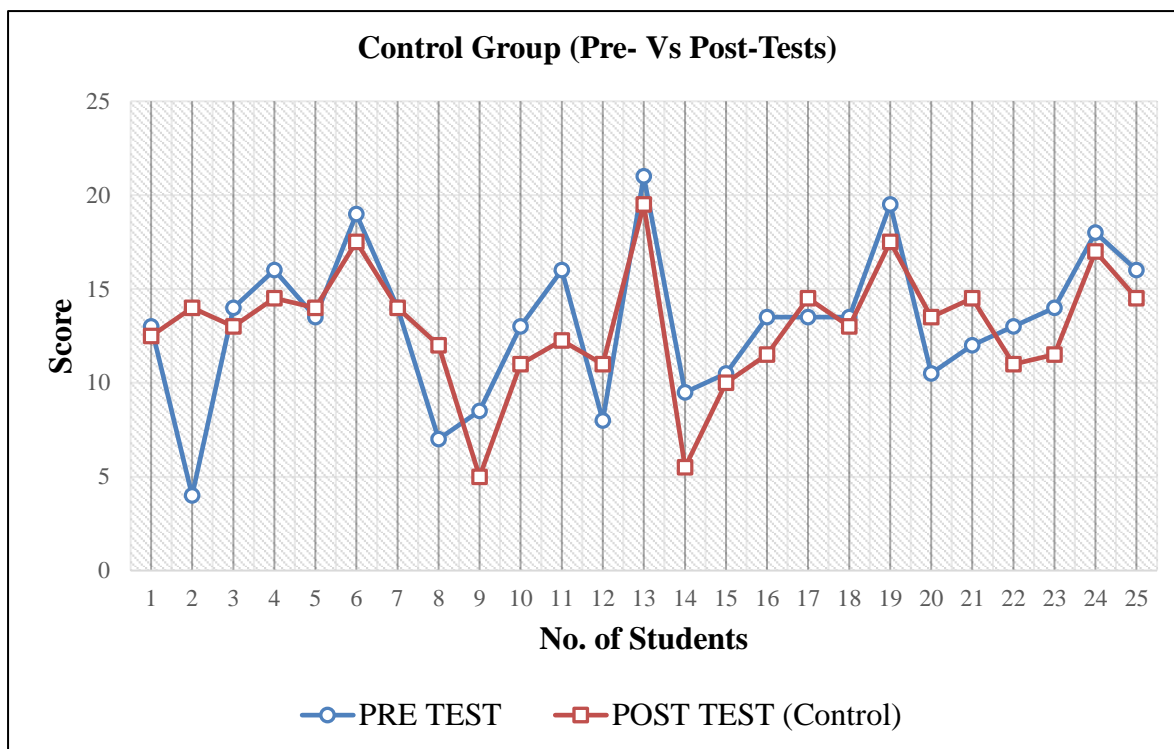


Figure 2: Control Group (Pre- Vs Post-Test Scores)

Figure 2 shows a graphical view of the results of control group students on pre- and post-tests. Horizontal axis shows the number of students while the vertical axis shows the marks obtained by the students during the test. As shown in figure 2 the level of achievement is almost the same in both tests for control group as obtained curves are quite close to each other (almost overlapping).

Table 5

Paired Samples Statistics of control group

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	13.2200	25	4.00541	.80108
	Post-Test	12.9700	25	3.28215	.65643

The paired t-test sample is a statistical process employed with the intention to determine the difference for the means and standard deviation among two sets of the observation. Each of the entity or subject could be measured two times by the researcher which results in the pairs of observations. According to the study Gao (2017), there are some of the common applications in the context of paired sample t-test which include repeated measures designs or case-control studies. The hypothesis in the study is examined with statistical processes where the paired sample t-test has competing

hypothesis. Also, the null hypothesis in the study assumed the mean difference among the paired sample which might be zero.

According to the selected model (experimental) in the current research study, there are observable differences in the values that can be described by the random variation. Also, on the other hand, the alternative hypothesis can have various forms depending on the expected outcome. The direction of the difference in the study does not matter unless there a two-tailed hypothesis is employed in the study. The above paired sample statistics table 5 provides the knowledge of control groups' pre-test and post-test. The mean and standard deviation as well as standard error mean has been generated while analyzing the gathered data.

Table 6
Paired Samples Correlations of Control Groups

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-Test and Post-Test	25	.663	.000

Bivariate Pearson correlation co-efficient (.663) shows that both tests are strongly associated with each other.

Table 7
Paired Samples Test of Control Group

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Post-Test	.25000	3.06356	.61271	-1.01458	1.51458	0.408	24	.687

Table 7 shows the paired sample t-test results of the pre-test and post-test scores after the control group received the neutral method for teaching. The p value (.687) was above the significant level of .05. As a result, no statistically significant difference occurred between the means of the pre-test and post-test scores. Consequently, no significant improvements of the control group occurred after the students received one month neutral method of teaching.

According to Peck “Without the study of culture, foreign language instruction is inaccurate and incomplete.” (p.1)

It is inaccurate and incomplete because language and culture are two halves of the same thing. If students are provided only with the partial knowledge of the language i.e. omitting the culture, then how they can show native like competence in the target language. In order to gain native like competence in the target language students should be given full insight into the target language.

The problem with our traditional way of teaching ESL/EFL is that the language teachers are not aware of the importance of culture in language teaching and learning process. They teach language from structural perspective i.e. focusing only on the grammar and vocabulary. The language teachers ignore or are unaware of the most important factor in language teaching i.e. the contextual use of language. Context means culture. So if the students are only provided with the structural knowledge of the target language and no information is provided on how to use it in a specific context then the students cannot be expected to be highly competent in the target language. If the students are unaware of the contextual knowledge of the target language i.e. target culture, they would not be able to develop native like competence in the target language.

The students of the control group were taught the reading comprehension following the traditional way of teaching language. The researcher selected random cultural-neutral topics and they were taught focusing only on the structure of the text and vocabulary. The researcher observed that students did not show any extra ordinary interest towards learning the text. They passively listened to what the researcher explained and did not actively contribute in the class. This lack of interest in learning can be perceived in the pre and post test scores of the control group in table 4. The students of control group showed no considerable improvement in the post-test. The students were not able to comprehend the passages in the target language and hence could not answer the questions. The researcher observed that majority of the students could not answer the questions in which they were supposed to infer the answer from the text. From this observation the researcher derives that the students were not able to comprehend neither the question nor the text. The comparison of the pre-post test scores of the control group implies that the students’ ability to comprehend a text in the target language did not improve even after a month long treatment in the target language.

One of the reasons for the students' failure to answer the questions was the teaching methodology. The teaching methodology adopted by the language teachers is based on theory. Our language teachers would only focus on imparting the theoretical knowledge of the target language but would not prepare the students to use the language practically. The language teachers are naïve of the importance of teaching the second/foreign language from practical perspective which is the reason that students failed to perform better even after being taught the language.

The second reason for the students' failure may be the content selection. The content selected in order to teach the target language is in no way connected to the local or the target culture because of which the students do not develop the required level of interest or curiosity, which is important to the learning process. The students' cannot relate to the text being taught and hence face difficulty in comprehending it. This results in low motivation towards learning the target language. If there will be no curiosity or interest, there will be no learning.

The whole examination system of our country is based on wrong premises. The students are rewarded if they reproduce the same content which they were taught. Because of the flawed reward system the language curriculum is designed in such a manner as only helps in the regeneration of the same content again and again. Curriculum designers are not encouraged to design such content which arise interest, curiosity or creativity. That is why we as a society are still struggling to learn English as a second or foreign language.

4.3 Analysis of Pre- and Post -Test Scores (Experimental Group)

The experimental group comprised 25 students of 8th Grade. After conducting pre-test, the experimental group was exposed to experimental treatment, in which they were taught 15 different English lessons. The experimental group curriculum was selected in such a way as it composed of 15 culturally rich topics. Topics like weddings in English culture, weddings in Pashtun culture, funeral in English society etc. were selected in experimental group curriculum, having topics from both target (English) and the local culture (Pashto). After the experimental treatment, a post test was conducted to check or measure the level of improvement of the student. The pre- and post-test scores (as mentioned in Table 8) were statistically analyzed.

Table 8
Score of Students in Pre and Post Test of Experimental Group

S.NO	Pre-Test	Post-Test
1	13.5	16.5
2	14	18.5
3	06	16.5
4	14	17
5	12	20
6	10	18.5
7	14	22
8	10.5	20
9	10.5	17
10	16	22.5
11	10	21
12	9.5	20
13	15.5	14.5
14	13.5	16.5
15	14	14.5
16	07	15
17	20	22
18	17	23
19	13	14.5
20	7.5	14
21	13	15.5
22	7.5	12
23	09	15
24	11.5	15
25	08	11

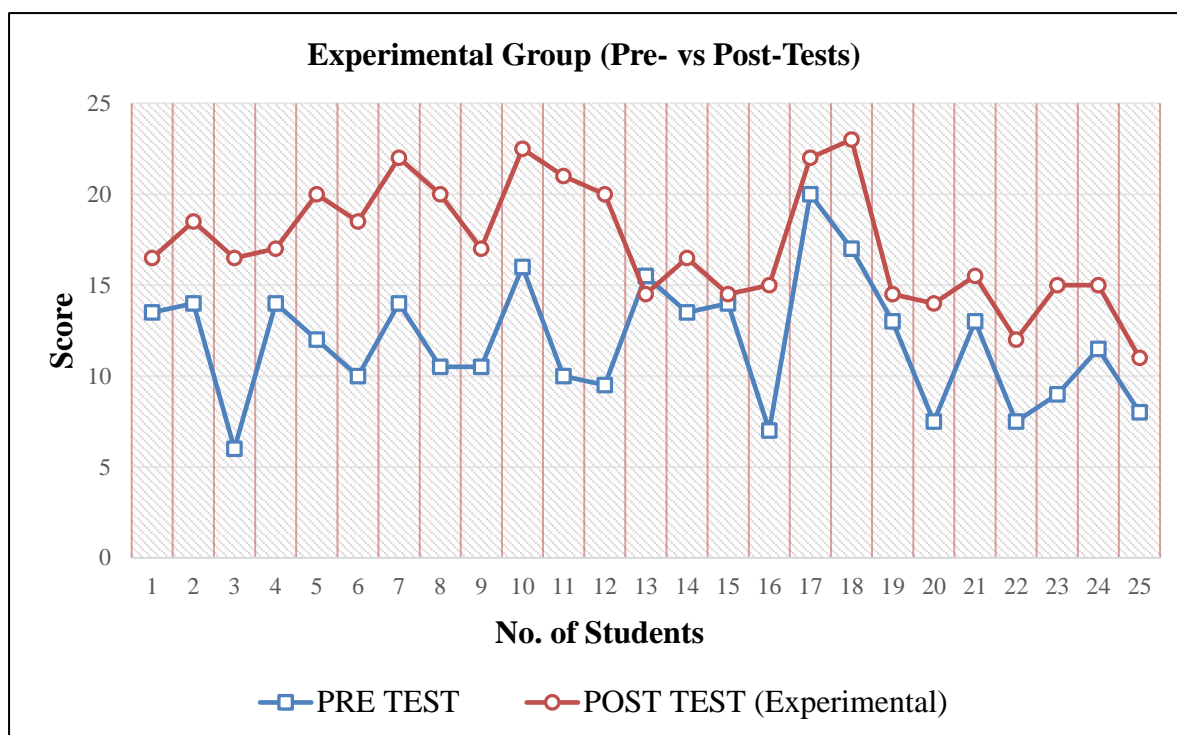


Figure 3: Experimental Group (Pre- Vs Post-Test Scores)

Figure 3 graph shows the results of experimental group students on pre- and post-tests. Horizontal axis shows the number of students while the vertical axis shows the marks obtained by the students during the test. As shown in figure 3, the post-test curve is above the pre-test curve which shows the improvement in the marks of students after the experimental treatment.

Table 9

Paired Samples Statistics of Experimental Group

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	11.8600	25	3.44456	.68891
	Post-Test	17.280	25	3.32628	.66526

The paired t-test sample is a statistical process employed with the intention to determine the difference for the means and standard deviation between the two sets of observation.

Table 10

Paired Samples Correlations of Experimental Group

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-Test and Post-Test	25	.253	.007

Table 11
Paired Samples Test of Experimental Group

Paired Samples Test									
		Paired Differences					T	f	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Post-Test	-5.420	3.30937	.66187	-6.7860	-4.0539	-8.189	24	.000

Table 10 and 11 show the test results of the experimental group before and after the 1-month new method treatment. According to Agresti and Franklin (2009), a paired-difference *t*-test is used when comparing the means of a single sample. Therefore, a paired *t*-test was applied to compare the means of the pretest and posttest scores in the experimental group ($p = .000$). The p (.000) value was much below the significant level of .05. A significant difference in the mean scores therefore occurred between the pre-test and post-test scores after new activities were integrated with learning English.

As shown in table 8, there is a considerable difference between the marks obtained by the students in the pre and post-tests. On the basis of researcher's observation, the improvement shown by the students of experimental group can be attributed to many factors.

Vygotsky in his Sociocultural theory linked child's learning with social interaction i.e., culture. The more a child will socially interact, the more he will be exposed to the culture and hence the more he will learn. But this interaction is supposed to take place in the guidance of a More Knowledgeable Other (MKO) i.e. parents, teachers, instructors etc. The MKO will focus upon the Zone of Proximal Development which refers to the area in which the child lacks the knowledge and needs help. The researcher followed the same approach during the study. The researcher exposed the students to the culture (local and target) in the second language and acted as the MKO and focused upon the zone of proximal development, which in this case was 'the culture'.

The experimental group curriculum was designed in such a way that it comprised culturally-rich topics. The linking of the language and culture was helpful in arousing the interest of the students towards learning the target language. The researcher observed that when students were taught concepts/lessons about their local culture (Pashtun culture) in

the target language, they could highly relate to it. Their interest was aroused and they participated actively in the classroom. Although they were being taught in the target language but still they were able to understand the text easily because they had the background knowledge of it. They already had the information of what was being taught to them and that's why they were able to comprehend it easily. Similarly, when the same students were taught about the target culture in the target language, their response was encouraging. The students were taught the same concepts (as in their local culture) in the target culture. It was helpful in arousing their curiosity because they wanted to know and learn how the same activity is performed in the target (English) culture.

Learning a language through the learning of a target culture also enhances a student's interest in the target language. The research about the customs and traditions of the target culture is extremely engrossing. Using different culture learning methods like role playing, singing, reenactments of famous cultural stories can all be very amusing activities. This point is further emphasized by Hammerly (1982) who says that making the students aware of the target culture's tradition during the teaching of target language increases the students' interest and makes them more involved in the learning process (Hammerly, 1982), Language lessons cannot be taught without explaining the relevant culture since the books, language exercises all depict the culture of the target language. Further language teachers need to go beyond the grammar and linguistic aspects of any language and into the deep cultural and societal roots of the target language. Only then the students would be able to learn the target language in an effective manner.

The researcher observed that the students could relate to their local culture and they were curious about the target culture. This is the reason that they showed high level of improvement in the post-test as compared to the pre-test because they understood the concepts and could comprehend the text easily. As cited in Purba (2011), Politzer states that;

As language teachers we must be interested in the study of culture not because we necessarily want to teach the culture of the other country, but because we have to teach it. If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning; for unless he is warned, unless he receives cultural instruction, he will associate American concepts or objects with the foreign symbols. (p. 47)

The teaching methodology adopted for the experimental group by the researcher was also different as compared to the control group. The researcher instead of focusing on the structure of the target language, explained all the cultural terms and concepts in detail to the students. The researcher encouraged the students to actively participate in the class and took into account their view about the topic. This encouraged the students to share their opinion and enabled them to discover the language in a more effective way.

Wardhaugh defined language as not just knowledge of sounds, words or sentences but as the knowledge of how to perform different actions with the help of sounds, words, and sentences. Wardhaugh in his definition of language does not make a direct mention of culture but connects the knowledge of language to the “ways of saying and doing things”, which refers to the context in which the language to be used (Wardhaugh, 2002).

Many reasons can be attributed for the interdependency of language and culture. For example, (a) there is no universal method to acquire or learn a language. (b) The language learning methodology differs across cultures. (c) The way a person interacts socially decides about his efficacy in the society. (d) In caretaker speech the main concern is not the structure of the language but to teach the ways to use language in order to interact and convey message properly. (e) A native speaker acquires the communicative patterns of the language according to the specific culture (Buttjes, 1990, p. 55),

In order to learn a second language, it is not enough to only learn the linguistic rules and forms of the target language but to also learn about the cultural background of the language. It is important because language depends upon the culture/context for the conveyance of the meaning. Cultural context “creates meaning” and language conveys and interprets it. So, there is a deep connection between language and culture, the importance of which cannot be denied or ignored. Intercultural learning is more inclusive than learning about other cultures only; it includes how an individual’s perception is shaped by understanding of his/her own culture, of the world and their own relationship with others (Scarino & Liddicoat).

There is a difference between cultural perspective and intercultural perspective, which needs to be realized and implied in our language teaching and learning processes. A “cultural perspective” means to learn or know about a culture, which does not play any role in changing or transforming the learner’s own beliefs, values, identity or views. But “intercultural perspective” means to transform the learner in the learning process. It refers

to a language learning process which brings a change in the learner's perception of his own language and culture as well as the target language and culture (Liddicoat, 2005).

The reader must not only extract the meaning expressed in the text but also integrate it with the knowledge he already possesses (Harlig, Mossman, & Vellenga, 2015). So, the result does not depend on the linguistic properties of the discourse, but also provides the information on the characteristics of the reader. Reading comprehension is a more complicated process than identifying words and meanings; it is where the difference between reading and understanding falls. The second is an essential skill on which the series of related capabilities are deployed such as oral management, taste for reading and critical thinking (Candarli, Bayyurt, & Marti, 2015). A cognitive task that entails great complexity demonstrates that the reader must not only extract information from the text to interpret it based on previous knowledge and personal goals, but it must also reflect on the process to understand diverse communicative situations (Liontas, 2015).

Language and culture are interconnected to each other, where one always requires the other in terms of learning or teaching. This is more obvious when teaching a foreign language, where the educator is indirectly in charge of teaching the foreign culture as well. Cultural teaching is considered as the fifth language skill that helps us to be more accepting towards the differences in other cultures, not just by learning about the culture, but also its values, common etiquettes, and any existing cultural issues. This is achieved through the use of English, which is the lingua franca especially in this era. Culture affects the process of lingual teaching and learning through various means. In different cultures, certain words have different meanings and ideologies. A particular culture will perceive a word with completely opposite meaning compared to another culture. For example, "white" is considered "pure" by the westerners, but perceived as "weak, worthless" by the Chinese. Hence, it's essential to consider culture in learning language and to not solely depend on the basic rules and the principles of the language. Most of the foreign language learners face problems in listening and understanding the particular language due to their limited vocabulary, poor grammar skill and mispronunciation. But more importantly, it can be due to lack of understanding the culture behind the language. By understanding the foreign culture, certain words would become more familiar and easier to grasp, and consequently help the learners to listen better. It's vital to learn the foreign culture in order to interact better when using the foreign language. It helps the speaker to deliver the message without risking any misunderstandings with the other side.

For example, it's a common courtesy to use "please" and "thank you" for westerners in daily communication. Otherwise, it will be perceived as impolite and might cause conflicts. Meanwhile in reading, by understanding the culture behind it, it helps to analyze the main message that the author was trying to convey. Sometimes, lack of cultural appreciation is one of the reasons that cause obstacles in comprehensive reading. This tends to happen among students that are unable to perceive the context as a whole, even though they know the meaning of every word. Hence, this is why cultural teaching is important in learning language (Choudhury, 2014).

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The present study aimed to investigate the relationship between intercultural pragmatics and reading comprehension. Pragmatics deals with communication or interaction in a specific context. So we can say that reading comprehension is also an interactive or communicative process in which the interaction takes place between the author and the reader. Reading is an active process in which the reader keeps on constructing meanings and makes sense of the text on the basis of his previous knowledge and the knowledge provided by the author (Uysal H. H., 2012). In that way, reading is also a meaning-making process like communication. This insight inspired the researcher to check the relationship between intercultural pragmatics and reading comprehension whether the former (intercultural pragmatics) has any impact on the later (reading comprehension) or not.

In Pakistan, English is taught since the early days of education considering the importance of the language as an international language and also the official language of Pakistan. It has been observed that although our students are taught English from the early days of their education but still they lack the skill of comprehending the English language. The purpose of the study was to look for the factors responsible for this lack of students' ability and the researcher tried to look into this problem from a cultural perspective. The researcher wanted to know if the situation can be improved by introducing intercultural pragmatics into the English language curriculum.

