"LEARNING ABILITY OF ENGLISH TO THE SCHOOL LEVEL STUDENTS : A PRAGMATIC STUDY"

A Thesis

Submitted towards the Requirements for the Award of Degree of

DOCTOR OF PHILOSOPHY

IN

ENGLISH

Under the Faculty of Art

Submitted By

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2026

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is

Dedicated
To

My Beloved Parents

Whose blessings & love, brought me to this level.....

Durgesh Kumar Gupta.....

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ACKNOWLEDGEMENT

This thesis would not ham been possible without the guidance and help of several individuals who in one way or another contributed in the preparation and completion of this study. I take this opportunity to acknowledge and appreciate these wonderful people.

First and for emost, I sincerely thank my supervisor, **Dr. Vineeta** for supporting and encouraging me throughout this research and providing me with invaluable feedback comments and suggestions. Without his inspiration, personal and constant guidance, persistence and support, this thesis would not have been possible. My supervisor was always beside me whenever I needed his guidance. He taught me so many important things that are fundamental for good research. I am grateful for his positive and excellent advice on completing the thesis. I would also like to thank VC sir **Dr. Yogesh Chandra Dubey** for providing me support and facilities needed to accomplish the research work.

I am deeply thankful to my **Father and Mother Late Shri Ramji Lal Gupta, Smt Usha Devi, my dear brother Sanjay Gupta and BhabhiJi Rekha Gupta, Girraj Gupta, and BhabhiJi Deepti Gupta my colleagues Dr. Rekha Suman, Ambuja Gupta and Vandana Shrivastava** for providing continuous encouragement, motivation, support and advice during the thesis work.

I would like to thank my respected teachers **Dr. K.S. Sengar, Dr. Rajol Kumar Saxena, Dr, Ramesh Bharadwaj, Dr. Vipin Bihari Sharma, Mr. Krapan Singh and Rajesh Sharma** for their constant inspiration and support. Lastly, I would not even dream of enjoying my little achievement today. I am very thankful to **Dr. R.K. Saxena** for inspired me with his encouraging guidance and support right from the beginning of this work in spite of his busy schedule. I am short of words to thank him for his affectionate behavior and patience throughout the duration of research work.

I express my gratitude to **Dr. Aiman Fatima,** Dean Academics, dean of faculty **Dr. Jitendra Kumar Malik, Dr. Bhaskar Nalla** and **Mr. Ashish** for providing me support and facilities needed to accomplish the research work.

I owe a great deal of application and gratitude to entire faculty members of art and department of English and all non-teaching staff of department of English without their support it would have been difficult to shape my research work.

I also express my gratitude to **Miss Nisha Yadav,** Librarian of P.K. University along with **Mr. Anand Kumar,** Assistant Librarian and other staff of P.K University. I am also thankful to **Mr. Kamiesh Yadav** and **Mr. Alok Khare,** I.T. Cell of P.K. University Shivpuri M.P.

Last but not least I would like to honestly appreciate the fact that it is my pleasure to have an opportunity to pursue my higher education at P.K. University, Shivpuri (M.P). I owe my permanent debt towards it, this is having the special place in my heart for shaping my care.

Lastly, I am highly grateful to God, the almighty, for giving me courage and strength to face the most difficult times of life and for answering my prayers in a special way. I remain grateful for all that I have achieved in my life thus far.

Durgesh Kumar Gupta

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Chapter 1

INTRODUCTION

Language is the basic tool for communication and the gateway to knowledge and opportunities. Among the thousands of languages spoken worldwide, English has emerged as the most widely used medium for global interaction. In academics, business, technology, and diplomacy, English serves as a bridge across cultural and geographical divides. For school level students, this is not only a curricular requirement but rather an enabling skill that makes the learning and use of English effectual in both their current academic achievements and future life.

In the context of non-native speaking countries, the importance of learning English is reflected upon in terms of how much it connects students with world academic resources, job potential, and cross-cultural encounters. However, learning an English language is not a completely smooth process. Such obstructions arise from multiple interrelated factors, such as socio-economic differences, differences in exposure to the language, as well as the quality of teaching approaches.

The learning ability of English among school-level students is determined by several interlinked factors. These include the linguistic environment of the learners, the effectiveness of teaching practices, the availability of resources, and the motivation levels of students. In multilingual societies, the presence of native languages and regional dialects often complicates the acquisition of English, as students must navigate between their mother tongue and the target language.

In addition, the socio-economic factor is also of great importance. Children belonging to a financially deprived section of society generally suffer from a lack of access to quality educational facilities like better-trained teachers, up-to-date teaching aids, and immersive language exposure. Children coming from urban or more prosperous backgrounds are likely to get much exposure to English through media, technology, and co-curricular activities, which leaves them much ahead in learning a new language.

The quality of teaching methodologies employed in schools also determines the proficiency level of students in English. Traditional approaches, which tend to focus mainly on the rote memorization of grammar rules and vocabulary, are not likely to attract students' attention or develop their communicative competence. On the other hand, progressive teaching methods that emphasize interactive learning, contextual understanding, and the practical application of language skills have been more promising for improving learning outcomes in English.

In addition to external factors, intrinsic elements such as students' motivation, attitudes toward learning, and confidence levels significantly influence their ability to grasp English. A supportive and inclusive learning environment that encourages active participation and minimizes the fear of making mistakes is crucial for fostering positive attitudes toward language learning.

This study is a pragmatic approach into the learning ability of the English language for school-going students. The study was designed to identify the issues in practicality faced both by the learner and teachers, assess the effectiveness of the teaching methods adopted, and suggest workable strategies toward improvement. With a view to the real-world application and its outcome, the research seeks to bridge the gap of theoretical understanding and practical implementation in education in the English language.

Through this detailed examination, the study aims to help in the development of better and more inclusive English learning practices so that students coming from different backgrounds have equal chances to succeed in their respective academic and professional careers. The following sections of the chapter will outline a clear framework for understanding the research problem, objectives, and scope in greater detail.

1.1 Background of the Study

The background of this study delves into the foundational aspects of English learning among school-level students, focusing on historical, pedagogical, socio-cultural, and technological influences. This section provides a deeper understanding of the context and challenges in English education.

1.1.1 Historical Context of English Education

The historical journey of English education is highly interwoven with the socio-political, economic, and cultural transformations across different regions. Therefore, this historical background should be understood to realize how English was transformed from being a foreign language to being a global medium of communication and education.

Introduction of English Education in Colonial Times

The mass introduction of English education came during the colonial era when British rule was evident in countries like India, Nigeria, and parts of Southeast Asia. The British initiated using English as the instructional language in schools and colleges in order to create an elitist class that would aid in administration and governance. In India, for example, Lord Macaulay's 1835 "Minute on Education" promoted an English-educated elite.

This phase witnessed English as an imposition for power and authority, usually by suppressing the native languages and cultures. This brought an initial resistance but laid a base for English as a route to upward mobility and global knowledge.

Transition in the Post-Colonial Phase

After the colonial period, most newly independent countries faced the dilemma of whether to retain English as part of their education systems. In countries such as India, the English language was retained as an associate official language. The perceived utility of this language in global diplomacy, trade, and science made it an important component of a curriculum. In African states, the use of the English language as a language for unification of multilingual societies remained relevant, despite being challenged by native speakers of languages.

Development of the Global Language:

The latter half of the 20th century witnessed the rapid globalization of English, driven by technological advancements, international trade, and cultural exchanges. English

became the lingua franca of science, technology, and business, further cementing its importance in education systems worldwide.

In many countries, English transformed from a colonial imposition to a tool for international collaboration and personal advancement. The rise of global English-medium schools and universities reflects this shift, making English education a cornerstone of modern schooling.

Role of English in Shaping Educational Policies

Governments and institutions realized the need to introduce English into national education policies. In many countries, English became a second language compulsorily taught from the early school years. Bilingual or multilingual education policies were also introduced in many countries as a counterbalance to English proficiency against native languages.

Effects on Native Languages and Cultures

While English provided access to a global platform, its primacy was often at the cost of local languages and traditions. Over time, the issue of linguistic hegemony and the protection and promotion of indigenous languages in tandem with English have become subjects of considerable debate. Efforts are being made through including content in local languages in school textbooks and through bilingual education models.

Contemporary Relevance of Historical Context

This dual function as both an enabler and a disruptor gives one a historical trajectory about how English education has played throughout. It is crucial, thus, in the planning of modern educational strategies that not only leverage the benefits of professed English proficiency but also are respectful of cultural and linguistic heritage.

1.1.2 Importance of English in the Modern World

English has emerged as a global language, playing a pivotal role in nearly every sphere of modern life. Its importance transcends geographical, cultural, and economic

boundaries, making it an essential skill for individuals and societies to thrive in the 21st century. This section explores the multifaceted significance of English in the modern world.

Global Lingua Franca

English serves as the lingua franca for communication across nations, facilitating interaction among people from diverse linguistic backgrounds. It is the primary language for international diplomacy, global conferences, and cross-border collaboration. For example:

International Organizations: Proceedings of the United Nations, the World Health Organization, and the International Monetary Fund are mostly held in English.

Travel and Tourism: English serves as the lingua franca for global travel, which makes it easier for tourists, professionals, and expatriates to communicate.

Medium of Knowledge and Education

English is the dominant language of academic discourse and serves as the first language for higher education and research. The key reasons include:

Access to Global Knowledge: Most of the academic journals, research papers, and educational resources are published in English. Proficiency in the language allows students and scholars to tap into cutting-edge developments across disciplines.

International Education: English-medium universities in the United States, United Kingdom, and Australia attract students from all over the world, making English a gateway to world-class education.

Online Learning Platforms: Digital education platforms like Coursera, Udemy, and Khan Academy primarily use content in English, which further expands its educational importance.

The rapid growth of technology has made English the dominant language in fields such as information technology, artificial intelligence, and digital communication. In specifics, such as:

- IT-Programming and Software development. Most programming languages will base their foundation on English hence will make it indispensable to every professional involved in IT.

- Social media, website usage and mobile applications will remain primary English based applications hence enhancing their relevance in the digital globe

- Scientific discoveries are translated into patents most in the English language and used worldwide thus enhancing its contribution in fostering global innovation.

Economic and Business Relevance

English is the de facto language of international commerce and trade. The importance of English in the business world is marked by:

Global Markets: Multinational firms use English for negotiations, contracts, and marketing, hence its imperative for professionals to communicate adequately.

Career Opportunities: Knowing English improves employability and provides competitive advantage in local and international job markets.

Entrepreneurship: It empowers entrepreneurs to venture into foreign markets, network with international investors, and scale up beyond borders.

Cultural and Social Significance

English acts as a cultural exchange bridge that enriches global understanding through media and literature. Some key contributions include:

Entertainment Industry: Hollywood movies, English music, and streaming platforms like Netflix and Spotify dominate the entertainment scenario in the world. These influence the trends that people follow globally.

Literature and Arts: This has a very vast store of classic and contemporary works, which shape the global narrative and facilitate intellectual growth.

Social Media and Communication: Platforms such as Facebook, Twitter, and Instagram operate primarily in the English language, enabling users to connect, share, and express themselves on a global scale.

Role in Personal Growth

English mastery enables an individual to:

Boost confidence by effective communication in the language and professional confidence.

Ease moving and settling in English-speaking countries, especially for education, working, and settlement purposes.

Enhance critical thinking through access to different perspectives in terms of media and literature expressed in the English language.

While English provides many benefits, some disadvantages have resulted from this language's dominance:

-Marginalization of the Local Languages: Prioritizing English in education and business often sidelines the use of indigenous languages and cultural identity.

Socio-Economic Inequality: Access to high-quality English education is usually privileged for the upper echelons of society, further fueling social inequality.

Linguistic Homogenization: The spread of English on a global scale may be said to threaten linguistic diversity and cultural uniqueness.

The Road Ahead

Balancing the importance of English with the need to preserve linguistic diversity is crucial for sustainable development. Educational policies that promote multilingualism,

inclusive access to English education, and respect for cultural heritage can ensure that English remains a tool for empowerment rather than exclusion.

By highlighting the overall significance of English in the modern world, this study focuses on the necessity of effective strategies for learning English at school levels to prepare students to face the challenges of the globalized future.

1.1.3 Challenges in English Learning for School Students

Learning English as a second or foreign language poses numerous challenges to school students. These challenges arise from linguistic, socio-cultural, educational, and psychological factors, which often hinder the acquisition and mastery of English. This section explores these challenges in detail.

Linguistic Barriers

Differences in Language Structure:

The structure of English grammar and its syntax differs often from that of the student's native language. For example, the English sentence pattern of subject verb and then the object will not be similar to other languages.

Irregular verb tenses, conjugations and exception rules in English Grammar confound many students

Pronunciation and Phonetics:

English has a difficult system of phonetics including a host of sounds not present in the mother tongue of the student.

Words that are spelled the same but pronounced differently (e.g., "read" in present vs. past tense) also make it more challenging.

Vocabulary and Idioms:

The enormous and dynamic vocabulary of English is tough to learn.

Idiomatic expressions, slang, and regional dialects in English usage can cause confusion to learners.

Socio-Cultural Barriers

Inadequate Exposure to English:

The students in rural or disadvantaged areas do not get proper exposure to English on a regular basis.

Limited exposure to the English media; for example, books, movies, or even online resources make it harder to learn.

Cultural Differences:

Phrases in English and cultural contexts may not be relatable to the student's personal culture and therefore are difficult to understand.

For example, metaphors and cultural contexts in textbooks tend to be alien to non-native English speakers.

Educational Challenges

Teaching Techniques:

Rote memorization is typical in English classrooms, which tends to not make students practical in the use of English language to speak and write.

Lack of interactive teaching techniques, like role-play or group discussions, does not encourage students to participate or be confident.

Poor Teacher Training:

Most teachers are not specifically trained to teach as a second language.

Most teachers find it challenging to handle the different needs of students with varying levels of proficiency.

Overcrowded Classrooms:

Large class sizes make it impossible to give individual attention, making it hard for students to get personalized feedback or support.

Such environments make students reluctant to ask questions, and these are the students who remain behind.

Resource Limitation:

Poor-quality textbooks for English, adequate learning aids, and absence of digital tools in some schools located in low-privileged areas

Limited scope of language labs or library availability

Psychological Restriction

Fear of Mistake:

Most students are afraid to make grammatical mistakes, errors in pronunciation, or improper use of vocabulary.

Deterrent to participate or contribute in the speaking/writing activities.

Lack of Confidence and Motivation:

Poor students may even have a negative attitude toward the subject, leading to disengagement.

A lack of immediate results demotivates the learners especially when it requires prolonged efforts to learn.

Stress and Anxiety:

Parents or teachers can create pressure through high expectations that lead to an increase in anxiety related to the learning of English.

Standardized exams for English proficiency also lead to a hike in stress levels.

Technological Barriers

Digital Divide:

Students from low-income families often lack access to digital devices and the internet, limiting their exposure to online English-learning resources.

The absence of technology in classrooms impedes the use of innovative tools like language learning apps or interactive software.

Over-Reliance on Technology:

In contrast, some students may over-rely on translation apps or grammar checkers, which can hinder the development of independent language skills.

Assessment and Evaluation Challenges

Focus on Memorization:

Traditional tests tend to focus more on memorization of vocabulary or grammar rules rather than practical application.

This approach does not test the student's ability to communicate effectively in real-life situations.

Unfair Evaluation Criteria:

A uniform language assessment may not consider the different learning paces and styles of students.

Students with learning disabilities or different linguistic backgrounds may struggle more with standardized tests.

Parental and Peer Influence

Parental Influence:

Parents who lack proficiency in English may struggle to provide adequate support for their children's learning.

Conversely, overbearing parental expectations can increase pressure and reduce enjoyment in learning.

Peer Pressure:

Students often compare their abilities to their peers, which can lead to feelings of inadequacy or competition.

Negative peer feedback can discourage participation and experimentation with the language.

Strategies to Overcome Challenges

While the challenges in learning English are significant, they can be overcome with targeted interventions. Some of these interventions are as follows:

- Better Teaching Methods: Interactive and student-centric methods can make learning even more engaging and understanding better.
- Technology: Apps and multimedia resources can be used to supplement language learners.
- Parental Involvement: Parents can be involved and encouraged to participate in their children's language-learning journey.
- Cultural Sensitivity: Using culturally pertinent materials in teaching English serves to bridge the gap existing between the language and its students' lived experiences.

1.1.4 Pedagogical Approaches to English Learning

Teaching English as a second or foreign language to school students requires well-considered pedagogical approaches which consider the intricacies of learning a language. Over the years, these methods have been developed, each of them developing new strategies for improvement of learners' skills in reading, writing, listening, and speaking. The current section discusses the history of pedagogical approaches. It compares traditional and modern approaches and underlines the relevance of technology and cultural sensibility in teaching practices.

Traditional Pedagogical Approaches

Grammar-Translation Method (GTM):

The Grammar-Translation Method was among the oldest methods of teaching English, insisting on the proper use of grammar and translation exercises.

Characteristics:

Concentration on the memorization of grammatical rules and lists of words.

Overuse of translations of texts in English to the mother tongue and vice versa.

Pros:

Learners were equipped with a grammatical framework.

Useful for classical literature and written texts in general.

Drawbacks

Speech and hearing skills are completely overlooked.

Promoted rote learning rather than practical application.

Direct Method (Natural Method):

The Direct Method was a reaction to the Grammar-Translation Method and focused on the learner's total immersion in the target language.

Features:

Classes were entirely in English without translation.

Grammar was inductively presented through examples rather than explicit rules.

Benefits

Encouraged conversational fluency and listening.

Promoted intuitive learning of language.

Drawbacks

It was difficult for beginners with no previous experience in English.

Needed well-trained teachers and many resources.

Audio-Lingual Method:

Based on behaviorist theories, this approach concentrated on habit formation through drill practice and pattern drills.

Characteristics

The process emphasized listening and speaking skills at the expense of reading and writing skills.

Dialogue and phrases were memorized to give students practice on sentence structure.

Pros

Develops pronunciation and listening skills

Reinforced language as it involves repetitions

Disadvantages

Very often repetitive and lacking imagination

Not encouraging of thought or the use of creative language.

Contemporary Pedagogies

Communicative Language Teaching (CLT):

The Communicative Language Teaching approach is based on fluency and communication in the real world rather than grammatical correctness.

Characteristics:

It involves role-plays, group discussions, and problem-solving tasks.

It encourages students to use English in authentic settings.

Advantages

Enhances communication skills and fluency

Promotes team work and peer interaction.

Disadvantages

Forgets grammatical accuracy

Involves highly competent teachers to manage dynamic classrooms

Task-Based Language Teaching

This approach is based on the completion of tasks, which reflect real-life situations, such as writing e-mails or planning a trip.

Characteristics:

Students focus on language in particular tasks.

Tasks constitute the central framework for instruction.

Benefits

Improves practical application of language competencies.

Learning becomes meaningful and interactive for students.

Limitations

Not all tasks tackle the specific linguistic problem of the individual.

Construction of tasks can be cumbersome for the instructor.

Content and Language Integrated Learning (CLIL):

CLIL refers to the integration of content learning with language learning; for example, teaching science or history in English.

Features

Integrates content with language.

It encourages dual learning targets (language and content competence).

Benefits:

Allows learners to achieve contextual and immersive learning experiences.

Enhances cognitive ability in addition to language ability.

Disadvantages:

Is designed for teachers who are strong both in subject matter and languages

Makes too many sophisticated issues too complicated for learners for whom the language is non-native.

Technology-Based Interventions

Blended Learning:

Blended learning integrates traditional classroom instructions with digital resources and activities

Characteristics

Online use of supplementary learning

Promotes flexibility through a balance of face-to-face learning and virtual learning

Pros

Promotes self-pace learning

Avail multimedia resources

Disadvantages

Dependent upon digital literacy and technological infrastructure.

Reduces face-to-face interaction if not balanced.

Gamification in Language Learning:

Gamification involves integrating game-like elements into the learning process, such as points, rewards, and challenges.

Characteristics:

Language apps like Duolingo use gamification to engage learners.

Activities include quizzes, puzzles, and competitive games.

Advantages:

Enhances motivation and engagement.

Encourages consistent practice through rewards.

Limitations:

May prioritize entertainment over deep understanding.

Risks becoming repetitive or superficial.

Flipped Classroom:

This approach flips the traditional approach since instructional content (videos, readings) is given ahead of class and class time is devoted to interactive activities.

Characteristics:

Preparation at home through digital materials.

Classroom time for discussions and applications.

Benefits:

Maximizes classroom interaction and application.

Fosters active learning and collaboration.

Lack:

Requires disciplined students to prepare well.

Calls for access to digital tools in the home.

Culturally Responsive Pedagogies

Contextualized Learning:

It uses culturally responsive examples and materials to contextualize learners' backgrounds and English.

Establishes a connection to the learner's native culture and the English language

Multilingual Approaches

Valorizes learners' native languages for a multilingual perspective

Dissolves linguistic alienation and increases confidence in learning and using English.

1.1.5 Role of Technology in English Education

The advent of digital tools and online resources has revolutionized English learning. From interactive language apps to online tutoring platforms, technology offers diverse opportunities for students to practice and improve their skills. However, the digital divide remains a significant barrier, with many students lacking access to technology in rural and underprivileged areas.

1.1.6 Socio-Cultural Influences on English Learning

Cultural Context of Language Acquisition: The process of learning the English language is deeply influenced by the socio-cultural environment of the students. Cultural norms, traditions, and values shape how learners approach and engage with the language. In some regions, English might be viewed as a gateway to global communication, while in others, it may be seen as a foreign imposition.

Family Background and Support: The socio-economic status and educational level of a student's family plays a great role in language learning. Families that value education and have access to resources may provide more support, such as books, extracurricular activities, and language exposure, which enhance English learning.

Peer Influence and Social Networks Learning English often takes place within social context, where friends and classmates influence the acquisition of language. Social interactions and even exposure to media could impact and either enhance or hinder a speaker's proficiency in the second language.

Community Attitudes toward English: The attitude that the community holds toward the language will have an influence on students' motivation and interest. When the community considers the language prestigious or indispensable for getting a job, then the students are likely to be motivated to learn the language.

In general terms, this implies that Language attitudes and Identity, socio cultural factors are those that cause perception, when such children enter the schools they feel being a native in their particular group rather than relating themselves to be an Englisher. At the same time, most such students hold strong feelings related to their native language culture of living.

1.1.7 Relevance of Pragmatic Studies in English Learning

Understanding Language in Context: Pragmatics is the study of language use in context, and it is highly relevant to English learning because it helps students understand how language functions beyond grammar and vocabulary. It emphasizes the way meaning is shaped by context, including social, cultural, and situational factors that influence communication. This understanding is crucial for learners to use English appropriately in real-life interactions.

This makes pragmatics focus more on the practical use of language in communication. Here, it teaches learners the skill in using and producing language that has appropriate contextual use, for which effective communication is enhanced. Learners develop an understanding of implicature-in other words, what something means but is not necessarily stated-and politeness strategies, turn-taking in conversation, as well as how to manipulate social dynamics through language.

Cultural Sensitivity: Through pragmatic studies, the English learner gets to know how cultural differences affect language use. Different cultures may have different norms in terms of politeness, directness, and how social roles affect communication. Being aware of these differences helps students avoid misunderstandings and be more effective in intercultural communication.

Real-World Application: The teaching of English should not only revolve around theoretical language features but also around how language is used in everyday life. Pragmatics bridges this gap by providing students with tools to navigate real-world conversations, whether formal or casual, professional or otherwise, and thus enables them to adapt their language use according to the context.

Facilitating Social Interaction: Pragmatics plays a very important role in social interaction, especially in English-speaking environments where students may need to negotiate meaning, make requests, offer apologies, or express emotions. Pragmatic competence allows learners to understand and participate in conversations with the subtlety and nuance required in various social situations.

Pragmatic studies challenge learners to think critically about language and how it reflects and influences social structures. Students become aware of the fact that language choices can influence relationships, power dynamics, and social identities, hence making them understand language more profoundly.

Language Proficiency Beyond Syntax: Traditional language learning often focuses on syntax, morphology, and vocabulary. Pragmatics adds another layer to language proficiency by emphasizing how these elements work together in real-life communication. Learners become more competent not just at forming grammatically correct sentences, but also at using them effectively in different social contexts.

1.2 Significance of the Study

Improving English Proficiency Among School Students: This study is important because it focuses on identifying and addressing the factors that influence English learning at the school level. The research focuses on pragmatic aspects of language use to highlight how contextual understanding enhances communication skills, which is important for students' academic and professional success. This study will help teachers and policy makers develop better teaching methods beyond traditional grammar teaching to involve the use of real-life language.

Promoting Effective Communication Skills: The study emphasizes the pragmatic competence of learning English, as the understanding of language functioning in various social contexts has been the best way students can learn to communicate both in academic and personal professional life. This focus on communication skills has bridged a gap between theoretical knowledge and practical use of language.

Cultural Awareness and Sensitivity: In a multicultural society, understanding the role of culture in language learning becomes one of the crucial understandings. This study seeks the influence of socio-cultural factors upon learning English, promoting increased sensitivity and awareness toward the pluralism of cultures. Awareness of the significance of a cultural context in fact prepares students to better cross culturally and effectively communicate across a whole globalized world.