For this purpose, the researcher conducted an experimental study on Pashtun students in Peshawar. The researcher selected the Pashtun culture as the local culture and English culture as the target culture. Since this was an experimental study, the researcher selected fifty students of 8th grade in a local school in Peshawar. The students were divided into two equal groups, i.e., experimental and control group. Each group had 25 students from the same culture (Pashtun) and learned English as a second language (ESL). Both the groups were subjected to separate treatments. The experimental group was taught an intercultural curriculum, giving the students information on both the target

and local culture. The control group was given an exclusively culturally neutral treatment. The results of both groups were statistically analyzed leading to the conclusion that the experimental group had a relatively better level in comprehending a text in the second language as compared to the control group.

The results of the study are consistent with the study of Hedieh Yousuf, Lotfullah Karimi and Kamaran Janfeshan who argued that there is a significant relationship between cultural background/familiarity and reading comprehension (Yousef, Karimi, & Janfeshan, 2014). In the current study, the researcher has successfully proved that there is a direct connection between the language and culture. Language and culture are interdependent, and the two cannot be separated. The two go hand in hand in pedagogy, and that is why it is the need of the time to incorporate culture into language curriculum.

The results are also consistent with the study of Gilakjani and Ahmadi (2011), who argued that there is a closer consistency between the reader's text, the reader's schema (the knowledge) and reading comprehension (Ahmadi & Gilakjani, 2011). The researcher supports the point that if the second or foreign language, English in this case, is taught with reference to culture (both target (new) and local (previous knowledge), then the students' ability to comprehend the text will increase.

The results are consistent with the study of Dr Tengku Sepora and Moghaddas Jafari, who investigated the relationship between language and culture. Their study suggests that there is a close relationship between language and culture. According to them, language is the ambassador of a culture (Mahadi & Jafari, 2012).

Culture can be described as a set of values, beliefs, customs, and behaviors of people in a particular society. Further it incorporates the belief system, ethnic history of a society. Culture has a huge effect on the language. This is because culture shapes peoples' attitudes and these attitudes in turn are reflected in the language spoken by those people. New words and phrases emerge dictated by the specific cultural elements in a particular society. Similarly people in different age groups have their own contribution in the cultural norms of a society. In the modern age, a number of slang words have found their way into language largely because of the younger populations. Similarly musicians, actors in their music and TV shows have their respective contribution in shaping the culture and hence the language of a particular society. Language is basically a medium to convey our thoughts and ideas. Hence language is greatly influenced by the culture and

societal norms of the geographical area where it is spoken. As a consequence, whenever culture changes, the language changes accordingly. This situation is evident from the fact that there are many words and phrases whose meanings have changed over the course of time. One example can be the word 'nice'. Initially this word meant something stupid or idiotic or wicked but now currently this word has acquired a totally different meaning i.e. something good, polite etc. This clearly shows how meanings of words can evolve over time based on the prevailing cultural attitudes in an era. Similarly there are many phrases whose meanings have totally changed over time. The fact that these changes are seamlessly incorporated in the language shows its inherent flexibility.

Basel Al-Sheikh Hussein (2012), in his paper '*The Sapir-Whorf Hypothesis Today*' talks about the connection between language and culture by quoting the following extract from Sapir's book '*Language*' (Hussein B. A., 2012, p. 643).

Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression for their society. It is quite an illusion to imagine that one adjusts to reality essentially without the use of language and that language is merely an incidental means of solving specific problems of communication or reflection. The fact of the matter is that 'real world' is to a large extent unconsciously built up on the language habits of the group... We see and hear and otherwise experience very largely as we do because the language habits of our community predispose certain choices of interpretation. (Sapir E., 1929, p. 207)

In the same vein, Brown (1994) says that both culture and language are inseparable and closely affect each other. Without language, culture loses its significance and vice versa. . Brown (1994) even goes thus far as calling the learning of a language as getting adapted to a new culture. According to Goodman (1988),

Each human being creates language, a means of representing the world and his or her experiences with it. But each human being does that within a social context and makes use of linguistic resources in that social environment. Eventually the personal language of each individual comes safely within the social language: the symbols, the grammar, the ways of representing the world for the individual are those of the society in which that individual functions (p. 3).

Culture is the backbone of language. Culture hugely impacts the origin and evolution of language. Language is the medium through which culture is transmitted through generations and time. The customs and traditions of a culture are passed down through history via language (Kuang, 2007).

Buttjes (1990) through several points emphasized how language and culture are inseparable. According to him, the method of learning a particular language is not constant rather it varies according to the cultures of the respective languages. In order to become a respectable and effective member of a society, it is imperative that one has a firm grasp of the language which allows him to articulate his thoughts and ideas efficiently. Every culture has its own set ways in which they encourage children to become more social and all these methods dictate how those children would speak a particular language in the future. For example, health workers' main concern is not with the technicalities of language rather with the delivering of cultural knowledge. A person who grows up speaking his mother tongue also acquires certain habits and patterns that exhibit the culture of that particular language. Both language and culture are so inseparably associated with each other that the learning of culture helps in the learning of language and vice versa.

5.2 Recommendations

There are several benefits of culture based language teaching (CLT). If a target culture is taught in ESL/EFL class, the learners will automatically get exposure to the target language. Addition of culture to language teaching would help in creating a clear image of language related concepts. Moreover, incorporation of CLT in ESL/EFL class would help in raising the motivation of the learners. Students will be more interested in activities related to culture e.g. role play, singing, conducting research on target culture etc. Along with language, CLT also helps in increasing the general knowledge of the students by giving them information about the geography or history of the target culture (Genc & Bada, 2005).

CLT can be effectively executed in an EFL class with the help of various "information sources" and "activity types". Language teachers should make students participate actively in the class. They should encourage the learners to do research based learning and collect facts from different resources such as internet, library, encyclopedia etc. Some of the possible sources of information for CLT may be newspapers, images, internet, literature, movies, TV etc. Language teachers can also make use of various

practical learning activities in ESL/EFL class. Language teachers should encourage students to write their experiences inside and outside the class in an “activity log”. The log will serve as a medium of communication between teacher and students. In this way teacher will get ideas about the students’ learning experience and also their progress. While selecting teaching material for the ESL/EFL class, the teacher should be careful about the authenticity of the teaching material. Language teachers should select such content as is linked to the culture of the target language. The instructor should explain all the cultural concepts and terms in detail to the students. Language teachers can select such material in the form of dialogues, films, movies, documentaries etc. It is the duty of a language teacher to encourage research based learning. He should make students do research on different topics related to the target language and culture. It is very important for the students of ESL/EFL class to be actively engaged in the teaching-learning process (Dai, 2011).

In order to learn the target language properly, learners should achieve cultural competence along with the linguistic competence. Only getting command over language is not enough. The ESL/EFL learners should also be made aware of the cultural rules and norms of the target language so that they can communicate accordingly. The attainment of cultural competence is important because a phrase or an expression might be socially acceptable and appropriate in the speaker’s culture but not in the target language culture. Language learners should be made aware of the culturally appropriate ways in the target language. An ESL teacher should make students learn ways of meeting new people, greetings, making requests, bidding goodbyes etc. Peterson and Coltrane (2003) believed in the use of authentic teaching materials and active learning strategies. They talked about the incorporation and use of proverbs, role play, cultural resources, and literature etc to help the students in getting ample exposure to the target culture and hence the target language.

5.2.1 Implications

Concerning implications of this research study, it can be said that this study will be beneficial in the following ways:

a. New Perspective

The study will be helpful in creating a new perspective (Intercultural pragmatics) to English language teaching programs.

b. Teacher Education

The study will be helpful in future teacher education training programs as they can use these results to develop their training programs and plans. The study will be helpful in devising such strategies through which the language teachers can be taught the importance of incorporating culture in ESL classrooms.

c. Classroom Strategies and Activities

The study will be helpful for ESL teachers to plan and execute different language learning activities by incorporating culture.

d. Model for Future Research Studies

Researchers can use this study as a model for their future research studies and can base their findings in line with the results presented in this study.

5.3 Recommendations for Further Study

There is a massive increase in the English language learners across the world. These findings suggest that reading comprehension can be beneficial for people learning the second language. For future studies, it is recommended that this research needs to be conducted in more cultures and different countries as different activities in different countries can affect language skills and learning. The future researchers can conduct research in the same area with different age groups and cultures. Language teachers can profit from the results of such studies and develop their pedagogical strategies to enhance student learning.

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Appendix A – Pre-Test

Name: _____

Time: 01 Hours

Institution: Peshawar Public School & College for Girls

Note: Attempt all questions.

Passage No. 01

Read the following passage and answer the questions given at the end:

Discovered in the early 1800s and named nicotianine, the oily essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that, years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 percent of leukaemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 percent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasised the health dangers, especially from side-stream smoke. This type of smoke contains more, smaller particles and is therefore, more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 percent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 percent if the spouse has been smoking four packs a day for 20 years. It has been calculated that 17 percent of cases of lung cancer can be attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.

A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced

by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

The report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non-smokers than on smokers.

This report emphasises that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life-giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body.

The researchers criticise the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on non-smokers. They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that passive smoking is the third most preventable cause of death after active smoking and alcohol-related diseases.

The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost-effective action is to establish smoke-free workplaces, schools and public places.

Questions:

Multiple Choice Questions:

(8)

Q1 According to information in the text, **leukaemia** and **pneumonia**

- a. are responsible for 84,000 deaths each year.
- b. are strongly linked to cigarette smoking.
- c. are strongly linked to lung cancer.
- d. result in 30 percent of deaths per year.

Q2 According to information in the text, intake of **carbon monoxide**

- a. inhibits the flow of oxygen to the heart.
- b. increases absorption of other smoke particles.
- c. inhibits red blood cell formation.
- d. promotes nicotine absorption.

- Q3** According to information in the text, intake of **nicotine** encourages
- blood circulation through the body.
 - activity of other toxins in the blood.
 - formation of blood clots.
 - an increase of platelets in the blood.
- Q4** Which of the following statements reflects the claims of the writer in Reading Passage 1?
- Thirty percent of deaths in the United States is caused by smoking-related diseases.
 - If one partner in a marriage smokes, the other is likely to take up smoking.
 - Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives.
 - Opponents of smoking financed the UCSF study
- Q5** Passive smoking
- is one of the two most preventable causes of death.
 - is more harmful to non-smokers than to smokers.
 - is just as harmful to smokers as it is to non-smokers.
 - None of the above
- Q6** Compared with a non-smoker, a smoker
- is more likely to be at risk of contracting various cancers.
 - reduces the quantity of blood flowing around the body.
 - is more likely to be at risk from passive smoking diseases.
 - None of the above.
- Q7** The American Medical Association
- includes reviews of studies in its reports.
 - argues for stronger action against smoking in public places.
 - opposes smoking and publishes research on the subject.
 - None of the above.
- Q8** 'Fatal' means
- lethal
 - trivial
 - vital
 - wholesome
- Q9** Should smoking be allowed in all public areas in line with liberal principles of freedom of action or should it be restricted to reduce the hazards? (2)
- Q10** Is passive smoking an equally serious health hazard compared to others? (2)
- Q11** Is there only a harmful single agent associated with smoking? Please explain the answer in detail. (2)

Q12 In what ways does smoking harm the human body? What are the long term effects? (2)

Q13 Do the following statements agree with the information given in Reading Passage 1?

Write

TRUE if the statement syncs with the information

FALSE if the statement contradicts the information (4)

NOT GIVEN if there is no information on this

- a. Unhealthy nutrition and diet habits are most likely a major causal factor of cancer?
- b. Establishing smoke-free public spaces, workplaces and educational institutes is one of the most effective ways to target passive smoking.
- c. Married couples with one smoking partner have a higher chance of getting affected by the harmful effects of passive smoking compared to other regular victims of passive smoking.
- d. Passive smoking is more harmful to smokers than non-smokers.

Passage No. 02

Read the following passage and answer the questions at the end:

Overpopulation is an undesirable condition where the number of existing human population exceeds the carrying capacity of Earth. Overpopulation is caused by number of factors. Reduced mortality rate, better medical facilities, depletion of precious resources are few of the causes which results in overpopulation. It is possible for a sparsely populated area to become densely populated if it is not able to sustain life.

Growing advances in technology with each coming year has affected humanity in many ways. One of these has been the ability to save lives and create better medical treatment for all. A direct result of this has been increased lifespan and the growth of the population. In the past fifty or so years, the growth of population has boomed and has turned into overpopulation. In the history of our species, the birth and death rate have always been able to balance each and maintain a population growth rate that is sustainable.

Since the time of the Bubonic Plague in the 1400's, the growth of population has been on a constant increase. Between the time of the plague and the 21st century, there has been hundreds and thousands of wars, natural calamities and man-made hazards. However, none of these have made a dent on the population. Developing nations face the problem of overpopulation more than developed countries, but it affects most of the Earth as of now. When we are talking about overpopulation, we should first understand the causes of it.

At the root of overpopulation is the difference between the overall birth rate and death rate in populations. If the number of children born each year equals the number of adults that die, then the population will stabilize. Talking about overpopulation shows that while there are many factors that can increase the death rate for short periods of time, the ones that increase the birth rate do so over a long period of time. The discovery of agriculture by our ancestors was one factor that provided them with the ability to sustain their nutrition without hunting. This created the first imbalance between the two rates.

Following this came the industrial revolution. Technological advancement was perhaps the biggest reason why the balance has been permanently disturbed. Science was able to produce better means of producing food, which allowed families to feed more mouths. Medical science made many discoveries thanks to which they were able to defeat a whole range of diseases. Illnesses that had claimed thousands of lives till now were cured because of the invention of vaccines. Combining the increase in food supply with fewer means of mortality tipped the balance and became the starting point of overpopulation.

However, when talking about overpopulation we should understand that there is a psychological component as well. For thousands of years, a very small part of the population had enough money to live in comfort. The rest faced poverty and would give birth to large families to make up for the high infant mortality rate. Families that have been through poverty, natural disasters or are simply in need of more hands to work are a major factor for overpopulation. As compared to earlier times, most of these extra children survive and consume resources that are not sufficient in nature.

With latest technological advancement and more discoveries in medical science, it has become possible for couple who are unable to conceive to undergo fertility treatment methods and have their own babies. Today there are effective medicines which can increase the chance of conception and lead to rise in birth rate. Moreover, due to modern techniques pregnancies today are far safer.

Many people prefer to move to developed countries like US, UK, Canada and Australia where best facilities are available in terms of medical, education, security and employment. The end result is that those people settle over there and those places become overcrowded. Difference between the number of people who are leaving the country and the number of people who enter narrows down which leads to more demand for food, clothes, energy and homes. This gives rise to shortage of resources. Though the overall population remains the same, it just affects the density of population making that place simply overcrowded.

Most developing nations have large number of people who are illiterate, live below the poverty line and have little or no knowledge about family planning. Getting their children married at an early age increase the chances of producing more kids. Those people are unable to understand the harmful effects of overpopulation and lack of quality education prompts them to avoid family planning measures.

The effects of overpopulation are quite severe. The first of these is the depletion of resources. The Earth can only produce a limited amount of water and food, which is falling short of the current needs. Most of the environmental damage being seen in the last fifty odd years is because of the growing number of people on the planet. They are cutting down forests, hunting wildlife in a reckless manner, causing pollution and creating a host of problems. Those engaged in talking about overpopulation have noticed that acts

of violence and aggression outside of a war zone have increased tremendously while competing for resources.

With the overuse of coal, oil and natural gas, it has started producing some serious effects on our environment. Rise in the number of vehicles and industries have badly affected the quality of air. Rise in amount of CO₂ emissions leads to global warming. Melting of polar ice caps, changing climate patterns, rise in sea level are few of the consequences that we might have to face due to environment pollution.

Overpopulation in developing countries puts a major strain on the resources it should be utilizing for development. Conflicts over water are becoming a source of tension between countries, which could result in wars. It causes more diseases to spread and makes them harder to control. Starvation is a huge issue facing the world and the mortality rate for children is being fuelled by it. Poverty is the biggest hallmark we see when talking about overpopulation. All of this will only become worse if solutions are not sought out for the factors affecting our population. We can no longer prevent it, but there are ways to control it.

When a country becomes overpopulated, it gives rise to unemployment as there fewer jobs to support large number of people. Rise in unemployment gives rise to crime as people will steal various items to feed their family and provide them basic amenities of life.

As difference between demand and supply continues to expand due to overpopulation, it raises the prices of various commodities including food, shelter and healthcare. This means that people have to pay more to survive and feed their families.

Questions:

Q14 Do the following statements correspond to the information given in Reading Passage 2?

Write

TRUE if the statement syncs with the information

FALSE if the statement contradicts the information

(5)

NOT GIVEN if there is no information on this

- a. Wars, natural calamities and mad-made hazards have always succeeded in balancing the population of the earth.
- b. Even though overpopulation is a global issue, developed countries are more affected when compared to developing countries.
- c. Discovery of agriculture by our ancestors has created the imbalance between overall birth rate and death rate.
- d. The increase in literacy rate throughout the years has helped families to earn extra income to overcome poverty
- e. Reduced natural resources has indirectly increased act of violence and aggression.

Multiple Choice Questions**(5)**

- Q15** What is overpopulation?
- An undesirable condition where there is a sharp increase in birth rate in a particular population.
 - An undesirable condition where there is influx of migration in developing countries
 - An undesirable condition where the number of existing human populations exceeds the carrying capacity of the earth
 - An undesirable condition where the overall birth rate is marginally higher than the mortality rate.
- Q16** Which of these is NOT how technological advancement in fertility treatment contributes to overpopulation?
- It makes pregnancy safer
 - It helps couples with infertility problems to conceive
 - It increases the chance of conceptions through various effective medicines
 - It makes fertility treatments to be more affordable for everyone
- Q17** According to the passages above, what is the cause of global warming?
- Rise in O₂
 - Rise in CO
 - Rise in N₂O
 - Rise in CO₂
- Q18** According to the passages above, what does increase of unemployment lead to?
- Increased costs of living
 - Increased crime rates
 - Decrease in economic growth
 - Decrease in jobs specialization
- Q19** Which of the following statement best describes the main aim of this article?
- To understand overpopulation as a global issue that needs intervention.
 - To identify the conflicts and wars caused by overpopulation
 - To plan an immediate solution to control overpopulation
 - To suggest various ways in preventing overpopulation in the future.
- Q 16** **Fill in the blanks with suitable words from the passage.** **(5)**
- Most developing nations have larger number of people who are illiterate and live below the _____.
 - At the root of overpopulation is the difference between the overall _____ and death rate in population.
 - Combining the increase in _____ with fewer means of mortality tipped the balance and became the starting point of overpopulation.
 - Most of the environmental damages caused by overpopulation leads to depletion of _____.
 - _____ is caused by rise in amount of carbon dioxide emissions.

Appendix B – Post Test

Name: _____

Time: 01

Hours

Institution: Peshawar Public School & College for Girls

Note: Attempt all questions.

Passage No.01

Read the following passage and answer the questions given at the end:

01

Patriotism means love for and devotion to one's mother-land. This is a very natural aspect of 'human life. We naturally have some association with the place where we live and with the people with whom we live. Such associations culminate into the sublime qualities of patriotism.

02

Love for our country requires us to make some, sacrifice. In the first instance it demands of us to be good citizens to be law-abiding people and ultimately to contribute something to the common good of our people. It exhorts us to rise above self and to do something for our countrymen. At its highest, patriotism requires us even to sacrifice our lives.

Even we try to become patriots and endeavour to rise up to the noble expectations of our mother-land we cultivate certain good qualities of head and heart. The spirit of selflessness and self-sacrifice helps us shake off mean and low feelings. Our social and moral values are developed and we create nobility not only in ourselves and serve as a source of inspiration to authors. This sincerity of purpose enables the country men to work hard to make their country a social welfare state and thus to maintain her honour and glory in the comity of nations. Men with patriotic feelings make the real wealth of a people.

03

"Not gold but only men can make,
A nation great and strong,
Men who for truth and honour's sake,
Stand fast and suffer long."

These are the people; the poet goes on to say, "Who work while others sleep." They never lose heart. They maintain the morale of their nation by their constant efforts, 'while others fly and ultimately. "They build their nations' pillars deep, And lift them to the sky. "The patriotism enables a person even to work in an atmosphere which discourages the ordinary man, under adverse circumstance when others don't co-operate or even betray him.