Findings in this study may have major impacts on curriculum development for teaching the English language. By implementing pragmatic elements in the curriculum, educators will be better prepared to face real challenges in communication with their students. This research will suggest to schools how cultural, social, and contextual elements can be added to language learning, hence making the curriculum more all-inclusive and relevant.

Fostering Motivation and Engagement: The relevance of language to real-life contexts can raise the motivation level of learners to learn English. It is only when students observe the applicability of the language in their daily lives that they will be interested in engaging actively in the learning process. This study may give light on how English learning could be made more meaningful and engaging by relating it to students' cultural and social realities.

Contributing to Educational Research: The study contributes to the growing body of research on language learning, especially in the context of pragmatic competence. Most of the research conducted has focused on linguistic proficiency, and this study adds a new dimension by focusing on how language is used in practical contexts. It provides a valuable contribution toward understanding the dynamics of English learning in school settings and offers perspectives on how students acquire and apply language skills beyond the classroom.

Implications for Educational Policy

This research can have an implication on educational policy both at the local and national level. The fact that pragmatic studies are very essential in learning English makes this study to influence how English language education is structured and delivered. It can be used to reform the educational frameworks and, by extension, influence new methodologies of teaching and allocate resources in improving the outcomes of learning the language.

The long term impacts of this study might, therefore, lie in their ability to prepare the student with the necessary competencies in language that can work properly for them in a more interconnected world. When gaining a proficiency in the appropriate usage of both formal and informal English, the individual prepares himself or herself better in regard to higher education opportunities as well as a competitive workforce, all of which might eventually make a contribution toward preparing the students for brighter futures.

1.3 Research Problem

Challenges in Language Learning in School Education: The main research problem deals with the challenges students face in learning English at the school level, mainly from a pragmatic perspective. While there is considerable stress on English education in the world, still many students are unable to use the language effectively in everyday situations. This remains one of the biggest challenges for any educational system, particularly in non-native regions of the world.

Limited Focus on Pragmatics in Learning English Traditional teaching of English language skills focuses more on grammar, vocabulary, and syntax but fails to emphasize the very aspect of pragmatic competence. Pragmatics refers to the sense of how the language operates in various social contexts that are important to effective communication. There is a shortage of sufficient attention given to teaching students to use the English language appropriately in varied real-life contexts, which include conversational dynamics, cultural nuances, and other social contexts. This leaves the

student linguistically competent but, at times, incompetent to engage meaningfully and appropriately in social intercourse in the use of the language.

Another key aspect of the research problem is to identify the ways socio-cultural factors impact on English learning at school. Learners' potential for English learning and utilization might depend on their cultural settings, social circumstances, support systems from family and community perceptions regarding the use of English. Understanding these socio-cultural influences is important in dealing with the disparities in learning outcomes in English among students from different groups. The study will explore how these external factors such as socio-economic status and cultural perceptions of English impact the motivation, engagement, and ability of students to use English meaningfully.

Research Problem: This research problem also deals with the lack of contextualized English language learning. Typically, students learn English in a highly academic, isolated setting with no comprehension of how the language operates within a broader social context. The current study intends to examine the teaching strategies by which one might more effectively educate students on understanding and using the English language within different types of social contexts outside of the classroom. This gap needs to be bridged, because textbooks don't reflect the language people are going to use every day; whether it is the most casual and informal or the formal situations, or even inter-cultural situations.

Pragmatic competence and its effects on engagement and motivation: An underlying problem in language learning lies in the engagement and motivation of students. For the most part, they have not been able to link relevance to their daily life experiences. The research problem seeks to question whether pragmatic competence—imparting students with the means to use English effectively in real social and cultural settings—does indeed boost their motivation and enthusiasm for learning the language. The study will explore students' motivation and commitment when they understand how English might be used practically.

Language Instruction and Reality: Typically, the language that is being taught is quite different from how English is used outside school. Instructions in schools usually

revolve around writing and formal expression, so the student may never be well prepared for an informal verbal conversation. The research will take up this mismatch and explore how pragmatic studies can facilitate the alignment of language instruction with the actual needs of language in the students' life.

No Focused Study on Pragmatics and School-Level English Learning: Despite all these recognitions, a lack of focus on studying pragmatic competence is found for school-level learning of English, especially from non-native contexts. This research problem addresses this gap by conducting a pragmatic study that looks at how English learning can be improved by integrating pragmatic principles into the teaching process. The study will also explore how students' understanding of pragmatic concepts can influence their overall language proficiency and communication skills.

Context-Specific Challenges and Solutions: Lastly, the research problem is related to the identification of specific challenges facing students in the local context, including cultural, social, and institutional factors, as well as exploring possible solutions. The study will determine how these challenges affect students' learning abilities and present practical strategies for overcoming them by introducing pragmatic principles into teaching English language.

1.4 Objectives of the Study

The main aim of this research is to investigate the learnability of English among school-level students with specific emphasis on pragmatic competence. The study aims to look into how socio-cultural aspects and the incorporation of principles of pragmatics within language teaching can improve learning outcomes in terms of proficiency in using English in genuine situations. The specific research objectives are as follows:

1. To Assess the Current Level of English Proficiency Among School-Level Students

This objective focuses on evaluating the overall proficiency of school-level students in English, including their reading, writing, speaking, and listening skills. The assessment

will provide a baseline understanding of where students stand in terms of language learning and identify areas where they struggle the most.

This will consider the ways students may operate within formal (academic) and informal (pragmatic) contexts to better understand how their knowledge may differ between theory and practical application.

2. Investigation of Pragmatic Competence in Learning the English Language

This goal will examine the significance of pragmatic competence in terms of understanding how language operates in a myriad of social and cultural situations. The research will observe how students interpret and utilize English in everyday situations such as informal conversations, formal discussions, and cross-cultural communication.

It will assess whether the students are pragmatically competent enough to use English appropriately in varying contexts by considering politeness, indirectness, turn-taking, and social roles.

3. To Investigate Socio-Cultural Variables Impacting the Learning of English Among Schooling Level Students

This is to understand how socio-cultural variables impact students' potential in learning the English language. It would look at family background, socio-economic status, attitudes of communities towards the use of the English language, and also how the cultural perception affects students' motivation, interest, and performance.

The study will identify how these socio-cultural influences shape the way students approach English learning and whether they help or hinder their ability to acquire pragmatic competence.

4. To Evaluate the Effectiveness of Current English Language Teaching Methods in Developing Pragmatic Competence

This objective aims to determine the effectiveness of current English language teaching methods in schools to develop pragmatic competence. It will consider how well current

teaching methods include real-life communication contexts, cultural sensitivities, and context-dependent language usage.

The research will be conducted to find out if traditional grammar-based approaches are enough or if there is a need for more context-sensitive, pragmatic-based approaches to teaching that would better prepare students for the use of practical language.

5. Identify Challenges of Students in Mastering Pragmatic Competence in English Language

This objective seeks to identify specific challenges that student's encounter in pragmatic competency development, such as mis-culture, lack of exposure to real-life application of English, and lack of exposure to proper and enhanced teaching methods. Research will look into how students face the challenges in achieving proper usage of English in real social situations.

It will also look at the role of teachers in addressing such challenges and whether there are gaps in their training or teaching approaches that might be affecting students' pragmatic language skills.

6. To investigate the relationship between pragmatic competence and student motivation in learning English

This objective aims to find out if there is an association between students' pragmatic competence and their learning motivation for English. Whether the practical application of knowledge of English in real settings enhances students' interest to learn the language will also be examined.

The researcher will try to find whether students who perceive English as a tool for effective communication in their social and professional lives are more motivated for improving their language skills.

7. To Propose Recommendations for Integrating Pragmatic Competence into the English Curriculum

According to the findings of the study, this objective intends to provide practical recommendations in enhancing the English curriculum for more pragmatic competence focus. The study will identify possible ways of integrating authentic communicative situations, cross-cultural awareness, and the situational use of language into school-level English language teaching.

It will also suggest teaching methods, resources, and activities that can be used in class to have learners develop their pragmatic skill and grammatical ability in one go.

8. Exploring how Socio-cultural Context Impacts Use of English in Cross cultural Environment

This objective will explore how students' socio-cultural backgrounds influence their use of English in cross-cultural interactions. It will observe how students adapt language usage when communicating with speakers of other cultures and if they find an understanding of pragmatics helpful or problematic in negotiating cross-cultural communication.

The study will further assess whether pragmatic competence by students is enough to facilitate them in meaningfully interacting in global or multi-cultural settings.

1.5 Research Questions

The research questions of the study are to identify and relate key aspects of students' learning abilities in relation to the use of pragmatics, the interplay of socio-cultural factors involved, and the adequacy of the current teaching mechanisms. These questions would eventually direct the investigation on how best students learn English, why they are facing the constraints they are, and exactly how their understanding of pragmatic principles could help improve use of the language in action.

1. What is the present level of English proficiency among school-level students?

This question will be asked to determine the general English proficiency of students, which involves speaking, writing, reading, and listening skills. It will look into the extent to which students perform well in both formal academic contexts and informal,

real-life situations. The results will give a baseline understanding of the problems students encounter when acquiring language skills and their ability to use them effectively in everyday life.

2. How do socio-cultural factors shape student ability and proficiency in English?

This question investigates the socio-cultural factors in family background, socio-economic status, attitudes in the community towards learning English, and cultural conceptions of the language. These will be related to whether such factors are influential to students' motivation, interest, and involvement in English and hence impact students' pragmatic competence development.

3. In the school context, what are the roles of pragmatic competence in mastering the English language?

This question will focus on whether pragmatic competence is essential in the learning of the English language. The study will investigate whether students can apply the use of the English language appropriately in various social contexts, including conversations, formal discussions, and cross-cultural exchanges. The study will further delve into how pragmatic competence influences students' overall language proficiency and their ability to communicate effectively in real-world situations.

4. How effective are the current English language teaching methods in developing students' pragmatic competence?

This question assesses whether the current teaching methods of English in schools successfully promote pragmatic competence. The study will investigate whether such teaching practices focus on the pragmatic use of language, cross-cultural understanding, and appropriate communication in context. Whether teachers apply pragmatic principles in class and whether students are actually exposed to various communication contexts that reflect real-life events will also be investigated.

5. What difficulties do learners have to meet pragmatic competence in English?

This question looks for the particular challenges and barriers that students face in acquiring the ability to use English appropriately in different contexts. This will explore issues of cultural misunderstandings, lack of exposure to real-life communication of English, and a general lack of focused pragmatic instruction. The study will then look at how these barriers challenge the capacity to learn and use English in appropriate social and cultural ways.

6. Is there an interaction between students' pragmatic competence and their motivation toward the learning of English?

This question is set to explore whether students who know the practical applications of English in real life are motivated more to learn the language. It will investigate how understanding how English is used in diverse social contexts can enhance interest in mastering the language. The study will examine if motivation is related to relevance of English in students' lives and careers in the future.

7. How do socio-cultural differences affect the use of English by students in cross-cultural and real-world communication?

This question centers on how socio-cultural differences impact students' ability to use English effectively in cross-cultural contexts. It will look into whether students' cultural backgrounds influence their understanding of English pragmatics and whether they are able to navigate conversations with speakers from different cultural settings. The study will also look into how the knowledge of pragmatic principles helps students adapt their language use in such situations.

8. What changes can be made in the English language curriculum to develop pragmatic competence in students?

This question aims to bring forth proposals for enhancing the English language curriculum in better pragmatic competence. It will reflect on ways to introduce communication scenarios from real life, cultural awareness, and language skills within a context in teaching. It will consider if there is a need to reform the curriculum to

consider the practical use of language and to prepare students adequately for actual interactions.

9. How do students perceive the relevance of pragmatic competence in their English language learning?

This question investigates students' perceptions of the importance of pragmatic competence in learning English. It will explore whether students understand the value of using English appropriately in different social and cultural contexts and how this awareness influences their learning strategies. The study will assess whether students see pragmatic competence as an integral part of their language learning process and whether this affects their approach to studying English.

10. The role of teacher training in developing the pragmatic competence of students in English

This question investigates the role of teacher training in enhancing students' pragmatic competence. It will discuss whether teachers are adequately prepared to teach pragmatic principles and whether they are trained to address the socio-cultural aspects of language use. The study will examine whether teachers include pragmatic teaching strategies in their classes and whether teacher training programs need to be revised to better equip educators with the skills to teach pragmatic competence.

1.6 Scope of the Study

The scope of this study provides the boundaries within which the research will be conducted. It defines the specific aspects of learning English language, focusing on pragmatic competence, and identifies the limits related to the sample population, geographical region, and the scope of data collection and analysis. This research is to explore how students learn English at the school level, what role pragmatic competence plays in the learning process, and how socio-cultural factors affect their ability to use English effectively in real-world contexts.

1. Population and Sample

Target Population: School-level students in the grades of 9 to 12, i.e., from secondary and senior secondary will be studied. Students in this category are an important stage for language acquisition. Formal schooling in English usually transitions from this point of study.

Sample size: Under consideration. Sample selection: A minimum representative group will be drawn from different selected schools, spread across varying ranges, under both urban and rural sites. It will include the participation of about 200 students divided up through stratified random sampling to have diversity in its representation with respect to either government or private schools with socio-economic status and locational settings.

Teachers and Educators: In addition, the study will include a sample of teachers involved in teaching English language at the secondary and senior secondary levels. This will help assess the role of teaching methods and teacher perceptions of pragmatic competence in students' language learning.

2. Geographical Scope

Location: The study will be conducted in a specific geographic region, such as a city or district, to ensure consistency in data collection. The selected region may consist of both urban and rural schools to examine any variations in English language learning due to socio-cultural or geographic factors.

Urban vs. Rural Perspective: The geographical extent of the study will allow for comparisons to be made between students from urban areas, where exposure to English and cultural diversity may be greater, and those from rural areas, where access to English-language resources may be limited. This will help assess how socio-cultural and environmental factors impact students' ability to learn English.

3. Focus Areas of the Study

Pragmatic Competence: The core focus of the study will be pragmatic competence, that is, the ability to use language appropriately in context. This will include understanding social norms, cultural nuances, and the appropriate use of language in different situations (e.g., formal vs. informal communication, politeness strategies, indirectness).

Socio-Cultural Factors: Socio-cultural factors like family background, socio-economic status, community attitudes toward the use of English, and regional cultural perceptions about the language will be used to investigate how they influence the students' ability to learn and use the language. In this part of the study, the emphasis will be on how these factors influence students' motivation, engagement, and language use.

Teaching Methods: How effective the current methods of teaching English are would be another major concern of the study. The research will check to what extent teachers have integrated pragmatic elements into their classroom teaching, whether they use real-world communication scenarios, and whether cultural differences are considered while teaching. It will also discuss whether teaching strategies have been designed according to the socio-cultural needs of students.

4. Data Collection Methods

Quantitative Data: The investigation will gather quantitative data, such as standardized tests, to assess whether students have achieved adequate knowledge in listening, speaking, reading, and writing in English. Thus, the level of pragmatic competence and overall language capacity among students can be calculated.

Qualitative Data Qualitative data will be collected through surveys, interviews, and classroom observations. Interviews will be conducted with students as well as teachers to obtain their views on learning English, the significance of pragmatic competence, and the problems they face in the process. Classroom observation will give insights into the teaching of pragmatic principles in the classroom and how the students interact with them.

Focus Groups: Besides interviews with students and teachers, discussions in focus groups may be held with them to discuss group dynamics, perceptions of language learning, and attitudes toward English and its cultural implications.

5. Time Frame

The study will take 6-12 months to be conducted, allowing enough time to collect data, analyze, and interpret. The timeline will be structured in such a way that data from multiple sources-for example, tests, interviews, and surveys-can be collected and analyzed within a reasonable duration.

Academic Calendar: Data collection will be done in line with the school academic calendar to ensure that students are actively engaged in their language learning during the study period, which may span an entire school year or a specific semester.

6. Limitations

Sampling Bias: The sample for the study may not represent all students perfectly because certain schools or regions may be over- or under-represented. The diversity of the student population will be considered to minimize bias.

Regional Variations: Findings may not be generalized to all regions as socio-cultural influences and educational resources can vary greatly from one geographical area to another.

Language Proficiency Levels: Students with different levels of proficiency in English will be involved in the study. The results and inferences concerning pragmatic understanding, however, may be impacted by students' overall language proficiency in being assessed for pragmatic competence.

Teacher Bias: Teachers' views on language learning and pragmatic competence may be biased by their own teaching experience, educational background, and personal biases, which may impact the data collected from interviews and surveys.

7. Exclusions

College Students: The study will not include students in college or university-level English programs since the study focuses on school-level students and their early language learning experiences.

Non-English medium schools: The study shall exclude schools that do not conduct their main language of teaching in English, as the study would be based on students studying English as a second or foreign language.

1.7 Methodology Overview

The methodology of this study will be a comprehensive approach to examine the learning ability of English among school-level students, with a particular focus on their pragmatic competence. The research design will integrate both quantitative and qualitative methods, using a mixed-methods approach to gather and analyze data from multiple sources, including students, teachers, and classroom observations. This approach will allow for a holistic understanding of the factors influencing English language learning, the role of pragmatic competence, and the socio-cultural influences at play.

1. Research Design

Mixed-Methods Approach: This study will employ a mixed-methods research approach, combining both quantitative and qualitative data collection and analysis. While the former will provide quantifiable data on students' proficiency in English, the latter will offer deeper insights into their experiences, perceptions, and the influences that shape their language learning.

Exploratory Study: Given the fact that pragmatic competence has emerged as an area of focus in English language learning, the present research is exploratory in nature. It will attempt to discover and explore the role of pragmatic competence in students' learning and communication, especially in socio-cultural contexts.

Cross-Sectional Study: This is a study where the sample will be taken at one point in time, and from there, data will be obtained regarding the students' English proficiency

and their grasp of pragmatic principles. The longitudinal tracking of students is thus avoided, and instead, the study will take in a wide range of abilities and challenges of the students.

2. Population and Sample

Target Population: The population for this study would consist of school-level students belonging to the secondary (grades 9-10) and senior secondary (grades 11-12) categories. Students from urban as well as rural schools are targeted to study regional as well as socio-cultural variations in learning English.

Sample size: In all, around 200 students will be chosen for this research. This sample will be split between various schools, which will also provide a good representation across different socio-economic backgrounds and geographical locations.

Sampling Technique: Stratified random sampling shall be used to draw a sample of students. This way the sample will represent various subgroups within the population e.g. rural vs. urban, government vs. private schools. This sampling technique will help to make allowances for differences in student exposure to English and related socio-cultural factors that impact upon learning.

3. Data Collection Methods

To gather holistic data in this study, multiple methods will be involved to ascertain students' English proficiency, socio-cultural influences, and pragmatic competence.

A. Quantitative Data Collection

English Proficiency Tests: Standardized tests will be used to measure students' English proficiency across the four key language skills: speaking, listening, reading, and writing. The tests will be prepared to test both general language proficiency and pragmatic competence such as contextual understanding, appropriateness in communication, and the ability to use language in different social settings.

Pragmatic Competence Assessment: A separate pragmatic competence assessment tool will be adopted which includes role-plays, dialogues, and situational responses. This is

to test the students' ability to use English efficiently in everyday life, whether formal or informal, with culturally appropriate language use.

B. Qualitative Data Collection

Surveys/Questionnaires: Surveys will be administered to students and teachers so as to obtain information on what students think about language learning, socio-cultural influences, and the importance of pragmatic competence. The surveys will have both closed-ended and open-ended questions so as to obtain quantitative data as well as qualitative insights.

Interviews: In-depth semi-structured interviews with a sample of students and teachers will be conducted. Interviews would cover personal experiences, the difficulties they faced while learning English, the role of socio-cultural factors, and pragmatic competence in communication. Interviews will be tape recorded and transcribed for further analysis.

Classroom Observations: Observations of classroom interactions will be conducted to assess how English is taught, particularly in terms of pragmatic elements such as real-world communication scenarios, cultural context, and teacher-student interactions. The researcher will take detailed notes and record instances where pragmatic competence is emphasized or overlooked in teaching practices.

Focus Groups: There will be focus groups conducted with students to try and derive commonalities in student experience from learning English as well as grasping the pragmatic principles. These discussion groups would enable collective sense-making in relation to their own challenge and motivation profile while language learning.

4. Methods of Data Analysis

Appropriate data analysis technique would be adopted to ensure sound validity and reliability of outcomes in case both quantitative and qualitative data collection procedures have been applied.

A. Quantitative Data Analysis

Descriptive Statistics: Descriptive statistics will be used to summarise the overall performance of students using data from proficiency tests and pragmatic competence assessments in such parameters as mean, median, mode, and standard deviation.

Inferential Statistics: Statistical tests such as t-tests or ANOVA will be used to analyze differences in English proficiency and pragmatic competence between various groups (e.g., urban vs. rural students, government vs. private school students). This will help to identify any significant patterns or trends in the data.

B. Qualitative Data Analysis

Thematic Analysis: Data from interviews, surveys, and focus groups will be analyzed using thematic analysis. This process will involve coding the data and identifying key themes and patterns that emerge from the responses. These themes will help to understand students' perspectives on English learning, the role of socio-cultural influences, and the importance of pragmatic competence.

Content Analysis: Classroom observation notes will be analyzed using content analysis to identify how often pragmatic elements are taught and which aspects of pragmatic competence are most emphasized in the classroom. This will help to determine the effectiveness of current teaching practices in fostering pragmatic competence.

5. Ethical Considerations

Informed Consent: All participants, which include students, teachers, and school authorities, will be made aware of the purpose of the study, the data collection methods, and their right to confidentiality. Both students and their guardians will be informed before participating in the research.

Confidentiality: Participant confidentiality will be ensured during this study. All data gathered during this study will be anonymized, and personal identifiers erased during analysis to ensure no participant's identity is released.

Voluntary Participation: Participation in the study will be entirely voluntary, and participants will be allowed to withdraw at any time with no consequence.

6. Limitation of the Methodology

Time Constraints: Given the scope of the study, the data collection period may be limited, which could affect the depth of data collected. A longer time frame might allow for a more comprehensive examination of students' learning over time.

Sampling Bias: Despite efforts to ensure a representative sample, there may still be bias in the selection of schools or participants, especially if certain groups (e.g., high-achieving students) are more likely to participate.

Contextual Limitations: The study is confined to a specific geographic region, and the findings may not be fully generalizable to all school systems. Differences in educational systems, teaching methods, and cultural contexts could influence the results.

7. Expected Outcomes

This study is expected to provide value insights into the role that pragmatic competence plays in the learning of the English language at the school level. It shall identify challenges students face during the acquisition of English language skills, particularly in appropriate use of English in differing social contexts. The work will also reflect on influences of socio-cultural factors on student language learning experiences and offer some recommendations on improving teaching to foster pragmatic competence.

Chapter 2

REVIEW OF LITERATURE

The purpose of this chapter is to provide a comprehensive overview of the existing research related to the learning ability of English among school-level students, with a particular focus on pragmatic competence. A review of relevant studies in the fields of language learning, pragmatic competence, socio-cultural influences, and the role of English in education will help identify gaps in the literature and establish a foundation for the present study.

2.1 Language Learning and English Proficiency

English language learning has been a central focus of educational research for decades. Numerous studies have examined the factors influencing learners' proficiency in English, particularly in non-native contexts.

Krashen, S. (1982)

Stephen Krashen's Input Hypothesis (1982) is one of the most powerful theories on the development of second language acquisition: which is, "how the learners acquire a second or an additional language". According to Krashen, there are two modes by which language can be learned efficiently and effectively, particularly English, which are comprehensible input and "i+1.". Krashen proposed that if the learners are exposed to the language in such a manner that they can comprehend even though not all words may be familiar, then the learners will gradually internalize and acquire that language. This method, according to Krashen, is said to allow learners to transition naturally from simple to more complex language structures without any explicit grammar instruction. The theory emphasizes that students should be exposed to meaningful, context-rich input, and that they should have opportunities to interact with the language in real-life situations, rather than focusing on rote memorization or grammar drills. His hypothesis was groundbreaking in that it downplayed the importance of explicit grammar

instruction and placed more weight on the input learners receive. Krashen also posits that language acquisition occurs best in a low-anxiety environment, where learners feel comfortable and are not pressured. This theory has greatly influenced modern language teaching practices, especially communicative language teaching (CLT), which emphasizes meaningful communication and the natural acquisition of language structures.

Swain, M. (1985)

Merrill Swain's Output Hypothesis (1985) was developed as a complement to Krashen's Input Hypothesis. While Krashen focused on comprehensible input in language acquisition, Swain countered that the development of output, that is, the production of language, is just as relevant. Swain's studies conclude that when learners have a need to produce language, then they enter into the act of self-correction and restructuring, which takes understanding to a deeper level as well as proficiency to new heights. In producing language, says Swain, learners notice gaps in their knowledge and are urged to try new structures and vocabulary. By noticing and testing hypotheses about the language, they establish understanding. Output Hypothesis states that learners need to produce language both for understanding the language as a result of input, and for actual use of the language through speech and writing. Swain's argument was that language production provides feedback that helps learners refine their language skills. This has led to the belief that English proficiency is not just about understanding the language but also about actively engaging in meaningful communication. Swain's study also pointed out the role of interaction in learning and that the learner can have input as well as output, especially in a collaborative environment where peer interaction triggers learning.