04

The soldiers stand by their country in the hour of peril and lay down their lives simply to vindicate her honour. We can find glorious examples of certain great national heroes who struggled hard and fought valiantly for their mother-land. Mustafa Kamal Ata Turk brought health and vigor by instilling 'new blood' in the veins of the sick man of Europe"- Turkey. Our Quaid-e-Azam strove excessively hard for the glory of Pakistan without any regard for his own health or personal benefit. Liaqat Ali Khan the first Prime Minister of Pakistan did not hesitate even to shed his blood in the service of the country. The

unparalleled example of Joan of Arc will always shine brightly in history of the French people.

- 05** Patriotism creates a very broad outlook-that is, a person arises above his own self. He prefers the interests of the country to his own interests. This enables him to look at life in a very broad perspective-that is, the love for his countrymen.

- 06** But there is one thing regarding patriotism which should be kept in mind. Patriotism means love for one's country but it does not at all imply the sense of hatred for other countries. On the other hand the spirit of self-sacrifice should be extended to the entire human society. It means that patriotism should teach us love for and service to humanity.

Questions

Multiple Choice Questions (8)

- Q1** According to the writer '**patriotism**' means:
- loving one's country and hating another's country
 - submission to one's self
 - taking pride in one's religion and wealth
 - love and devotion to motherland
- Q2** Which of the following is not the meaning of "**endeavour**"?
- attempt
 - strive
 - procrastinate
 - push
- Q3** "Patriotism not only involves loving one's country but it also means developing nobility in one's self for the sake of country".
- Which paragraph suggests the above theme?
- 01
 - 02
 - 03
 - 06
- Q4** The idea of "**selflessness**" is described in paragraph...?
- 01
 - 02
 - 03
 - 04
- Q5** Which of the following words can be replaced with the word "**vindicate**" in paragraph 04?
- thrust
 - defend

- c. flourish
- d. culminate

Q6 “Sublime” means:

- a. common
- b. elevated
- c. monotonous
- d. normal

Q7 Guess the meaning of the underlined words:

- a. They maintain the morale of their nation by their constant efforts.
- b. Mustafa Kamal Ata Turk brought health and vigour by instilling 'new blood' in the veins of the sick man of Europe"-Turkey.

Q8 What does the poet mean by the following lines?

"Not gold but only men can make,
A nation great and strong,
Men who for truth and honour's sake,
Stand fast and suffer long."

Q9 Why should one be patriotic about one's homeland? (2)

Q10 Why are soldiers willing to give their lives for their homeland? (2)

Q11 Why did the author mention Quaid e Azam, Liaquat Ali Khan, Mustafa Kamal Ata Turk and Joan of Arc and what did they do for their homeland?
(2)

Q12 Why does the author refer to the sacrifice of our forefathers? Was that sacrifice necessary? (2)

Q13 Do the following statements agree with the information given in Reading Passage 1?

Write

TRUE if the statement agrees with the information (4)

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- a. One should be patriotic about one's homeland because we are born here.
- b. Every nation needs its citizen to be patriotic to create its own identity
- c. We should think about our own interest and then think about the country.
- d. Patriotism is only limited to our country and thus, we have feelings of hatred or are indifferent towards all the other countries.

Passage No.02

Read the following passage and answer the questions given at the end:

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 2015 paper 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 (CO₂) 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 CO₂ 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 frequency of North Atlantic hurricanes has increased since the early 1980s, as well as the number of storms that reach categories 4 and 5. In 2005, Hurricane Katrina—the costliest hurricane in U.S. history—struck New Orleans; the second-costliest, Hurricane Sandy, hit the East Coast in 2012.

The impacts of global warming are being felt across the globe. Extreme heat waves have caused tens of thousands of deaths around the world in recent years. And in an alarming sign of events to come, Antarctica has been losing about 134 billion metric tons of ice per year since 2002. This rate could speed up if we keep burning fossil fuels at our current

pace, some experts say, and causing sea levels to rise several meters over the next 50 to 150 years.

Each year, scientists learn more about the consequences of global warming, and many agree that environmental, economic, and health consequences are likely to occur if current trends continue. Here's just a smattering of what we can look forward to:

- Melting glaciers, early snowmelt, and severe droughts will cause more dramatic water shortages and increase the risk of wildfires in the American West.
- Rising sea levels will lead to coastal flooding on the Eastern Seaboard, especially in Florida, and in other areas such as the Gulf of Mexico.
- Forests, farms, and cities will face troublesome new pests, heat waves, heavy downpours, and increased flooding. All those factors will damage or destroy agriculture and fisheries.
- Disruption of habitats such as coral reefs and Alpine meadows could drive many plant and animal species to extinction.
- Allergies, asthma, and infectious disease outbreaks will become more common due to increased growth of pollen-producing ragweed, higher levels of air pollution, and the spread of conditions favourable to pathogens and mosquitoes.

Questions:

Q14 Do the following statements agree with the information given in Reading Passage 2? **Write**

TRUE if the statement agrees with the information (5)
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- a. All of the 16 hottest years in NASA's 134 years record have occurred since 2000.
- b. Since 2005, the CO₂ emission has significantly decreased worldwide due to new, energy-efficient technology and the use of cleaner fuels.
- c. In United States, coal-burning power plants are the biggest polluters that contribute to global warming.
- d. The ongoing drought in California in 2015, which was also the state's worst water shortage in 1200 years, had been intensified by global warming.
- e. One of the consequences of global warming is economic slowdown that can bring a country into recession.

Multiple Choice Questions (5)

Q15 What's the amount of CO₂ emission produced by transportation sector in a year?

- a. 1.6 billion tons
- b. 1.7 billion tons

- c. 1.8 billion tons
- d. 1.9 billion tons

Q16 Which of these, is NOT the consequences of global warming?

- a. More frequent droughts
- b. More tolerable heatwaves
- c. More powerful hurricanes
- d. Heavier rainfalls

Q17 In order to curb climate change, we should:

- a. Stop CO₂ emissions
- b. Maintain coal-burning power plants
- c. Reduce CO₂ emissions
- d. Extensive usage of fuel sources

Q18 Which of these, does NOT contribute to extreme water shortages and increased risk of wildfires in the American West?

- a. Melting glaciers
- b. Early snowmelt
- c. Severe drought
- d. Heavy snowfall

Q19 Which of the following phrases best describe the main aim of this article?

- a. To describe the phenomenon of global warming which has affected the world in many ways
- b. To plan proper interventions in order to stop global warming and curb climate change
- c. To study how human evolution will be shaped by climate change.
- d. To understand the challenges facing by the world in handling global warming.

Q20 **Fill in the blanks with suitable words from the passage:** (5)

Global warming is a phenomenon that occurs due to emissions of carbon dioxide, other air pollutants and _____ into the atmosphere, which absorb sunlight and solar radiation that have bounced off the earth's surface. This leads to _____, where the heats would be trapped and causes the earth to get hotter. In the United States, the burning of _____ to generate electricity has become the largest source of heat trapping pollution. One of the effects of global warming is _____ which is due to rise of sea level that occurs on the Eastern Seaboard. As the ocean's temperature increased, the _____ will pick up more energy and leads to more powerful hurricanes.

Appendix C - Control Group Lessons

1. Impact of Social Media

Information and communication technology has changed rapidly over the past 20 years with a key development being the emergence of social media.

The pace of change is accelerating. For example, the development of mobile technology has played an important role in shaping the impact of social media. Across the globe, mobile devices dominate in terms of total minutes spent online. This puts the means to connect anywhere, at any time on any device in everyone's hands.

Social media is being used in ways that shape politics, business, world culture, education, careers, innovation, and more.

Here's seven ways the impact of social media is felt by individuals and social groups:

The Impact of Social Media on Society

Almost a quarter of the world's population is now on Facebook. In the USA nearly 80% of all internet users are on this platform. Because social networks feed off interactions among people, they become more powerful as they grow.

Thanks to the internet, each person with marginal views can see that he's not alone. And when these people find one another via social media, they can do things — create memes, publications and entire online worlds that bolster their worldview, and then break into the mainstream.

Without social media, social, ethical, environmental and political ills would have minimal visibility. Increased visibility of issues has shifted the balance of power from the hands of a few to the masses.

While social media activism brings an increased awareness about societal issues, questions remain as to whether this awareness is translating into real change.

Some argue that social sharing has encouraged people to use computers and mobile phones to express their concerns on social issues without actually having to engage actively with campaigns in real life. Their support is limited to pressing the 'Like' button or sharing content.

The Impact of Social Media on Commerce

The rise of social media means it's unusual to find an organization that does not reach its customers and prospects through one social media platform or another. Companies see the importance of using social media to connect with customers and build revenue.

Businesses have realized they can use social media to generate insights, stimulate demand, and create targeted product offerings. This is important in traditional brick-and-mortar businesses, and, obviously, in the world of e-commerce.

The Effects of Social Media on the World of Work

Social media has had a profound effect on recruitment and hiring. 19 percent of hiring managers make their hiring decisions based on information found on social media. According to CareerBuilder's 2016 social media recruitment survey, 60 percent of employers use social networking sites to research job candidates.

The Moral Challenges of Social Media

Social media has been blamed for promoting social ills such as:

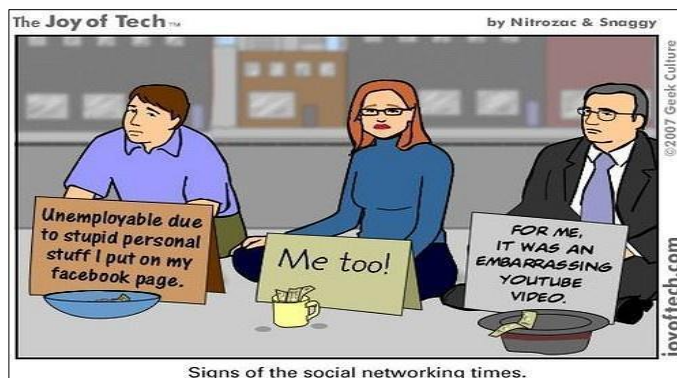
a. Cyberbullying

Teenagers have a need to fit in, to be popular and to outdo others. This process was challenging long before the advent of social media. Add Facebook, Twitter, Snapchat and Instagram into the mix and you suddenly have teenagers being subjected feeling pressure to grow up too fast in an online world.

Michael Hamm, a researcher from the University of Alberta conducted a study that showed the effects of social media on bullying. 23% of teens report being targeted and 15 percent said they'd bullied someone on social media. Teenagers can misuse social media platforms to spread rumors, share videos aimed at destroying reputations and to blackmail others.

b. Lack of Privacy

Stalking, identity theft, personal attacks, and misuse of information are some of the threats faced by the users of social media. Most of the time, the users themselves are to blame as they end up sharing content that should not be in the public eye. Confusion arises from a lack of understanding of how the private and public elements of an online profile actually work.



Unfortunately, by the time private content is deleted, it's usually too late and can cause problems in people's personal and professional lives.

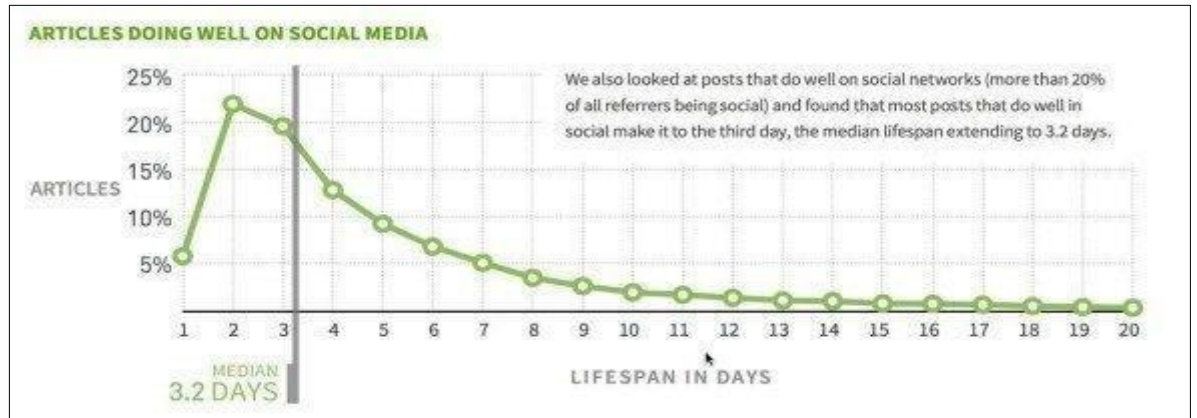
The Impact of Social Media on Personal Relationships

One of the effects of social media is encouraging people to form and cherish artificial bonds over actual friendships. The term 'friend' as used on social media lacks the intimacy identified with conventional friendships, where people actually know each other, want to talk to each other, have an intimate bond and frequently interact face to face.

The bottom line

It's been said that information is power. Without a means of distributing information, people cannot harness the power. One positive impact of social media, is in the distribution of information in today's world. Platforms such as Facebook, LinkedIn, Twitter and others have made it possible to access information at the click of a button.

Research conducted by parse.ly shows that the life expectancy of a story posted on the web is 2.6 days, compared to 3.2 days when a story is shared on social media. That's a difference of 23%, which is significant when you consider that billions of people use the internet daily.



This means that the longer the information is in circulation, the more discussion it generates and the greater the impact of social media.

While the world would be a much slower place without social media, it's caused harm as well as good. However, the positive impact of social media is astronomical and far surpasses the ills associated with sharing.

At the end of the day, sharing is about getting people to see and respond to content. As long as content is still relevant and the need for information still exists, it's always worthwhile for any organization using social media to keep publishing.

2. Child labor in Pakistan

Child Labor is one of the ever growing social problems faced by Pakistan since time immemorial. This causes adverse impact on mental, physical, moral, and social life of children. In India the figure of child labor has crossed above 44 million, in Pakistan it is from 8 to 10 million, in Bangladesh 8-12 million, in Brazil 7 million, whereas it is 12 million in Nigeria. Unfortunately with the passage of time, there is an increase in child labor, ranking Pakistan on third position of child and forced labor. According to an estimate of Child Rights Movement (CRM) National Secretariat, 12.5 million children in Pakistan victimized in forced labor.

Causes

According to an estimate by International Labor Organization (ILO), poverty is the primary and major reason behind the menace of child labor. Talking about Pakistan, the country has high per capita of approximately \$ 1900. The daily wages of a middle class person in Pakistan is around \$ 6 on average. An average Pakistani has to feed nine or ten people with this minimal wage. Another big cause of child labor is high rate of inflation. In the year 2008, 17.2% of the total country's population lives below poverty line. This is the lowest figure in the history of Pakistan. Due to immense poverty prevailing in the country, parents urge their children to work in order to reach the target of take-home salary.

According to a research conducted by Akhtar, Fatima, & Sadaqt, another main cause of child labor in Baluchistan's fishing sector was the low quality of education, lack of job opportunities, and lack of economic progress in the region. High dropout rates and low literacy rates is the major highlight in the province. Making on effective policies on quality education can considerably reduce the ever growing rate of child labor.

Child Labor in Pakistan

In Pakistan children aged 5-14 are above 40 million. During the last year, the Federal Bureau of Statistics released the results of its survey funded by ILO's IPEC (International Program on the Elimination of Child Labor). The findings were that 3.8 million children age group of 5-14 years are working in Pakistan out of total 40 million children in this age group; fifty percent of these economically active children are in age group of 5 to 9 years. Even out of these 3.8 million economically active children, 2.7 million were claimed to be working in the agriculture sector. Two million and four hundred thousand (73%) of them were said to be boys.

Steps Taken by Government on Child Labor in Pakistan

There are number of laws regarding the prohibition of child labor, or regulating the working conditions for adolescent workers. The most significant laws are:

- The Factories Act 1934
- The West Pakistan Shops and Establishments Ordinance 1969
- The Employment of Children Act 1991
- The Bonded Labor System Abolition Act 1992
- The Punjab Compulsory Education Act 1994
- The Employment of Children Rules 1995

Constitutional Provisions

Article 3: the state shall ensure the eradication of all forms of exploitation and the regular fulfilment of fundamental principle, from each according to his ability and to each according to his work.

Article 11(3): No child below the age of 14 years shall be engaged in any factory or mine or any other hazardous employment.

Article 25(A): The state shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as determined by law.

Article 37(e): The state shall make provision for securing just and humane conditions of work, ensuring that women and children are not employed in vocations unsuited to their age or sex, and for maternity benefits for women in employment.

Child labor remains one of the major problems troubling Pakistani children. Many laws have been passed in an attempt to limit or eradicate this menace from our society. Unfortunately, these laws are globally ignored. Around 11 million children between 4 – 14 age groups are behind the operations of country's factories, working in even hazard conditions.

Minimum Work Age in Pakistan

According to Employment of Children Act 1991 a "child" is categorized as a person below 14 years of age and an "adolescent" is below 18 years of age. The Constitution of Pakistan also regards the minimum work age as 14 years. However, the 18th amendment has actually risen the minimum age up to 16 years without amending the labor laws, this has increased the contradiction. Article 25(A) of the Constitution says that the state now has to provide compulsory education to all children between the ages of five and sixteen years, which means that, a child can't be allowed to work before 16 years of age.

There are certain exceptions to this law. It says clearly that no child has to be employed in any occupation which is hazardous for children except the family business or in any (training) school established, assisted and recognized by the government.

3. Abdul Sattar Edhi Biography

Abdul Sattar Edhi was a legendary Pakistani philanthropist and humanitarian who founded the Edhi Foundation which operates hospitals, orphanages, homeless shelters and rehab centers all over Pakistan. One of the country's most respected figures, he is known as "Angel of Mercy" for his selfless service to the abandoned, sick, destitute and the ostracized. He was helped in his life's work by his wife, Bilquis Edhi, a nurse committed to the same humanitarian values as her husband. Born in India in the late 1920s, he was raised to be compassionate towards the less privileged. He spent his teenage years caring for his paralyzed and mentally ill mother which furthered his passion to do something for the sick. Forced to move to Pakistan as a young man after the partition of India, he witnessed the horrors of war and the massive human sufferings that followed. Moved by the widespread pain and misery around him, he set about laying the foundations for what would one day become the Edhi Foundation. Having begun his charitable work singlehandedly, he soon met some kindred spirits who helped him in establishing hospitals and orphanages across the nation. An austere and open-minded individual, he promoted religious tolerance and advocated for the rights of women to work outside their homes.

Childhood & Early Life

Abdul Sattar Edhi was born on 1 January 1928, in Bantva, Bantva Manavadar, Gujarat, in British India into a Memon family. From a young age, he was raised to be benevolent towards the needy and the less privileged. His mother suffered a stroke and became paralyzed when the young boy was 11 and from then on, he devoted a considerable part of his time caring for his mother. This experience imbibed in him sensitivity and empathy for the sick, mentally ill and challenged people. His mother died when he was 19. The partition of India happened in 1947, and, Edhi and his family migrated to Pakistan. It was a terrible time marked by widespread violence and devastation with millions killed.

Later Years

While Edhi managed to escape alive, he faced massive struggles in rebuilding his life in Karachi, Pakistan. Aged around 20 at that time, the young man was penniless and destitute. Yet his personal troubles did not deter him from joining a charity run by the Memons, the Islamic religious community to which his family belonged. However, he was disappointed that the charity served only those from the Memon community but not others. Initially he found work at a wholesale shop and later on became a commission agent selling cloth in the wholesale market in Karachi. During this time, he became very serious about serving the sick and the needy and set up a small medical center of his own where he provided care even to those who arrived late in the night. In 1951, he founded the Edhi Foundation in Karachi to provide 24-hour emergency medical assistance to the needy and maternity facilities to homeless and destitute women, among other services. The Asian flu epidemic broke out in 1957 and Edhi realized the urgent need to expand his services. With the epidemic ravaging Karachi, the number of patients grew steadily with very few doctors to cater to them. Determined to do the best he could, he begged for donations on the streets to treat the growing number of patients and appealed to medical students to volunteer their services. He eventually received a generous donation from a rich businessman which helped him buy his first ambulance. Over the ensuing years his selfless service caught the public attention and soon the donations started flowing in, enabling him to set up several hospitals, orphanages, women's shelters, and rehab centers not only in Karachi, but also in other cities across Pakistan. In addition to medical care and emergency services, the organization also provides aid to women and children in need and assists with missing persons cases. It helps in covering burial and graveyard

costs of unclaimed and unidentified bodies during times of disaster as well. The foundation also reaches out to international communities and provided \$100,000 in aid to relief efforts following Hurricane Katrina in 2005.

Major Works

Abdul Sattar Edhi founded the Edhi Foundation which today runs the world's largest ambulance service (operating 1,500 of them) and offers 24-hour emergency services. It also runs charitable hospitals, orphanages, homeless shelters, women's shelters, and rehab centers for drug addicts and mentally ill individuals.