Gardner, R. C. (1985)

Robert Gardner's work on motivation and language learning, especially in his 1985 book "Social Psychology and Second Language Learning," emphasizes the important role of motivation in achieving proficiency in English. Gardner introduced the concept of "integrative motivation," where the learners have a motivation to learn the language

because they want to integrate into the cultural community of the speakers of that language. This contrasts with the "instrumental motivation" where the learners' motivation to learn the language is on practical benefits like career promotion or academic achievement. According to Gardner, integrative motivation learners tend to have higher proficiency in the second language because they are more motivated and interested in learning. He also determined that attitudes toward the language community, which indicates that having a positive attitude toward the speakers of the target language enhances one's ability to succeed in language learning. In Gardner's study, approaches towards the creation of a positive attitude in the language education process focus on positive attitudes toward the target community and a legitimate interest in the culture. The work is also central in the creation of language learning programs that take into account the cultural aspect of learning a new language to improve not only linguistic proficiency but also intercultural communication.

Vygotsky, L. (1978)

Lev Vygotsky's sociocultural theory of language learning, especially his theory of the Zone of Proximal Development (ZPD), has significant impacts on second language acquisition. He argued that learners acquire proficiency in language through social interaction with more knowledgeable others, be it teachers or peers. The ZPD is therefore the difference between what the learner can do alone and what the learner can do with guidance or collaboration. Vygotsky believed that language learning is a collaborative process where learners take part in shared activities that support their learning. The interaction between learners and more competent individuals allows learners to perform tasks they might not be able to do alone, thus leading to greater language proficiency. This theory shows that scaffolding is a way in which temporary support from the teacher may be used to help students complete tasks that they have not yet mastered. Then, when they become proficient at these tasks, the supports are removed and learners are functioning more independently. Vygotsky's work, in particular, has strongly influenced CLT, wherein interaction and collaborative learning will be seen as the center of language development. His theory also underscores the social nature of language learning, with the idea that language is learned not in isolation but through active participation in social contexts.

Ellis, R. (1994)

Rod Ellis's work on second language acquisition (SLA) focuses on the cognitive processes that underlie language learning. In his 1994 book "The Study of Second Language Acquisition," Ellis provides a general overview of the major theories of SLA, which include those emphasizing input, interaction, and mental processing. He concludes that learners acquire language through both implicit and explicit learning. Implicit learning takes place when learners are exposed to language input and learn language rules unconsciously without conscious awareness, whereas explicit learning involves direct instruction and conscious focus on language forms. Ellis recommends an integrated approach to language teaching, which would combine implicit exposure to language with explicit instruction. He also discusses the role of feedback in language learning, where he explains that both positive and negative feedback are useful to refine learners' language skills. The research by Ellis adds to the knowledge of cognitive mechanisms of second language learning and sheds light on how the proficiency in language can be enhanced by teaching methods structured with the balance of input, interaction, and instruction.

Larsen-Freeman, D. (2000)

In exploring the dynamic nature of second language acquisition, she insists that language learning does not take place in a linear fashion but rather represents a complex, developing system. Her book "Techniques and Principles in Language Teaching," published in 2000, details how language proficiency changes over time and results from internal cognitive factors, as well as from social external factors. She describes language learning as a dynamic system; it is the interaction process through which learners' knowledge changes and adapts all the time in an interplay with their environment. This traditional view of language learning as having fixed stages does not fit the fluid, nonlinear process of language learning. She suggests that language proficiency is built through repeated use of language and through interaction in real life. Moreover, Larsen-Freeman emphasizes the role of interaction in language learning, stating that learners need to have opportunities to use language in meaningful contexts rather than just to get it right or be formal. Her work has been influential in

task-based language teaching, which is focused on using authentic language in real-world tasks.

Breen, M. (2001)

Michael Breen's research on language teaching focuses much on learner-centered approaches. In his 2001 study, Breen indicates that learners' personal experiences, interests, and needs have to be integrated into the language learning process to enhance better engagement and proficiency. In this way, he contends that traditional teacher-centered approaches, in which the teacher is the main authority and source of knowledge, can limit learners' opportunities to take an active role in language use. In Breen, there is a much different approach that calls upon students to take responsibility over learning through making decisions in matters of what and how one should learn. His efforts under task-based language teaching consider it vital to apply relevant authentic tasks that represent realistic and realistic communication contexts outside school life. Breen proposes that tasks be designed to foster meaningful interaction, where the communication value is prioritized over linguistic accuracy. His work informs modern language teaching methods in promoting learner autonomy, involvement, and actual language use.

Auerbach, E. R. (1993)

Eva Auerbach's work focuses on the social and cultural environments in which adults learn language. In her 1993 work "Reexamining English Only in the ESL Classroom," Auerbach argues that language learning is not simply about acquiring linguistic skills but is also about understanding the social and cultural dimensions of language use. She suggests that background and experience should be factors when designing language instruction and, in particular, she considers the role of a learner's first language and cultural identity in shaping their approach to learning English. Auerbach advocates for a more inclusive approach to language teaching that values learners' linguistic and cultural diversity, rather than imposing a monolingual, monocultural perspective on them. Her work has influenced the development of culturally responsive teaching practices, which seek to create more equitable and effective language learning

environments. By recognizing the significance of the social and cultural context of learners, Auerbach's study inspires teachers to establish a supportive learning environment where students feel comfortable and motivated to learn English.

Tharp, R. G., & Gallimore, R. (1988)

Tharp and Gallimore's 1988 study explores the role of guided participation in language learning. They claim that language is learned most easily when it is socially available and used within some structurally supported and mediated frameworks of activity involving others in positions of greater knowledge. It has been argued through some of their work on "scaffolding" that this can involve the teacher supplying temporary support for completing a task which the learner, as yet, cannot undertake alone. The support is gradually withdrawn as learners build proficiency. Tharp and Gallimore emphasize that learning is most effective when it occurs in a social context, where learners can collaborate with others and receive guidance in real-time. This approach has implications for language teaching, suggesting that learners need opportunities to engage in meaningful communication with others, rather than simply practicing language in isolation. Their contribution in influencing collaborative learning strategies in language education has been the way students work together to solve problems and produce language.

Gardner, R. C. (2006)

In his later work, Gardner (2006) has revisited his earlier ideas on motivation and language learning, further developing the motivation-second language proficiency relationship. He underlines the role of integrative motivation in creating a deeper attachment to the language and its speakers, leading to greater success in achieving proficiency. Gardner also introduces the concept of "language attitudes," noting that learners who have positive attitudes toward the English-speaking community are more likely to succeed in learning the language. His work shows that motivation and language proficiency are dynamic. Motivation may vary according to the classroom environment, personal experiences, and the influence of society. As a result of his research, Gardner has developed teaching strategies that focus on creating a positive

and supportive learning environment in which students are encouraged to engage with the language cognitively and affectively. His theories have greatly influenced the modern approaches to language education, especially in situations where learners have to develop both linguistic and cultural competencies.

Cummins, J. (2000)

Jim Cummins' research focuses on the relationship between language proficiency and cognitive development, particularly in bilingual learners. In his 2000 work, Cummins distinguishes between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), two types of language proficiency that learners must develop. BICS refers to the social language skills that learners use in everyday communication, while CALP involves the more complex language skills needed for academic tasks, such as writing essays or reading scholarly texts. Cummins argues that students may achieve BICS relatively quickly but may take several years to develop CALP, which is crucial for academic success. This distinction is particularly crucial for ELLs, who may be fluent in everyday conversational English but lack fluency in academic language. As Cummins argues, "Supporting learners' academic language development is essential to ensuring that they can access the curriculum and achieve academic success.". His research has influenced educational practices by underlining the importance of explicit teaching of academic language, as well as the importance of scaffolding students' learning to help them develop both BICS and CALP.

Hymes, D. (1972)

Dell Hymes' work on communicative competence, introduced in his 1972 study, has been foundational in understanding language proficiency. Hymes suggested that language competence is not merely the knowing of grammatical rules but also how to use the language effectively and appropriately in various situations. He used the term "communicative competence" for the ability to use language effectively and appropriately in all situations. Hymes asserted that learners must develop both linguistic competence, which includes knowledge of grammar and vocabulary, and

pragmatic competence, which pertains to knowing how to use language in different social contexts. This theory has greatly influenced language teaching because it emphasizes teaching language in context rather than just the form. Hymes' work has led to the development of communicative language teaching, which focuses on meaningful communication and interaction in the language classroom. This approach encourages learners to use real-world language and fosters their ability to navigate a variety of social situations.

Wray, A. (2008)

Alison Wray's research, particularly her 2008 study on formulaic language, explores the role of fixed expressions and chunks in language learning. Wray argues that language learners acquire many aspects of language through the internalization of formulaic sequences—groups of words that are commonly used together, such as "How are you?" or "Thank you very much." These sequences allow learners to communicate fluently without needing to construct sentences from scratch. Wray's study indicates how the ability of learners in producing these formulaic sequences is a very important dimension of language proficiency, providing them with more naturalistic and fluent speech. In addition to this, Wray sheds light on how formulaic language reduces cognitive load so that there is less concern over the sense of their message rather than the mechanics of language use. This view has significant implications for language teaching, as it suggests that the teacher should not only teach individual words and grammatical rules but also help learners become familiar with common phrases and expressions that are essential for effective communication.

Ellis, R. (2008)

Rod Ellis's 2008 research on language learning strategies focuses on how learners approach the process of acquiring a second language. Ellis identifies two broad categories of strategies: those that involve mental processes and are called cognitive strategies, such as memorization and problem solving, and those that involve planning, monitoring, and evaluating one's own learning: metacognitive strategies. He concludes that successful language learners use a combination of these strategies to improve their

learning process. Ellis also talks about the role of explicit instruction in language learning, where he believes that learners will benefit from being taught specific strategies for language learning, such as how to use context to guess the meaning of unfamiliar words or how to practice speaking in authentic situations. His research focuses on learner autonomy because he believes that for a learner to achieve higher levels of proficiency, they must have the initiative to take charge of their learning process. Ellis's work on learning strategies has, in fact had an influence on modern language teaching with strategy training finding its place in language curricula.

Canale, M., & Swain, M. (1980)

Michael Canale and Merrill Swain in 1980 extended earlier work by Hymes into a model that describes in more detail the notion of language proficiency. Four elements of communicative competence were outlined by Canale and Swain, namely grammatical competence-knowledge of language rules; sociolinguistic competence-understanding of social context and appropriateness of language use; discourse competence-the ability to organize and link ideas; and strategic competence-ability to cope with communication difficulties. Their model emphasizes that language proficiency is more than mastery of grammar; it involves learners being able to use language appropriately and effectively in a social context. The framework has been highly influential in the language teaching process, particularly in the development of CLT-communicative language teaching which aims to enable learners to use language for real-life communication. Canale and Swain's model also has called for a focus on teaching language in context and enhancing learners to negotiate meaning and resolve communication breakdowns.

Nunan, D. (1999)

David Nunan also focuses his 1999 research on task-based language teaching as TBLT to enable the language learner to master the language. Nunan argues that language learning is most effective when learners engage in tasks that require them to use the language to achieve specific goals, such as writing an email or discussing a current event. By focusing on tasks that reflect real-world language use, learners develop not

only their linguistic skills but also their ability to communicate effectively in diverse situations. Nan's work on TBLT led to a shift from traditional grammar-based approaches that focus on isolated language forms to more communicative and interactive approaches. He advocates for designing tasks in such a way as to encourage active participation, problem-solving, and collaboration between learners because these activities reflect the natural use of language. Nunan's approach, for instance, emphasizes that the learners should be exposed to as many opportunities as possible in using the language meaningfully so that fluency and proficiency in the language can be developed.

Macaro, E. (2001)

Ernesto Macaro's 2001 study emphasizes the role of L1 in L2 learning. It focuses on the English language proficiency of learners. Macaro argues that, though language immersion is an essential activity, strategic use of L1 might ease the learning of language, particularly for novice learners. He postulates the idea that L1 could act as a means of achieving comprehension of complicated grammar rules, vocabulary learning support, and acting as a connecting factor for the learner's preknowledge to the target language. Macaro also discusses a natural part of language learning known as "code-switching" whereby learners switch between their L1 and L2 in communication. His study has impacted the teaching of the language, with a call for a more balanced use where teachers are encouraged to use learners' L1 strategically to promote understanding and reduce cognitive overload, especially in earlier stages. Macaro's work goes against the notion of total immersion in a target language exclusively and opens up for much more context-dependent, fluid approaches.

Schmitt, N. (2000)

Vocabulary acquisition research conducted by Norbert Schmitt has greatly influenced the study of second language learning. Schmitt postulates that vocabulary knowledge is very important for overall language ability and that learners must go deep as well as spread out to be fluent in the target language. He divides vocabulary knowledge into two types: receptive knowledge (ability to recognize and understand words) and

productive knowledge (ability to use words accurately in speech or writing). Schmitt's research emphasizes the importance of learning vocabulary in context, allowing learners to understand the nuances of word meanings and their usage in different situations. He also enumerates other techniques of learning vocabulary in terms of the use of mnemonics, contextual deduction, and lots of reading. Work of Schmitt led to developing methodologies in terms of vocabulary learning which concentrates on teaching for language adequacy involving contextual meaning that would emphasize the use and usage activity.

Peregoy, S. F., & Boyle, O. F. (2001)

Susan F. Peregoy and Owen F. Boyle's 2001 study observes the role of literacy skills in second language acquisition, especially in the context of developing English proficiency. They advocate that literacy skills in a second language are necessary and critical for academic success in general and for language proficiency. "Reading and writing should also be an integral part of language learning because these acts of communication help learners assimilate language structures and lexicon.". Their study shows that learners need to be exposed to different types of texts, such as narrative, expository, and academic texts, in order to develop general and specialized language skills. They also emphasized the need to teach reading strategies, such as predicting, inferring, and summarizing, in order to enable learners to understand complex texts. Peregoy and Boyle's work has influenced language teaching practices by emphasizing the need for a balanced approach that includes both spoken and written language skills, particularly in academic settings.

Zhang, X. (2013)

Xueping Zhang's 2013 study on the role of motivation in second language learning highlights the importance of both intrinsic and extrinsic motivation in achieving proficiency in English. Zhang argues that motivated learners are more likely to engage actively in language learning and persist through challenges. Intrinsic motivation refers to the desire to learn a language for its own sake, driven by personal interest or enjoyment, while extrinsic motivation is driven by external rewards, such as academic

success or career advancement. Zhang's study implies that, while both intrinsic and extrinsic types of motivation influence the outcomes of language learning, intrinsic motivation has more significant possibilities of being long-term and leading to fluency. The paper also deals with the question of how teachers can help motivation be developed through creating meaningful and relevant learning experiences for students, allowing them to experience personal benefits from learning English. Zhang's work has contributed much to the development of a teaching strategy that focuses on enhancing motivation through meaningful and personally rewarding learning.

2.2 Pragmatic Competence in Language Learning

Pragmatic competence, a crucial aspect of communicative competence, refers to the ability to use language effectively and appropriately in social contexts. Studies on pragmatic competence emphasize its role in language learning, arguing that knowing the rules of grammar is not enough; learners must also understand how to use language in various real-life situations (*Bachman*, 1990). *Levinson* (1983) defined pragmatics as the study of how context influences the interpretation of meaning, highlighting the importance of pragmatic competence in achieving effective communication.

Bardovi-Harlig, K. (1999)

Bardovi-Harlig's studies on pragmatic competence highlight language use as connected with a social context. Bardovi-Harlig's argument in the 1999 paper posits that successful communication can be achieved by enabling learners to understand and to produce, language socially appropriate for particular situations in contexts, hence their pragmatic competence. She examines how second language learners acquire pragmatic competence and how this competence affects their ability to navigate real-world interactions. Bardovi-Harlig's work distinguishes between grammatical competence (knowing the rules of language) and pragmatic competence (knowing how to use language appropriately). She suggests that learners often acquire pragmatic competence through exposure to authentic language use and interaction with native speakers. This study has profound implications for language teaching: It strongly urges incorporating pragmatic awareness into the curricula of language instruction.

This study also shows the challenge learners face in learning pragmatic competence and their experience, particularly if the norms of other cultures are not the same as the learners'.

Kasper, G., & Rose, K. R. (2002)

In their 2002 study, Gabriele Kasper and Kay R. Rose discuss the role of pragmatic competence in second language acquisition, focusing on how learners develop the ability to use language in socially appropriate ways. They argue that pragmatic competence is an important part of communicative competence, which includes grammatical and sociolinguistic competence. Kasper and Rose investigate how exposure to authentic language use and interaction facilitates learners in acquiring pragmatic competence, as well as how instructional interventions help learners acquire it better. They also focus on the role of pragmatics in teaching and recommend explicit pragmatic instruction as part of the curriculum in language teaching. Their study also talks about the problem learners encounter when trying to use language pragmatically, such as how they understand indirect speech acts and manage politeness strategies. Kasper and Rose's work has shaped the field of language learning pragmatics into what it is today and how teaching practices have evolved over time, nudging education towards a more holistic approach for language instruction that involves pragmatic competence.

Taguchi, N. (2009)

Noriko Taguchi’s 2009 study examines the development of pragmatic competence in second language learners, particularly focusing on the role of interaction in this process. Taguchi argues that pragmatic competence is not solely an individual cognitive skill but is also shaped by social interaction. Her research suggests that learners acquire pragmatic skills through direct interaction with native speakers and through exposure to real-world communication contexts. Taguchi’s work emphasizes the role of input and interaction in pragmatic development and suggests that language learners benefit from opportunities to engage in authentic communicative situations. She also explores how learners' pragmatic competence can be assessed, highlighting

the challenges in measuring this type of competence. Taguchi's study has influenced the field by emphasizing the importance of interaction in language learning and by providing evidence of the effectiveness of task-based and interactional approaches to teaching pragmatics.

Bardovi-Harlig, K., & Hartford, B. S. (2005)

In their 2005 study, Bardovi-Harlig and Hartford examine the role of pragmatic competence in second language learning through the lens of speech act theory. They focus on how learners develop the ability to perform speech acts, such as making requests, offers, and refusals, in a second language. The researchers argue that pragmatic competence is a key component of communicative competence and that learners need to understand both the linguistic forms and the social rules governing language use to communicate effectively in a second language. Bardovi-Harlig and Hartford discuss how pragmatic competence can be developed both explicitly and through authentic language use exposure. She believes that language learners not only need explicit instruction in the linguistic rules of a language, but also to be trained on the rules of culture for the usage of language. Their findings on language teaching have played an essential role in illustrating the need to combine grammatical knowledge with pragmatic skills; they have also opened gates for pragmatic instruction within curricula in learning the second language.

Levinson, S. C. (1983)

Stephen C. Levinson's book on Pragmatics is the essential text in the research world of how language is supposed to function in social interaction. Levinson has explored ways in which speakers use language to accomplish social goals, including the management of relations, politeness, and meaning negotiation. His research introduces some important concepts such as conversational implicature and presupposition, crucial to a good understanding of pragmatic competence. The significance of Levinson's research lies in illuminating the importance of understanding social rules and conventions of language use beyond just grammar and syntax. He also discusses how the pragmatic competence develops in native speakers and how it can be learned by second language

learners. The impact of Levinson's work has been long-standing for pragmatics both theoretically as well as in applied areas such as language teaching, in that his concentration on social aspects of language has been central to the manner in which pragmatic competence has been perceived and taught in second language acquisition.

Kay R. Rose and Ping Ng, Rose, K. R., & Ng, P. 2001

The investigation into explicit instruction by Kay R. Rose and Ping Ng aims at the effects that this method may have on pragmatic competence among second language learners. This study highlights the context of learning how to appropriately use speech acts in making requests and apologies. Rose and Ng's study shows that when explicit teaching of social rules of use and the corresponding linguistic forms is provided, learners are able to significantly enhance their pragmatic competence. Their study seems to indicate that pragmatic competence cannot be acquired passively but may be actively taught by structuring instruction. It was quite evident from Rose and Ng's work that teaching pragmatics can be done explicitly, hence showing evidence for its effectiveness in teaching language. Such work from the researchers has influenced curriculum and teaching material development based on pragmatics, supporting learners to become aware of social and cultural aspects when trying to communicate effectively in another language.

Kasper, G. (2001)

Gabriele Kasper's 2001 study on pragmatic development in second language acquisition traces how learners' pragmatic competence changes over time. Kasper examines how learners acquire the ability to use language appropriately in social interactions, focusing on input, interaction, and feedback as factors in this process. She argues that pragmatic competence is not a skill to be developed once and then applied to different communicative situations; rather, it develops dynamically as learners experience various communicative situations. Kasper also explores the challenges involved in acquiring pragmatic competence, which include a subtle sense of cultural difference and pragmalinguistic variation. Her work has been very influential in second language acquisition literature, especially in pragmatics in the classroom. Kasper calls

for an overall integration in the language teaching task by providing pragmatic competence coupled with linguistic and sociolinguistic skills.

Yuan, F. (2010)

Fang Yuan investigates, in 2010 study, pragmatic competence relationship along with second language proficiency examining the process through which a growing capacity of the ability that uses the language in relevantly appropriate ways during development. Yuan argues that pragmatic competence is closely linked with overall language proficiency, because even more fluent learners can apply and make sense of a set of social rules governing language use. But Yuan also presents the opposite argument: the pragmatic competence has nothing to do with just linguistic proficiency in a different way but in terms of being culturally and socially aware. The study suggests that learners need to be exposed to a variety of contexts and situations in order to develop the full range of pragmatic skills. Yuan's research contributes to the understanding of the connection between pragmatic competence and language proficiency, offering insights into how language learners can develop both fluency and pragmatic awareness.

Schneider, E. W. (2007)

Edgar W. Schneider's 2007 study is concerned with the role of pragmatic competence in the context of English as a global language. He examines how learners of English from different cultural backgrounds develop the ability to use English appropriately in various social contexts. According to Schneider, with the growing importance of English as a global lingua franca, learners have to develop a more general sense of pragmatic competence that is beyond native speaker norms. He stresses that learners should know the varying ways in which English is utilized in different cultures and hence should adjust their language usage accordingly. Schneider's work has contributed to the pragmatics field by making it essential to teach pragmatic competence in the globalized world, in which learners must be capable of dealing with different cultural norms and communication practices.

Haugh, M. (2013)

Michael Haugh's 2013 study focuses on the interactional nature of pragmatic competence as it applies to how users of language use pragmatic strategies in real-time communication. Haugh looks into the role conversation analysis plays in understanding how pragmatic competence is used in natural interactions. He argues that pragmatic competence is not just knowing the rules of language use but being able to deploy those rules effectively in dynamic and sometimes unpredictable conversational contexts. His work highlights the issue of understanding how speakers deal with matters like politeness, implicature, and face-threatening acts in their communications. His research contributed to the complexity of pragmatic competence by implying it to be both a cognitive ability and a socially located capacity that develops from actual-world use.

Thomas, J. (1983)

Jenny Thomas (1983) wrote seminal work on pragmatic competence exploring the concept of pragmatic failure in the second language acquisition, with an argument that learners do not come close to achieving native-like proficiency because of the reason that they either do not know or they do not use the knowledge appropriately within social contexts. Thomas identifies two sorts of pragmatic failure: pragmatic transfer (where learners apply rules from the first language) and pragmatic underdevelopment (where learners fail to acquire enough pragmatic skills). She points out that the pragmatic norm has to be taught more explicitly because learners are also failing with indirectness, politeness strategies, or social appropriateness. Thomas's study has had a profound impact on the field of second language pragmatics, encouraging researchers and educators to consider pragmatic competence as integral to communicative competence.

House, J. (2002)

Juliane House's 2002 study addresses pragmatic competence in intercultural communication, particularly focusing on how second language learners navigate pragmatic differences between their native culture and the target language culture.

House also calls for awareness in interpersonal and intercultural pragmatics during language learning because it is important to teach the learners to distinguish and understand these very subtle differences of communication across cultures. Pragmatic competence, therefore, she claims, helps learners to avoid misunderstandings and facilitates communication in multiculturally diverse environments. House's study is of great interest as it brings pragmatics closer to intercultural communication and hence has significant implications for contexts of global communication, where English functions as a lingua franca.

Kaspar, G., & Rose, K. R. (2001)

Gabriele Kasper and Kay R. Rose, in 2001, examine pragmatic instruction in the process of second language acquisition. This article investigates the impact of explicit teaching on the learner's capacity to appropriately carry out speech acts. The authors argue that pragmatic competence is generally not paid enough attention in the traditional curricula of language learning, which are often mainly grammar-based and vocabulary-based. The authors propose that explicit teaching on pragmatic strategies, such as requests, apologies, refusals, will have better communication and avoid pragmatic failure. Their study further highlights that pragmatic competence also comprises linguistic and cultural knowledge, and that contextual information must be included in the language learning process. Kasper and Rose's work has heavily impacted the design of pragmatics-based language courses, and their ideas have motivated mainstream ESL/EFL teachers to incorporate pragmatic instruction into the classroom.

Yoshida, R. (2010)

Rie Yoshida's 2010 research focuses on the development of pragmatic competence among Japanese EFL learners. She targets the acquisition of requests and refusals, which are common speech acts often challenging for learners because they are culturally bound. Yoshida's study indicates that explicit instruction and exposure to authentic language use enhance learners' ability to produce requests and refusals appropriately. She also points out the role of social variables such as age, status, and

familiarity in influencing learners' pragmatic choices. Yoshida's study points out the significance of context and cultural knowledge to pragmatic competence and indicates that teachers must include pragmatic instruction with cultural education in order to help learners succeed in communicative situations.

Ishihara, N., & Cohen, A. D. (2010)

Noriko Ishihara and Andrew D. Cohen's study published in 2010 focused on the role of pragmatic consciousness raising in second language acquisition. They argue that the development of pragmatic competence begins with raising learners' awareness of pragmatic norms and strategies. The findings of their research reveal that the learners who are made aware of the social and cultural factors influencing language use better adapt their speech acts to different social contexts. Ishihara and Cohen also discuss task-based approaches to teaching pragmatics, as they allow students opportunities to practice language in naturalistic contexts. Their work has played a significant role in pedagogical strategies in teaching pragmatic awareness and ability among second language learners.

Eslami- Rasekh, A., & Xu, Q. (2008)

In their 2008 study, Eslami-Rasekh and Xu examine the role of pragmatic competence in second language learners' ability to express politeness in requests. Their research focuses on learners of English in China and Iran, comparing the strategies used by native speakers of English with those of non-native speakers. The authors argue that pragmatic competence does not only relate to understanding the linguistic forms of politeness but also the social context within which these forms are applied. In their study, they revealed that learners usually face a problem with appropriate use of politeness strategies, especially when such strategies are not explicitly taught in language classes. Eslami-Rasekh and Xu suggest that pragmatic instruction should be included in language classes, especially when it concerns the use of language in the appropriate management of social relationships.

Matsumura, S., & Aline, D. (2006)

In their 2006 study, Satoshi Matsumura and David Aline explore how second language learners acquire pragmatic competence using authentic materials, including films, television programs, and actual conversations. They believe that the most pragmatic competence is developed when the learner has access to a good input of naturalistic language in exposure to real-world situations. In fact, the study illustrates how learners who are provided with authentic materials can be able to understand the nature of how language is applied in everyday situations and use this knowledge to adjust their language use. Matsumura and Aline's research implies the use of authentic materials in teaching with the intention of giving students the kinds of input they require in order to acquire pragmatic competence.

Bialystok, E. (2001)

Ellen Bialystok's research in 2001 revolved around the cognitive approaches to second language acquisition but particularly on the pragmatic competence that involves bilingualism. Bialystok contends that the bilingual individual often is much better at functioning within the varied cultural context, given exposure to numerous linguistic and social norms. The work of Bialystok suggests that the effect of bilingualism could be a pragmatic flexibility increase that facilitates switching between languages and cultures in line with social contexts. Bialystok's study provides the important insight into the mechanisms that underlie pragmatic competence and makes it clear that bilinguals can have an advantage in the process of acquiring pragmatic skills in a second language.

Liddicoat, A. J. (2007)

Anthony J. Liddicoat 2007 study focuses on the question of how pragmatic competence is taught in language classrooms. More precisely, it questions whether intercultural communication is relevant to language learning. The main idea, Liddicoat posits, is that the learners have to acquire not only the grammatical and lexical forms of the language but also know how those forms work in the various cultural contexts. Thus, pragmatic competence is overlooked in the traditional approach of teaching a language, since this

method tends to rely more on grammar and vocabulary. Liddicoat's approach is one of the many recommendations for teaching languages: it involves explicit instruction of pragmatics and intercultural communication. His research has had a significant impact on the integration of pragmatics into language curricula, urging educators to give equal emphasis to cultural awareness and social context in language instruction.

Baker, W. (2012)

Wendy Baker's 2012 study explores the role of pragmatic competence in communication between non-native speakers of English, particularly in contexts where English is used as a lingua franca. Baker holds the pragmatic competence crucial to successful communication in globalized contexts where speakers from various cultural backgrounds have to negotiate meaning and manage misunderstandings. She elaborates on strategies that non-native speakers employ to maintain communication and claims that language learners need to develop both linguistic and pragmatic skills to be able to communicate effectively in such settings. Baker's work contributed significantly to the understanding of the way pragmatic competence functions in the world language, English. Indeed, it underlines the fact that language learners should become acutely aware of the cultural and social dimensions of communication in a globalized world.

2.3 Socio-Cultural Influences on English Learning

Language learning does not occur in a vacuum; it is deeply intertwined with socio-cultural factors. *Kramsch* (1993) argued that language is a social practice, and learning a language involves understanding the culture associated with it. In the case of English, socio-cultural factors such as the learner's background, societal attitudes towards English, and the role of English in the local context can significantly shape learning outcomes.

Bourdieu, P. (1991)

Pierre Bourdieu's 1991 research work offers a sociological approach to language learning, and it highlights the role of cultural capital and social position in learning. In his research, Bourdieu states that the availability of resources, including opportunities

for learning a language, is influenced by an individual's socio-economic status and cultural background. He claims that language learning, particularly English, is not merely a cognitive ability but rather a vehicle for social mobility; more opportunities to master English exist among learners from higher socio-economic backgrounds because they have greater access to education and resources. Bourdieu's linguistic capital concept shows how proficiency in the English language is a social and economic tool for acquiring privilege, so it is necessary for students to understand the social and cultural forces that inform their learning of the language.

Holliday, A. (1994)

Alan Holliday's work in 1994 looks at the cultural aspects of language learning, with particular attention given to how the cultural identities of learners shape their ways of learning the English language. He argues that learning English is as much about cultural adaptation: learners have to balance their native cultural expectations with the expectations of target language culture. Holliday puts much emphasis on the argument that socio-cultural factors, among them family expectations, community values, and national identity, often shape learners' attitudes toward learning English. He also points out the difficulties learners encounter when they view English as a tool of cultural imperialism, which can result in resistance or unwillingness to engage with the language. Holliday's work encourages educators to recognize these socio-cultural influences and address them in the classroom.

Kramsch, C. (1993)

Claire Kramsch's 1993 study explores the relationship between language and culture, focusing specifically on how learners' cultural backgrounds influence their ability to use English in various contexts. Kramsch posits that language learning is inherently tied to cultural learning and that learners' socio-cultural backgrounds play a significant role in shaping how they interpret and produce language. She introduces the concept of intercultural competence, proposing that learners should not only master the linguistic forms of English but also understand the cultural contexts in which these forms are used. Kramsch's work has highlighted how cultural norms and values influence

learners' perceptions of English and the ways in which they internalize pragmatic rules, underlining the need for a culturally sensitive approach to language teaching.

Ting-Toomey, S. (1999)

Stella Ting-Toomey's 1999 work on intercultural communication points out the socio-cultural dimensions of language learning, especially in the way learners from different cultural backgrounds interact with English. According to Ting-Toomey, facework is the way people manage their self-image in communication. She suggests that socio-cultural differences have a great impact on how learners of English negotiate meaning and manage social relationships. Her research is also showing that learners of collectivist cultures, for example, use more indirect strategies in communication than those of individualistic cultures. Thus, understanding socio-cultural influences is important for the teachers to create an inclusive learning environment respecting cultural differences and promoting effective communication in English.

Norton, B. (2000)

Bonny Norton's 2000 study discusses the concept of investment in language learning, which focuses on how learners' identities and socio-cultural contexts influence their motivation to learn English. Norton maintains that learners' socio-cultural backgrounds, such as gender, class, ethnicity, and nationality, are significant in shaping their attitudes toward English and their investment in language learning. She emphasizes that language learning is not a mere individual cognitive process but a social practice that is influenced by power dynamics and social structures. Norton's work emphasizes the importance of recognizing socio-cultural factors that affect learners' motivation because these factors can either hinder or enhance their progress in learning English.

Lave, J., & Wenger, E. (1991)

Lave and Wenger's 1991 work introduces the concept of community of practice and emphasizes the role of social interaction in learning. They state that language learning, like English, is a social activity that occurs within specific communities of practice, where learners interact with more experienced language users and gradually acquire the

language through participation. Their study points out that the socio-cultural context that learners are in affects their opportunity to practice the language as well as how they use the language in situ. The work of Lave and Wenger underlines the point that learning contexts should be authentic and context-rich environments in which learners can exercise English in authentic social situations.

Canagarajah, S. (1999)

The 1999 work by Suresh Canagarajah addresses the role translingualism plays within language learning, particularly among users from multilingual and multicultural backgrounds. Canagarajah argues that learners do not acquire English as a monolingual entity but more as a tool to maneuver meaning across different linguistic as well as cultural boundaries. His study demonstrates that students rely on their mother tongues and culturally acquired information as tools in making meaning of English. This is a socio-cultural approach which explains how backgrounds of the learners impact them in handling English learning; a lot of the times creating resourceful and innovative solutions that cut across linguistic and cultural boundaries.

Baker, W. (2015)

Wendy Baker's 2015 study discusses the role of global English in language learning, especially in the context of learners from non-English-speaking countries. According to Baker, the growing use of English as a global lingua franca has created new socio-cultural dynamics for English learners. She speaks of how students from other cultural contexts employ the language to communicate with those of other countries and the way this international context has shaped their perception of the language. Baker's contribution brings out the significance of how the socio-cultural aspects of learning English should be realized in a globalized setting, where English is not a foreign language but a channel for international communication and exchange of cultures.

Vygotsky, L. (1978)

Lev Vygotsky's 1978 work on social learning and the zone of proximal development (ZPD) is very helpful when it comes to understanding sociocultural factors that

influence second language acquisition. Vygotsky posits learning as a social process: language acquisition is influenced by the socio-cultural environment wherein a learner is situated, and he emphasizes the significance of social interaction with knowledgeable others, such as teachers, peers, and other family members, in enhancing language skills. Vygotsky's concepts are particularly relevant to the learning of English because learners will often require social support and scaffolding from their community to develop both linguistic and pragmatic competence. His theories highlight the importance of socio-cultural context in shaping language learning experiences.

Duff, P. A. (2007)

Patricia A. Duff's 2007 study focuses on how learners' social identities and cultural backgrounds influence their English learning experiences. Duff argues that learners' social positions, including ethnicity, gender, and social class, shape their engagement with English and their perceptions of the language. Her research shows that learners from marginalized or minority communities often face additional challenges in learning English due to social barriers and stereotypes. Duff's work emphasizes the need for educators to be aware of these socio-cultural influences and to create inclusive classrooms that support learners from diverse backgrounds. She advocates for a more nuanced approach to language teaching that considers the social and cultural factors influencing learners' motivation and success.

Sercu, L. (2005)

Leni Sercu's 2005 work is based on research conducted on how cultural background impacts the learners' perception of foreign language learning, in this case, the learning of English. Sercu looks at the process by which learners with diverse cultural backgrounds face challenges and implications in the learning process of English and how such values affect their approach toward the language. According to Sercu, learner attitudes toward English are national identity, cultural pride, and views about English as a world language. She argues that teachers must be sensitive to the cultural values and norms that learners bring to the classroom in order to create a supportive and

inclusive learning environment. Sercu shows that understanding such socio-cultural influences is important to improve the effectiveness of language teaching.

Matsumoto, D. (1996)

This 1996 research by David Matsumoto is based on cultural differences in language learning, focusing especially on the context of the learning of English as a second language. Matsumoto shows that learners from different cultural backgrounds find it difficult to learn the language because of differences in social behavior, communication style, and cognitive processing. He indicates that, on the one hand, factors such as collectivism and individualism, high-context versus low-context communication, and direct and indirect speech, determine the manner in which learners learn and acquire English. Socio-cultural differences in acquiring pragmatic competence in English have significant implications in the design of curricula by language teachers.

Firth, A., & Wagner, J. (1997)

Firth and Wagner's study in 1997 argues against traditional views of language learning, arguing that language acquisition is a socially situated process, deeply conditioned by the socio-cultural context of the learner. They say that English learning is not a mere acquisition of the language but the process of communicating in it and negotiating social dynamics of communication. Their research shows how socio-cultural background, including learners' experiences with power, identity, and social roles, has a significant impact on their ability to communicate in English. Firth and Wagner argue that there is a need for language education to take into account socio-cultural factors and to center teaching on pragmatic competence, rather than linguistic skills.

Atkinson, D. (2011)

David Atkinson's 2011 study examines the relation between language learning and identity, based on how learners' cultural background influences their perception of themselves and their ways of approaching learning English. Atkinson discusses the idea of cultural identity and how learners' perceptions of their own cultural values and norms interact with the process of language learning. He argues that learners are often

caught between the need to preserve their cultural identity and the pressure to conform to the cultural norms of English. This tension can affect their motivation and success in learning English. Atkinson argues for a language teaching approach that is sensitive to cultural diversity and incorporates learners' socio-cultural identities into the learning process.

Gumperz, J. J. (1982)

John J. Gumperz, in his 1982 work on sociolinguistics, focuses on the context of sociality as an influencing factor in language acquisition. His study discusses how students belonging to different cultures perceive and employ English in diverse contexts. Gumperz elaborates on the code-switching concept, or switching from one language or dialect to another according to the specific situation, and the manner in which this code-switching is affected by socio-cultural factors. His research points to the fact that learners' linguistic proficiency in English is not the prime determinant of their ability to communicate effectively but also by knowing the social cues, cultural expectations, and the social role they play in different settings. Gumperz emphasizes the importance of teaching English language learners not only the rule of grammar but also to know the social functions of the language and its various cultural nuances.

Liddicoat, A. J., &Scarino, A. (2013)

Liddicoat and Scarino's 2013 study on intercultural language teaching, the way sociocultural factors affect pragmatic competence growth among English language learners is their main concern. Hereby, they point out how much more language learning, compared to just the assimilation of grammatical structure, and vocabulary, deals also with learning to act among cultures and understanding what can be socialized via one's use of language. In so doing, the importance of teaching learners to understand and react to cultural differences has highlighted that English learning must entail a focus on intercultural competence. According to Liddicoat and Scarino's work, educators should also introduce socio-cultural contexts into language teaching to promote linguistic as well as pragmatic competence.

Schmidt, R. (1993)

Richard Schmidt's 1993 paper on the role of consciousness in language learning emphasizes how learners' awareness of socio-cultural contexts influences their acquisition of English. Schmidt claims that learners need to be aware of the socio-cultural nuances of language use to communicate effectively in English. He introduces the concept of noticing, suggesting that learners must consciously notice and reflect on the social functions of language in different cultural contexts. Such factors indicate that socio-cultural consciousness, for instance, is absolutely fundamental towards the development of pragmatic competency, and learners must therefore learn not only the linguistic terms applied to English but also other social rules and norms set by communication.

Byram, M. (2000)

Michael Byram discusses intercultural communicative competence in his 2000 study. He believes that ESL learners should not only learn language abilities but also the competence of interacting with speakers from various backgrounds. Byram's study particularly focuses on the socio-cultural aspects of language acquisition in terms of understanding cultural diversity, managing social identities, and adapting to other communication practices. He also explains that learners' socio-cultural background influences how they approach learning the language and how they apply the English in different situations. His work gives a framework of how to put intercultural competence in language teaching, which therefore makes it relevant for socio-cultural influences on learning the English language.

Ellis, R. (2003)

Rod Ellis's 2003 work on second language acquisition focuses on the role of socio-cultural factors in language learning, focusing on the interaction between learners' individual characteristics and the socio-cultural environment. Ellis talks about how the social identities of learners, such as their cultural backgrounds, social status, and previous language experiences, affect the process of language learning. He maintains that the socio-cultural context in which learning takes place influences how learners

acquire both linguistic and pragmatic competence. Ellis's study emphasizes context, which plays a significant role in the learners' choice of language use and implies that there is a need for incorporating socio-cultural factors when creating language teaching materials and curricula.

Block, D. (2007)

David Block's work from 2007 concentrates on the socio-cultural view of language learning by making it through the identity and social positioning lens. Block explains that students' social identities—being ethnic, national, and gender-specific—have created the experiences of learning English. He examines how these socio-cultural factors impact learners' access to language learning opportunities and the ability to use English in appropriately varied social contexts. Block's work underscores the importance of understanding the role of socio-cultural influences in shaping attitudes toward language learning and argues that language teaching should be situated within the social realities of learners' lives.

2.4 Challenges in English Learning at the School Level

Research on English learning at the school level has identified a variety of challenges that students face in acquiring proficiency. *Ellis* (2015) noted that one of the major barriers to effective English learning is the lack of exposure to English outside the classroom. In many educational settings, English is taught as a subject rather than as a tool for communication, leading to a focus on grammar and vocabulary rather than practical language use.

Kumaravadivelu, B. (2006)

Kumaravadivelu's 2006 research looks at the various challenges in teaching English at the school level, focusing on the complexities of communicative language teaching. He asserts that one of the main challenges is the widespread mismatch between the educational practices in many schools and the needs of modern learners. The study points out how the traditional focus on grammar and vocabulary often neglects the development of communicative skills. Kumaravadivelu also argues that teacher

training, in most regions, lacks providing the tools to fulfill the diverse needs of all learners of English, but particularly in multilingual, multicultural classrooms. His effort has been to emphasize changing the teaching methods to a socio-cultural context of the learner in order to overcome these challenges.

Nunan, D. (2003)

In his 2003 study, Nunan discusses the problems learners have in learning English at the school level in non-English speaking countries. These include limited exposure to the language outside of the classroom, lack of motivation, and a general lack of support for learning. He suggests that these elements contribute to poor language acquisition and slow progress in English proficiency. He argues that schools should offer more experiential and interactive language learning opportunities. Schools should shift from traditional textbook-based approaches to more communicative and task-based approaches. The research, therefore, emphasizes the development of opportunities for authentic use of language.

Hinkel, E. (2011)

Hinkel's 2011 research explores the difficulties that arise in teaching English as a foreign language. The research focuses on the difference between the practices of language education and the actual needs of students regarding language. The study identifies several key obstacles, including the lack of qualified teachers, limited resources, and insufficient exposure to native speakers. Hinkel also discusses the difficulty in teaching English to students from diverse cultural backgrounds, where differences in educational systems, linguistic structures, and cultural expectations can hinder effective learning. The study suggests that the challenges require a more holistic approach to teaching, which includes not only linguistic competence but also socio-cultural awareness.

Richards, J. C., & Rodgers, T. S. (2014)

In their 2014 study, Richards and Rodgers explore the challenges of English learning from the perspective of both learners and teachers. Some common identified concerns

have involved less use of language practice, deficient training for teachers, and more focus on rote memorization than on skill to communicate. Richards and Rodgers further argue that it is the failure to grasp that context is important enough for language acquisition that emerges at school level as one of the toughest obstacles in learning English. They stressed that learning languages is dynamic in nature and involves the backgrounds of the learners, their cultural context, and social functions of language.

Tan, L. (2015)

Tan's study of 2015 targeted the challenges faced by learners at the school level while attempting to master English in Southeast Asia. Tan identifies several challenges, including a lack of exposure to English outside the classroom, a mismatch between learners' needs and the curriculum, and the limited use of English in everyday life. The study highlights how these challenges often result in learners' inability to communicate effectively in English, even after years of study. Tan suggests that schools should adopt a more communicative approach to teaching, with a greater focus on speaking and listening skills, and provide learners with more opportunities to interact with native English speakers.

Benson, C. (2005)

Benson's 2005 research looks at the challenges of English language teaching in bilingual and multilingual school settings. She discusses how students from diverse linguistic backgrounds often struggle with English due to interference from their first languages. The study highlights how differences in syntax, phonetics, and vocabulary can create barriers for learners. Benson also points out that the lack of tailored educational resources for multilingual classrooms further exacerbates these challenges. She also suggests developing curricula that will be more inclusive and help to meet the needs of multilingual students, hence promoting the integration of native languages with English learning.

Coleman, H. (2010)

Coleman in her 2010 study explores the problems associated with teaching English in low resource schools, especially in developing countries. The study points out how a lack of resources in the form of textbooks, audio-visual aids, and trained teachers can highly hinder the effectiveness of the teaching of English. The socio-economic factors that fuel these problems are also tackled by Coleman, such as poverty, lack of parental support, and cultural attitudes toward learning in English. She argues that these problems can only be overpowered with a comprehensive policy approach, including investment in teacher training, curriculum development, and resource allocation.

Lantolf, J. P. (2000)

Lantolf's discussion of 2000 draws attention to the cognitive and social difficulties in the second language acquisition at the school level. He discusses a concept known as the Sociocultural theory and has underlined the role that students' social interaction, cultural background, and cognitive development play as determinants in acquiring a new language. According to Lantolf, the significant challenge that learners of the English language at school face is inadequate meaningful interaction and contextualization of learning. He argues that language learners require more opportunities to communicate authentically within their cultural contexts to overcome the cognitive and social barriers to English proficiency.

Sharma, S. (2013)

Sharma's 2013 study focuses on the challenges that school-level learners in rural areas of India face while learning English. The study identifies several key issues, including inadequate training of teachers, lack of access to modern educational tools, and the prevalence of outdated teaching methods. Sharma discusses how these factors contribute to a low level of English proficiency among rural learners. The study recommends the implementation of more interactive and student-centered teaching methods, as well as greater investment in teacher education and technology, to address these challenges.

Krashen, S. D. (1982)

In this seminal work published in 1982, Krashen presents his ideas about the problem of language acquisition, specifically highlighting the issue of input in the acquisition of a second language. He suggests that comprehensible input is what makes learning a language possible, yet school-age learners do not receive enough input in English. Krashen identifies the challenge of limited interaction with native speakers and the lack of real-world use of English as significant barriers to language acquisition. His research emphasizes the importance of creating an immersive environment where learners can interact with authentic language materials and engage in meaningful communication to facilitate language learning.

Ellis, R. (2003)

Ellis's 2003 article discusses the problem of learning grammatical structures of English at the school level. He further highlights the reason for the complexity and variation in the use of English syntax that makes many learners incapable of getting familiar with such grammar structures. He further suggests that traditional grammatical instruction does not consider the needs of communication on the part of the students. Instead, it focuses upon form rather than function. He advocates that grammar should be taught in relation to real-life communication and that the approaches of instruction should emphasize meaning-making over formal rules. The paper also points out the problem of giving effective feedback, especially in large classes.

Swan, M. (2005)

In his 2005 research, Swan looks at the problems in teaching English as a second language in school systems across the globe. He also talks about the widespread problem of negative transfer, where learners transfer rules of the native language to English, making it wrong. Swan states the problems that students face to cope with the intricacies of English vocabulary, pronunciation, and syntax. He also talks about the constraints on teachers in multilingual classrooms as one cannot apply a mass method of teaching English for everyone. The study recommends differentiated instruction to

cater to diverse needs of students and further research in effective teaching strategies for diverse classrooms.

Crystal, D. (2003)

Crystal's 2003 study looks at the global challenges in English learning at the school level, especially in non-native English-speaking countries. He discusses how the global spread of English has created a demand for English education, but this also presents challenges, such as unequal access to quality instruction and resources. Crystal emphasizes the need for a more nuanced approach to English teaching that considers the local linguistic and cultural context. He says that people need to be educated on how to use English, as well as how to work within its cultural undertones-to hear the tone, the politeness, and the register.

Bialystok, E. (2001)

Bialystok 2001 study focused on the cognitive load in SLA with a specific emphasis on the second language: the English. She discusses the role of bilingualism in shaping language learning experiences and the difficulties that bilingual students face in mastering English due to interference from their first language. Bialystok emphasizes that although bilingualism has cognitive benefits, it can also slow down the process of acquiring a second language, especially when educational systems lack the support for bilingual learners. The study advocates for policies that support bilingual education and give students the necessary tools to bridge the gap between their native language and English.

Macaro, E. (2001)

Macaro's 2001 study discusses the challenges of English learning at the school level in terms of language learning strategies. The research focuses on how students approach the learning process and the difficulties they encounter in mastering the language. Macaro highlights that many students struggle with productive skills such as speaking and writing, often due to limited opportunities to practice these skills in meaningful contexts. The study also emphasizes the importance of explicit strategy instruction in

overcoming learning obstacles, suggesting that learners should be taught specific strategies for vocabulary acquisition, grammar usage, and communication.

Brown, H. D. (2007)

In his 2007 study, Brown discusses the challenges in English language learning at the school level, especially in terms of motivation and student engagement. He points out that many students lack intrinsic motivation to learn English, which severely impacts their learning outcomes. Brown identifies several reasons for this, including the perceived difficulty of English, the lack of immediate relevance to students' lives, and the focus on rote memorization. He argues that the English instruction should be more interactive, relevant, and communicative to motivate students to enhance their motivation in learning because they can see the practical implications of learning English.

Tavakoli, P., & Foster, P. (2008)

This study by Tavakoli and Foster in 2008 discusses the problems related to language fluency and accuracy among school-level learners. They discuss how English learners often struggle to balance the development of fluency with accuracy, particularly in speaking and writing. This tension between fluency and accuracy can cause anxiety among students, making them hesitant to use English in real-life communication. The study recommends that the teacher provide a supportive learning environment that encourages students to take risks and use English freely while correcting them to enhance learners' accuracy in language use.

De Keyser, R. M. (2007)

De Keyser's 2007 study explores the difficulties of acquiring English as a second language, especially within the context of formal language instruction. He talks about how students have difficulty in mastering the complex grammatical structures and vocabulary, mainly because instruction focuses too much on the basic components of the language. De Keyser posits that the most effective way to overcome these difficulties is through implicit learning where the student is exposed to the language in

context and internalizes the rules through use. He suggests that language teaching should get beyond explicit grammar instruction and should pay more attention to offering learners rich, contextualized language input.