Awards & Achievements

Abdul Sattar Edhi received the Ramon Magsaysay Award for Public Service in 1986. He also received several other international honors including Lenin Peace Prize (1988), Paul Harris Fellow from Rotary International (1993), Peace Prize from the former 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 Pakistan Civic Society (1992), Jinnah Award for Outstanding Services to Pakistan by the Jinnah Society (1998), and Bacha Khan Aman (Peace) Award (1991). He was nominated several times for the Nobel Peace Prize.

Personal Life & Legacy

Abdul Sattar Edhi married Bilquis in 1965. His wife was a nurse who worked at the Edhi dispensary and shared her husband's humanitarian beliefs. She worked alongside him for as long as he was alive and runs a free maternity home and organizes the adoption of abandoned babies. The couple had four children. Edhi lived an austere life and shunned all kinds of publicity. Despite being the recipient of numerous international honors, he preferred to stay away from the limelight. He suffered kidney failure in 2013 and remained in ill health for the rest of his life. He died on 8 July 2016 at the age of 88. He wanted to donate his organs, but due to his illness only his corneas were suitable. Pakistan's Prime Minister Nawaz Sharif declared national mourning on the day following Edhi's death and announced a state funeral for him, making him the third Pakistani to receive historical state gun carriage funeral after Muhammad Ali Jinnah and Zia ul Haq.

4. At the Marketplace

By Sevim Ak

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 tea’s 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

By Moin Akhtar Nov 28, 2012

The trend of co-education is 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 and females study together is that the understanding between the two genders prevails and it becomes more comfortable for the individuals to get use to of such environment where both male and females work together. This prepares the students for the practical life when they have to work shoulder to shoulder with the opposite sex.
- It increases the confidence level of the individuals when they work with opposite gender. And if it is being done from the very initial level than it plays a vital role in the grooming of the personality of both the male and female students, this is because the individuals feel hesitant when they are exposed to opposite sex for the every first time so it is very much useful to eliminate this hesitation at very basic level so that both the males and females get use to of working together in their upcoming lives.
- The environment becomes very much controlled and within the limits when the people of more than one gender are present as this keeps the students to behave properly and avoid misuse of language or even other unethical activities. So co-education can play a vital role in altering and modifying the nature and respect for the both genders.

Disadvantages

- The very threatening and fearful disadvantage is that the students can get diverted from their studies and can involve themselves in other activities apart from education which can result due to the attraction of the opposite sex. This might affect the educational career of the individual students at very initial level which can make the foundations very weak.
- One of the very significant disadvantages of co-education is that the students can get involved in unethical activities and even can get in to crimes. The unethical activities at very young age include the affairs, physical relationships and the crimes might include the rape and sexual harassment which might destroy the lives of the involved students.
- Very tight check and balance is required when the co-education system is to be implemented but in majority educational institutions the co-education is implemented but no proper check and balance is kept which makes the misuse and negative use of this educational system and that is when it becomes hazardous and dangerous.

6. Global Warming

By Håkan Jansson/Alamy

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 2015 paper 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 (CO₂) 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 CO₂ 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 frequency of North Atlantic hurricanes has increased since the early 1980s, as well as the number of storms that reach categories 4 and 5. In 2005, Hurricane Katrina—the costliest hurricane in U.S. history—struck New Orleans; the second-costliest, Hurricane Sandy, hit the East Coast in 2012.

The impacts of global warming are being felt across the globe. Extreme heat waves have caused tens of thousands of deaths around the world in recent years. And in an alarming sign of events to come, Antarctica has been losing about 134 billion metric tons of ice per year since 2002. This rate could speed up if we keep burning fossil fuels at our current pace, some experts say, and causing sea levels to rise several meters over the next 50 to 150 years.

Effects of Global Warming

Each year, scientists learn more about the consequences of global warming, and many agree that environmental, economic, and health consequences are likely to occur if current trends continue. Here's just a smattering of what we can look forward to:

- Melting glaciers, early snowmelt, and severe droughts will cause more dramatic water shortages and increase the risk of wildfires in the American West.
- Rising sea levels will lead to coastal flooding on the Eastern Seaboard, especially in Florida, and in other areas such as the Gulf of Mexico.
- Forests, farms, and cities will face troublesome new pests, heat waves, heavy downpours, and increased flooding. All those factors will damage or destroy agriculture and fisheries.
- Disruption of habitats such as coral reefs and Alpine meadows could drive many plant and animal species to extinction.
- Allergies, asthma, and infectious disease outbreaks will become more common due to increased growth of pollen-producing ragweed, higher levels of air pollution, and the spread of conditions favourable to pathogens and mosquitoes.

7. Importance of Co-Curricular Activities in Academics

Being brilliant just in academics does not help a student become a responsible citizen. A student must be equally talented in other fields as well and even if not, he/she must at least pay some interest in them. Being both academically and co-curricularly talented help a student face the world. It basically helps them develop their personality.

Co-curricular activities are undertaken side-by-side with the curricular activities. These activities significantly take place outside a general experience of pen and pencil classroom. It offers the students an opportunity of growing their skills and show their non-academic capacities as well. These activities might be compulsory, such as drama, art or music classes that take place during the day. Usually, others are voluntary like participating in school sports team, student newsletters or school debating team. In every case, participation always helps students.

Co-curricular activities are important because even they aren't a part of the basic curriculum; 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' participation in academics and also making an opportunity for all-round growth.

The **importance of co-curricular activities in students' life** can't be simply put into words. However, let us discuss some of the **prime advantages**:

1. Co-curricular activities are made for meeting the students' requirements and covering a wide range of their talents and abilities.
2. These activities grow interests in the **students** and offer a similar opportunity to every student for participating.
3. These activities improve students' **learning experience** and help them identify and develop their inner talents like creative skills, leadership qualities etc.
4. Co-curricular activities offer the students an opportunity of thinking unusually and getting the innovative ideas of their own with the help of a facilitator.
5. These activities help the students develop an enriched learning experience by offering them an opportunity of thinking in new ways of solving an issue or answering a question.
6. Students should take out time for doing more than only studying and co-curricular activities offer them an opportunity of relaxing, refreshing and mingling simply with others.
7. These activities make the students ready practically for their future.
8. The basic curriculum educates and teaches the kid regarding academic theories while co-curricular activities help the kid apply what he/she has learnt for practicing in his/her practical life.

9. These activities help develop the child's grasping power and offer a chance to the students for working in teams and thereby develop team spirit in him/her.

10. Most of the co-curricular activities are physically active and get the students out their desks for trying out new things practically.

What's more, these activities are important as they develop the students intellectually. The type of exposure these activities offer is not probable for being achieved through theoretic ways. They are highly helpful in developing the student's talent. It's important that parents also take part in these activities and encourage the kids for performing better. Being a parent, if you find your child lacking in any matter, you must take the advice of a school consultant as early as possible.

[Dr. Rosetta Williams](#)

8. Knowledge is Power

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 in 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.

9. Overpopulation

Overpopulation is an undesirable condition where the number of existing human population exceeds the carrying capacity of Earth. Overpopulation is caused by number of factors. Reduced mortality rate, better medical facilities, depletion of precious resources are few of the causes which results in overpopulation. It is possible for a sparsely populated area to become densely populated if it is not able to sustain life.

Growing advances in technology with each coming year has affected humanity in many ways. One of these has been the ability to save lives and create better medical treatment for all. A direct result of this has been increased lifespan and the growth of the population. In the past fifty or so years, the growth of population has boomed and has turned into overpopulation. In the history of our species, the birth and death rate have always been able to balance each and maintain a population growth rate that is sustainable.

Since the time of the Bubonic Plague in the 1400's, the growth of population has been on a constant increase. Between the time of the plague and the 21st century, there has been hundreds and thousands of wars, natural calamities and man-made hazards. However, none of these have made a dent on the population. Developing nations face the problem of overpopulation more than developed countries, but it affects most of the Earth as of now. When we are talking about overpopulation, we should first understand the causes of it.

Causes of Overpopulation

Decline in the Death Rate: At the root of overpopulation is the difference between the overall birth rate and death rate in populations. If the number of children born each year equals the number of adults that die, then the population will stabilize. Talking about overpopulation shows that while there are many factors that can increase the death rate for short periods of time, the ones that increase the birth rate do so over a long period of time. The discovery of agriculture by our ancestors was one factor that provided them with the ability to sustain their nutrition without hunting. This created the first imbalance between the two rates.



Better Medical Facilities: Following this came the industrial revolution. Technological advancement was perhaps the biggest reason why the balance has been permanently disturbed. Science was able to produce better means of producing food, which allowed families to feed more mouths. Medical science made many discoveries thanks to which they were able to defeat a whole range of diseases. Illnesses that had claimed thousands of lives till now were cured because of the invention of vaccines. Combining the increase in food supply with fewer means of mortality tipped the balance and became the starting point of overpopulation.

More Hands to Overcome Poverty: However, when talking about overpopulation we should understand that there is a psychological component as well. For thousands of

years, a very small part of the population had enough money to live in comfort. The rest faced poverty and would give birth to large families to make up for the high infant mortality rate. Families that have been through poverty, natural disasters or are simply in need of more hands to work are a major factor for overpopulation. As compared to earlier times, most of these extra children survive and consume resources that are not sufficient in nature.

Technological Advancement in Fertility Treatment: With latest technological advancement and more discoveries in medical science, it has become possible for couple who are unable to conceive to undergo fertility treatment methods and have their own babies. Today there are effective medicines which can increase the chance of conception and lead to rise in birth rate. Moreover, due to modern techniques pregnancies today are far safer.

Immigration: Many people prefer to move to developed countries like US, UK, Canada and Australia where best facilities are available in terms of medical, education, security and employment. The end result is that those people settle over there and those places become overcrowded. Difference between the number of people who are leaving the country and the number of people who enter narrows down which leads to more demand for food, clothes, energy and homes. This gives rise to shortage of resources. Though the overall population remains the same, it just affects the density of population making that place simply overcrowded.

Lack of Family Planning: Most developing nations have large number of people who are illiterate, live below the poverty line and have little or no knowledge about family planning. Getting their children married at an early age increase the chances of producing more kids. Those people are unable to understand the harmful effects of overpopulation and lack of quality education prompts them to avoid family planning measures.

Effects of Overpopulation

Depletion of Natural Resources: The effects of overpopulation are quite severe. The first of these is the depletion of resources. The Earth can only produce a limited amount of water and food, which is falling short of the current needs. Most of the environmental damage being seen in the last fifty odd years is because of the growing number of people on the planet. They are cutting down forests, hunting wildlife in a reckless manner, causing pollution and creating a host of problems. Those engaged in talking about overpopulation have noticed that acts of violence and aggression outside of a war zone have increased tremendously while competing for resources.

Degradation of Environment: With the overuse of coal, oil and natural gas, it has started producing some serious effects on our environment. Rise in the number of vehicles and industries have badly affected the quality of air. Rise in amount of CO₂ emissions leads to global warming. Melting of polar ice caps, changing climate patterns, rise in sea level are few of the consequences that we might have to face due to environment



pollution.

Conflicts and Wars: Overpopulation in developing countries puts a major strain on the resources it should be utilizing for development. Conflicts over water are becoming a source of tension between countries, which could result in wars. It causes more diseases to spread and makes them harder to control. Starvation is a huge issue facing the world and the mortality rate for children is being fuelled by it. Poverty is the biggest hallmark we see when talking about overpopulation. All of this will only become worse if solutions are not sought out for the factors affecting our population. We can no longer prevent it, but there are ways to control it.

Rise in Unemployment: When a country becomes overpopulated, it gives rise to unemployment as there are fewer jobs to support a large number of people. Rise in unemployment gives rise to crime as people will steal various items to feed their family and provide them basic amenities of life.

High Cost of Living: As the difference between demand and supply continues to expand due to overpopulation, it raises the prices of various commodities including food, shelter and healthcare. This means that people have to pay more to survive and feed their families.

10. The Risks of Cigarette Smoke

Discovered in the early 1800s and named nicotianine, the oily essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that, years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 percent of leukaemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 percent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasised the health dangers, especially from side-stream smoke. This type of smoke contains more, smaller particles and is therefore, more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 percent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 percent if the spouse has been smoking four packs a day for 20 years. It has been calculated that 17 percent of cases of lung cancer can be attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.

A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

The report, published in the *Journal of the American Medical Association (AMA)*, was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non-smokers than on smokers.

This report emphasises that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life-giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body.

The researchers criticise the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on non-smokers. They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that passive smoking is the third most preventable cause of death after active smoking and alcohol-related diseases.

The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost-effective action is to establish smoke-free workplaces, schools and public places.

11. Sewing Day

By Sevim Ak

It had got cloudier, and there was a real nip in the air. The snow had begun to fall. Mum is getting ready. She's placing the handheld sewing machine into its case and I'm quietly putting on my coat.

"There's no need to come today" says mum. "Stay at home, it's nice and warm here."

I don't want to hang out alone at home. I shrug my shoulders and insist: "I'll come with you, please!"

Mum is a tailor. This is what she does...She stays in someone's house for a day or two...She sews dresses using fabric which the owner has bought...She finishes sewing the dresses right there and then in the house.

Sewing days are like women's parties. Rice with chickpeas is cooked for lunch and Turkish "gozleme" is served with tea. Time flows smoothly; neighbourhood gossip...laughter...I sit in a corner and play with the kids of the house. We make puppets from the fabric cut-offs. We invent our own games...I love those days!

Mum says, "This time is different. I'm not going to anyone's house. I'll be sewing in Selda's Hair Salon. No other children to play with, no snacks...Just women trying on clothes. You'll get bored."

"I can hang around."

"It's freezing outside. Where will you hang around?"

"I won't get bored, I'll come with you. I can have a look at the magazines in the salon."

I was already out the door with my hat on.

Mum had prepared Aunt Selda's dress for the fitting. There aren't any customers in the salon yet. Aunt Selda goes behind the changing screen with mum to try on the dress.

She gives me instructions. "I'm trying on this dress. If any customers come, welcome them, take their coats and make them sit in front of the mirror. I'll be with them as soon as I can."

I look at the walls. There are photos hung up from one end of the salon to the other. Different hair styles in each of them. When I look carefully, I realize that they are our neighbours. The ones who come to Aunt Selda's hair salon...Aunt Aysel, Aunt Gulcan, Ipek, Sena's mother, Gulser's older sister... This is a new game for me to play...The 'Who's that in the Photo Game'!

Then, I take a magazine from the coffee table. I try to choose the best hair style. Which one will I want to look like the most when I grow up? Which kind of haircut shall I try? I mark the ones I like.

Every now and then I look at myself in the mirror and watch the flakes of snow from outside reflected there.

I can hear the hair dresser's whispers and laughter coming from behind the changing screen.

The salon doors open all of a sudden...The postman enters.

"You've got mail" he says. He throws an envelope onto the coffee table. He closes the door and walks away. His nose is almost purple from the cold.

Aunt Selda comes out with her dress attached with pins. She tears the envelope open and reads it straight away.

As she reads it through her face turns yellow and her shoulders drop.

I could hear Aunt Selda's sobs...I don't know why she's crying...I can hear mum still talking behind the changing screen.

The snow gets heavier. The road is completely covered with snow by now. Only one or two people pass by. Noone stops by the salon.

As mum completes her sewing, Aunt Selda calls me:

“Come sit in front of the mirror.”

“Which hair style did you like? I'll do your hair the same.”

I show the one with a fringe. It is the same length as my hair.

While she's cutting my hair, I catch sight of the letter she left by the mirror. It's wet and the ink is scattered. Deep in her eyes, I try to find out what has made her so upset, but I can't. She speaks to me cheerfully.

She really does cut my hair in exactly the same way as the model's hair in the magazine...I feel very good about myself and my new hair!

For the very first time ever, I leave a hairdresser's without crying. On the way home, I tell mum “Aunt Selda can cut my hair from now on. Can we go to a photography shop now? The photographer can take my photo and the hair dresser can put it on show in her shop window.”

Mum ignores me. The blizzard is stronger now. She drags me home pulling my arm.

About a week later, I pass by the hair salon. There are no sounds of women...No laughter. The door is wide open. I stick my head inside. All the furniture has gone. There are no photos of women hanging on the walls. Only empty frames!

It seems that this was my first and last haircut there by Aunt Selda...Her husband has rented a house in the city where he works in a factory...He and Aunt Selda have moved there.

The tears wetting the letter were the tears of separation.

12. The Guitar

By Sevim Ak

The sound coming from Alper's room was absolutely awful...His mum opened the door.

"Son, I've got a headache. Can you give it a rest?"

"But I'm practicing the guitar."

"Practicing? Sometimes you hit the strings and sometimes you slap the guitar... And your mouth is open all the time. And you keep shouting. That's not singing! We send you to a guitar course but it's a waste of time and money!"

"Why?"

"Didn't they give you songs you're supposed to practice with? You should learn how to play these first until you get them right."

"Oh, I do play those songs sometimes. They're really boring though. Anyway, it hurts my fingers when I play the strings according to the rules they teach us at the course. I play with my heart. Not according to rules... It's a lot more fun that way"

"Well I hope your dad doesn't hear that after spending all this money. It's disturbing the neighbours. Last night, Mr Arif from upstairs was making a fuss. He said that your singing sounded as if you had fallen into a pot of boiling water!

It had all started with Alper's friend, Serkan. When Serkan's father had bought him a guitar, Alper wanted one as well...He began to dream of having a classical guitar. Alper nagged his father to buy him a guitar even though his father couldn't really afford it. In the end, Alper's father took out an advance on his salary to buy his son the guitar. Alper was delighted...He spent days and days writing lyrics...The light in the air... cats...birds...sweet breezes...Alper wrote about everything! But...Alper had no music for his words. He couldn't write music. He didn't know any notes at all.

His mum's words really depressed him. At first he thought that he only needed to touch the guitar and beautiful music would just come out on its own. But instead it was only practice, practice, and practice. Not real music. How many more times would he have to take lessons just to play Baris Manco's 'Domates, Biber, Patlıcan'? He couldn't stand this...It was taking such a long time to learn how to play his own music!

He picked up his guitar and went outside. The park opposite their house was nearly empty at this time of day. A woman sitting on a bench was preparing beans for the evening meal. On the next bench a cleaning lady, going home from work, was having a rest...Alper sat on a free bench.

Plucking the strings of the guitar randomly, he started to murmur the song 'Gul Pembe'. A woman and a little kid sat next to him. His mum was trying to make him eat but the child wouldn't. Pointing at the birds and swings, his mum was trying to encourage him...But the

little boy was more interested in the guitar, watching Alper pluck the strings. The boy asked Alper, "Play 'Arkadaşım Eşek'". Alper wanted to play it to please the boy...but couldn't.

At that moment, a group of young people streamed into the park. They sat down on the benches. A couple of them stood in the middle of the park. The one with the green salwar had a clarinet in his hand and the one with an earring had a drum. The girl with long wavy blonde hair took out her violin from its case. Then they started to play...First the drum, next the clarinet, then the violin... Alper watched open-mouthed. They were all doing their own thing. The music didn't go together...The instruments didn't go together...But when put together it sounded fantastic. They were making their own kind of music!

The other people in the park applauded...Alper slowly walked towards the group of young people.

The park was getting more and more crowded with people attracted by the young group's music. Women...street vendors...children...everyone was rushing to the park. And they were all joining in the music with pan lids, claps, spoons...everything they could find!

Alper mingled with the crowd. Everyone was singing their own song. Everyone was making their own music. He began to murmur the song he had written himself. The one he didn't know how to compose. The words fitted the music now! He kept singing it under his breath...

“Today, it's cloudy

Friends have forgotten me...”

He left his guitar on the grass and now started to sing out loud. He also started clapping.

Alper was finally happy...Maybe this was all he had ever wanted...

13. The Ex-Footballer

By Sevim AK

I eventually managed to persuade my parents to buy me a new football shirt for the school matches. My old shirt had worn out and made me depressed every time I put it on. But now I had a brand new shirt! I was so excited. The next school match wasn't until next week though! How could I wait that long? I couldn't, so I decided to wear it today for the first time during a kick about in our street...I wish I hadn't! As soon as we had been playing for ten minutes, the shirt sleeve ripped when I made a turn.

I didn't pay much attention to it at first. 'I'll sew it back together after the match', I thought. But then I noticed that it wasn't just the stitch that had come out, the whole sleeve was torn.

Only a professional can mend it now. I couldn't tell my mum and dad that my new football shirt was ruined. I needed a tailor. As I walked home, feeling totally at a loss what to do, I was startled to suddenly come across a shop sign...

"All kinds of repairs and services!"

I went inside immediately. However, I hadn't seen the step in front of the door and I tripped into the shop hitting a wooden sculpture to the left of the entrance...When I crashed into it, it broke! I looked around the shop feeling embarrassed and blushing bright red.