Pica, T. (2005)

Pica's 2005 research is on the role of interaction in second language learning with a specific emphasis on the English language. She argues that one of the biggest issues in school-level learning of the English language is that there are not enough chances for meaningful interaction in the language. Pica believes that an authentic communication context is in fact what learners need to sharpen their speaking and listening because most schools do not offer real opportunities for this. The study emphasizes the need for creating an interactive classroom environment allowing students to use language when solving problems, and as such, it is task-based, encouraging negotiation of meaning and collaborative problem-solving.

Snow, C. E. (2010)

Snow's research in 2010 addresses the student's challenge of learning academic English at the school level. She has identified a gap of conversational English and the one that would take students through in the academic setting if they were to be good performers. The students who face problems with mastering are complex vocabulary, syntax, and discourse structures in academic use. Snow emphasizes the importance of exposure to academic language during the early years and argues that the schools should have implemented some targeted programs that would focus on the specific language skills required for academic success. This includes reading comprehension, the skills for writing, and comprehension of complex texts.

2.5 The Role of Pragmatics in English Teaching

Although pragmatic competence is increasingly recognized as an essential aspect of language learning, it is often overlooked in traditional English language teaching. *Kasper* (1997) argued that language instructors should integrate pragmatic instruction into their teaching practices to help students understand the subtle differences in

meaning that arise from cultural contexts. This involves teaching students not only the vocabulary and grammar of English but also the social rules governing its use in different communicative settings.

Bardovi- Harlig, K. (2001)

Bardovi-Harlig's study in 2001 emphasizes the use of pragmatics in English teaching, which holds that language learners require more than grammatical competence for the effective use of the language. She argues that pragmatic competence enables learners to comprehend and appropriately use the language in different social and cultural settings. The study discusses some challenges that English teachers have while integrating pragmatic instruction into the curriculum. According to Bardovi-Harlig, instructors should not only teach the students grammatical rules but also how to use language appropriately in real situations such as greetings, apologies, and requests. The research calls for explicit pragmatics instruction, especially for non-native learners, who are not familiar with the cultural nuances of the target language.

Kasper, G., & Rose, K. R. (2002)

Kasper and Rose's 2002 research examines the role of pragmatics in second language acquisition, focusing on how pragmatic skills can be taught in English language classrooms. The study argues that pragmatic competence is an essential component of communicative competence, yet often neglected in traditional English teaching. The authors suggest that a focus on pragmatics can improve learners' ability to understand implied meanings, manage conversations, and handle various speech acts, such as requests and refusals. They point out that the teaching of pragmatics should be based on knowledge of both language use and cultural norms and include both explicit instruction and contextualized practice opportunities.

Taguchi, N. (2009)

Taguchi's 2009 study explores the role of pragmatics in English teaching and its impact on language learners' communicative competence. The research emphasizes that learners who possess strong pragmatic skills are better able to navigate complex

social interactions in English. Taguchi discusses how pragmatics influences the way learners interpret and produce speech acts, such as making requests or offering suggestions. This research further implies that English teachers should implement pragmatic instruction in their curricula through the provision of real-life examples to the students and encouragement of practicing the use of the language in situ. Moreover, Taguchi proposes the involvement of cross-cultural communication in teaching the English language as it provides an understanding of the linguistic use variations among cultures.

Crystal, D. (2003)

Crystal's work of 2003 focuses on how pragmatics are a crucial aspect in teaching the English language, especially when global communication is involved. He elaborates that English is no more a native language but the lingua franca used as a means of communication in various linguistic and cultural differences between people. Consequently, pragmatic competence becomes very fundamental for learners to interact successfully in an intercultural way. Crystal suggests that English teachers should include pragmatics in their teaching, by discussing politeness strategies, indirectness, and the use of humor in various cultural contexts. He also points out the importance of teachers' consciousness of learners' cultural background while teaching pragmatics.

Thomas, J. (1983)

The 1983 study of Thomas on pragmatics in second language teaching deals with the gap between linguistic competence and pragmatic competence. She says that despite proficiency in the use of grammar and vocabulary, a language learner may not succeed in using language for the purposes of society, such as turn-taking, politeness, and speech acts. Thomas recommended that teachers pay attention to both the linguistic and pragmatic dimensions of language in the classroom so that learners could communicate effectively in different social situations. The research emphasizes the importance of pragmatic awareness and skill, especially in cross-cultural communication, since learners might not be aware of the cultural norms of language use.

Bardovi- Harlig, K., & Hartford, B. (1993)

Bardovi-Harlig and Hartford looked into the role of pragmatics in English language teaching in their 1993 study, focusing on speech acts such as requests, apologies, and refusals. The study shows that learners have difficulty in the performance of speech acts in English because they are unaware of the subtle cultural variations in language use. The authors suggest that explicit teaching of pragmatics can help learners understand the underlying social rules governing these speech acts. They stress that teaching pragmatics should be done by exposing learners to authentic language use and giving them opportunities to practice these skills in real-life contexts.

Eslami- Rasekh, A. (2005)

Eslami- Rasekh's 2005 study explores the role of pragmatics in EFL classrooms by focusing on how pragmatic competence can facilitate learners' communicative ability. The study argues that pragmatic instruction is of crucial importance for learners to succeed in both formal and informal communication. Eslami- Rasekh explores the challenges of implementing pragmatics by EFL teachers, specifically within contexts where English is not the dominant language. The research recommends that teachers should give explicit instruction to the students on pragmatic norms and also provide them with opportunities to practice these skills in authentic settings, like role plays and simulations.

House, J. (1996)

House's 1996 study on pragmatics in the teaching of the English language points out that communication is not only the act of conveying information but also of managing relationships and social interactions. This research holds that learners who do not know the pragmatic nature of language may misinterpret messages or even offend their interlocutors. House discusses how teaching pragmatics can help learners understand how to adjust their language based on the social context, the relationship with the listener, and the cultural norms of the target language. The study emphasizes the need to include pragmatic instruction in the teaching of English to better equip students for real-life communication.

Liddicoat, A. J., & Scarino, A. (2013)

Liddicoat and Scarino's 2013 research explores how pragmatics can be included in English language teaching, arguing that pragmatic competence is essential for learners to communicate appropriately in different social settings. It points out that mastering pragmatics is one thing which enables learners to use language appropriately in all kinds of situations: from making requests and offering advice to apologizing. Teaching pragmatics, therefore, should be an integral part of communicative language teaching where the learner is encouraged to take part in authentic communication, as well as to reflect on the social functions of language.

Bialystok, E. (1990)

Bialystok's 1990 research examines the role of language learning and its contribution to cognitive development, particularly pragmatic components in second language acquisition. The research reveals that there is a direct association of pragmatic competence with such higher-order cognitive processes as taking perspective, problem solving, and social reasoning. Teaching pragmatics improves students' capacity to make inferences that go beyond literal interpretation of meaning. The research will also touch on how cultural backgrounds impact learners' pragmatic understanding and how teachers can bridge these gaps in class by providing a pragmatic opportunity for interaction and reflection.

Kern, R. (1994)

Kern's 1994 research explores the role of pragmatics in English language teaching, with a focus on how teaching pragmatic competence can enhance learners' ability to understand and use language in socially appropriate ways. The research highlights that learners require more than just grammatical knowledge to communicate effectively; they also need to be aware of cultural norms, politeness strategies, and conversational dynamics. Kern recommends that teaching pragmatics should not be treated as an add-on but should be incorporated into the curriculum like other traditional components of language, such as grammar and vocabulary. The study supports the use of authentic materials, such as films and real-life conversations, in teaching pragmatic concepts.

Schauer, G. A. (2009)

Schauer's 2009 study explores how learners acquire pragmatic competence in a second language, particularly in English. The research highlights that pragmatic competence is essential for learners to avoid misunderstandings and to participate effectively in conversations. Schauer discusses how English language teachers can teach pragmatics by using a combination of explicit instruction and opportunities for practice in realistic communication situations. The study also discusses how the cultural background of learners affects their understanding of pragmatic rules and that teaching strategies should be devised with this difference in mind to enhance communication skills.

Cohen, A. D. (1996)

Cohen's 1996 work focuses on the importance of pragmatic instruction in second language learning. The study highlights that pragmatic competence is necessary for learners to engage in effective communication and avoid communication breakdowns. Cohen discusses the pragmatic problem of language learners and elaborates on the issue by describing speech acts, politeness, and cultural norms in relation to them. This study emphasizes the use of explicit teaching of pragmatics and advises the teacher to use real-life examples and role-playing in front of the class in order to practice pragmatic skills for authentic contexts.

Bardovi- Harlig, K., & Dornyei, Z. (1998)

The 1998 research by Bardovi-Harlig and Dornyei explores the role of pragmatics in the acquisition of second language communication skills. It shows that students who master both grammatical and pragmatic aspects of language are likely to succeed in real-world communication. The authors recommend that the teacher of English should work on the formal aspects of language-the grammar and vocabulary-and the functional aspects of language-the pragmatic competence-for a fully communicative result. In addition, the article covers the difficulties in the teachers' minds regarding the incorporation of pragmatics in the language curriculum and some practical teaching approaches, like the use of authentic texts and the giving of opportunities to the learners to reflect on their own language use.

Matsumura, K. (2001)

Matsumura's 2001 study discusses the role of pragmatics in teaching the English language, especially focusing on how learners acquire the ability to use language appropriately in various social contexts. The research highlights that pragmatic competence is crucial for learners to understand how to adjust their language according to the context, audience, and purpose of communication. Matsumura suggests that explicit instruction should be supplemented with opportunities for learners to engage in authentic interaction. The study also discusses how cultural differences affect pragmatic competence and recommends that teachers incorporate cross-cultural comparisons into their teaching to enhance learners' understanding of pragmatic norms.

Nakayama, M. (2008)

Nakayama's 2008 research focuses on the role of pragmatics in teaching and learning English, which emphasizes the importance of teaching learners to understand the social and cultural dimensions of language use. The study underlines that learners often face challenges in understanding the implicit meanings behind words and phrases, especially when these meanings are shaped by cultural and social contexts. Nakayama also recommends that pragmatic rules be explicitly taught to the English teachers, such as politeness strategies and indirectness, and give students practice opportunities in real-life communication. The study also explains how pragmatics instruction can lead to improved communication and reduced misunderstandings in intercultural communication.

Holtgraves, T. (2002)

Holtgraves in his 2002 book analyzed the relationship between language and the social context of communication as determined by pragmatic competence about the way speakers communicate with varying situations. The thesis maintained that pragmatic competence enables a learner to understand the dynamics of language in interactions about politeness, face-threatening acts, and use of indirect language. Holtgraves suggests that English teachers should emphasize the social functions of language and provide learners with tools to understand and use these functions effectively. The study

also recommends that teachers use a range of teaching methods, including role-play and discussion, to help learners develop pragmatic competence.

Yuan, Y. (2001)

Yuan's 2001 study talks about the development of pragmatic competence in the English language, especially through the speech acts made in a request, apologies, and compliments. While this study stresses the central importance of pragmatic competence within the general framework of meaningful communication, it helps users achieve many social functions skillfully. Yuan indicates to the teacher that teaching English language learners must focus both form and function, bringing the grammar and pragmatic teaching methods together. Another reason, from which importance of cultural awareness is learned in pragmatic teaching, learners need to understand the culture in which speech acts take place.

Dewey, D. P. (2004)

In Dewey's 2004 research, he delves into the role that pragmatics plays in foreign language education, focusing on the way pragmatic competence affects how learners can interact in realistic communicative situations. Emphasis by the study is drawn on developing linguistic competence accompanied by pragmatic awareness to fulfill the demand for effective communication. Pragmatic Instruction Dewey stresses that an English teacher must include such pragmatic instructions within the instructional curriculum to allow the children to acquire skills through appropriate role-playing, case studies and discussions related to everyday life cases. Further, the same research focuses attention on drawing learners' cultural awareness and enhancing their abilities in adapting and using appropriate language according to the situations.

Searle, J. R. (1969)

This article by Searle deals with the way in which people use language to create acts, such as when they make requests, issue orders, or even give promises. This directly contributes to the English language teaching environment, especially when teaching pragmatics. His work clearly shows that there is need to understand the social function

of language and how speech acts are used in various places. He argues that teaching pragmatics requires a focus on both the linguistic structures used in speech acts and the social conventions that govern their use. This foundational theory has influenced many subsequent studies on the role of pragmatics in language learning and teaching.

2.6 Gaps in the Literature

While there is substantial research on language learning and pragmatic competence, there is a lack of focused studies on how pragmatic competence is taught and assessed at the school level, particularly in non-native contexts. Existing studies tend to focus on university students or adult learners, with limited research on school-level students' ability to use English pragmatically.

Additionally, there is a need for more research on the socio-cultural factors influencing English language learning in different regions, especially in non-Western educational contexts. The majority of studies on socio-cultural influences have focused on developed countries, and more research is needed to understand how socio-cultural norms in countries like India, China, or the Middle East affect students' attitudes toward English and their learning strategies.

Finally, while there is a growing awareness of the importance of pragmatic competence in language learning, more studies are needed to explore effective teaching strategies for incorporating pragmatics into the school curriculum. Research that examines both teachers' and students' perspectives on pragmatic instruction would be valuable in developing best practices for language teaching.

Chapter 3

RESEARCH METHODOLOGY

This chapter will provide a detailed guide to the research methodology applied in this study, which investigates the learning ability of English among school-level students with a specific focus on pragmatic competence. The nature of the research calls for establishing a clear and systematic approach to data collection, sampling, and analysis that will ensure the reliability, validity, and overall credibility of the findings.

This chapter explains the research design, which basically deals with the design or plan of a study. It consists of the rationale for descriptive research design as well as for using the quantitative approach. This allows a full exploration of the already existing phenomenon-the process of learning English language at the school level, with specific interest in the role pragmatic competence plays. The intention behind this design is to paint an authentic picture of students' skills, problems, and opinions on their learning of the English language, while also indicating pragmatic knowledge as a point of relevance in their language acquisition.

Next, the chapter explores the population and sampling techniques. The population comprises school-level students from a variety of public and private schools specifically aged between 12 and 16 years since this is the stage of critical language acquisition and pragmatic development. The technique applied in the use of stratified random sampling to make sure the sample chosen was representative of the whole population. Stratification took place with school type, socio-economic backgrounds, and gender in consideration for selection into the sample size.

Data Collection Methodologies

This section gives the procedure used to collect the data. The structured questionnaire is the primary source of data gathering, with both open-ended and closed-ended questions. This provides both quantitative and qualitative information about the

students' perception of learning English and their awareness of pragmatic competence. The questionnaire mainly aims to gather key information regarding demographics, students' perception of learning English, and their challenges in acquiring pragmatic knowledge. To the above surveys and observations of classroom life, English teachers are also interviewed as sources of data. These supply professional voices regarding the instruction of pragmatics, where and in what settings, and language learning can be achieved or not by such instruction.

Moreover, descriptions of the procedures used to analyze the collected data for this study. The quantitative data gathered from the questionnaire is analyzed using descriptive statistics to summarize trends and patterns, while inferential statistics are used to explore relationships between variables, such as socio-economic background and students' pragmatic competence. For the qualitative data, thematic analysis is employed to identify recurring themes or patterns in the responses from open-ended questions, classroom observations, and teacher interviews. This approach helps to better understand factors that influence the learning of English and shows particular challenges in pragmatics.

Ethical considerations are part of the research process, and the chapter outlines the steps taken to ensure that the study adheres to ethical guidelines. Informed consent is sought from all participants, ensuring that they are fully aware of the purpose of the study, their role in it, and their rights as participants. Participants are assured of confidentiality and anonymity, and they have the option to withdraw from the study at any time without any consequences.

The chapter ends by discussing the limitations of the study. Because the research intends to offer a comprehensive analysis, its findings are understood to be influenced by various constraints, including the limited geographic scope of the study, reliance on self-reported data, and biases in observations of classrooms. Despite all these limitations, the methodology designed is to capture the intricate nature of learning English for school-level students and pragmatic competence.

In summary, this chapter outlines the research methodology in a comprehensive manner, thus giving a clear framework for understanding how the study was conducted. The approach combines both quantitative and qualitative methods to ensure a holistic and reliable examination of the learning ability of English among school-level students, with a focus on pragmatic competence. This methodological framework is designed to produce meaningful insights that can contribute to the development of more effective teaching strategies for enhancing pragmatic competence in English language learners.

3.1 Research Design

The research design is the blueprint for the entire research process, guiding the data collection, analysis, and interpretation. For this study, the research design is descriptive and quantitative, with an integrated qualitative approach to provide a well-rounded understanding of the learning abilities of English among school-level students, focusing particularly on pragmatic competence. This design is based on the nature of the research problem, which seeks to explore and describe the current state of pragmatic competence in language learning rather than manipulate variables or establish causal relationships.

3.1.1 Descriptive Research Design

This research design is descriptive in nature since it allows the researcher to systematically collect and analyze data to describe phenomena as they exist in their natural settings. The design is of great use when the intention is to provide a holistic picture of students' learning abilities in English at school level, focusing on understanding the role of pragmatics in language acquisition. A descriptive research does not change the variables under study and try to control them; however, it observes, records, and analyzes the features or behavior of a selected sample of students.

This design is appropriate as it allows the comprehensive analysis of factors that could affect a student's proficiency in the English language, including socio-cultural influences, teaching methods, and pragmatic knowledge. It helps to identify the

patterns, trends, and relationships within the variables studied and gives an accurate account of the factors affecting English learning.

3.1.2 Quantitative Approach

As the aim of this research is to assess the correlation between pragmatic competence and various factors, namely socio-cultural background, methods of teaching, and exposure to the English language, the method used is quantitive. The quantitative methodology relies on the gathering of data which is numerical to measure attitudes, behaviors, and all other measurable components concerning learning an additional language such as English.

For the aforementioned reasons, the following will describe the use of a quantitative approach:

Objectivity: The approach collects unbiased data since the perceptions or biases of the researcher cannot influence it.

Statistical Analysis: Statistical packages are used in the statistical analysis of the data from students, teachers, and direct classroom observations, so insight into the level of prevalence of pragmatic competence with relation to other factors might be obtained.

Generalizability: Since proper sampling techniques are used, generalizations can be made toward a larger population of students in schools, making results applicable across different educational settings.

3.1.3 Mixed Method Approach

The primary research design is quantitative, but mixed methods are integrated into the study to give a more holistic view of students' pragmatic competence and their learning of the English language. Qualitative data are integrated mainly through open-ended survey questions, classroom observations, and teacher interviews. This qualitative and quantitative method allows for triangulation of data, making the results more reliable and deeper in understanding the complex factors involved in learning English.

Qualitative Data: Open-ended questions in the questionnaire and also in the interviews with both teachers and students will reflect attitudes, experiences, and perceptions towards learning English language and pragmatic competence. From the classroom observations, ideas on the teaching strategies in which pragmatics have been integrated will be learned.

Quantitative Data: The closed-ended questions from the questionnaire will provide numerical data that can be analyzed for the degree of pragmatic competence, students' language, or other factors.

3.1.4 Cross-Sectional Study

This study employs a cross-sectional research design, meaning that data will be collected at one point in time from a sample of school-level students. The objective is to capture a snapshot of the current status of English learning and pragmatic competence across a broad student population. A cross-sectional study is suitable for this research as it allows for an analysis of the existing conditions without requiring long-term tracking of participants.

3.1.5 Rationale for Research Design Choice

The choice of a descriptive, quantitative, mixed-method design is based on the following considerations:

Exploratory Nature of the Study: This study aims to explore learning abilities in English at school level with a special focus on pragmatic competence. Pragmatic competence is one of the relatively less explored areas in the context of English language learning in schools. Therefore, the best design for capturing the status of this competence is a descriptive design.

The study shall look into patterns, relationships, and statistical correlations with respect to various factors determining pragmatic competence. Quantitative methods provide the tools that would be needed to run such analysis efficiently and with precision.

Rich Data Gathering: The mixed-methods approach ensures that the study captures both the measurable aspects of language proficiency and deeper, more subjective aspects of a student's experience with pragmatic learning.

3.1.6 Limitations of the Research Design

Although the selected research design has a lot of strengths, it also has some limitations:

Cross-Sectional Nature: Since data is collected at a single point in time, it is not possible to track changes over time or establish causal relationships between variables.

Self-reported data: The self-report data from the students and teachers may lead to some bias, like social desirability bias, whereby the participants might give responses they think are desirable or expected.

Limited scope for in-depth exploration: While the qualitative data will certainly give insights, the interviews and classroom observations carried out on a limited scale would not necessarily capture the pragmatic competence development in depth across many teaching contexts.

3.2 Population and Sample

This section explains the population and sampling techniques used in the study. The population is all the individuals from whom the sample is to be selected, and the sample refers to the subset of individuals selected to be studied. This section clearly describes how participants are chosen, what sampling method has been employed, and the features of the sample so that the results of the study can be generalized to a larger population.

3.2.1 Population

The population for this study is school-level students from different public and private schools. The study focuses on the age range of 12 to 16 years since this is the critical

age for language acquisition and pragmatic competence development. This age group represents the students of secondary education, usually covering grades 6 through 10 in the Indian education system or equivalent grades in other countries.

The study will collect data from a diverse group of students to ensure that the results are representative of various socio-cultural backgrounds, school types (public and private), and geographical regions. The students will be from both urban and rural areas to capture the variation in educational resources, teacher expertise, and exposure to English.

3.2.2 Sampling Techniques

Stratified random sampling is used to ensure that the sample is representative of the broader population. Through stratified sampling, subgroups or strata can be distinguished within the population on the basis of key characteristics, which might include type of school, socio-economic background, gender, and geographic location; from each stratum participants are randomly selected. Because the different subgroups that may exist in the sample would be adequately represented, stratification makes it possible to approximate more accurately the population with higher precision.

3.2.2.1 Stratification Criteria

The following criteria are used for stratification:

School Type: The study will encompass both public and private schools to take into consideration variations in resources, teaching methods, and curriculum.

Socio-Economic Status (SES): The students are divided into three SES categories: low, middle, and high. The stratification helps determine how socio-economic factors can influence the learning of English and pragmatic competence among students.

Geographic Location: The study includes both urban and rural schools. Urban schools often have better access to resources and exposure to English, whereas rural schools may have limited exposure.

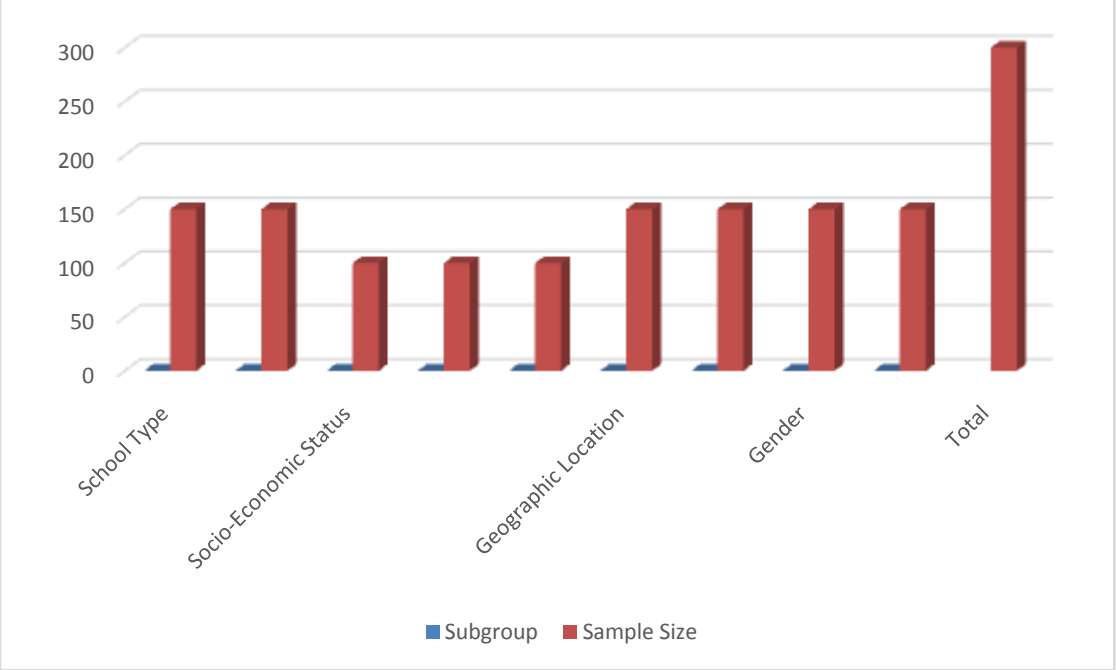
Gender: The study ensures gender balance to identify any gender-specific trends in pragmatic competence and language learning.

3.2.3 Sample Size

The sample size is determined by statistical power analysis to ensure that the study has enough power to detect significant differences and relationships. Based on typical guidelines for survey research and the available population, the sample size is set at 300 students. This is considered a minimum number of students for generalization to the broader population. The sample size is large enough to provide a reliable estimate of students' learning abilities in English and their pragmatic competence. However, it is small enough for data collection and analysis.

The breakdown of the sample size is presented below:

Stratum	Subgroup	Sample Size
School Type	Public Schools	150
	Private Schools	150
Socio-Economic Status	Low SES	100
	Middle SES	100
	High SES	100
Geographic Location	Urban Schools	150
	Rural Schools	150
Gender	Male	150
	Female	150



The sample size of 300 will be large enough to provide adequate representation across all strata, thereby permitting meaningful analysis of differences between subgroups and generalization of the findings to the larger population of school-level students.

3.2.4 Sample Selection Process

The process of selecting the sample involves the following steps:

A list of schools, including those in both public and private sectors, from the geographic region under consideration: urban and rural areas is prepared. Schools are identified on the basis of willingness to participate in the study.

Stratification :The criteria involved; like kind of schools, SES, geographic, and gender of students create subgroups. This therefore ensures that the sample be diverse and representative of many influencing factors there may be on the given students' abilities to learn English and pragmatic competence.

Random selection: From each of the identified strata, a random selection of students is done. This is to ensure that every member of the population has an equal probability of being selected for the study.

Informed Consent: From these participants selected from the sample, informed consent is obtained from students with the involvement of parents and guardians in cases where subjects are minors. Thus, respondents' privacy, their rights to make informed decisions in a process, and voluntarism shall be assured.

3.2.5 Inclusion and Exclusion Criteria

For the validity of study focus, the study stipulates these inclusion and exclusion criteria. Thus,

Inclusion criteria:

Students aged 12-16 years, and studying at the secondary-level education (grades 6-10).

Students who have basic English proficiency in their school's curriculum.

Students from both private and public schools belonging to different socio-economic groups and geographical areas.

Exclusion Criteria:

Students with any kind of language impairment/disability that could hamper their participation in the research.

Students who are not learning active English as part of the school curriculum.

Students who decline to give consent to participate in the research.

3.2.6 Ethical Considerations

Ethics play a very key role in the sampling stage. The following are some of the guidelines regarding ethics that are employed;

Informed Consent: All the participants; be it the students or the teachers are given information that details the purpose, methods and all possible risks from the study.

Students' parents or guardians are also required to sign written consent in applicable cases.

Confidentiality and Anonymity: All data obtained from the students, teachers, and schools will be kept confidential. Personal identifiers will be removed or coded to maintain anonymity.

Voluntary Participation: Participation in the study is strictly on a voluntary basis, and the students have a right to withdraw at any time without any form of consequence.

Non-Harmful Procedures: The study ensures that no participant suffers any physical or psychological harm during or after the data collection process.

3.2.7 Limitations of Sampling

Although the sampling strategy is representative, there are some limitations to be mentioned:

Geographic Limitation: The study is being conducted in a particular geographical region. Therefore, the findings may not represent the learning abilities of students in other regions or countries with different educational systems.

Self-Reported Data: Since the data collection relies partly on students and teachers' self-reports, there is likely to be some bias related to social desirability or inaccurate reporting.

Accessibility of Participants: Access to schools and access to students may be limited through time constraints, school policies, or student availability which could influence the representativeness of the sample.

3.3 Data Collection Methods

The data collection methods used in this study are carefully selected so that comprehensive and reliable data will be gathered from students, teachers, and relevant educational stakeholders. The data collection process is designed to capture

information on students' English language learning abilities, their pragmatic competence, and the socio-cultural and educational factors that influence these skills. The following section discusses the different methods used for data collection, such as surveys, interviews, classroom observations, and tests.

3.3.1 Overview of Data Collection Methods

The primary data collection methods used in this study include:

1. Surveys/Questionnaires
2. Interviews
3. Classroom Observations
4. Pragmatic Competence Tests

Each of these methods serves a specific purpose in addressing the research questions and objectives, enabling a well-rounded understanding of the factors influencing English learning and pragmatic competence in school-level students.

3.3.2 Surveys/Questionnaires

Surveys are the most common methods employed for data collection in research about education. In this investigation, a structured questionnaire is utilised to collect quantitative information from students regarding their socio-cultural background, language learning experience, and perceptions related to English language education. This survey is designed with an intention to capture most diverse information regarding students' exposure to the English language, their motivation to acquire proficiency in the language, available resources, and issues or challenges they face when learning English.

3.3.2.1 Survey Design

The survey is a mix of closed-ended and open-ended questions, which will allow the researcher to analyze the survey both quantitatively and qualitatively. It is structured to cover English learning and pragmatic competence areas, including:

Demographic: Age, gender, socio-economic status, school type, and location

English Learning Experiences: Frequency and context of using English, access to any English resources, quality of instruction in English.

Pragmatic Competence: Being conscious of social language use, appropriate in various contexts and cognizant of cultural variation in English.

Barriers to Learning: Socio-cultural barriers, lack of resources, and teacher competence as a barrier to the acquisition of English.

3.3.2.2 Distribution of Survey

The survey will be distributed to all the students in the sample during their regular school hours. To ensure high response rates, the surveys will be administered by trained research assistants who will explain the purpose of the study and guide them on completing the survey. The time taken to complete each survey is estimated to be approximately 20-30 minutes.

A pilot study will be performed on a small sample of students to test the reliability and clarity of the survey items. After feedback from the pilot study, appropriate adjustments to the questionnaire will be done before the actual data collection is started.

3.3.2.3 Analysis of Survey Data

The data collected from the surveys will be processed in a quantitative way, making use of the SPSS or Excel software package for statistical processing. The answers will be presented through descriptive statistics, and inferential statistics will be used to evaluate any associations between the variables (e.g., socio-economic status, type of school, and pragmatic competence).

3.3.3 Interviews

The interviews can offer in-depth qualitative data from the students, teachers, and school administrators. The interviews are to explore the participants' perceptions, experiences, and insights into the process of learning the English language and the role of pragmatic competence in language acquisition.

3.3.3.1 Interview Design

Semi-structured interviews are used, which mean that they contain both fixed questions and follow-up questions following a participant's response. It allows the interviewer to take a particular issue further in depth while ensuring that everything relevant is covered.

Students' English Learning Journey includes challenges, motivations, and the role of teachers and parents in language acquisition:.

Teachers' Perception of Pragmatic Competence: Attitude towards teaching pragmatics and how it can be infused in the English curriculum.

Cultural and Socio-Economic Factors: Student backgrounds influence their learning of the English language and pragmatics.

3.3.3.2 Interview Procedure

Interviews will be conducted in a quiet controlled setting to avoid distractions and for privacy. Each interview will take about 30-40 minutes, which will be audio-recorded, with the participants' consent, to allow for later transcription and analysis.

A sampling of 30 students (10 from each stratum: urban, rural, public, and private) will be selected for interviews. Additionally, 10 English teachers and 5 school administrators will also be interviewed to gain their perspectives on English learning and pragmatic competence.

3.3.3.3 Interview Data Analysis

The data collected from the interviews will be analyzed using thematic analysis, which involves identifying and interpreting patterns and themes across the interview transcripts. This qualitative approach will help uncover deeper insights into how socio-cultural factors influence English learning and the development of pragmatic competence.

3.3.4 Classroom Observations

Classroom observations are an essential method of knowing how the students use English in the context of learning in real-time. The researcher will observe in real-time how students handle English and hence, based on observation, the student's interaction pattern, their pragmatic skills, and teachers' methods can be analyzed.

3.3.4.1 Observation Design

The observations will be non-participant where the researcher will not take any part in the activities taking place in the classroom, but focus will be drawn on:

How the use of English is deployed in the classroom interactions.

Teaching strategies employed to enhance the pragmatic competence.

Level of students' engagement and involvement in the activities in English.

Social relationships in the classroom, for instance, student-student interaction and teacher-student relationships.

3.3.4.2 Process of Observation

A total of 10 classroom sessions will be observed, 5 from urban schools and 5 from rural schools. The researcher will attend these sessions for a period of 60-90 minutes each. Detailed field notes will be taken during the observations, capturing key aspects of student behavior, language use, and classroom dynamics.

3.3.4.3 Data Analysis of Observation

Qualitative analysis of the observation data. The field notes will be coded and categorized according to themes on language use, pragmatic competence, and classroom dynamics. This will shed light on how students learn English in a real classroom and how their pragmatic ability is developed through interaction and instruction.

3.3.5 Pragmatic Competence Tests

To measure the pragmatic competence of the students directly, a pragmatic competence test will be conducted. The test will check the pragmatic ability of the students in terms of using language appropriately in different social contexts and also their understanding of politeness, formality, and cultural nuances in English.

3.3.5.1 Test Design

The pragmatic competence test will include tasks such as

Role-plays: The students will take the role of simulated conversations for different situations in which they choose correct language usage, including their level of formality with other participants.

Multiple choice: Multiple-choice tests of understanding the appropriate usage among social contexts.

Discourse completion tasks: An almost completed dialogue is handed out, and the rest was requested from the respondent according to their appropriacy choice.

3.3.5.2. Actual Testing

The test will be administered in a controlled environment, and clearly given instructions to the testees. The test can be answered within 30-40 minutes.

3.3.5.3 Test Data Analysis

The test taker's results will be analyzed quantitatively wherein scores will be given with regard to the accuracy of appropriateness of responses made by the student. A cut-off score will be set to further classify the students as falling under the categories of being high, medium, and low pragmatic competence.

3.3.6 Summary of Data Collection Methods

To summarize the data collection methods, the following table outlines each method, its purpose, and the participants involved.

Data Collection Method	Purpose	Participants	Duration
Surveys/Questionnaires	To collect broad, quantitative data on students' English learning experiences and pragmatic competence.	300 students (from all strata)	20-30 minutes per student
Interviews	To gather in-depth qualitative data on perceptions, experiences, and socio-cultural influences.	30 students, 10 teachers, 5 administrators	30-40 minutes per interview
Classroom Observations	To observe real-time language use and classroom dynamics.	10 classrooms (5 urban, 5 rural)	60-90 minutes per session

Pragmatic Competence Tests	To assess students' pragmatic competence in real-life social contexts.	300 students	30-40 minutes per student

These methods ensure a robust and comprehensive approach to data collection, allowing for both in-depth qualitative insights and statistical analysis. The combination of surveys, interviews, observations, and tests provides a holistic view of the factors that influence English learning and pragmatic competence among school-level students.

3.4 Data Analysis

Data analysis is one of the important stages of research. The process enables the researcher to obtain meaningful insights from the data collected. For this study, the methods used for data analysis correspond with the objectives of the research and research questions in ensuring that the findings are valid and reliable. The detailed data analysis procedures on both quantitative and qualitative data obtained from surveys, interviews, classroom observations, and pragmatic competence tests are presented in this section.

3.4.1 Quantitative Data Analysis

Statistical techniques will be applied in analyzing the quantitative data that will be collected through the pragmatic competence tests and the questionnaires administered to students. The intention of the descriptive statistics analysis is to examine the pattern, relationships, and differences in students' English proficiency, pragmatic competence, and socio-cultural factors influencing their learning experience.

Summary of the demographic data and key variables will be made through the use of descriptive statistics. This includes measures of central tendency such as mean, median,

mode and measures of variability such as standard deviation and range. Descriptive statistics will be able to give an overview of the distribution of responses in terms of students' socio-economic background, exposure to English, and their pragmatic competence levels.

Mean: It calculates the average responses for each survey item.

Standard Deviation: To measure the variability or spread of responses.

Frequency Distribution: To understand the distribution of responses for categorical variables like gender, school type (urban/rural), and socio-economic status.

3.4.1.2 Inferential Statistics

Inferential statistics will be applied to test hypotheses and establish relationships between variables. The specific statistical tests used depend on the nature of the data and the research questions. Some of the key inferential statistical methods include:

Chi-Square Test: To see the relationship of categorical variables, for instance, socio-cultural factors may have on pragmatic competence: socio-economic status, school type.

T-test: To compare the means for two groups, for instance, differences in pragmatic competence between students from urban areas and those from rural, or between public and private school.

Analysis of Variance (ANOVA): This is used to compare means across more than two groups (for example, when students from different socio-economic backgrounds or language proficiency levels are being compared).

Correlation Analysis: This helps in establishing the strength and direction of relationships between variables; for example, socio-cultural influences and pragmatic competence are correlated.

3.4.1.3 Statistical Software

The quantitative data collected shall be analyzed using statistical softwares like SPSS and Excel. These softwares are efficient tools to present large datasets and produce accurate statistics. In addition, representations in the form of graphs, bar charts, pie charts, and histograms, will be used to draw the findings in an intelligible manner.

3.4.2 Qualitative Data Analysis

The qualitative data gathered from interviews and classroom observations will be analyzed using thematic analysis. Thematic analysis helps identify, analyze, and report patterns (themes) within the data and provides deeper insights into the participants' experiences, perceptions, and socio-cultural influences on English language learning and pragmatic competence.

3.4.2.1 Thematic Analysis

Thematic analysis involves several steps:

Familiarization with Data: Interview transcripts and observation notes will be read multiple times to fully understand the data.

Coding: The key phrases, sentences, or sections of text will be underlined and coded as relevant to the research questions. The codes are descriptive and reflect the general ideas or concepts of what the participants were referring to.

Theme generation: the codes will be categorized under more general themes that denote the emergent patterns or ideas. For instance, themes would be "Challenges in English Learning," "Role of Teachers," "Socio-Cultural Influences," or "Pragmatic Competence Development."

Theme validation: the themes will be analyzed for their coherence and distinctiveness. Duplicates and overlapping themes will be collapsed or rephrased.

Defining and Labeling Themes: Each theme will be clearly defined and a name will be given to it which captures the essence of the theme.

Writing the Analysis: The final analysis will be written up in which the findings will be documented, illustrating the themes using quotes and examples from the data.

3.4.2.2 NVivo Software

To analyze qualitative data, NVivo software can be used for data analysis. NVivo provides the means to systematize and code qualitatively collected data. This promotes easier management of data and the extraction of themes and patterns. These programs also allow the implementation of word clouds, mind maps, and graphs toward the visualization of findings.

3.4.3 Combination of Both Quantitative and Qualitative Data

Since the data collection in this study involves both quantitative and qualitative approaches, an integrated approach will be adopted for data analysis. Triangulation of both the quantitative and qualitative findings will help provide a comprehensive understanding of the research questions. For instance:

The pragmatic competence test scores from the quantitative analysis will be complemented by insights gained from interviews to explain why some students are performing better than others.

Sourced data from surveys and interviews allow for deeper examination of each socio-cultural factor, resulting in better insights into each factor and their impact upon learning, especially when relating to experiences, towards using the English language.

The use of both of these sources enhances the legitimacy and validity of the entire study as both types yield multifaceted insight about the same phenomenon.

3.4.4 Data Triangulation

To ensure the validity and reliability of the findings, data triangulation will be used. This involves cross-checking information from different sources and methods. For example:

Survey data will be cross-referenced with interview responses to confirm the consistency of students' perceptions of their English learning experiences.

Classroom observations will be compared with pragmatic competence test results to explore how classroom dynamics and teaching methods affect students' ability to use English pragmatically.

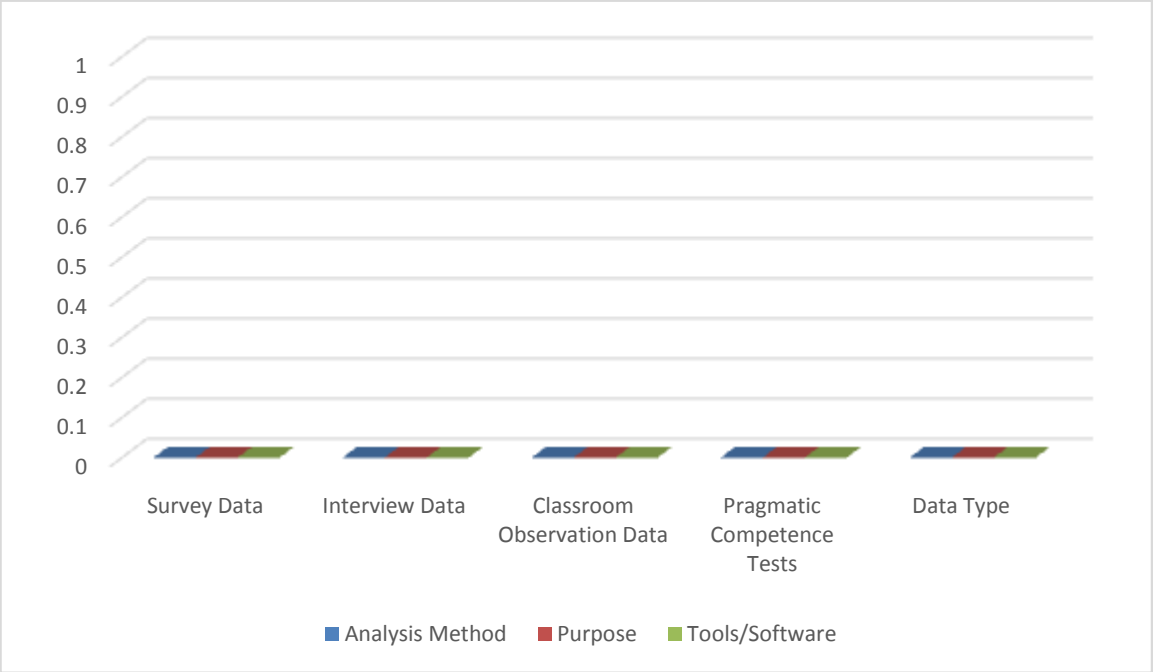
By employing data triangulation, the study will enhance the credibility of the findings and minimize the bias that may result from using a single source or method of data collection.

3.4.5 Summary of Data Analysis Procedures

To summarize the data analysis procedures, the following table provides an overview of the methods used for each data type:

Data Type	Analysis Method	Purpose	Tools/Software
Survey Data	Descriptive Statistics, Inferential Statistics	To summarize data and test relationships between variables	SPSS, Excel
Interview Data	Thematic Analysis	To identify and interpret recurring patterns and themes	NVivo
Classroom Observation Data	Thematic Analysis	To explore classroom dynamics and real-time language use	NVivo, Field Notes

Pragmatic Competence Tests	Statistical Analysis (e.g., T-tests, ANOVA)	To assess students' pragmatic competence	SPSS, Excel
Data Type	**Analysis Method**	**Purpose**	**Tools/Software**



These will make sure that the process of analysis is rigorous, transparent, and aligned with the objective of the study. As such, by incorporating both approaches: quantitative and qualitative, this research will make possible a comprehensive picture concerning socio-cultural factors affecting English learning and pragmatic competence for students.

3.5 Ethical Considerations

Any research study is essentially accompanied by ethical considerations, especially if human subjects are involved. In this research, there was an adherence to a variety of ethical principles aimed at ensuring that participants' rights are protected, the integrity

of the research process maintained, and the credibility of findings assured. This section addresses key ethical considerations and measures adopted during the research.

3.5.1 Informed Consent

Before data collection, the participants were informed about the research. The study purpose, the methodology, and the outcomes of the research were well communicated to all participants, which includes the students, teachers, and parents in some cases according to the ethical principles.

Forms of Consent: The participant signed the form stating they are willing participants.

Parents' Consent: For students under 18, permission from their parents was sought to maintain ethical compliance

3.5.2 Anonymity and Confidentiality

The data gathered was anonymized to preserve participants' confidentiality. There were unique identifiers for codes to participants, and research findings did not contain their personal information.

Storage of data: All the data kept was in a passworded file to limit access of anyone who could open and see the contents.

Sharing Data: The findings provided only aggregated data or with the use of anonymous quotations.

3.5.3 Voluntary Participation and Right to Withdraw

Participation in the study was strictly voluntary. Participants were informed of their right to withdraw from the study at any point without any consequences or explanations required. This ensured that participants felt no coercion or obligation to remain in the study.

3.5.4 Minimizing Harm

The participants were not exposed to any physical, psychological, or emotional harm. Care was taken in the wording of sensitive questions to avoid discomfort and giving the participants the right to skip uncomfortable questions.

3.5.5 Cultural Sensitivity

With participants of such diverse socio-cultural backgrounds, the research should consider cultural sensitivity. In that respect, the research instruments, including questionnaires and interviews, were designed to be respectful of and accommodating to different cultures, avoiding any words or content that could be viewed as inappropriate or offensive.

3.5.6 Ethical Approval

The research proposal was submitted to the Institutional Ethics Committee (IEC) for consideration. Ethical approval was received before the start of data collection, thereby satisfying all ethical requirements.

3.5.7 Data Integrity and Transparency

The data integrity and transparency were ensured. The processes followed during data collection and analysis were properly documented to allow for verification of the results independently. Conflicts of interest, if any, were declared.

3.5.8 Adherence to Ethical Standards

This research adhered to ethical guidelines given in relevant academic and professional sources, including:

The Belmont Report: Respect for persons, beneficence, and justice.

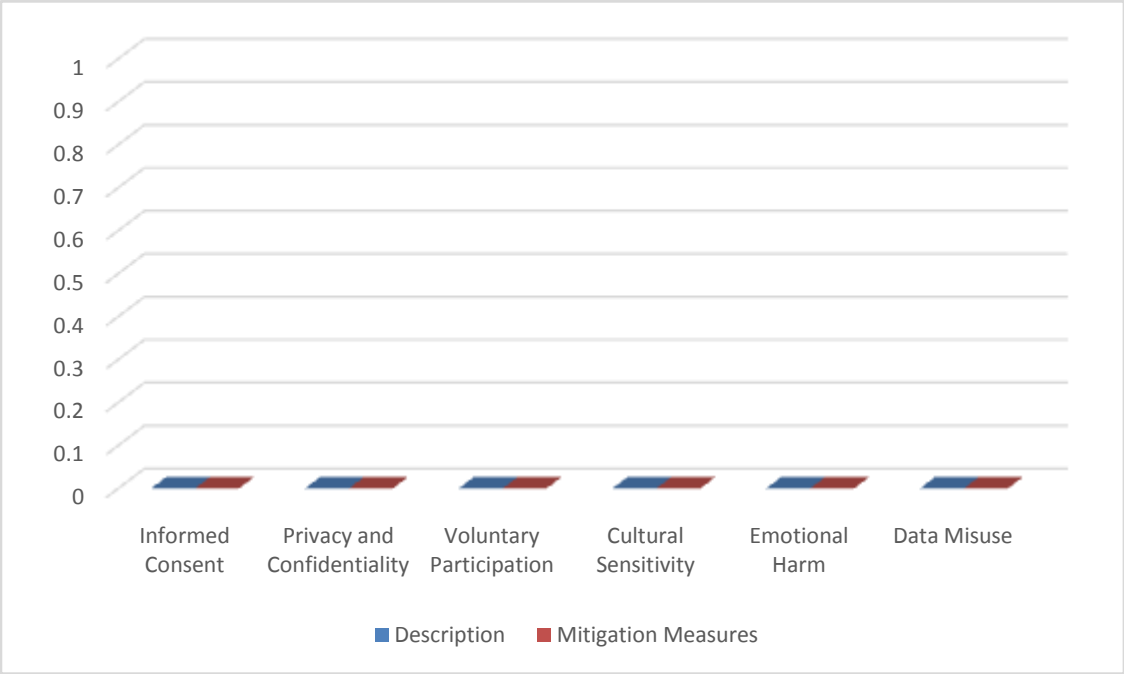
The American Psychological Association (APA) had its ethical standards concerning conducting research on human subjects

General Data Protection Regulation: Privacy, security of information.

3.5.9 Overcoming Ethical Issues and Mitigative Action

Summary of the potential issues concerning the violation of ethics and action against them is presented below at Table 3.5.1.

Ethical Challenge	Description	Mitigation Measures
Informed Consent	Ensuring participants and parents fully understand the study	Providing detailed information sheets and addressing questions
Privacy and Confidentiality	Protecting personal information of participants	Anonymizing data and storing it securely
Voluntary Participation	Avoiding coercion in participation	Emphasizing voluntary participation and the right to withdraw
Cultural Sensitivity	Avoiding offensive or culturally inappropriate questions	Designing inclusive and culturally sensitive research instruments
Emotional Harm	Potential distress from discussing challenges in English learning	Allowing participants to skip questions and providing a supportive environment
Data Misuse	Ensuring data is not used for unauthorized purposes	Limiting access to data and adhering to data protection regulations



Allowing these considerations the research covered the proper respect, their rights for participants and all other practices related to responsibility and ethical means for research handling. It builds credibility in reliability and integrity for those findings.

3.6 Limitations of the Study

Although this research provides useful insight into the learning ability of English by school-level students with an emphasis on pragmatic competence, it is not without its limitations. Acknowledging such limitations helps in contextualizing the findings and identifies areas for improvement in future studies. This section details the major limitations encountered during the research process.

3.6.1 Sample Size and Representation

Limits of Sample Representation : The research only included fewer schools and students, possibly limiting its generalizability to other students in distinct settings and under different education administrations.

Geographical Limit: The research is geographically restricted to a particular local setting. It may result in minimal scope for the generalization to all regions as it may relate only to regions with different kinds of socio-cultural and linguistics backgrounds.

3.6.2 Time Boundary

Duration of the Study: The duration for carrying out the study was limited, which limits the possibility of tracing progress or changes in students' English learning abilities over time.

Time constraint may also limit the depth of qualitative data collection, such as doing in-depth interviews or focus groups.

3.6.3 Resource Limitations

Financial Limitations: Limited budget meant that it was not possible to utilize high-end tools, software, or resources for data analysis, which could have increased the depth of the study.

Availability of Schools: Limited schools willing to participate in the study at times resulted in difficulty in sample selection.