A man with white bushy hair said calmly, "Welcome!"

"I'm sorry... I broke your sculpture."

"You've broken it in just the right place. This is a repair shop... Repairs are my job!"

I looked around the shop...I saw an oud, an iron, broken toys and a broken chair.

"I guess this is the wrong place. What I really need is a tailor's", I said, putting my fingers through the tear in the shirt.

"This tear needs repairing." I said.

"Don't worry. This is just the right place, son. Since I opened this shop, I have repaired many things, but never a football shirt. "

"What do you mean? Is this the first time you're going to repair a football shirt?! I hope you aren't going to make it worse... It's new. My parents only bought it yesterday."

"It's OK...I've been waiting a long, long time to repair a football shirt."

"Are you serious? "

I held the shirt tight so he couldn't take it from me.

I thought to myself, "My luck isn't in today! I just wish I could just run out of this shop and dive into the first tailor's I can find!"

But...the man didn't let me move. He took the shirt from me, pulling it out of my hand. He sat down on the sofa, my shirt in his hands.

"Are you a striker?" he asked.

Before I could reply, "Yes, how did you know?" he asked, "Are you a Fenerbahçe fan?"

Of course, my answer was 'yes' to this as well...

"I play for both the street and the school team."

"You have many years ahead of you. We may see you play for a professional team one day."

"Impossible! My dad doesn't see football as a profession. He thinks I should be an engineer, a doctor or an economist."

“Not at all...People who choose a career they really desire, become successful and happy.”

“Yes, yes you’re right! I know what I want to be! I’m not shy when I play football. I have so much confidence...I feel like a lion with a golden mane running towards the goal...I want to play just like Rıdvan does! Even my father likes him!”

The man was repairing the tear with thread. He showed me the patch that he was sewing onto the tear.

“Great! The tear hardly shows now. Sorry for doubting you. I was sure you wouldn’t be able to repair it.”

I felt so relieved. He smiled at me with his blue eyes...I noticed other objects waiting to be repaired with small notes attached to them. There was a black and white photo next to the sewing machine. It was a photo of a football team. I couldn’t make out which team it was or any of the players from where I was sitting.

I asked him if he liked football. He nodded his head with passion.

“Why didn’t you become a football player then?” I asked.

He shook with laughter. He didn’t say anything else.

He put my repaired shirt in a bag and patted me on the shoulder as I started to leave.

“Follow your dreams,” he said.

I had heard that saying a lot from my uncles and aunts... They too often told me to live my dreams.

I wanted to reply “That’s easy to say,”...but I held back.

Just then he reached under the table and pressed a button. The commentator’s voice was familiar. He used to be popular in the old days. He was commentating on a match from years ago.

“The national team is playing South Korea, we’re into the final minute and the score is 6-One minute to go...Orhan has the ball at his feet...He’s attacking the Korean defence...andORHAN FINDS THE NET!!!! 7-0 ... And that’s the last action! The referee blows the final whistle...ORHAN, ORHAN, ORHAN!!”

The fans were delirious.

He patted me on the back and asked, “Do you understand now?”

I left the shop. A soft breeze played on my face.

What should I make of that?

Who was that man?

Could he really be Orhan, the ex-footballer? My dad has black and white films of those old football matches. He watches them often to cheer himself up. You can often hear the name “Orhan” mentioned in those films.

If I told my dad all about this he would probably just say, “You must have dreamed it son”.

14. The Long Journey Home

By Sophie Smiley

Mehmet jumped off the tram. He liked to hitch a ride on the old tram on his way home from school. He stopped and looked in a shop window. There was a wonderful display of football boots. Mehmet loved the orange pair, the ones with black stripes. But more than anything, he longed for his team's football strip. He could never have them – they were too expensive, and he knew that his parents didn't have enough money.

He turned away, and walked sadly towards the square. A ragged beggar sat on a bench. Mehmet felt sorry for him, and wished he could give him some money. He reached into his bag for the apple he had kept for the journey home. He would give that to the old man. He looked across the tracks. The beggar reached down and touched a black bag, then glanced from side to side in a way that reminded Mehmet of a cat, hunting. Mehmet watched from the shadows. He felt as if the beggar was waiting for something. Or for someone.

A tram rattled past.

When it had gone, Mehmet saw that the seat was empty.

But to his surprise, the bag was still there. He must return it. He looked around. His eyes searched the street. But the man had vanished.

He walked forward to pick up the bag. He must find the poor man and give it back.

But as Mehmet approached, a figure stepped forward. Swiftly, the stranger reached down, snatched up the bag, and disappeared into an alley. Without a thought for his safety, Mehmet chased after him. He had to return the bag to the beggar.

The figure slid round a corner. He was dressed in black, his eyes hidden by dark glasses. Silently, Mehmet followed. The man slipped like a snake through the alleyways. Mehmet ran to keep up.

Suddenly, the man turned. He removed his dark glasses and scanned the street, his eyes like searchlights. Mehmet froze. Ducking down behind a rail of clothes, he could hear his heart pounding. He squinted through the silk dresses, and watched the man come towards him. He was going to be discovered. How could he hide? Quickly, he grabbed a flowery scarf from the shop display, and wrapped it round his head like he'd seen his sister do. No one would suspect a girl of being a spy!

The man stopped. He stared straight at him. The eyes were cold and black and dangerous. Mehmet's heart seemed to stop beating. He pretended to look at the silk dresses.

Finally, the man looked away from him and scanned the street. Then turning abruptly, he went into the bazaar. Mehmet smiled at the trick he had played.

Carefully, he walked on through the rows of spice stalls. When the man entered a shop, Mehmet followed him, quickly hiding himself behind a display of teas.

A curtain at the back of the shop parted, and a foreigner appeared.

“Good, you've got the bag,” he said, and handed over a packet.

Mehmet gasped as the man in black slid the object into his jacket. The shape was unmistakable. It could only be one thing: a gun.

Mehmet felt himself shaking. This was no longer about returning a poor man's belongings – this was something much bigger, and much worse.

He shuddered, and wished he was at home.

“They are expecting you,” the foreigner continued. “Go to Haydarpasa. They will meet you by the flower stall.”

Mehmet felt a movement next to him. Something soft touched his legs, and he nearly cried out. Then he realised - it was just a cat!

But the two men heard the movement. The stranger's face darkened. He scanned the shop and demanded, "Are you sure you weren't followed?"

The cat emerged from the display, and walked towards the men. They laughed, and one of them reached out and stroked it.

Mehmet relaxed. He was safe again. But for how long?

A moment later disaster struck: Mehmet's nose itched. He knew what was going to happen, and he couldn't stop it: he sneezed loudly. Boxes of teas tumbled to the ground. Two men with thunderous faces stared down at him. There was no escape!

"What the...?" one of the men shouted.

"I just wanted to buy some tea for my mother," Mehmet whispered.

"Oh yeah?" the foreigner snarled, "Where's your money then?"

Mehmet's pockets were empty. He looked towards the door, but the man with the gun had already banged it shut.

"Tie him up," he ordered, "I don't want this little spy spoiling our plans!"

A scarf gagged Mehmet's mouth. A cord cut into his wrists as his hands were tied behind his back.

"You think you're clever," the foreigner hissed, "But you won't feel so clever when they clear your body up with the trash!"

He lifted Mehmet into the air, carried him through the shop, and dumped him head first into a deep rubbish bin. The lid clanged shut.

Mehmet struggled to breathe. Everywhere was dark. His arms touched something slimy; the smell was terrible.

Mehmet tried to call out, but no sound came. He imagined being swallowed up by a rubbish truck, his body crushed by metal teeth. His family would never find him. Tears filled his eyes.

Then he heard his father's voice, "Never give up. Always go for goal!"

Mehmet pushed and tugged at the ropes. His hands bled as they scraped against the ties. At last they slipped free. Tearing the gag from his mouth, he hauled himself out of the bin, and tumbled onto the floor.

He breathed deeply and silently sneaked out of the rubbish area. He wondered what he should do next. He should get help. Looking around, he searched for a policeman. There were none. Perhaps he should go home. His mother would be sick with worry. Yes, he would be safe at home.

But instead of taking the road home, Mehmet set off towards the ferry. If he ran all the way, he could still catch the man with the gun.

Suddenly, Mehmet became a striker, tearing towards his goal. His heart raced as he neared the terminus. A ferry was at the quayside. High up on the top deck stood a man. He was carrying the bag in his arms.

Mehmet ran towards the boat. Then he remembered he had no money for a ticket. He could see the thief, but he couldn't reach him!

The boat's engines roared. The thief looked down, and spotted Mehmet stuck behind the barriers. The boat began to pull out. The man smiled and waved down at the shore.

Mehmet was furious. A burst of energy erupted with his anger. He ducked under the barrier, and sprinted forward. A gap of water lay between him and the ferry, between him and danger. Mehmet glanced at the dark, swirling Bosphorus, took a deep breath and leapt. He landed, sprawling and panting, on the deck. People stared.

Mehmet rolled over and looked up. The man had seen him, and moved towards out of sight.

Mehmet pointed and shouted, "Stop him – he's got a gun!"

No one moved. Instead, they looked at the boy, lying on the ground, covered in bits of old cabbage, with some feathers sticking out of his head. They wrinkled their noses at the smell of rotten vegetables, and moved away in disgust. No one believed his crazy story. The boy himself looked dangerous.

Mehmet was alone. For the second time, he felt tears sting his eyes. But again he heard his father's voice, "Pick yourself up, and do what's right."

Mehmet staggered to his feet and made for the stairs. He climbed to the top deck. It was empty. There was no sign of the man. The cold wind had driven the other passengers indoors. Mehmet shivered and stared at the empty deck. He could sense the man. He must be somewhere near. Then, from the shadows, he saw a dark shape. It was just the edge of something sticking out, but Mehmet recognised it at once: it was the beggar's bag.

The man with the gun was only metres away. Mehmet had no way of defending himself. He was all alone, and he had nowhere to hide. There was only one weapon he could use; it was something he'd learned on the football pitch – surprise your opponent!

Mehmet breathed in deeply, then at the top of the voice he screamed his football team's name and charged forward. He saw the startled face of the man. Watched in slow motion as he reached for his gun. And in that moment, Mehmet turned himself from a striker to a goal keeper. He threw himself, and flew forward. With one swift movement, he sliced the man's legs from under him, and brought him thudding to the ground. The gun spun from his hand across the deck. Mehmet jumped on the man's back, and pushed his face into the floor.

Suddenly, people came running. There were screams. Someone picked up the gun and pointed it at the pair on the ground. Ferry staff shouted, and phone calls were made.

Mehmet was shaking, but he was still alert. "They're meeting him – at the flower stall. You must get them!"

The man was taken away. Someone wrapped Mehmet in a blanket, saying, "You're a brave lad," and gave him a hug.

Then he remembered his family, waiting at home.

"Please ring my mother," he whispered. And it was only then that Mehmet felt the tears finally fall. He slumped into the kind arms and wept.

But by the time the boat landed, Mehmet was almost himself again.

He watched the police lead the man from the boat, and saw a swarm of police cars on the shore. An officer approached him. He was carrying the bag. "Well done, son – we've been after this drugs gang for months. Thanks to you, we've got them all!"

Mehmet pointed and asked, "Will you give the bag back to the beggar – they stole it from him". The policeman laughed, and opened the bag. Mehmet gasped at what he saw. It was bursting with money.

"That was no beggar," the policeman said, "He was one of the gang." Then he added, "And there'll be a nice reward for you for catching them."

"Enough for a new football kit?" Mehmet asked.

"Enough for a whole football stadium," the policeman smiled.

15. Patriotism

Patriotism means love for and devotion to one's mother-land. This is a very natural aspect of 'human life. We naturally have some association with the place where we live and with the people with whom we live. Such associations culminate into the sublime qualities of patriotism.

Love for our country requires us to make some, sacrifice. In the first instance it demands of us to be good citizens to be law-abiding people and ultimately to contribute something to the common good of our people. It exhorts us to rise above self and to do something for our countrymen. At its highest, patriotism requires us even to sacrifice our lives.

Even we try to become patriots and Endeavour to rise up to the noble expectations of our mother-land we cultivate certain good qualities of head and heart. The spirit of selflessness and self-sacrifice helps us shake off mean and low feelings. Our social and moral values are developed and we create nobility not only in ourselves and serve as a source of inspiration to authors. This sincerity of purpose enables the country men to work hard to make their country a social welfare state and thus to maintain her honour and glory in the comity of nations. Men with patriotic feelings make the real wealth of a people.

"Not gold but only men can make,
A nation great and strong,
Men who for truth and honor's sake,
Stand fast and suffer long."

These are the people; the poet goes on to say, "Who work while others sleep." They never lose heart. They maintain the morale of their nation by their constant efforts, 'while others fly and ultimately."They build their nations' pillars deep, and lift them to the sky."

The soldiers stand by their country in the hour of peril and lay down their lives simply to vindicate her honour. We can find glorious examples of certain great national heroes who struggled hard and fought valiantly for their mother-land. Mustafa Kamal Ata Turk brought health and vigor by instilling 'new blood' in the veins of the sick man of Europe"- Turkey. Our Quaid-e-Azam strove excessively hard for the glory of Pakistan without any regard for his own health or personal benefit.(9essay.com) Liaqat Ali Khan the first Prime Minister of Pakistan did not hesitate even to shed his blood in the service of the country. The unparalleled example of Joan of Arc will always shine brightly in history of the French people.

Patriotism creates a very broad outlook-that is, a person arises above his own self. He prefers the interests of the country to his own interests. This enables him to look at life in a very broad perspective-that is, the love for his countrymen. But there is one thing regarding patriotism which should be kept in mind. Patriotism means love for one's country but it does not at all imply the sense of hatred for other countries. On the other hand the spirit of self-sacrifice should be extended to the entire human society. It means that patriotism should teach us love for and service to humanity.

LESSON PLAN No.01

TITLE: Impact of Social Media

OBJECTIVE

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

- Understand the meanings of, and interpret, the text.
- Understand Social Media and its effects of the users.
- Understand the benefits of Social Media.
- Understand the harmful effects of Social Media.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 min

LEVEL

8thGrade

INTRODUCTION

- How many of you have a Facebook account?
- How many hours do you spend on Facebook and other social media accounts in a week?
- Do you like interacting with people on social media?
- Which social media sites, apart from Facebook, do you know about?

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 instructor explained in detail what is social media, the different social media sites, the benefits and the harmful effects of social media. The instructor introduced the use of social media for commerce purposes. The instructor also introduced the concepts of Cyber bullying, lack of privacy, and impact of social media on personal relationships.

CONCLUSION

The students were asked to share their understanding of the topic in hand. The students were asked to share what content they post on their social media accounts. They were also asked whether they find social media useful or not.

LESSON PLAN No.2

TITLE Child Labor in Pakistan

OBJECTIVE

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

- to understand the meanings of, and interpret, the text.
- to understand the phenomenon of Child Labor in Pakistan.
- to understand the pervasiveness of Child Labor in Pakistan.
- to understand the laws that prohibit Child Labor in Pakistan.

MATERIALS

white board, marker, chair, rostrum, duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- What is your idea about child labor?
- Will you support child labor?

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 instructor explained the phenomenon of Child Labor in detail. The instructor also explained the menace of Child Labor in Pakistani society and the detrimental effects such labor has on the mental, physical, moral and psychological life of the children involved. The instructor also discussed how the poverty and bonded labor makes it an enabling environment for child labor to persist in our society. The researcher referred to numerous laws and bills passed by the government against child labor and also discussed some legal loopholes in the legislation.

CONCLUSION

The students were asked to write a note about Child labor.

LESSON PLAN No.3

TITLE Abdul Sattar Edhi

OBJECTIVE

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

- to understand the meanings of, and interpret the text.
- to understand the struggle of Abdul Sattar Edhi as a Humanitarian.
- to understand the contributions of Abdul Sattar Edhi.

MATERIALS

white board, marker, chair, rostrum, duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- What have you heard about Edhi?
- What do you think was Edhi's biggest contribution?

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 instructor explained the whole life of Abdul Sattar Edhi in detail. The instructor also explained the significance of Abdul Sattar Edhi's contributions towards health care, emergency response, and burial services in Pakistan. The instructor discussed how Edhi's work helped bringing in a cultural shift towards donations to charities... The instructor emphasized the over-reaching effects of Edhi's contributions as well.

CONCLUSION

The students were asked to write a note about Edhi and mention an incident or an anecdote in which they saw the Edhi Foundation helping people.

LESSON PLAN No.04**TITLE At the Marketplace****OBJECTIVE**

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

- understand the basic concepts, methods and techniques of storytelling.
- understand the meaning of, and interpret, texts.
- understand the importance of empathy while meeting with new people

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- When was the last time that you visited a marketplace?
- Do you know understand the relationships among people in a marketplace?
- What's your experience in a marketplace?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The focus was on explaining and understanding the difficult vocabulary, phrases, sentence structures, punctuations and enhancing the linguistic competence (reading comprehension) of the students. The instructor introduced the lesson as a story. She introduced the photographer and the people in marketplace as different characters with different background stories and showed how their past experiences influenced their conversations.

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.
- understand the measures that have to be taken in order to ensure safe implementation of co-education in Pakistan.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

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.

LESSON PLAN No.06**TITLE Global warming****OBJECTIVE**

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

- understand the meanings of, and interpret, the text
- understand the phenomenon of Global Warming
- understand the causes of Global Warming.
- understand the how we can reduce global warming.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- Have you felt the rise in temperature with each passing year?
- Have you noticed that rains are not following seasonal patterns?

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 in detail the phenomenon of Global Warming, its causes and ways to reduce global warming. The researcher explained the scientific and survey figures used in the lesson to show the increase in temperature and 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 global temperatures.

CONCLUSION

Two volunteers were asked to present before the class a conversation between a person who believes in global warming and a person who doesn't.

LESSON PLAN No. 7**TITLE Importance of Co-curricular Activities****OBJECTIVE**

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

- to understand the meanings of, and interpret, the text.
- to understand the importance of co-curricular activities.

MATERIALS

white board, marker, chair, rostrum, duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- Which activities do you think come under co-curricular activities?
- Do you like co-curricular activities?
- Do you want more co-curricular activities in your school?

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 instructor explained the co-curricular activities and its importance in detail. The instructor also explained the numerous ways in which co-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 to learning than theoretical training. The researcher then named numerous different activities that come under co-curricular activities and stated the benefits of every activity.

CONCLUSION

The students were asked to talk about their favorite co-curricular activity and what they have learnt from it.

LESSON PLAN No.08**TITLE Knowledge is Power****OBJECTIVE**

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

- to understand the meanings of, and interpret, the text.
- to understand the importance of Knowledge for Humanity across history.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- What is knowledge in your opinion?
- What are your views about 'pen is mightier than the sword'?

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 instructor explained the term knowledge and its wide definition in detail. The instructor explained the role accumulation of knowledge has played in the progression of humanity across the millennia. The instructor also discussed how humanity started from the stone age with scant knowledge and how by acquiring and sharing knowledge humans were able to build cities, empires, eradicate disease, decrease poverty, increase life expectancy and explore the universe. None of these achievements were possible without knowledge. The researcher mentioned the dangers of half-knowledge and ignorance, since these things can lead humans to make bad decisions.

CONCLUSION

The students were asked to write their own views about 'pen is mightier than the sword'.

LESSON PLAN No.09**TITLE Overpopulation****OBJECTIVE**

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

- know the meanings of difficult words.
- understand the meaning of, and interpret, the text.
- understand the causes, effects and solutions to overpopulation.
- understand the problems of overpopulation.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- What is your understanding of the term 'overpopulation'?
- Do you think overpopulation is one of the main problems of our country?
- What do you think are the causes of overpopulation?
- How do you think we can control overpopulation?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The focus was on understanding the phenomenon of overpopulation and its causes and effects. The instructor discussed the solutions to overpopulation in detail. The instructor also covered vocabulary, sentence structure and reading competency.

CONCLUSION

The students were asked to write a note regarding the solutions proposed to the problem of overpopulation.

LESSON PLAN No.10**TITLE** The Risks of Cigarette Smoke**OBJECTIVE**

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

- understand the meaning of, and interpret, the text.
- understand the risks of smoking and passive smoking.
- understand the hazards of smoking cigarettes.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- How do you feel when you see someone smoking a cigarette?
- Do you enjoy the company of a person who is a habitual smoker?
- Can you tell some hazards of smoking?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The focus was on understanding of difficult scientific terms, research, and reading competency. The instructor taught the dangers of cigarette smoking by quoting scientific research and survey figures as mentioned in the lesson. The instructor also showed pictures of different cancers caused by cigarette smoking.

CONCLUSION

Students were asked to share their opinion and thoughts about smoking.

LESSON PLAN No.11

TITLE **Sewing Day**

OBJECTIVE

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

- to understand the basic concepts, methods and techniques of storytelling.
- to understand the meaning of, and interpret, texts.
- to understand the importance of not giving into despondency

MATERIALS

white board, marker, chair, rostrum, duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- When was the last time you received bad news? How did you react?
- When you received it, did you have any pending work? Did you complete?
- When was the last time you made someone happy by a small act even though you weren't feeling happy?

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 instructor introduced the lesson as a story that how Aunt Selda receives a letter at night informing her of the separation. She's taken aback by emotions at that time but she recovers quickly and gives the boy his favorite haircut even though she is not feeling great. The instructor discussed the selflessness and resilience of Aunt Selda and emphasized on the importance on small acts. The researcher also taught the meanings of difficult words.

CONCLUSION

The students were asked to write about the last time they made a small effort to make some body happy.

LESSON PLAN No.12**TITLE The Guitar****OBJECTIVE**

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

- understand the meaning of, and interpret, texts.
- understand the ways through which one can recognize one's talents.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- What are your talents?
- How do you think you can discover and polish your talents?

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 instructor explained the story development techniques used in the story. The story was explained in detail by the instructor that how a boy discovered his talent of singing instead of being a guitarist. The instructor also explained the importance of talent recognition and its importance in life.

CONCLUSION

The students were asked to write about their interests and talents on a paper and read it out loud.

LESSON PLAN No.13**TITLE The Ex-Footballer****OBJECTIVE**

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

- to understand the meanings of, and interpret, the text.
- to understand the importance of following one's dream.
- to understand the importance of following one's passion.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- What is passion?
- Do you know what your passion is?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The focus was on the understanding the difficult vocabulary, phrases, sentence structures and enhancing the linguistic competence (reading comprehension) of the students. The instructor explained the term passion and importance of following one's dreams and passions. The instructor also explained how it's easier said to follow one's dream than done since one usually has to face many detractors on one's way. The researcher explained the meanings of all the difficult words and helped with the understanding of the story..

CONCLUSION

The students were asked to write their own passions and where they see themselves in the future if they follow their passions.

LESSON PLAN No.14**TITLE The Long Journey Back Home****OBJECTIVE**

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

- to understand the meanings of, and interpret, the text.
- to understand the basic concepts, methods and techniques of storytelling.
- to understand the importance of courage.
- to understand the importance of doing the right thing.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- When was the last time you had to make a hard decision?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The focus was on the understanding the difficult vocabulary, phrases, sentence structures and enhancing the linguistic competence (reading comprehension) of the students. The instructor introduced the lesson as a story. The instructor discussed the selflessness of the protagonist and emphasizes the importance of doing the right thing even if that means risking one's life or possessions. The researcher also taught the meanings of difficult words to ensure thorough understanding of the lesson's text.

CONCLUSION

The students were asked write a note about the boy's bravery and what change would they propose to the boy's course of action.

LESSON PLAN No.15**TITLE Patriotism****OBJECTIVE**

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

- to understand the meanings of, and interpret the text.
- to understand the concept of patriotism
- to understand the value of devotion and sacrifice in development of mother land

MATERIALS

white board, marker, chair, rostrum, duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- Do you love your country?
- What can you do for your country?

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 idea of patriotism in detail to the students. The researcher explained the efforts of patriotic people for their country.

CONCLUSION

The students were asked to share their opinion on the topic.

Appendix D - Experimental Group Lessons

1. Pukhtoon's way of Life

An attractive feature of the Pukhtoon way of life is the joint family system which signifies their deep love for the family's solidarity and welfare. The desire of communal life emanates from a consideration of economic security and integrity. All the family members, even the married sons, live jointly in a house large enough to separately accommodate each married couple under the authority of the father who, as head of the family, manages the family affairs and exercises an immense influence in his own domain.

All the earning hands of the family, married as well as un-married sons, contribute their share of income to the common pool of resources. All expenses on food, clothing, education, health, birth, marriages and deaths are defrayed from this common fund. The mantle of authority falls on the eldest son's shoulders after the death of the father or when old age renders him unable to discharge his functions efficiently. The system of Nikat (ancestral line) which regulates the shares of losses and gains, debts and liabilities of each family, is the mainstay of Pukhtoon society. The internal management of the household rests with the mother who exercises her authority within her own sphere of influence. The joint family system, however, is gradually giving way to individualistic trends under the impact of modern influences. It is losing its hold, particularly on educated classes and well off sections.

Respect for Elders

The Pukhtoon children are taught to show a great degree of respect to their parents and elders. Senior members of the family, particularly elders, command great respect. Parents are properly and reverently looked after in old age and every effort is made to provide them with all possible comforts. There is a famous Pashto maxim that "Paradise lies under the feet of the parents" and Pukhtoons true to their faith leave no stone un-turned in obtaining their blessings. It is generally believed 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. Kashars or 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 cigarette or huqqa in the presence of their elders. Even in tribal Jirgas the younger members of the village are not allowed to speak. Everything is left to the discretion of their elders.

2. English way of Life

Hi, my name is Craig. I am English because I was born in England, but I am also British because England is part of Great Britain and is in the UK.



I am English



and I am British too

I live in a typical English family. I have a father, mother and a sister and we all live together in a house in a town in the south east corner of England. At the back of our house we have our **garden** where I play with my sister.



My house



My garden

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 one soon.



Car



Computer



Telly



Washing Machine

The day starts at about **7 o'clock** when Dad and mum get up. My sister and I usually watch **telly** in our **pajamas** (night clothes) until breakfast. We have breakfast at 8 o'clock. I like to eat **Rice Krispies** (cereal) and jam on toast. I also drink a glass of milk. My mum usually only has toast, a glass of orange juice and a cup of coffee. Dad likes to have a fried breakfast consisting of baked beans, bacon, tomatoes, mushrooms, two eggs and a sausage (see photo below).



Dad's breakfast

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



A bus

We all leave the house by 8.30. **Dad goes to work**. He works with computers. Mum, my sister and I walk to school. My mum then catches a **bus** to her work place. She works in a different school as a learning support assistant.

I take a **packed lunch** to school, which contains things like sandwiches, fruit and a bag of crisps. Sometimes my friends and I swap our food.



Sandwiches and crisps

My favourite subjects at school are science and history. My favourite topic in history is learning about the ancient Egyptians. I also enjoy PE (Physical Education) lessons - we play football, netball, cricket and sometimes we go cross-country running.

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



A fish finger with peas and chips

Dad usually gets home about 6 o'clock. We eat together at about 6.30. My favourite meal is a **fish finger** with **peas** and **chips**. I also like pizza which we have very often.

I have to help mum wash up (wash the dishes) when I have eaten. I also have to tidy my bedroom.

In the evenings, I usually do my homework before watching more telly. Mum helps me with my homework. My family likes to watch Eastenders, and Coronation Street (English soap operas).

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



Cubs Scouts (cubs)



I love cubs especially when we go **camping** (see picture). I like building fires and cooking on them. It is good fun sleeping in the tents too. We usually go camping about twice a year.

Camp

I enjoy playing on my computer and skate boarding. I have a pet rabbit called Sooty. I bet you can guess what colour it is? Black of course.



My pet rabbit called Sooty

Every Saturday, my family and I, go into town to the open **market**. People sell vegetables, clothes, toys, posters, and nearly anything else out on the street. Mum buys her fruit and vegetables there. I enjoy just wandering looking at all the things for sale, hoping my parents will buy me something. Sometimes I am lucky.

I love my family very much.

Written by Craig aged 10 years (Craig, 2017)



3. Salutations and greeting in Pashtun culture

The Pukhtoos have several ways of greeting and salutation. Strangers passing on a road or thoroughfare exchange courtesies such as "Starrey ma shey" (May you not be tired) and "Pa khair raghley" (welcome). This is answered by "Khudai de mal sha" (May God be with you), "Pa khair ossey" (May you live in peace) and "Ma khwaraigey" (May you not be poor). The Pukhtoos usually embrace their friends and relatives when they meet them after a long absence and warmly receive each other by a hearty handshake. This is followed by a train of questions about each other's welfare like "Jorr yey" (Are you alright?), "Khushal yey" (Are you happy?), "Takkrra yey" (Are you hale and hearty?) "Warra Zagga Jorr di" (Are your family members hale and hearty?) and "Pa Kor key Khairyat de" (Is everybody well at home?).

A visitor entering a village Hujra is greeted with the traditional slogan of "Har Kala Rasha" (May you always come) and he replies "Har kala ossey" (May you always abide). Friends while parting commit each other to the care of God by saying "Pa makha de kha" (May you reach your destination safely), and "Da khudai pa aman" (To the protection of God).

When meeting a pious or an elderly person, a Pukhtoon bows a little and keeps his hands on his chest as a mark of veneration. When talking about a deceased person, they often say "Khudai de obakhi" (May God forgive him). If a man suddenly appears at the time of conversation between some or more persons about him, they immediately exclaim "Omar de ziyat de, Oss mo yadawalay" (You have a long life, we were just talking about you). The Pukhtoos very often use the word "Inshaallah" (God Willing) "Ka Khudai ta manzura wee" "Ka Khair Wee" (if all goes well) when they promise to accomplish a task at a particular time.

4. Salutations and Greetings in English

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

Greetings and Introductions

First impressions are a really important aspect of British culture. Introducing yourself and others in the correct way is fraught with various do's and don'ts of etiquette.

Introductions

In social situations, a man is traditionally introduced to a woman. However, in the business 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 their position. If you introduce two people of equal rank to each other, introduce the one you know less well to the one you know best.

Introducing Yourself

There might be occasions where you will have to introduce yourself. For example, if you are meeting a new colleague or an associate, you might start off by extending your hand and saying "Hello! I am" If you have been introduced earlier to someone, do not assume that the person would remember you and be prepared to reintroduce yourself should it be necessary. There are some useful tips below.

Greetings

The British do shake hands, i.e. when first introduced to new people, but we rarely shake hands when parting.

In an informal situation you may see social kissing (often just a peck on the cheek), this is acceptable between men and women and also between women who know each other very well, but it is rare that you will see two British men kissing, even if it is only on the cheek.

Useful tips

Introductions are much simpler if you can memorize a few simple rules.

Introducing others

In business a person of lower rank tends to be introduced to a person of higher rank. In other situations you may find that a younger person would be introduced to an older person and a man introduced to a woman.

Introducing yourself

When shaking hands people may give you their name without saying "Hello" or anything else. It can come across as a bit unfriendly, but it's not considered to be rude

For example:-

I hold out my hand to you and say, "Lynne Hand."

If you wish to be on first-name terms with someone you can indicate this by stressing your first name:-

For example:-

"Hello, my name is Lynne. Lynne Hand."

Reacting to an introduction

The response you give should have the same level of formality as the introduction.

5. Aspects of Pashtun Culture

The history and the origins of Pathans has been a controversial debate however not much of a consensus could be formed. There were theories ranging from Pakhtuns having an Aryan, Jewish, Arab or mixed origin. None was convincing enough to form a conclusion. Pathans 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. Some people believe that they might also be related to Khalid bin walid and as a result of which Pathans might also have an Arabic origin. While another school of thought relate them to of Adolf Hitler's that has a link to the Afghans to the Aryans and ultimately a linkage to Pathans of Peshawar.

Pashtun culture: Is based on Islam and Pashtunwali, which is an ancient way of life.

Kingdoms: The most famous and renowned tribes in Khyber Pakhtoonwar are Lodi, Suri, Hotaki, Durrani, Barakazi.

Classes of Pathans Society: Mian, Gujar, Rangi, Kulal.

Holidays, special events and Traditions: Gham khadi, Wada Koidana, Topak tamacha, hujra, kat bistara along with those is the arrival of Sparlay or Spring, known as Nava Wroz (New Day), is also celebrated by some Pashtuns. It is an ancient annual Pashtun festival which celebrates both the beginning of spring and the New Year. Amongst some Pashtuns, Sheshbeeyeh, a prelude festival to Nava Wroz is also celebrated.

Food: One of the most famous dishes includes tikkah, serge, sugi ka halwa, kawa, chapali kabab, kabala palao, special long naans. And many more.

Poetry: Pathans are very famous for their poetry, they are very passionate and patriotic which is obvious from their poetry. Some of the famous poets include Amir Kror Suri, Khushal Khan Khattak, Rahman Baba and many others.

Tappa: Tappa is the oldest and most popular form of the Pakhtuns poetry. The first line is shorter than the succeeding one, yet it reflects all human feelings. It is also common among the Pashtuns that a boy of school would sing it, the elders in their hujrahs. It is the only song sung in the time of grief and on the occasion of marriage. In music it is sung with the traditional Pashto musical instruments rubab and mangai. Tappa has up to 16 different models of harmony and is being sung with full orchestra.

Charbetta: Charbetta is another famous form of poetry, which consists of an epic poem with special rhythms. There are four kinds of Charbetta's. Normally, it's a poem of four lines but might also have six or eight lines. All aspects of life are discussed in it. That includes the heroic deeds and heroism by legendary figures and sometime expresses the romantic feelings. The tempo is usually very fast and is sung by two or more singers as part of a chorus in which one singer reads the first line while the others follow the remaining. The singing or recitation of a Charbetta is called Tang Takore. Traditionally Charbetta is started just after the finishing of a Tappa.

Neemakai: Neemakai has many different forms and normally women compose it. It is usually very short (1 to 3 lines). The first lines are repeated in the middle of the song and Tappa is usually added according to the subject and circumstances. Most of these songs in Pashtoon culture have been expressed in different areas about daily life and love.

Loba: Loba is very popular among the masses and are added within Tappas occasionally. This is a form of folk music in which a story is told. It requires 2 or more persons who reply to each other in a poetic form. The two sides are usually the lover and the beloved (the man and woman).

Shaan: Shaan is sung during happiness such as marriages and or the birth of a child, and are sung in private congregations and social gatherings.

Badala: Badala is a professional form of folk music and consists of an epic poem or a ballad. Instruments used include the rubab, harmonium, mungey or tabla. In Badala, tribal traditions are the main theme as well as heroism, tragedies and romance. Badala consists of variations, because each couplet is varied in rhythms from other. It is sung traditionally at night.

Rubayi: Rubayi is a Pashto form of a Ghazal. The Rubayis of Rehman Baba are popular among the masses and is sung before the starting of Badala. As with the Ghazals, the Rubayi have been heavily influenced by Arabic, Persian and Turkish poetry.

Dances Attan: In this dance, the dancers perform to the music. This dance is performed by both the genders involving 2-5 steps, ending with a clap given while facing the center, after which the process is repeated again. This dance is typically performed with the musician dictating the duration and speed.

Khattak dance: The Khattak Dance is performed by the Khattak tribe.

Mahsud dance: A unique dance routine using rifles performed by the Mahsud tribe of Pashtuns. Originally it was used to dance at the time of war, but later on became a cultural dance. The dancers dance empty handed and require only large drums. Nowadays though it is danced with the guns in the dancer's hand.

Waziri dance: Two drummers and a flute player play a particular tune. Two persons leave the circle; go dancing towards the drummers, and come back dancing in the same manner. During performing both the persons turn around two times at a time once towards each other facing face to face and once keeping faces in opposite direction. After doing this separately they march while dancing to the assembled crowd.

Clothing: Pashtun men usually wear a Partoog-Korteh in Pashto (salwar kameez is Urdu) with a pakul (Pashtun hat). In the Kandahar region young men usually wear different type of hat similar to a topi and in the Peshawar region they wear white kufis instead. Leaders or tribal chiefs sometimes wear a karakul hat, like Hamid Karzai and others. Women and girls wear traditional long dresses with a light piece of cloth used to cover their hair. They also wear beautiful handmade jewellery. And beautiful pakhtoon frocks.

Sports: Some Pashtuns participate in buzkashi, which is a sport introduced in the region during the Mughal era... The word "buz" means "goat" and "kashi" means "dragging" or "pulling". Not a team sport, it is every man for himself and that becomes apparent as soon as the game starts. Although buskashi is primarily an individual sport, alliances are built up between various players. Between the alliances, the strongest players finally take control. This is very similar to polo. Football is another sports very enjoyably played by pathans of Khyber pakhtoonwar.

Conclusion: Since Khyber Pakhtoon war is situated to the Northern side of Pakistan. It usually has a cold climate and people living their usually travel to other side of Paksitan in search of income. Other than that agriculture goods such as dry fruits and food are also grown there. Ladies also tend to do hand embridory and jewellery making which is very much appreciated all over the world. People are very hospitable and loving. They are appreciate the arrival of guests at their place and tend to be very mehmaan nawazz.

6. 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 Great Britain. 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 British, 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 punctuality, 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 football (soccer). 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 combined 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 theatres 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, Portabello Road and 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, London 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 Wembley Stadium, Wimbledon Park, the Lords Cricket Ground, or Ascot.

7. Pashtun Customs Related to Death

The Pashtuns are very social, humane and friendly. They share each other's joys and sorrows. Their sympathetic behavior can be judged from the fact that they give more importance to participation in funeral processions than festive occasions like marriages etc.

At the time of someone's death, the elders of the surrounding villages come to the village Hujra to express their sense of grief and sympathy with the bereaved family and the youngsters hasten to the graveyard for digging a grave and making necessary funeral arrangements. The women of the neighborhood also go to the house of the bereaved family carrying articles of daily use such as sugar, gur, wheat, rice etc and to offer condolences.

The moment any one expires, his eyes are closed, toes tied, face turned towards Kaaba and placed on a cot (charpae) in the courtyard. Women sit around the dead body in a circle and weep over it in unison. The females of the neighborhood generally join the lamentation. Embracing the wife, mother and sisters of the deceased and wailing over the passing away of their dear ones, is the traditional way of lamentation and expression of sorrow. The wailing also includes words in praise of the deceased. Such praise assumes "the form of the chanting of short rhythmical phrases of rhymed prose or verse". This presents such a sad spectacle that it makes even the onlookers burst into tears. Some women, in a state of deep anguish, resort to Weer i.e. beating of face and chest with both hands and with loud sobs. The burial takes place on the day of death, if the death occurs in the morning, otherwise on the following day.

Weeping in the house continues for at least three days but it sometimes continues intermittently for a fortnight or even forty days. No marriages take place among the deceased's near relatives till the first anniversary of the deceased is observed. Only in rare cases marriages take place within a year of the occurrence of death and that, too, with the consent of the members of the bereaved family. Music and jolly activities are avoided for at least forty days. Relatives and friends feed the deceased's family for three or seven days.

FUNERAL: Before burial, the village Mullah or some other old man bathes the corpse. The dead body is usually washed in the veranda or in a corner of the house. A few candles or a lamp is lighted at this place in the evening for at least three nights to scare away the evil spirits, and people avoid passing over the spot. After the bath the dead body is wrapped in a shroud, placed on a bier, a sheet thrown over it and then taken to the village graveyard in a funeral procession. A Mullah and three or four persons, carrying the Holy Quran on their heads, precede the funeral procession. Friends and relatives join the funeral procession and carry the bier turn by turn. Even passers-by become the pal-bearers and accompany the procession for some distance for the attainment of Sawab (pious act). The Janaza prayers (recitation of the burial service by an Imam) joined by mourners from all over the area, are offered in the community graveyard and then the body is lowered into the grave which is always dug north to south with its face turned towards the Kaaba. Later special prayers are offered for the eternal peace of the departed soul. After the burial, alms are distributed among the poor and indigent at the graveyard. This is called Iskat. The Pashtuns consider the payment of Iskat as an essential part of the religious service and a question of their prestige. Even the poor, who can hardly afford two square meals, borrow money for this purpose to vindicate their honour. It is also one of the customs to present on this occasion a few copies of the Holy Quran to the Mullahs of the area for Quran Khwani (recitation) on the following four Thursdays.

KHAIRAT: The burial ceremony over, some food is served in charity to the poor. This is called Khairat. Rice is cooked in a few cauldrons and the participants in the funeral procession are invited to partake of it. The ulema have preached against this custom, time and again but with little positive effect.

DRAIMA: The third day of the death is called Draima in Pashto or Qul in Urdu. The day is observed with due solemnity. The women of the vicinity assemble in the deceased's house on that day. They pay a visit to the graveyard in the morning, lay a floral wreath on the grave and offer Fateha. Meanwhile, friends and relatives continue pouring into the village Hujra for offering condolences. This practice continues at least for seven days.

SALWEKHTI: The 40th day of the death is called Salwekhti in Pashto. The day is rounded off with Khatm-e-Quran, Khairat and distribution of alms. It is observed on a Thursday, five or seven weeks after the day of death.