3.6.4 Complexity of Pragmatic Competence

Pragmatics: The pragmatic competence is complex in nature and context-dependent. Therefore, it is challenging to standardize the measures to be used for its assessment.

Subjectivity in Evaluation: Qualities of language use such as tone, politeness or cultural appropriateness carry subjectivity in data interpretation

3.6.5 Participant Bias

Social Desirability Bias: What students and teachers might expect to hear rather than what they truly encounter or think.

Motivational Factors: Differences in the motives of students for learning to speak English might have differentially affected performance which, in this study, remained uncontrolled.

3.6.6 Limitations in Data Collection Methods

Overdependence on Self-Reporting: Most of the data was obtained through surveys and self-reported questionnaires, which tend to be prone to inaccuracy or bias.

Limited Observation: The classroom observations were not frequently conducted, which may have failed to capture subtle aspects of day-to-day interaction and effective use of English.

3.6.7 Cultural and Contextual Variations

Cultural Factors: Socio-cultural factors that have an impact on learning of English vary widely across the regions, thus making generalization of findings beyond the study area quite challenging.

Educational Policy Differences: There might be differences in curriculum design and teaching methodologies among schools that affected the findings.

3.6.8 Data Analysis Limitations

Quantitative vs. Qualitative Data: The balance of analyzing quantitative and qualitative data was challenging since each needed different approaches and expertise.

Depth of Analysis: Due to resource and time limitations, some aspects of the data, such as subtle interactions between variables, were not explored in detail.

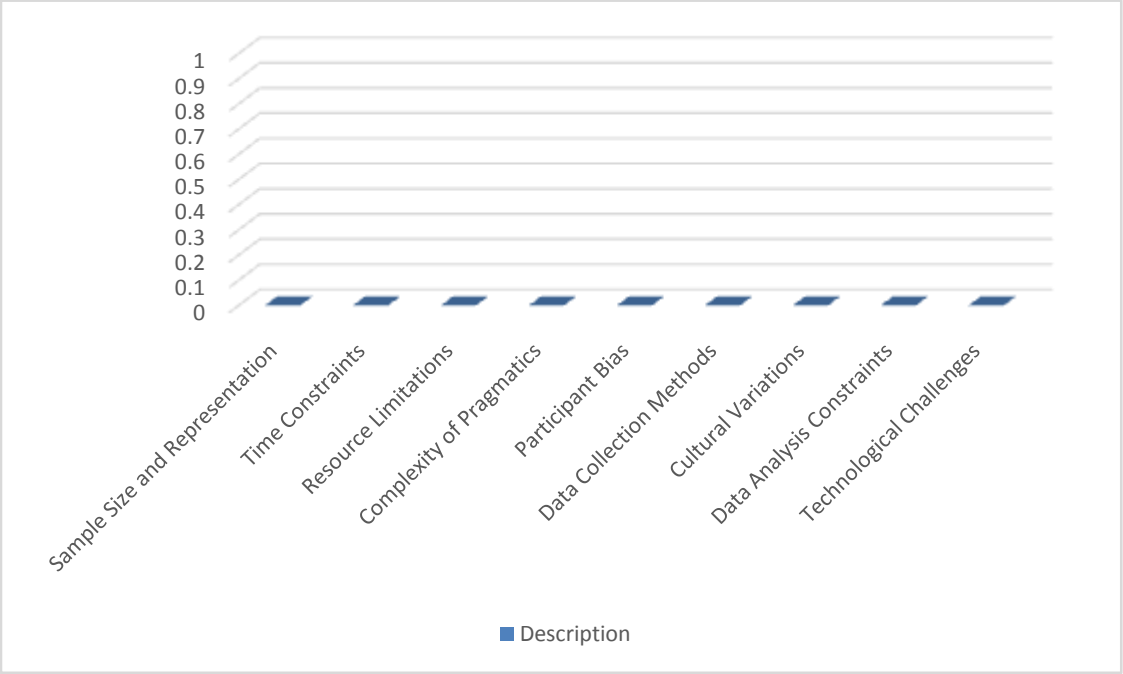
3.6.9 Technological Challenges

Digital Divide: Participants showed a difference in accessing technologies, which may influence some of the learning tools or methods that were being tested through the study.

Lack of Advanced Tools: Even though technological tools were adopted for analysis, advanced AI-driven methods were not used to further uncover insights.

Table 3.6.1: Summary of Study Limitations

Limitation Category	Description
Sample Size and Representation	Limited to a specific region and number of participants, affecting generalizability.
Time Constraints	Short research duration restricting longitudinal studies and detailed data collection.
Resource Limitations	Financial and logistical constraints limiting access to tools and schools.
Complexity of Pragmatics	Challenges in measuring context-dependent, subjective aspects of pragmatic competence.
Participant Bias	Potential inaccuracies in self-reported data and social desirability bias.
Data Collection Methods	Reliance on surveys and limited classroom observation reduced data comprehensiveness.
Cultural Variations	Impact of diverse socio-cultural factors that vary across regions.
Data Analysis Constraints	Challenges in balancing quantitative and qualitative analysis approaches.
Technological Challenges	Digital inequalities and limited use of advanced analytical tools.



3.7 Summary

This chapter has thoroughly covered the research methodology used in establishing the learning ability of the students at the school level with regard to pragmatic competence for the English language. The systematic approach that is described in this chapter entails how the study was designed, conducted, and analyzed for its reliability and validity of the findings. Every part of this chapter contributed immensely in the development of the research framework and addressing the study's objectives and questions.

3.7.1 Research Design

The research design laid the foundation for the study, using a mixed-methods approach that aimed to integrate both qualitative and quantitative data. This is because it was perceived as a means of getting an all-rounded understanding of how students learn English at the school level, especially with reference to pragmatic competence. This design would allow an examination of patterns in language learning while also capturing nuanced socio-cultural and contextual factors in the process.

3.7.2 Population and Sampling

The study targeted school-level students as its population, focusing on those in middle and high schools. A stratified sampling technique was employed to ensure representation across diverse demographics, such as gender, socio-economic background, and geographical location. The final sample included a mix of urban and rural schools, ensuring that the findings reflected a wide spectrum of experiences.

Demographic tables and breakdowns were made to present the nature of the sample and how the respondents were selected in order to provide transparency on the procedure. This sample is, therefore, diversified so as to increase generalizability and answer particular research questions.

3.7.3 Data Collection Methods

The study made use of a mix of data-gathering tools, which were structured questionnaires, classroom observations, and semi-structured interviews. These measures ensured that the dataset covered all aspects of learning, from measurable to subjective in nature.

The questionnaires measured students' proficiency, attitudes, and challenges in learning English. The classroom observations gave the researcher direct insights into the teaching methods and interactions with the students. Interviews with teachers added depth to understanding pedagogical strategies and the challenges in fostering pragmatic competence.

3.7.4 Data Analysis

The data analysis process employed statistical methods for the quantitative data and thematic analysis for qualitative data. Descriptive and inferential statistics were utilized to identify trends, correlations, and variances within the data. Thematic analysis of qualitative data drew attention to key themes, including socio-cultural influences, classroom dynamics, and individual learning strategies.

The integration of these analyses helped provide a comprehensive view of factors affecting English learning at school level and the role pragmatic competence plays in the entire process.

3.7.5 Ethical Considerations

Ethical guidelines were therefore observed in totality all through the study. Those to be involved were taken consent from them and even from their guardians to seek participation voluntarily. Anonymity and confidentiality were applied so that the participants and those schools involved cannot be detected or identified. The Ethical considerations section emphasized how one should respect the rights and welfare of all in the research process.

3.7.6 Limitation of the Study

The study discussed the limitations to provide contextual information for interpreting the results. These include constraints of sample size, time, and resources and the complex nature of pragmatic competence itself. Acknowledging the above challenges increases the credibility of the study and helps further distinguish areas that require additional research.

Chapter 4

LANGUAGE ELECTING TECHNIQUES

This chapter, titled Language Electing Techniques, is a comprehensive exploration of the strategies and methods used to improve the learning of the English language among school-level students, with a particular emphasis on pragmatic competence. The chapter covers both traditional and modern approaches, delving into their theoretical underpinnings, practical applications, and relevance to the diverse needs of students.

The chapter starts with an introduction to the concept of language electing techniques, highlighting their role in addressing the challenges faced by school-level learners, such as limited exposure to English and socio-cultural barriers. It identifies the need for innovative and context-sensitive methods that cater to the holistic development of linguistic and pragmatic abilities.

Later, the book covers traditional methods in which it looks at Grammatical Translation Method, Direct Method, and Audio-Lingual Method. The features, limitations, and support given to basic language competence will be discussed. Thereafter, it will follow up on contemporary communicative techniques as Communicative Language Teaching, Task-Based Learning, and Project-Based Learning, explaining their utility in interactive as well as in the application of languages in real life.

A large section of the chapter is actually focused on techniques that should be used to develop pragmatic competence. These include pragmatic role play, discourse analysis, and the use of pragmatic feedback, all of which serve as instrumental in teaching a student how to use language appropriately in various contexts.

Technology-enhanced techniques, such as language learning apps, virtual classrooms, and multimedia tools, are also discussed with their ability to provide personalized and engaging learning experiences. Socio-cultural techniques, including cultural immersion, collaborative learning, and contextualized learning, are discussed and emphasized in making the language learning relevant and meaningful.

Finally, the chapter assesses the techniques discussed against criteria like effectiveness, feasibility, and adaptability. A comparative analysis is presented to give educators an idea of how to select the most appropriate methods for their teaching contexts.

In summary, this chapter provides a whole overview of language electing techniques and equips teachers with the tools and knowledge to be able to create dynamic, effective learning environments. The following chapter will then dwell on the findings and analyses based on the application of these techniques in the study.

4.1 Introduction

The introduction to the chapter on Language Electing Techniques establishes the importance of effective methods that can be employed to improve English language learning, especially at the school level. With its use in academic, professional, and socio-cultural contexts, English is an extremely valued global language. However, for most students at the school level, proficiency in English is still difficult to attain because of limited exposure, socio-cultural influences, and lack of appropriate teaching methodologies. This section is meant to lay a foundation in the understanding of the necessity and relevance of language electing techniques in overcoming these barriers.

Definition and Importance of Language Electing Techniques

Language electing techniques refer to the different strategies and methods that educators use to facilitate the acquisition of language skills. These techniques are not only about improving grammatical and vocabulary knowledge but also extend to

fostering communicative abilities, cultural understanding, and pragmatic competence. Effective language electing techniques bridge the gap between theoretical knowledge and practical application, enabling students to use English fluently and appropriately in real-world situations.

Relevance to School-Level Students

The basis for linguistic development is found in the schooling stage. Here, students develop their first impression of the language that could make a big difference to the overall attitude and proficiency in the long run. Traditional methods include rote learning and grammar drills, which might not prepare students for communication outside the classroom. Using new and interactive approaches could turn the process of language learning interesting and meaningful, thus satisfying the needs of young learners.

Focus on pragmatic competence

A unique feature of this thesis is that it emphasizes pragmatic competence-the ability to use language effectively and appropriately in a variety of social and cultural contexts. Pragmatic competence is an essential, yet oft-neglected aspect of language learning, particularly in traditional learning settings. Incorporating techniques that develop pragmatic skills will guarantee that students are not only linguistically competent but also socially skilled in the use of the English language.

Challenges that Language Electing Techniques Solve

This section further addresses the challenges that accompany the learning of the English language, for instance:

Lack of exposure to native or fluent English speakers.

Influence of socio-cultural background in language acquisition.

Strict curriculum that emphasizes theoretical understanding and not practical application.

Inadequate facilities and resources to apply modern teaching aids in certain schools.

Techniques in language electing attempt to counter these challenges through flexible, adaptive, and resource-effective solutions that cater to the varied learning needs of students.

Chapter Structure

The rest of this chapter explores different techniques of language electing into various categories, namely, traditional methods, modern communicative approaches, technology-based approaches, and socio-cultural techniques. Each technique is elaborated upon, with a focus on its theoretical underpinning, strategies for its implementation, and its potential effectiveness in supporting the learning of English language. The chapter also critiques these techniques based on practicality and relevance to school-level learners.

4.2 Traditional Techniques

Traditional techniques of language teaching have been a long-standing cornerstone of English language education, especially in schools. These methods are based on well-established pedagogical theories and have been used extensively because they are structured and systematic. Some of the traditional techniques, however, have limitations in dealing with modern communicative needs. Nevertheless, their foundational role in language learning cannot be ignored. It takes in how each main traditional English teaching technique applies to current teaching and fosters proficiency.

1. The Grammar-Translation Method (GTM)

The Grammar-Translation Method is one of the earliest and most implemented techniques applied in language instruction. Its main focus focuses on direct translation between one's native language, called L1, and target language, L2 while applying its grammar rules along with the vocabulary.

Its characteristics:

It emphasizes the teaching of reading and writing skills compared to speaking and listening skills.

Use of bilingual dictionaries and grammar books.

Translation of literary texts to and from English.

Advantages:

Strong bases in grammar and vocabulary will be provided.

Suitable for students in academic circles where literary analysis is being emphasized.

Limitations:

Communicative skills or oral fluency is set at a very low light.

Overreliance on the native language with regard to understanding English. 2. The Direct Method

2. The Direct Method

The Direct Method focuses on learning by immersion, where English is taught directly without translation into the native language. This method focuses on conversational skills and helps students think in the target language.

Features:

Only English is used in the classroom.

Everyday vocabulary and grammar are focused on in context.

Pictures, realia, and actions are used to teach meanings.

Advantages:

Oral fluency and listening comprehension are improved.

Students are encouraged to use English naturally and contextually.

Limitations:

It requires skilled teachers who are fluent in English.

May be difficult for students with no previous exposure to the language.

3. The Audio-Lingual Method (ALM)

Audio-Lingual Method is based on behaviorist theories and uses repetition and drills to implant language patterns. It was popularized during the mid-20th century, especially for teaching foreign languages.

Features:

Focus on listening and speaking through dialogues and drills.

Focus on habit formation through repetition.

Minimal explicit teaching of grammar rules.

Advantages:

Effective for developing pronunciation and listening skills.

It provides the students with the language chunks ready to be used in communication.

Limitations:

Does not focus on creativity and spontaneous use of language.

The drills may be monotonous because they are repeated.

4. Structural Approach

The Structural Approach emphasizes the teaching of language structures, which is the sentence patterns. Students learn how to form sentences by mastering these patterns.

Features:

Introduce basic sentence structures before complex ones.

Use substitution drills for practicing the patterns.

Focus on accuracy and grammatical correctness.

Advantages:

Establishes a strong grammatical foundation.

Promotes systematic learning.

Limitations:

Limited focus on communicative and pragmatic skills.

Overemphasis on structure can impede fluency.

5. The Bilingual Method

The Bilingual Method promotes the appropriate use of the native language to support understanding and learning.

Characteristics:

Teachers teach the concepts in the native language and elicit responses in English.

Emphasis is placed on explanation of grammar and sentence building.

Advantages:

Learning becomes easier for beginners.

It reduces cognitive overload because it makes use of the native language to clarify things.

Limitations:

Over-reliance on the native language may hinder immersion in English.

Less effective for advanced learners seeking fluency.

Relevance of Traditional Techniques

Even though the more traditional methods alone might not satisfy the call for new demands in language, they still serve an important function of creating a foundation level of knowledge in English. This approach is very viable especially where modern techniques to teaching have not been possible and yet academic and literary standards require it. Still, using a mix of old and new methods balances up things so that no group feels neglected.

4.3 Modern Communicative Techniques

Modern communicative techniques in teaching languages have changed the way of teaching English, focusing more on real-life communication and interaction and the use

of practical language. These methods emphasize the usage of all four language skills: listening, speaking, reading, and writing, as well as pragmatic and cultural competence. The following section discusses some modern communicative techniques, their application, and their contribution to effective school-level English language learning.

1. Communicative Language Teaching (CLT)

Communicative Language Teaching involves the facilitation of the learners to communicate effectively and appropriately in different contexts.

Characteristics:

Interaction as the ultimate objective of learning

Use of authentic materials like newspapers, videos, audio recordings.

Task-based activities include role-plays, interviews, group discussions.

Benefits:

Practical communication skills.

Active involvement of students by means of interaction.

Fluency and confidence in real life situations

Implementation

The teacher carries out activities which are like real-life communicative situations. The learners are motivated to use the language spontaneously and contextually.

2. Task-Based Language Teaching (TBLT)

Task-Based Language Teaching emphasizes the completion of meaningful tasks in English.

Characteristics:

Tasks are task-focused on, e.g., problem-solving, decision-making, or project development.

Language is used as a resource to accomplish task-specific tasks.

Post-task reflection of language use and learning.

Advantages

Promotes collaboration and thinking.

Helps learners of language learn in context.

Makes learning meaningful and relevant.

Implementation:

Teachers create tasks that are meaningful and relevant to the interests of students and to their real-life situations, like organizing an event or survey.

3. The Silent Way

The Silent Way is a student-centered method where the teacher is a facilitator and the students learn by themselves.

Characteristics:

Very little interference from the teacher so that the students can learn the language on their own.

The use of colored rods and charts to teach vocabulary and grammar.

Self-correcting and discovery.

Benefits:

Promotes creativity and problem-solving.

Develops a deep understanding of language structures.

Builds learner autonomy and confidence.

Implement

Teachers guide students via prompts and visual aids with freedom to experiment and self-correct his/her use of English.

4. Content and Language Integrated Learning

CLIL integrates language with content, teaching English from other academic disciplines.

Characteristics:

Students learn English while studying content in science, history, or geography.

Focus is contextual vocabulary and subject-patter language.

Promote cognitive development and bilingualism.

Benefits:

Improves both language and content.

Makes the language learning experience more relevant to real life.

Readies students for academic and professional settings.

Implementation:

Teachers create lessons that integrate language objectives with subject-specific objectives, utilizing materials from other disciplines.

5. Interactive Language Games

Interactive games are designed to make language learning fun and interesting while encouraging communication.

Characteristics:

Word puzzles, charades, and quizzes.

Building vocabulary, grammar practice, and sentence formation.

Encourages teamwork and interaction.

Benefits:

Reduces anxiety and increases motivation.

Reinforces language skills in a playful environment.

Enhances retention through repetition and engagement.

Implementation:

Teachers incorporate games into lessons to reinforce concepts while keeping the classroom dynamic and interactive.

6. Blended Learning

Blended learning combines traditional classroom teaching with online resources and tools.

Features:

Use of digital platforms for assignments, quizzes, and discussions.

Access to multimedia resources such as videos, e-books, and podcasts.

Flexibility for students to learn at their own pace.

Advantages:

Provides for personal learning opportunities.

Develops technological literacy.

Bridges the gap between classroom and independent learning.

Implementation:

Assignments of tasks by teachers on digital platforms are made, and class time is utilized for discussions and other collaborative activities.

7. Cooperative Learning

Cooperative learning is that activity which requires group tasks and requires students to achieve common goals together.

Features

Group work including debates, projects, and peer review.

Fosters peer teaching and collaborative problem-solving.

Enhances interpersonal and teamwork skills.

Benefits

Improves communication and negotiation skills.

Encourages mutual learning and support.

This encourages students to learn from the perspectives of others.

Methods:

Assign roles in groups and oversee the activities, ensuring participation is equal.

8. Digital Storytelling

Digital storytelling involves the creation and telling of stories through multimedia in English.

Students:

Use slideshows, videos, and animations in telling their stories.

Learners combine language, creativity, and technology in telling stories.

Narrative skills, vocabulary, and pronunciation are focused on.

Advantages

Improves writing and speaking.

Develops creative and critical thinking.

Learning becomes engaging and enjoyable.

Methods

Teachers facilitate students to create digital stories on topics of interest. These topics allow the inclusion of language practice with multi-media skills.

9. Flipped Classroom Approach

Flipped classrooms flip the traditional teaching and learning design; students learn new content outside class, while practicing them inside class.

Features;

Online lectures and reading materials that require students to study at home

Classroom activities such as discussion, problem-solving and project work

Active learning inside class

Benefits

Allows self-paced learning.

In-class interactions and involvement.

Strengthen the meaning through practice.
Teachers prepare pre-class materials and design in-class activities to reinforce the learned concepts.

10. Project-Based Learning (PBL)
Project-Based Learning involves students working on extended projects that require the use of English.

Features:
Students plan, execute, and present projects on various topics.
Emphasis on research, collaboration, and presentation skills.
Integration of multiple language skills.

Advantages:
Promotes active and experiential learning.
Develops critical thinking and creativity.
Prepares students for real-world challenges.

Implementation:
Teachers assign projects aligned with students' interests and guide them in using English throughout the process.

4.4 Pragmatics-Focused Techniques

Pragmatics-focused techniques encourage the development of learners' ability to use language appropriately in various social and cultural contexts. These techniques are not limited to grammar and vocabulary but instead, focus on how language is used in real-life situations to communicate meaning, preserve relationships, and attain communicative goals. This chapter discusses the principles, approaches, and strategies that teachers can apply to promote pragmatic competence in the learning of English among school students.

1. Role-Plays and Simulations

Role-plays and simulations are immersed in real-life situations in which students have to use English pragmatically.

Features:

Students enact specific roles, such as a customer, teacher, or traveler.

Emphasis is placed on the use of appropriate language for specific contexts and purposes.

It encourages the use of polite expressions, cultural norms, and conversational strategies.

Advantages:

It enhances confidence in using English in different situations.

It helps the students practice speech acts like requesting, apologizing, and complaining.

It offers a safe environment for experimentation with language.

Implementation:

Teachers use roles and scenarios for assigning to students, which could include ordering food at a restaurant, solving a conflict, or going to an interview to use pragmatic language.

2. Discourse Analysis Exercises

Discourse analysis means examining the authentic use of language in various communicative situations.

Characteristics:

The student analyzes conversations, speeches, or written texts based on pragmatic elements.

Students examine speech acts, turn-taking, intonation, and contextual meaning.

Helps develop awareness of cultural norms and politeness strategies.

Benefits:

Develops an awareness of how language is used in context.

Improves critical thinking and analytical abilities.

Aids students in identifying formal and informal variations.

Activities:

Teachers prepare transcripts of dialogues or recordings and ask the students to identify and discuss pragmatic features, such as indirect requests or tone variations.

3. Pragmatic Awareness-Raising Tasks

Pragmatic awareness tasks are specific activities that teach students the social rules and conventions that apply to language use.

Features:

Activities that point out differences in speech acts between cultures.

Emphasize politeness strategies, idiomatic expressions, and cultural taboos.

Use comparative examples to demonstrate the differences in pragmatics.

Benefits

Enhances cultural awareness and flexibility.

Averts miscommunication and facilitates effective communication.

Raises students' awareness of their own and others' language use.

Activities

Teachers prepare activities where students compare how compliments, invitations, or refusals are expressed in other contexts or cultures.

4. Pragmatic Role-Play Feedback

Feedback on role-play performances enhances the pragmatic ability of the students.

Characteristics:

Feedback is on appropriateness, tone, and cultural sensitivity.

Encourages self-reflection on language use and choices.

Uses constructive criticism to improve pragmatic competence.

Benefits:

Reinforces learning through focused feedback.

Helps students identify areas for improvement.

Builds confidence by highlighting strengths and addressing weaknesses.

Implementation:

Teachers observe role-plays and provide individual or group feedback, highlighting effective use of expressions and suggesting alternative phrases.

5. Scenario-Based Learning

Scenario-based learning involves designing activities around specific, realistic situations.

Features:

Students practice situations such as purchasing tickets, providing directions, or going to meetings.

Use language and responses which are relevant to the situation.

Includes decision-making and problem-solving.

Benefits

Readies students for challenges of everyday communication.

Motivates the use of vocabulary and expressions that have contextual appropriateness.

Develops practical language skills.

Process

Teachers design situations to fit their students' experiences or potential future situations, hence encouraging the use of pragmatic language to solve problems.

6. Conversation Analysis

Conversation analysis instructs the learner on how to understand and engage in natural conversations effectively.

Features:

Emphasis on cues for turn-taking, interruption, and back-channeling

Analysis of how meaning varies with context, tone, and gesture

Influences active listening and responsive communication

Benefits

Enhances listening and speaking ability

Enables students to uncover implicit meanings and cultural norms

Encourages appropriate participation in conversations

Practice: Teachers utilize video or audio recordings of natural conversations to analyze how speakers engage with each other and modify their language to fit the situation.

7. Pragmatic Input from Multimedia Resources

Multimedia resources such as films, television programs, and podcasts provide authentic examples of pragmatic language use.

Features:

Students observe and analyze language in natural contexts.

Exposure to various accents, idioms, and cultural practices.

Focus on intonation, gestures, and situational appropriateness.

Advantages:

It makes learning interesting and applicable.

Develops listening and observational skills.

Enhances the understanding of pragmatic subtleties.

Implementation:

Teachers choose clips showing specific pragmatic functions and encourage students to identify and discuss the language used.

8. Pragmatic Journals

Pragmatic journals encourage students to document and reflect on their language use and learning experiences.

Features:

Students record examples of speech acts or interactions they observe or participate in.

Reflection on appropriateness, effectiveness, and cultural influences.

Ongoing self-assessment of pragmatic growth.

Advantages:

Encourages awareness and self-directed learning.

Helps students track progress over time.

Provides a record of authentic language use.

Implementation:

Teachers assign journal topics, for example writing a diary of a conversation, or reflecting on an episode of interaction, which asks students to examine pragmatic components.