One laudable custom among the Pashtuns is that the villagers take upon themselves to supply meals and tea to the bereaved family for three consecutive days after the death. They also look after the guests of the family in the village Hujra. In certain cases the food is continuously supplied for seven days. In some village's expenses on account of the shroud cloth, Khairat and other matters connected with the burial are collectively borne by the fellow villagers as with each head of the family contributing some money for this purpose.

The Pashtuns have an immense love for their motherland. They cherish a desire to be buried in their ancestral graveyards beside their near and dear ones. In case they die in a foreign land their bodies are brought home for burial. Even on the battle field the Pashtuns do not leave their dead behind and carry them at a great personal risk.

8. English Customs Related to Death

Many British funeral traditions and customs that are still alive and thriving today date back to the Victorian era. It was at this time that society developed strict codes of conduct in regards to how a person should be mourned and how their life should be celebrated. In this article we will provide a guide to some of the funeral traditions and customs that are still alive and thriving in the UK today.

In the UK it is still customary to wear black or dark clothing to funerals unless the family organizing the funeral have specified otherwise.

Funeral Announcement: In the UK it is customary for individuals to announce the death of their loved ones (known as an obituary notice) in a national or local newspaper. Alongside the announcement, they usually include the funeral details. This gives distant friends and relatives the chance to make arrangements to attend the funeral or send flowers. Most funerals are open to the public in the UK, unless the family has requested a private, intimate funeral with immediate friends and family only.



Black clothing: In the UK it is traditional to wear black, smart clothing to a funeral. Men often choose to wear suits. Black has long been the colour associated with mourning, as it has connotations of being respectful. If you have not been told otherwise, it is advised that you choose a predominantly black coloured outfit for the funeral you are attending.

Today some people ask funeral guests to dress in colours other than black. This is often the case with children's funerals, where their parents will ask guests to dress in their child's favourite colour. If this is asked of you, it is important to fulfil the request as a mark of 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 is usually followed by the car or limousine driving immediate family of the deceased. Although there are no special rights of way for funeral processions in the UK, many funeral directors create markers and flags in attempt to alert other motorists and keep the procession together.

Traditionally the funeral director would lead the cortege on foot. This ritual was called 'paving away.' Although this is less commonly seen today, some individuals still choose to include the ritual as part of the funeral procession, however the paver (funeral director) only tends to walk a short distance before getting into the hearse. It is believed this tradition dates back to the times when horses and carriages were the predominate method of transport. Walking in front of the hearse slowly allowed neighbours and passersby to stop and pay their respects.



In the UK white lilies are the most popular and traditional funeral flower. Though carnations and roses are also fairly traditional choices.

Funeral Flowers: Funeral flowers play an important role in British funerals, providing beauty and comfort at a time of sadness. Many people also believe that flowers symbolise the continuation of life. Although many people choose funeral flowers based on the

favourite flower of their loved ones, others choose flowers based on their connotations and meaning.

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 to the soul of the deceased. They also symbolise sympathy and purity.

Another popular type of funeral flower is the carnation. These are available in various different colours, each which have their own meanings. Red carnations stand for admiration; pink carnations for remembrance and white carnations stand for love and innocence.

Burial Traditions: In the UK, the deceased can either be cremated or buried. During a burial service it is customary to throw soil onto the coffin as it is lowered into the ground. Sometimes this ritual is carried out by the funeral director, however family members often perform this ritual instead. As well as throwing soil onto the coffin, family members often throw things like flowers and personal items onto the coffin. This ritual is carried out as a symbol of love and remembrance.

Wakes: It is customary to hold a wake after a funeral has taken place in the UK. This event is kind of like a small party and is designed to celebrate the life of the deceased. The wake is usually hosted at the house of the deceased's immediate family, though it can also be hosted at a local pub or hotel. You will usually find that there is plenty of food and drink available for you to help yourself 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 their loved one. Although wakes are a sad occasion, they provide a chance for families to reunite and remember the good times.

Conclusion: Despite the fact that funerals are undergoing a fundamental change, with many people viewing them as a celebration of a person's life, rather than the mourning of their death, many British traditions and customs are still alive and well. Today many individuals choose to combine UK funeral traditions with contemporary elements to create a personalised service that they believe their loved one would have been proud of.

9. Pashtun Customs Related to Weddings

Wadah (marriage) as a general rule, is arranged by parents in Pashtun society and the boy and the girl themselves do not play any role in the negotiations. This is because of the fact that Pashtuns are conservative by nature. Their conservatism coupled with strict segregation of sexes makes it impossible for a suitor to select a girl of his own choice even though they may have soft feelings for each other. The Pashtun author Ghani Khan wrote: "The Pathans, in sentiment, will sympathies with lovers in poetry and fiction, but lovers in real life pay for it with their lives". The Pashtun society frowns upon any one, who expresses his likeness for any particular girl. But now this trend is gradually undergoing a change.

In the 19th and early 20th centuries several peculiar customs were prevalent among the Pashtuns, particularly the Afridis, about betrothals. Some of them are:-

1. Laman Shlawal: (literally tearing skirt). Any woman who was first in tearing the swaddling cloth of the newly born girl could establish her claims on the infant. However, marriages under "Laman Shlawal" used to take place among the relatives, but with the spread of education this old custom is fast vanishing.

2. Neewaka: (literally to catch or lay claim) can be interpreted as an assertion of claims. This is another custom under which marriage can be solemnized even against the wishes of the girl's parents. Public claim through Neewaka debars others from making overtures to the girl's family for her hand. Marriages under 'Neewaka' often take place among relatives, especially the first cousins. This custom is also disappearing with the passage of time.

3. Kwezhdan (Betrothal): As is common everywhere, the parents cherish a desire to get their sons married to pretty and virtuous girls of respectable families. But in the tribal areas more importance was attached to the strength of arms and family influence of a girl's parents than beauty or other attainments of the bride-to-be. With the ushering in of an era of peace and tranquility this trend has however, undergone a drastic change. The boy is now also consulted while selecting a girl and his views are given due weight in educated families.

Customary overtures for betrothal commence with a visit by the mother or sisters of the boy, to the girl's parents. Friends and relatives undertake either by the parents themselves or negotiations for matrimony. As a precautionary measure the girl's parents make searching enquiries about the character, education, occupation and other attributes of the prospective son-in-law. After an informal agreement has been reached, the boy's parents approach the girl's parents in a formal way i.e. a Jirga consisting of relatives and village elder's calls on the father or elder member of the girl's family. Similarly a female party calls on her mother on the day of public proposal. The Jirga settles terms and conditions regarding ornaments, clothes, Mehr (dowry) and Sar (bride's price or head money). The ceremony is rounded off with distribution of sweets among the people in the Hujra.

WALWAR: Walwar or head-money, which forms part of the negotiations, is also determined at the time of engagement. In accordance with the Jirga's decision the suitor's parents agree to pay in cash the stipulated amount to the girl's parents on the day of marriage. A part of the payment, is made on the spot. The rest of the money is paid on the marriage day. The dowry is usually meagre.

The practice of head-money or bride's price has sometimes been criticized as a sort of business transaction or selling out of the girl. This criticism is based on ignorance of problems of the tribesmen. The head-money does not mean that the girl is sold out like a marketable commodity or she is an "economic asset". The idea underlying is to provide some financial relief to the girl's parents while purchasing gold or silver ornaments,

clothes, house-hold utensils etc for their daughters. If viewed from the Pashtun point of view, the head-money is a matter of honour for them. The more the bride's price the more she commands respect in her husband's family. Even wealthy and prosperous parents, who otherwise do not stand in need of the head money, reluctantly have to accept this for preservation of honour of their daughters in her in-law's circles.

In spite of the medical opinion that marriages among close relatives have the risk of congenital defects in the off spring, the practice of consanguineous marriages, particularly with first cousins is a common phenomenon. An exchange of betrothals, particularly cousins is also generally effected. The Pashtuns feel reluctant to marry their daughters outside the family or tribe and they, therefore, prefer marriages among blood relations. Preference is given to girls of one's own tribe or sub-tribe, in case no girl is available within the family. There is no fixed age for betrothals and they usually take place a year or two before the marriage. In some cases engagements are contracted in childhood.

PAKHA AZADA: Pakha Azada or Pkhay Artha means free visits between the fiancée and fiancé's families. These calls upon each other begin a few days after the betrothal. The prospective bridegroom's parents pay a visit to the girl's house and present her with a gold ring or a pair of silken clothes. They also send her presents on Eid and other auspicious occasions. This is called Barkha or the girl's share. Once the girl is engaged, she starts observing purdah from her would be in-laws, both men and women.

WADAH (Marriage): Marriage ceremonies usually take place on Thursday and Fridays. Marriage festivities commence three days before the scheduled date of the actual marriage. At night village maidens assemble in the bridegroom's house and sing epithalamia called Sandaras to the beat of drums and tambourine. Three or four respectable but elderly women visit the house of the bride a night before the marriage for dyeing her hands and feet with henna and for braiding her hair into three or more plaits. The braiding of hair is generally entrusted to a woman with several male children. The bride's Jorra or special bridal dress and ornaments etc are normally sent a day before the marriage. The bridegroom serves two meals to his own guests as well as the bride's villagers. Usually the feast is given on the wedding day.

JANJ (Marriage Party): The bridal procession is called Janj. On the day of a marriage, the village of the bridegroom wears a happy look. Old and young alike, wear their best clothes. The marriage party or Janj generally starts for the bride's village at noon time with musicians leading the procession. The Wra or female marriage party starts from the village to the sound of drums and the male participants let off their guns.

NAKHA WEESH TAL (Target Shooting): The Pashtuns are fine shots. Target shooting is one of their favorite games and a fascinating feature of the marriage ceremonies. The bride's villagers invite the bridegroom's party to target shooting competition. The others to show their mettle accept the challenge. The target is generally placed in a cliff, a rocky defile or at a place where it hardly comes in the range of the bullet. It is also one of the tribal customs that the Janj does not leave the village without hitting the target. The man who hits the target first receives a Lungi (a turban) as a prize for his accurate marksmanship.

NIKAH (Wedlock): The target shooting over, friends and relatives of the bridegroom assemble in the village mosque for Nikah, by the Pesh-Imam or the religious leader. On this occasion the bride proposes the name of bridegroom's brother, uncle or any other near relative as her Nikah Father (Attorney). It becomes the moral duty of Nikah Father to give paternal love and affection to the bride and treat her at par with his own children.

The Pesh-Imam repeats the names of the bride and bridegroom three times and seeks the approval of the bridegroom in the presence of two witnesses and some village elders.

After this he recites a few verses from the Holy Quran and declares the couple wedded to each other. The Imam is given some money for this religious service.

NAINDRA: At the time of Nikah, friends and relatives of the bridegroom contribute money to lighten his financial burden. This is called Naindra. It can be likened to a debt of honour or some sort of financial help repayable to the donors on a similar occasion. A proper record of the subscriptions is maintained and the names of the subscribers are entered into a note book for future reference.

RUKHSATI: While men remain busy in target shooting, the female party gives a display of its skill in singing and folk dances. Divided into two groups they sing in the form of a duet. Sometimes they form a circle and dance and sing in a chorus. This is called Balbala. After this the parents bid farewell to the bride.

The bride is handed over to the bridegroom's relatives in a solemn ceremony. One of her younger brothers conducts her to a Doli or a palanquin and a handful of money is showered over the Doli. The bride accompanied by the marriage party is led to a car or bus. The doli is carried on the shoulders if the distance is less than a mile. On the way back home one can witness scenes of merry making. The female party sings happy songs and men fire crackers and volleys of shots in the air.

On arrival at the village, the village youths carry the doli to the bridegroom's house. They do not place the doli on the ground till they are rewarded. After this the bride is made to sit on a decorated cot. All the women hasten to see her face. The mother-in-law or sister-in-law take the lead in un-veiling her face and other female relatives follow suit. This is called Makh Katal. The bride is presented with some money on this occasion. The record of such donations is also kept for re-payment on a similar occasion. Thus the marriage ceremony comes to an end with the transfer of the bride from her natal to marital house and distribution of sweets both in the Hujra and the house.

Wealthy people make a display of pomp and show at the time of marriage. The services of dancing girls and musicians are acquired to entertain the guests. However, such a display of extravagance is now disappearing.

The Pashtuns in general feel reluctant to give their daughters in marriage to non-Pashtuns but they are not averse to marrying girls of respectable non-Pashtun families. It is not usual for a Pashtun to take spouse from another tribe. They also disapprove of overtures for the hand of a younger daughter in the presence of an un-betrothed elder daughter.

Marriages with widowed sisters-in-law are common and a brother considers it his bounden duty to marry the widow of his deceased brother. The widow, however, is not compelled to marry her brother-in-law or anyone else for that matter against her wishes. In most cases widowed Pashtun women prefer not to marry after the death of their husbands. If she has children, it is thought most becoming to remain single.

Child marriages are un-common. Polygamy is practiced on a limited scale. A Pashtun takes a second wife only when the first one is issueless or differences between the husband and wife assume proportions beyond compromise. Divorces are not common as the Pashtuns abhor the very idea of a Talaq or divorce. The word Zantalaq (one who has divorced his wife) is considered an abuse and against the Pashtun's sense of honour. Such an abuse sometimes results in murders and blood feuds.

10.English Customs Related to Weddings

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 insult.

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 honour 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 have 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 outfit 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. Rahman BABA (1650-1715)

“Monarchy owes itself to the prayers of beggars”

“I, Rahman, am a king because I am a beggar”

Rahman Baba (whose full name was Abdur-Rahman), was a legendary Pashto poet who was known for his Sufism. He has enlightened Pashtoons through his legendary poetry for over 300 years. Pashtoons around the world honor Rahman Baba with the name “Baba,” meaning “grandfather.” Rahman Baba was born to the **Saban** tribe in 1650 in Peshawar, when Mughals were ruling the sub-continent. His forefathers migrated from the city of Kandhar, Afghanistan and settled in Peshawar valley. Through his Sufi poetry, Rahman Baba spread Islamic Theology in Pashtoon society and is credited as the most popular poet in Pashtoon history. Rahman Baba lived a very simple life, which can be inferred from his verse:

د باد شاهن که او به س د کي په جام ده زرو

Though the wealthy drink water from a Golden Cup

دے مارحمان له ده خاوروک نډول د س

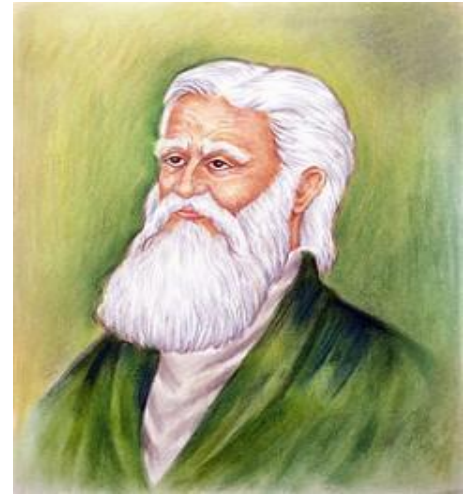
I Rahman, prefer this clay bowl.

By reading the spiritual poetry of Rahman Baba, some Muslims would think that life in this world will one day be lost. However, others believe that life after death is eternal and that Rahman Baba will live for an indefinite period of time. Some believe that **Allah** Subhanahu wa Taala has sent us to this world to fulfill the demands of **Allah** and spend our lives according to the teaching of **Muhammad** Salulahu Alaihe Wa Salum (Peace Be Upon Him).

Rahman Baba is one of the most admired poets in the Pashto literature and was named the most prestigious poet by Pashto Academy. He lived a life in solitude with no disturbance when he prayed to God. In his work “Da Baba pa Dewan Kay,” Abduraf Benawa stated that Rahman Baba’s poetry serves as a motivator to do good and refrain from following the way of evils. One of the most renowned scholars in Pashto language, Jeebi admired the work of Rahman Baba and said: “Rahman Baba in his poetry has used a very simple language, and most of his poetry revolves around love, ethics, Islamic theology, and social problems, and if we remove Rahman Baba from the Pashto Sufism, it will simply become a valueless topic”

A collection of Rahman Baba’s work titled “**Da Rahman Baba Daiwan**” (Anthology of Rahman Baba) was been published in 1710. More than 25 manuscripts can be found in libraries across the globe including Pashto Academy, University of Peshawar, Bedleian Library Oxford, British Library, Bibliotheque Nationale in Paris, University Library Aligarh India, and John Ryland’s Library Manchester UK.

Various scholars from around the world, including H.G. Raveerty, Raobert Sampson, Momin Khan, Adnan Riaz, Iskandar Zaidi, etc have written theses regarding the work of Rahman Baba. Over many years citizens, scholars, and political readers have recognized the power and great meaning in Rahman Baba’s poetry. Many people from Khyber Pakhtoonkhwa, across Afghanistan, Central Asia, the Indian subcontinent, and the rest of the world have celebrated Rahman Baba’s creations in writing, the spoken word, and music.



12. 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's Nativity," "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.

The epic has had wide-reaching effect, inspiring other long poems, such as Alexander Pope's *The Rape of the Lock*, William Wordsworth's *The Prelude* and John Keats's *Endymion*, as well as Mary Shelley's novel *Frankenstein*, and deeply influencing the work of Percy Bysshe Shelley and William Blake, who illustrated an edition of the epic.



13. Child Birth Rituals in Pashtun Culture

The expected advent of the child is kept secret as far as possible. The expectant mother is kept secluded and only an old woman proficient in midwifery or one or two female relatives are allowed to attend to her. The birth of a female child generally passes unnoticed but the birth of a male child is a gayful event; an occasion of rejoicing and festivity. This is because of the fact that the very existence of an individual under a tribal system, largely depends upon the strength of arms and man power. Secondly the tribal society is patriarchal in structure where the law of inheritance rests with the male line. Far more importance is, therefore, attached to sons as compared to daughters. This, however, does not mean that daughters are deprived of paternal affection.

The news of a male child's birth is a happy tidings for parents as well as for near relatives. The news spreads like wild fire in the neighborhood and messengers hasten to distant places to break the happy tidings to paternal and maternal uncles etc. This is called Zairay. The person who breaks the good news first to a near relative receives a handsome reward in cash. Relatives and friends felicitate the proud parents and let off their guns as a mark of jubilation. The father warmly receives the guests, slaughters a ram or goat and serves a sumptuous lunch to the visiting guests. Sweetmeats are also distributed among the young and old alike.

Female relatives also hurry to the house to offer congratulations to the child's parents. They bring presents, including clothes for the infant and also offer some money. A record of the money, so proffered, is kept for repayment on a similar occasion. All women who offer money are given Loopatas (Scarf's) in addition to sweetmeats.

The village Mullah or priest or an old pious man performs the first important ceremony in the child's life. The Mullah whispers Azaan (call to prayers or profession of faith) in his or her ears. The village Mullah receives some money for this religious service. The child is also given a dose of indigenous medicine called Ghotti. A pious woman, preferably mother of several sons, administers this liquid compound to the child. Within seven days of the birth, the child is named as Ayub, Ali, Ishaq, Yaqoob, Aisha, Fatima etc as the custom of naming children after the Prophets, particularly Mohammad (Peace Be Upon Him) and his companions, is very common.

The infant is wrapped in swaddling clothes with his hands tied to his body. This binding practice continues for over six months. The idea behind the binding of infants from shoulders to toes seems to be to prevent him from exhaustion or causing an injury to himself. For most of the time during the day, the child is kept in a swinging cradle, which is in common use all over the sub-continent. At night the child is laid beside its mother. The child entirely belongs to the mother, she feeds it, at least, for two years and makes every possible endeavour to protect it from the malignant eye or the glance of evil spirits. Those women who have no male issue pay visits to the holy shrines on Thursday nights and beseech the favors of the holy saints for a male child. They offer alms and sometimes bind a stone to one of the flags hanging beside a wall or tree near the saint's mazar. They add one more flag to the existing numbers when their cherished desire is realized. Those women who give birth to females in succession without any male issue, curse their misfortune and shed tears of remorse on the birth of a female child.

After the child's birth, precautionary measures are taken to protect the mother from evil spirits and genii. She does not take a bath, at least, for a fortnight after the birth of the child. The mother is never left alone in the house at least for forty days in succession for fear of evil spirits. It is generally believed that both mother and child are susceptible to the influence of genii etc during the first forty days.

The mother refrains from doing any work for a week and she resumes her usual occupations after a lapse of 40 days.

SAR KALAI (Head-Shaving): The second important ceremony in a child's life is Sar Kalai or hair cutting. When the child is about 40 days old, a village barber shaves his or her hairs. The barber is given some money for this service. This event is also celebrated with the slaughter of a goat or sheep for guests.

SOONAT (Circumcision): The third important ceremony is known as Soonat i.e. Circumcision of a male child. The village barber again performs the Circumcision ceremony when the boy is over one year old. On this occasion the boy is made to sit on an earthen platter called Khanak in the compound of the house duly attended by his relatives. They also offer some money to the child. Well-to-do persons with pomp and sumptuous feast observe this ceremony.

14. Child Birth Rituals in English Culture

When a child is born in the Christian community, they follow three rituals/rites of passages. The first ever ritual or ceremony that a Christian will go through is always going to be related to birth. The celebrations consist of: Naming Ceremony, Dedication and Infant Baptism.

Naming Ceremony: When a child is named to become a unique human being, they will often consist the following...

Welcoming and Gathering: The family and relatives of the new-born child will gather into the church to celebrate the offspring.

Prayer: The paster will preach the lord's words to be nourished into the child.

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

Naming of the Child: The parents will choose a unique name for the child.

Gifting and socializing: Your family will gather will people who have attended the ceremony and receive gifts from them.

Dedication: When a Christian family prays to god, dedicating their child's future under god. They will make dedications that their child will live under god's will. The child will then become educated in god's ways and god's words. The job of the parents after making their dedication is to educate their child under god's will and teach their child and demonstrate god's ways. The teaching will finish and the responsibility (burden) of the parent's will pass onto the child. Until then, the parents must earnestly pray for their child and lead them to the correct way. They will then make their vows and the dedication service will be over. After this ceremony, the child will be under god.

Baptism: During a Christian christening, the parents of the child will often make their declarations. The significant part of this ceremony/ritual is that the child is baptized with holy water. This was started many years ago and now is a symbol of christ. Then the candle will be passed on, symbolizing that Jesus has lightened this earth. The parents will be asked to learn the importance of baptism and make their vows. The previous ceremonies- Naming Ceremony and Dedication- are part of the baptism ceremony. The parents make their dedication that the child will grow up learning the one and only god's ways. Following that, the Child will be sprinkled with holy water and receive his Christian 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 washed away. In this particular ceremony, the god parents will also attend. They will also make their vows and promise god to lead the child though god's words. If anything were to happen to the child's parents, the god parents will come have the responsibility to take care of the child.

15. Malala Yousafzai

Women's Rights Activist, Children's Activist, Activist (1997–Alive)

As a young girl, Malala Yousafzai defied the Taliban in Pakistan and demanded that girls be allowed to receive an education. She was shot in the head by a Taliban gunman in 2012, but survived and went on to receive the Nobel Peace Prize.

“If I win Nobel Peace Prize, it would be a great opportunity for me, but if I don't get it, it's not important because my goal is not to get Nobel Peace Prize, my goal is to get peace and my goal is to see the education of every child.”

Who Is Malala Yousafzai? Malala Yousafzai was born on July 12, 1997, in Mingora, Pakistan. As a child, she became an advocate for girls' education, which resulted in the Taliban issuing a death threat against her. On October 9, 2012, a gunman shot Malala when she was traveling home from school. She survived, and has continued to speak out on the importance of education. She was nominated for a Nobel Peace Prize in 2013. In 2014, she was nominated again and won, becoming the youngest person to receive the Nobel Peace Prize.



Early Life: On July 12, 1997, Malala Yousafzai was born in Mingora, Pakistan, located in the country's Swat Valley. For the first few years of her life, her hometown remained a popular tourist spot that was known for its summer festivals. However, the area began to change as the Taliban tried to take control.

Initial Activism: Yousafzai attended a school that her father, Ziauddin Yousafzai, had founded. After the Taliban began attacking girls' schools in Swat, Malala gave a speech in Peshawar, Pakistan, in September 2008. The title of her talk was, "How dare the Taliban take away my basic right to education?"

In early 2009, Yousafzai began blogging for the BBC about living under the Taliban's threats to deny her an education. In order to hide her identity, she used the name Gul Makai. However, she was revealed to be the BBC blogger in December of that year.

With a growing public platform, Yousafzai continued to speak out about her right, and the right of all women, to an education. Her activism resulted in a nomination for the International Children's Peace Prize in 2011. That same year, she was awarded Pakistan's National Youth Peace Prize.

Targeted by the Taliban: Malala and her family learned that the Taliban had issued a death threat against her because of her activism. Though Malala was frightened for the safety of her father—an anti-Taliban activist—she and her family initially felt that the fundamentalist group would not actually harm a child.

On October 9, 2012, when 15-year-old Malala was riding a bus with friends on their way home from school, a masked gunman boarded the bus and demanded to know which girl was Malala. When her friends looked toward Malala, her location was given away. The gunman fired at her, hitting Malala in the left side of her head; the bullet then traveled down her neck. Two other girls were also injured in the attack.

The shooting left Malala in critical condition, so she was flown to a military hospital in Peshawar. A portion of her skull was removed to treat her swelling brain. To receive further care, she was transferred to Birmingham, England.

After the Attack: Once she was in the United Kingdom, Yousafzai was taken out of a medically induced coma. Though she would require multiple surgeries—including repair of a facial nerve to fix the paralyzed left side of her face—she had suffered no major brain damage. In March 2013, she was able to begin attending school in Birmingham.

The shooting resulted in a massive outpouring of support for Yousafzai, which continued during her recovery. She gave a speech at the United Nations on her 16th birthday, in 2013. She has also written an autobiography, *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*, which was released in October 2013. Unfortunately, the Taliban still considers Yousafzai a target.

Despite the Taliban's threats, Yousafzai remains a staunch advocate for the power of education. On October 10, 2013, in acknowledgement of her work, the European Parliament awarded Yousafzai the Sakharov Prize for Freedom of Thought. That same year, she was nominated for a Nobel Peace Prize. She didn't win the prize, but was named a nominee again in March 2014. In August of the same year, Leanin.Org held a live chat on Facebook with Sheryl Sandberg and Yousafzai about the importance of education for girls around the world. She talked about her story, her inspiration and family, her plans for the future and advocacy, and she answered a variety of inquiries from the social network's users.

In October 2014, Yousafzai received the Nobel Peace Prize, along with Indian children's rights activist Kailash Satyarthi. At age 17, she became the youngest person to receive the Nobel Peace Prize. In congratulating Yousafzai, Pakistani Prime Minister Nawaz Sharif said: "She is (the) pride of Pakistan, she has made her countrymen proud. Her achievement is unparalleled and unequaled. Girls and boys of the world should take lead from her struggle and commitment." U.N. Secretary-General Ban Ki-moon described her as "a brave and gentle advocate of peace who through the simple act of going to school became a global teacher."

For her 18th birthday on July 12, 2015, also called Malala Day, the young activist continued to take action on global education by opening a school for Syrian refugee girls in Lebanon. Its expenses covered by the Malala Fund, the school was designed to admit nearly 200 girls from the ages of 14 to 18. "Today on my first day as an adult, on behalf of the world's children, I demand of leaders we must invest in books instead of bullets," Yousafzai proclaimed in one of the school's classrooms.

That day, she also asked her supporters on The Malala Fund website: "Post a photo of yourself holding up your favorite book and share why YOU choose #BooksNotBullets - and tell world leaders to fund the real weapon for change, education!" The teenage activist wrote: "The shocking truth is that world leaders have the money to fully fund primary AND secondary education around the world - but they are choosing to spend it on other things, like their military budgets. In fact, if the whole world stopped spending money on the military for just 8 days, we could have the \$39 billion still needed to provide 12 years of free, quality education to every child on the planet."

In October 2015, a documentary about Yousafzai's life was released. *HE NAMED ME MALALA*, directed by Davis Guggenheim (*An Inconvenient Truth*, *Waiting for Superman*), gives viewers an intimate look into the life of Malala, her family, and her commitment to supporting education for girls around the world.

In April 2017, United Nations Secretary-General Antonio Guterres appointed Yousafzai as a U.N. Messenger of Peace to promote girls education. The appointment is the highest honor given by the United Nations for an initial period of two years. Yousafzai was also given honorary Canadian citizenship in April. She is the sixth person and the youngest in the country's history to receive the honor. Yousafzai tweeted in August 2017 that she was accepted to Oxford University where she will study philosophy, politics and economics.

LESSON PLAN No. 01**TITLE Pukhtoon's Way of Life****OBJECTIVE**

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

- to understand the meanings of, and interpret, the text.
- to understand the dynamics of family life in a Pashtun society.
- to understand their own roles within a Pashtun society.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- How do you spend your day with your family?
- What do you think is your role within the family?
- Do you live in a single family or a joint family?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The instructor explained the Pashtun family dynamics: roles of each member of the family. The instructor explained each person's role in detail. In a Pashtun family, there is a clear hierarchy. The elders of the family are at the top of this hierarchy followed by their children and then their grandchildren. Certain roles are assigned to each level of the hierarchy. The children are expected to respect their elders and follow their instructions. The instructor explained the importance and consequences of these traditions in the Pashtun society.

CONCLUSION

The students were asked to write a note about the traditions and environment in their own families.

LESSON PLAN No.02**TITLE English way of Life****OBJECTIVE**

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

- understand the meaning of, and interpret, the text
- know about family relations in an English society
- know the activities of a normal family in an English society.
- know how a normal family spends their day in an English society.
- understand how is a typical family in England

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- What's your perception of family life in an English society?
- How do you think a typical family lives in England?
- What do you think are the main differences in family life in Pakistan and in England?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The plans and activities of a typical family in an English society were explained to the students. The lesson is a passage written by a 10-year-old child who explains his own family's life. The instructor explained the details of family life in England as given in the lesson. The instructor also explained how the family life in England is similar or different than our family lives. The meanings of new words and phrases were also explained.

CONCLUSION

The students were asked to share their understanding of the lesson in hand.

LESSON PLAN No.03

TITLE Greetings and Salutations in Pashtun Culture

OBJECTIVE

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

- to understand the meanings of, and interpret, the text.
- to know about the different ways people welcome and greet each other in a Pashtun society.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- How do you greet your friend?
- How do you greet your parents?
- What do you say when you're saying goodbye to guests?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The instructor explained different ways and customs related to Pashtun society when they meet their elders, strangers, friends, relatives etc. The instructor explained the different occasions in which Pashtuns use words and phrases like 'staray ma shey', 'pa khair raghlay', 'har kala rasha'. The focus was on understanding of the cultural significance of these Pashto phrases. Students were explained how these greetings are an important part of the Pashto colloquial. Such greeting words are pervasive in every Pashtun settlement no matter where they are located. The instructor explained how these manners, in the form of greeting words, have become an identity for Pashtun society for years.

CONCLUSION

The students were asked to write a note about the different greeting words that are used in their families but are not mentioned in the lesson.

LESSON PLAN No.04**TITLE Greetings and Salutations in English Society****OBJECTIVE**

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

- to understand the meanings of, and interpret, the text.
- to know about the ways people welcome and greet each other in English society.
- to greet in English.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- Have you ever seen English people greeting each other?
- Do you know the words English people use to welcome each other?
- How do English people introduce themselves?

PROCEDURE

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

CONCLUSION

The students were asked to introduce themselves in English.

LESSON PLAN No.05**TITLE Aspects of Pashtun Culture****OBJECTIVE**

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

- to understand the meanings of, and interpret, the text.
- to understand the Pashtun culture.
- to understand the manifestation of Pathan Culture in Food, Poetry, Song, Charbeta, Neemkai, Loba, Sports, Revenge, Honour, Shaan, Rubayi, Dances and Clothing.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

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

PROCEDURE

The researcher explained the lesson using direct method of teaching. The instructor explained the Pashtun Culture and its manifestation in Food, Poetry, Song, Charbeta, Neemkai, Loba, Sports, Revenge, Honour, Shaan, Rubayi, Dances and Clothing. The instructor also explained the cultural significance of these customs and traditions and how the culture helps build a distinct identity among people. Some cultural traditions have wide ranging effects on the life of the individuals such as traditions within family while others traditions are only an outlet of that particular people's personality and their believes. The instructor explained the importance and effects of both these types of traditions within a culture.

CONCLUSION

The students were asked to write a note citing difference between their own culture and another culture of their choice.

LESSON PLAN No.06**TITLE Aspects of English Culture****OBJECTIVE**

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

- understand the meanings of, and interpret, the text.
- understand different aspects of the English culture.
- understand the manifestation of English culture in social etiquette, food, sports, architecture, and other cultural activities.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- Can you define culture?
- What do you know about English culture in general?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The teacher explained the English culture and its manifestation in social etiquette, food, sports, architecture, and other cultural activities. The major emphasis was on the explanation of cultural aspects of an English society as mentioned in the lesson. The lesson has in-depth details of different aspects of English culture with decent examples. The instructor explained each aspect to the students in detail and taught them the meanings of new and difficult words.

CONCLUSION

The students were asked to share their understanding of the lesson in hand. The students were also asked about what they liked the most in English culture.

LESSON PLAN No.07**TITLE Pashtun Customs Related to Death****OBJECTIVE**

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

- to understand the meanings of, and interpret, the text.
- to understand the Pashtun customs related to death.
- to have a general idea of a funeral procession in a Pashtun society.
- to know about the rituals of funeral procession in Pashtun society.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- Have you ever attended a funeral?
- How the funeral was organized the last time you witnessed a funeral?
- Can you name any two rituals of funeral ceremony in Pashtun society?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The instructor explained the customs related to death in detail to the students. The instructor explained the cultural significance of these customs and traditions and how these customs helps the bereaved people to cope with the loss. The instructor also explained the importance of these traditions, for example, the tradition of neighbors helping out. In Pashtun tradition, the neighbors and relatives are responsible for the food of the bereaved family for 3-7 days after the death of the family member. Such a tradition is not only a distinct cultural tradition but also helps the bereaved family by not letting them worry about accommodating the other mourners who have arrived.

CONCLUSION

The students were asked to write a note about their own experience at a funeral.

LESSON PLAN No.08**TITLE English Customs Related to Death****OBJECTIVE**

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

- to understand the meaning of, and interpret, the text.
- to understand the English customs related to death.
- to have a general idea of a funeral procession in an English society.
- to know about the rituals of funeral procession in an English society.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- Have you ever attended a funeral?
- How the funeral was organized the last time you witnessed a funeral?
- Can you name any two rituals of funeral ceremony in an English society?

PROCEDURE

The instructor explained the lesson using the Direct method of teaching. The instructor explained the different rituals of an English funeral procession as given in the lesson e.g., paging away, funeral flowers, burial traditions, the prayers etc. The instructor also explained how people pay their respects to the dead. The main focus of the instructor was to make students understand a traditional English funeral procession.

CONCLUSION

The students were asked to share their understanding of the lesson in hand.

LESSON PLAN No.09

TITLE Pashtun Customs Related to Weddings

OBJECTIVE

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

- to understand the meanings of, and interpret, the text.
- have a general idea of a Pashtun wedding.
- to understand the Pashtun customs related to weddings.
- to understand the cultural significance of customs related to weddings in Pashtun society.
- to understand the current transition of Pashtun society from old customs to new customs.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8thGrade

INTRODUCTION

- What do you know about Pashto wedding?
- What is your experience of attending a Pashtun wedding?
- What was your favorite event at the last wedding you attended?
- Do you think weddings in your family are different than weddings in other cultures?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The instructor explained the customs related to marriage such as 'nakreezay', 'Nikah', 'janj', 'walima' in detail to the students. The instructor also explained the cultural significance of these customs and traditions and how the Pashtun society is currently transitioning away from some narrow-minded customs. The instructor explained the importance of these traditions for the identity of Pashtuns as a race and as a separate society. The researcher also broke down each custom and explained its pros and cons.

CONCLUSION

The students were asked to write about their favorite customs in a wedding.

LESSON PLAN No.10**TITLE English Customs Related to Weddings****OBJECTIVE**

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

- to understand the meanings of, and interpret, the text.
- to understand the customs of an English Wedding ceremony.
- to understand how people act during English Wedding Ceremonies.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- When was the last time you attended a wedding?
- Which ceremonies took place during that wedding?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The major emphasis was on the explanation of cultural aspects of an English society as mentioned in the lesson. The instructor explained the Marriage and Wedding ceremonies in an English society: the ring ceremony, the actual marriage, the vows, and the dance. The instructor explained each ceremony in 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 a few months to a few years. Then there's the wedding in which many people participate in different ceremonies. The instructor explained every aspect of the wedding in English society in detail.

CONCLUSION

The students were asked to write a note on English wedding ceremonies as explained in the text.

LESSON PLAN No.11

TITLE **Rahman Baba**

OBJECTIVE

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

- have some idea about Pashto literature.
- have some knowledge about life and work of famous Pashto poet Rahman Baba.
- name some of Rahman Baba's famous works.
- know about the era and circumstances Rahman Baba lived in.
- understand the significance of Rahman Baba as a poet and a theologian

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- - Can you name any Pashto poets?
- Have you ever read Pashto poetry?
- Who is your favorite Pashto poet?
- Which is your favorite Pashto poem?
- How many of you have heard of Rahman Baba?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The instructor explained the life and contribution of Rahman Baba to Pashtun Society. The instructor also explained the cultural significance of Rahman Baba's poems in influencing the thoughts of Pashtun Society as a whole. The instructor explained the importance of such literature in the society which helps to guide the people morally and spiritually. The researcher showed the effect of Rahman Baba's work in the works of other Pashtun Scholars who have followed him.

CONCLUSION

The students were asked to write a note about Rahman Baba and how was he different from traditional poets.

LESSON PLAN No.12**TITLE John Milton****OBJECTIVE**

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 Of the English famous poet john Milton
- name some of his famous work
- have some glue about the era john Milton lived in

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- Can you name any English Poet?
- Have you ever read English Poem?
- Who is your English Poet?
- Which is your English 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 understanding of the lesson taught. Students were to read versus from any of work of John Milton as a home task.

LESSON PLAN No.13

TITLE Child Birth Rituals in Pashtun Culture

OBJECTIVE

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

- understand the meanings of, and interpret, the text.
- understand the different rituals in Pashtun community after a child is born.
- know about the naming ceremony of a new born baby in Pashtun community.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

What customs are followed in your families after the birth of a child?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The teacher explained the Pashtun's rituals and customs after birth of a child i.e., Sar Kalai, Circumcision etc. The lesson has details of all the customs. The instructor explained each custom to the students in details and taught them the meanings of new words and concepts.

CONCLUSION

The students will be asked to share their understanding of the lesson in hand.

LESSON PLAN No.14

TITLE Child Birth Rituals in English Culture

OBJECTIVE

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

- understand the meanings of, and interpret, the text.
- understand the different rituals in Christianity after a child is born.
- know about the naming ceremony of a new born baby in Christian community.
- know about baptism.

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- Do you have any Christian friends?
- What customs do you think Christians in Britain have after the birth of a child?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The teacher explained the Christian 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 naming ceremony, the child is named. In dedication, the child is dedicated towards the words of god. And in Baptism, the child is baptized with Holy water. The instructor explained each custom to the students in details and taught them the meanings of new words and concepts; for example, 'Holy water', 'baptism', dedication etc.

CONCLUSION

The students were asked to share their understanding of the lesson in hand.

LESSON PLAN No.15**TITLE Malala Yousafzai****OBJECTIVE**

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

- To understand the struggle of Malala Yousafzai for women education and against extremism
- To understand the significance of Malala's struggle for women education

MATERIALS

White Board, Marker, Chair, Rostrum, Duster

TIME

60 minute

LEVEL

8th Grade

INTRODUCTION

- Do you know about Malala Yousafzai?
- What do you think about Malala Yousafzai?

PROCEDURE

The researcher explained the lesson using direct method of teaching. The instructor explained the whole biography of Malala Yousafzai in detail. The researcher explained the significance of Malala's struggle for women education and the impact of Malala's struggle. The instructor also discussed the cultural significance of Malala's actions. The teacher will also draw parallels between Malala's struggle and other people's struggle for right causes and explained in detail the importance of such role models in society for the young generation to look upto.

CONCLUSION

The students were asked to write a letter to Malala Yousafzai to encourage her actions and congratulate her on her efforts.

Appendix E- Consent Form

To

The Principal,

Peshawar Public School For Girls,

Peshawar.

Subject: Permission to conduct research

Respected Madam,

It is stated that I am pursuing my M.Phil. In English Linguistics from NUML Islamabad. In order to complete my research I need to take classes in your school for a period of one month. I have selected 8th grade as a sample of my research. Kindly allow me to conduct my research in your institution.

Thanking You.

Regards.

Maria Rehman.

M.Phil. Scholar.

NUML Islamabad.


PRINCIPAL,
Peshawar Public School
& College (Girls) Govt. of
KPK Education Deptt.