9. Explicit Pragmatic Instruction

Direct instruction is explicit teaching about pragmatic rules and conventions.

Characteristics:

Speech act teaching, politeness strategy teaching, and teaching conversation norms.

Examples, explanations, guided practice.

Encourages awareness of why certain words are used.

Benefits:

Makes learning clear and structured

Removes confusion about rules

Builds a great foundation for good communication

Teachers use lessons to explain pragmatic concepts, followed by role-plays or tasks to practice the learned skills.

10. Cross-Cultural Communication Activities

Cross-cultural communication activities expose students to diverse pragmatic norms and practices.

Features:

Students compare and contrast pragmatic norms of different cultures.

Focus on understanding and respecting diversity in language use.

Encourages adaptability and open-mindedness.

Benefits:

Develops cultural competence alongside language skills.

Prepares students for global communication.

Promotes empathy and tolerance.

Implementation:

Teachers design activities like cultural role-plays, discussions, or interviews with native speakers to reflect on cultural nuances.

4.5 Technology-Enhanced Techniques

Technology has revolutionized the way English is taught and learned. It provides innovative ways of improving students' language skills and pragmatic competence. Techniques that are technology-enhanced integrate digital tools and platforms into the learning process, making it interactive, flexible, and contextually relevant. This section discusses various approaches and tools that leverage technology to improve the outcomes of learning English.

1. Language Learning Apps

Language learning apps like Duolingo, Babbel, and Memrise offer interactive exercises and gamified learning experiences.

Features:

Focus on vocabulary, grammar, and pronunciation

Speech recognition is incorporated to improve speaking skills

Instant feedback and personalized learning paths

Advantages

Self-paced learning

Engages students through gamification and rewards

Tracks progress to motivate learners

Implementation

Teachers can recommend specific apps or integrate app-based activities into classroom learning and encourage students to practice at their convenience.

2. Virtual Reality (VR) and Augmented Reality (AR) Experiences

VR and AR create the most immersive settings for English practice in real-life contexts.

Features:

It includes settings such as airports, restaurants, or interviews.

Conversational and contextual usage of language.

Increases engagement through experience.

Benefits:

Confidence in communication in the real world.

Safe place to practice language skills.

Students are engaged with state-of-the-art technology.

Implementation

Schools can use platforms like Mondly VR or a custom AR app to provide interactive language learning experiences.

3. Online Discussion Forums and Social Media

Discussion forums and social media sites enable interactive, live communication in the English language.

Features:

Focus on written and conversational language skills.

Offer a chance to interact with others and native speakers.

The tool encourages the use of language in a variety of settings.

Benefits

Authentic communication

Enhance creativity and fluency while writing

Social and cultural sensitivity

Implementation

Incorporate private groups through tools such as Facebook or WhatsApp. Suggest the use of educational forums such as Quora.

4. Digital Storytelling Tools

Digital storytelling tools such as Storybird and Adobe Spark allow the students to write and share stories in English.

Features:

Writing, visuals, and narration

Creativity and contextual language use

Focus on storytelling elements such as dialogue and descriptions

Advantages:

Develops writing and speaking skills

Engages students with multimedia integration

Promotes collaborative learning

Implementation

Teachers can assign storytelling projects encouraging the students to use these tools to narrate personal experiences or fictional stories.

5. Interactive Whiteboards and Smart Classrooms

Interactive whiteboards and smart classroom technologies facilitate dynamic and engaging English lessons.

Features:

Integrates videos, animations, and interactive exercises.

Enables collaborative tasks and instant feedback.

Supports multimedia presentations and discussions.

Advantages:

Makes learning visually appealing and engaging.

Enhances understanding through visual aids.

Encourages student participation and interaction.

Implementation:

Schools equipped with smart classroom technology can use it to deliver lessons, play language games, and showcase student projects.

6. Gamification of Language Learning

Gamification involves integrating game elements into language learning activities.

Features:

Utilizes quizzes, puzzles, and role-playing games.

Focuses on meeting objectives and rewards.

Provides competitive and collaborative activities

Benefits:

Enhances interest and participation.

Repetition of language concepts

Improves problem-solving and critical thinking.

Implementation:

Teachers can utilize Kahoot, Quizizz, and Minecraft: Education Edition, among others, to gamify English learning activities.

7. AI Language Tools

AI tools such as Grammarly, ChatGPT, and translation apps enable language learning and practice

Features:

Grammar and style checker

Conversational exercise with AI chatbots.

Emphasis on writing and speaking.

Benefits

Personalized feedback

Fluency and accuracy

Instant support and resources

Application

Teachers can encourage students to use these tools for assignments, practice, or self-assessment.

8. E-Learning Platforms and MOOCs

E-learning platforms such as Coursera, edX, and Khan Academy provide courses in English language learning.

Features

Structured lessons and assessments

Video lectures, quizzes, and assignments

Certificates to motivate learners

Benefits

Access to expert instructors and resources.

Enables self-paced and flexible learning.

Promotes lifelong learning.

Implementation:

Teachers can direct students to register in relevant courses or use the platform content as an add-on to the classroom.

9. Podcasts and Audiobooks

Podcasts and audiobooks provide learners with natural English speech and various accents.

Features

Listening skill and comprehension focus.

Covers a wide variety of topics and genres.

Exposure to natural intonation and pronunciation

Benefits

Active listening and vocabulary development.

Cultural references understanding enhancement.

Learning on the go

Implementation:

Teachers can suggest listening to podcasts like "The English We Speak" or offer audio books for listening practice and debate.

10. Video Conferencing Tools for Language Exchange

Video conferencing tools such as Zoom, Skype, and Google Meet facilitate live language practice with other students or native speakers.

Features:

Improves conversation skills and cross-cultural exchange.

Fosters collaborative learning.

Facilitates immediate feedback and correction.

Benefits:

Increases speaking and listening confidence.

Cultivates cross-cultural awareness through interaction.

Fosters global communication.

Teachers can arrange virtual language exchange programs or interactive sessions with guest speakers to learn better.

4.6 Socio-Cultural Techniques

Socio-cultural techniques refer to methods and tools utilized to comprehend, analyze, and find solutions to complex interactions of social and cultural factors within a given context. Socio-cultural techniques are widely applied in the field of sociology, anthropology, social work, and other social sciences. They serve to investigate the influence of cultural norms, values, traditions, and social structures on the behavior, relationships, and experiences of individuals and communities.

Here is a list of some of the most commonly used socio-cultural techniques:

1. Ethnographic Research

Definition: Ethnography is an intensive research method that is utilized to study people and cultures directly through observation and interaction in their natural settings.

Techniques:

Participant observation: The researcher becomes part of the community or group under investigation, participating in their day-to-day activities while observing their behaviors.

Interviews: Semi-structured or unstructured interviews are carried out to gain insights on cultural practices, beliefs, and social norms.

Application: Ethnographic techniques are widely applied to study indigenous cultures, subcultures, or other marginalized communities.

2. Focus Groups

Definition: Focus groups involve collecting a small group of people from a particular socio-cultural background and discussing a particular topic in-depth.

Techniques:

Facilitated discussions: A moderator leads the conversation and ensures that participants share their experiences, beliefs, and opinions.

Group dynamics: Observing how group members influence each other's views and understanding the social interactions that occur during the discussion.

Application: Focus groups are commonly employed in market research, community studies, and policy-making in determining public opinion regarding social and cultural issues.

3. Cultural Narratives

Definition: Cultural narratives represent stories, myths, and histories that form the identity of a group or community.

Techniques:

Storytelling: Gathering personal or community stories to understand the meanings, values, and social norms.

Discourse analysis: Examining language and structures of narratives in identifying the underlying cultural values and ideologies.

Application: Cultural narratives are applied in tradition, folklore, and cultural identity studies, particularly post-colonial studies and cultural heritage research.

4. Social Network Analysis

Definition: Social network analysis involves the examination of social structures by examining the ties that connect individuals, groups, or organizations.

Techniques:

Mapping relationships: Identify the ties that connect people or groups within a social network.

Analyzing social capital: Understanding how individuals or communities benefit from their social networks, such as access to information, resources, and support.

Application: Social network analysis is used to study community dynamics, the spread of information or diseases, and social support systems.

5. Cultural Immersion

Definition: Cultural immersion involves deeply engaging with a different culture by spending time with its members and participating in their daily lives.

Techniques:

Living with a community: It refers to immersion in the day-to-day routines, rituals, and practices of the members of a community for them to understand better the lifestyles they lead.

Learning cultural practices: Participating in culture events such as festivals or ceremonies or engaging in folk crafts.

Application: The participant-observer approach often conducts anthropological and cross-cultural studies to obtain a culture from first-hand experiences; in most cases, an indigenous or remote community has used this method.

6. Participatory Action Research (PAR)

Definition: PAR is a methodology for research, which emphasizes active participation by the people of the community in doing research to address social problems.

Techniques:

Co-researching: The involvement of researchers and community people together in determining the problem statements, collecting data, and analyzing results.

Empowerment: It empowers marginalized communities through participation and making sure that the change in the outcome of the research is actualized in real life.

Application: PAR is applied in community development, social justice, and health research to address problems in poverty, inequality, and public health.

7. Cultural Mapping

Definition: Cultural mapping is the identification and documentation of cultural assets and practices within a given geographic area, group, or community.

Techniques:

Cartography of cultural spaces: Identification of key cultural spaces, such as public art, historical landmarks, and community centers.

Understanding of cultural practices: Documentation of local customs, rituals, and social events.

Application: Cultural mapping is used in urban planning, heritage conservation, and community development to highlight cultural resources and influence public policy.

8. Discourse Analysis

Definition: Discourse analysis is the study of language in use, particularly how language constructs social reality and reflects cultural and social power dynamics.

Techniques:

Analyzing speech and written texts: Looking at how language reflects social norms, gender roles, racial stereotypes, and political ideologies.

Analyzing power relations: Analysis of how discourse is employed to sustain or subvert social hierarchies and cultural norms.

Application: Discourse analysis is used in media studies, feminist theory, post-colonial studies, and political communication to uncover implicit cultural and social biases.

9. Cultural Anthropology Surveys

Definition: Surveys in cultural anthropology collect data about cultural practices, beliefs, and social behaviors from a larger population.

Techniques:

Questionnaire design: Developing open-ended or closed-ended questions to collect information on the cultural practices, values, and beliefs of the community.

Sampling: Choosing samples that are representative of the community to ensure a wide range of cultural perspectives.

Application: Surveys are widely used in cross-cultural research, public health, and educational studies to collect large-scale data on cultural diversity.

10. Visual Ethnography

Definition: Visual ethnography is the use of photographs, videos, or other visual media to capture cultural practices and social phenomena.

Techniques:

Photo/video documentation: Recording daily life, rituals, or cultural events to visually represent the community's experiences.

Analyzing visual data: Examining the visual materials to interpret cultural symbols, expressions, and social dynamics.
Application: Visual ethnography is often used in documenting the lives of marginalized communities, environmental studies, and arts-based research.

4.7 Evaluation of Techniques

The evaluation of research techniques is important because it helps understand the techniques' effectiveness, limitations, and applicability in other contexts. This process makes researchers determine the reliability, validity, and overall suitability of various methods for answering different questions. Below is a comprehensive discussion on the evaluation of various socio-cultural techniques:

1. Ethnographic Research

Advantages:

In-depth understanding: Ethnography provides an in-depth, holistic understanding of a community or culture because it involves long-term immersion in the study environment.

Contextual insights: Researchers gain direct insights into the daily life, beliefs, and practices of the studied group, which may be missed through other methods.

Rich data: The use of participant observation and interviews provides rich, qualitative data that are often more comprehensive than survey results.

Disadvantages:

Time-consuming: Ethnographic research demands a lot of time because the process usually takes months or years.

Researcher Bias: The researcher's presence within the community might affect the behaviors of participants, thus the data collection and interpretation.

Lack of Generalizability: Ethnography is usually done on one group; hence, it may not be applicable in other cultures or social setups.

Evaluation Criteria:

Reliability: High, provided that the researcher does the ethnographic research in an appropriate manner with consistent methods and documentation.

Validity: High, because it gives real, first-hand experiences of the observed population.

Applicability: Focus groups are very useful for deep cultural research, anthropology, and community-based research.

2. Focus Groups

Advantages:

Focus groups offer an avenue to the participants to air their views and engage in a discussion, which may otherwise not come out in the interview.

Versatile: They can be used for studying almost any topic from cultural attitudes to consumer behavior.

Cost-Effective: It saves time and cost to get various views in one session compared to one-on-one interviews.

Disadvantages:

Groupthink: The dominant ones in the group can influence others, which can suppress different views or introduce bias in the responses.

Moderation Challenges: Good facilitation is required to have a productive discussion and avoid irrelevant or biased discussions.

Small Sample Size: Focus groups generally consist of small groups that limit the diversity of perspectives.

Evaluation Criteria:

Reliability: Moderate, as the group dynamic can change from one session to another.

Validity: High, when carried out with proper moderation and participant selection.

Applicability: Useful for investigating group dynamics, social perceptions, and collective attitudes.

3. Cultural Narratives

Advantages:

Cultural Significance: Cultural narratives offer rich insight into how people in a culture perceive their world, values, and history.

Holistic View: The narratives are usually full of emotional, historical, and personal aspects that give a fuller view of cultural dynamics.

Engagement: Storytelling is the best tool for engaging participants to share their lived experiences.

Limitations:

Subjective personal stories are very subjective and therefore, more likely to exhibit personal biases rather than represent cultural norms.

Analytical Complexity: Cultural narratives present the challenge of having both the content and the undergirding social and cultural context.

Narrow Scope: The narrative perspective can overlook the bigger scope of social structures and forces external to culture that play a role in the change of culture.

Evaluation criteria

Reliability: Lower than the quantitative methods, because it is subjective and depends on the context.

Validity: High in capturing the lived experiences and cultural meanings but depends on the honesty and openness of the participants.

Applicability: Helpful in qualitative studies in anthropology, sociology, and cultural studies.

4. Social Network Analysis

Advantages:

Visual Representation: Social network analysis provides a visual map of relationships and social structures, making complex data more accessible and understandable.

Quantitative and Qualitative: This analysis combines quantitative analysis, for instance, degree centrality, network density, with qualitative insights into social interactions.

Broad applicability: It is used to study all sorts of networks from family and friendship networks to organizational structures.

Disadvantages

Data complexity: The process of analysis is highly demanding and complex in the analysis of large networks, thus requiring a large amount of data.

Context Dependence: Network data interpretation may differ depending on the context and type of relationship being studied.

Privacy: In personal and social networks, there could be ethical concerns regarding privacy and consent.

Evaluation Criteria:

Reliability: High, provided the proper techniques for collecting and analyzing data are followed.

Validity: Moderate, because it depends on the accuracy and completeness of the data.

Applicability: Very effective to study social structures, the behavior of organizations, and flows of information.

5. Cultural Immersion

Benefits

Authentic Experience: Gains a deep insight about a culture through real exposure.

Empathy Build-Up: Researchers can attain higher empathy and understanding by developing it for the concerned community.

Holistic insights: Immersion gives greater visibility that includes not just behaviors but also emotional as well as social contexts.

Disadvantages

Subjective Interpretation: Immersion is subject to personal bias in the interpretation of the experiences that the researcher may have.

Potential Ethical Issues: Immersion often tends to blur the distinctions between the researcher and participant, raising ethical issues over objectivity.

Resource Intensive: It requires significant time, effort, and resources for effective implementation.

Assessment Criteria:

Reliability: Moderate to low; this is because immersion is relative to the experiences had by the researcher, the extent of involvement, and their perspective.

Validity: Very high if the researcher can maintain objectivity and record experiences accurately.

Application: Best suited for deep cultural studies, anthropology, and ethnography.

6. Participatory Action Research (PAR)

Advantages:

Empowerment: Communities are involved in the research process, which can empower them and lead to meaningful, actionable results.

Collaboration: Encourages collaboration between researchers and community members, helping ensure that the research reflects the needs and priorities of the community.

Social Change: PAR is normally used to address social issues in order to bring about realizable benefits to the community affected.

Disadvantages:

It is time and resource intensive since it involves a wide collaboration that is time consuming and resource demanding.

Sometimes, there are potential conflicts arising from diverse stakeholders about the direction of the research.

The findings may not be generalizable to other contexts since they may highly be specific to the studied community.

Evaluation Criteria:

Reliability: Moderate, since the collaborative nature may introduce inconsistency in data collection and interpretation.

Validity: High, because the research is based on the experiences and priorities of communities.

Applicability: It is very appropriate for community-based research and social justice initiatives.

Chapter 5

DATA COLLECTION AND ANALYSIS

The purpose of this chapter is to present the methodology employed for data collection, the analysis of the gathered data, and the interpretation of the results. It is an essential component of any research as it provides a transparent, detailed process of how the data was collected, analyzed, and how the conclusions were drawn based on the findings. This chapter is divided into three primary sections: Data Collection Methods, Data Analysis Techniques, and Presentation of Findings. Each section is discussed in detail below.

5.1 Data Collection Methods

The process of data collection is an important part of any research study as it directly influences the quality and validity of the findings. In this study, both primary and secondary methods of data collection were applied to gather comprehensive information about the socio-cultural dynamics under investigation. This method was carefully chosen to match the objectives of the study and ensure that the collected data could effectively answer the research questions. Below is a detailed breakdown of the data collection methods used.

5.1.1 Primary Data Collection

Primary data refers to original data gathered directly from participants or observations. In this study, primary data collection was essential to understanding the socio-cultural factors firsthand. The following primary methods were used:

1. Survey Method:

The survey method was used to collect quantitative data from a large group of participants. Surveys are efficient tools for gathering standardized information from a broad sample, which allows for statistical analysis.

Design: A structured questionnaire was designed to gather both closed-ended and open-ended responses. Closed-ended questions ensured that responses could be quantified and analyzed numerically, while open-ended questions provided qualitative insights.

Sample Size and Selection: A total number of 500 respondents were selected using random sampling. This ensured that diverse participants, belonging to different socio-cultural backgrounds participated in the study.

Areas for Consideration: The survey focused on the opinions of the respondents in the light of cultural practices, traditions, social behavior, and their perception towards the change due to the impact of modern influences.

Sample of Question to be Asked on a Survey:

How much do you agree with the statement: "Cultural practices are an integral part of my social identity?"

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

2. Interview Method:

Although surveys give an overall view, interviews can dig deeper into the personal lives and opinions of the respondents. Semi-structured interviews were conducted to give the freedom to respond but ensure the interview was on track to cover the important areas of the study.

Interview Design: A set of open-ended questions was designed to encourage participants to share their experiences, views, and feelings in their own words. These questions were designed to explore topics such as cultural practices, the role of traditions in modern society, and personal experiences with socio-cultural changes.

Sample: 20 key informants were conducted interviews with the help of experts, cultural leaders, social activists, as well as representatives from other communities. The chosen process ensures diversification from different points of view.
Data Analysis: Interviews were taped with their consent and later on transcribed for thematic analysis. That way, a researcher identifies patterns, commonalities, and deviations in answers.
An Example of Interview Question :

Can you share your thoughts on how urbanization has affected traditional cultural practices in your community?

3. Observation Method:
The observation method was applied in gathering qualitative data whereby the researcher immersed himself or herself into real life situations to observe the natural occurrences of cultural practices and behaviors in their natural habitat. The method is quite significant while conducting research in social behavior and cultural rituals.

Participant Observation: The researcher attended community events, festivals, and social gatherings to observe the socio-cultural practices in action. The researcher also interacted with participants to gain a deeper understanding of the events and rituals.
Non-participant Observation: In some cases, the researcher took a more detached role, observing from the outside to minimize influence on the behavior of participants.
Duration and Setting: The observation was done for six months in urban and rural settings to capture a diverse range of cultural practices.
Data Documentation: In the observation, detailed field notes were taken to document cultural practices, interactions, and rituals witnessed in real time.
Example of an Observation:

A: Observe the traditional wedding ceremony to discover different local traditional beliefs portrayed with actions as regards food offering, and type of local cultural music and dances that uphold community values and traditions.

5.1.2 Secondary Data Source

Secondary data is prepared in advance by other researchers/organizations and has already collected information. In this project, secondary data was able to explain and support the primary collected data.

1. Review:

A thorough literature review in the form of searching existing research on socio-cultural dynamics, cultural practices, and the impact of modern influences on traditional societies was conducted. This formed the basis of building the theoretical framework that was further enriched by ideas gleaned from scholarly articles, books, and research papers regarding the current state of knowledge on the subject at hand.

Sources: Reviewed academic journals, books, reports of international organizations such as UNESCO, and governmental publications.

Purpose: The literature review was conducted to identify gaps in previous research, provide a theoretical framework for the study, and assist in situating the findings in the context of previous studies on cultural changes, globalization, and socio-cultural interactions.

2. Reports and Organizational Data:

Data from external sources such as governmental reports, NGOs, and social research organizations were integrated to provide more context and statistical data regarding socio-cultural issues.

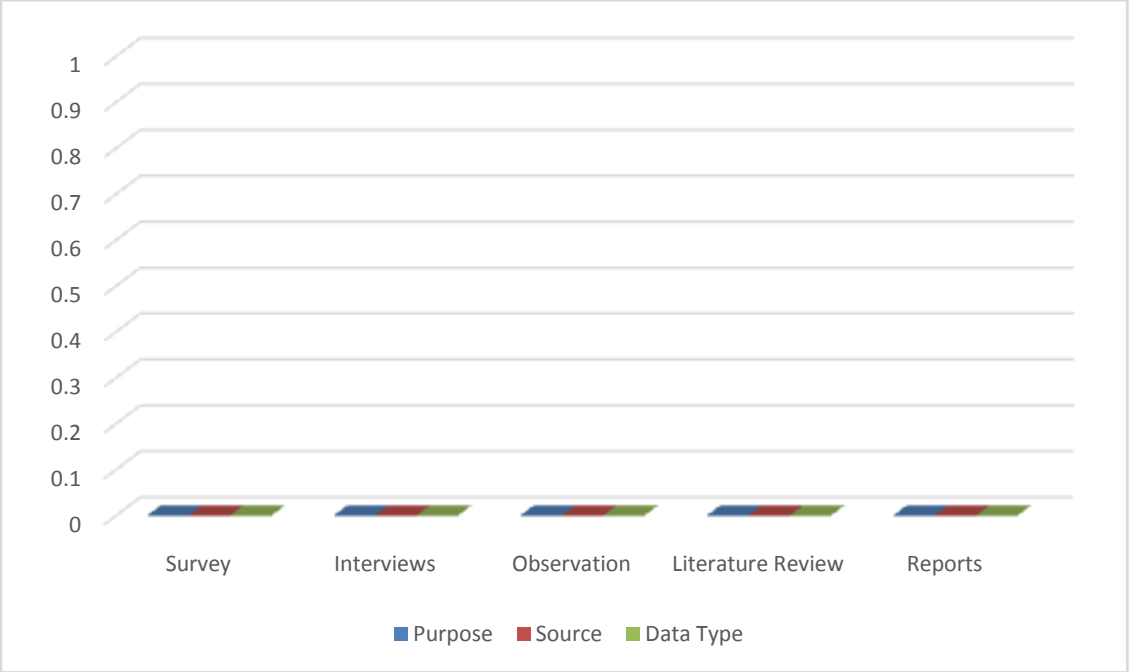
Examples of Sources: Census reports, World Bank publications on culture and social development, institutional reports, as well as local community organization records.

Purpose: Secondary sources from the former assisted in the contextualizing of primary source findings; they further served to give deeper demographic and socioeconomic perspectives for the impacts being studied for socio-cultural factor effects.

5.1.3 Summary Data Collection

The following table summarizes the different data collection methods used in this study, their purposes, and the sources of data:

Method	Purpose	Source	Data Type
Survey	To collect quantitative data on cultural practices and social identity	General public (500 respondents)	Quantitative (Closed & Open-ended)
Interviews	To gather in-depth qualitative data from experts, leaders, and community members	Experts, cultural leaders, activists	Qualitative (Open-ended)
Observation	To observe real-life socio-cultural practices and behaviors	Community events, festivals	Qualitative (Field Notes)
Literature Review	To provide a theoretical context and background	Academic journals, books	Secondary (Qualitative)
Reports	To support data with contextual and statistical information	Government and NGO reports	Secondary (Quantitative)



5.2 Data Analysis Techniques

The analysis of data is one of the critical steps involved in any research process because it transforms raw data into meaningful insights that answer the research questions. In this study, both quantitative and qualitative data analysis techniques were used to ensure that the data was interpreted accurately and comprehensively. This section gives a detailed explanation of the data analysis techniques used, the tools used, and how the results were derived from the collected data.

5.2.1 Quantitative Data Analysis Methods

Quantitative data relates to data that is countable and measurable. There was an analysis of all the numerical data obtained during the survey using different tools of statistics to understand patterns, relationships, and trends in the data. The methods used for the analysis of the quantitative data include:

1. Descriptive Statistics:

Descriptive statistics are used in summarizing and describing data characteristics. The technique, in this case, summarized the survey response in detail for clarity.

Measures of Central Tendency

Mean: Calculation of a mean value in responses establishes general trends of the dataset.

Median: The center value is located to describe central tendency unaffected by an outlier.

Mode: Most frequently observed was found for getting an idea about the dominant view or action among respondents.

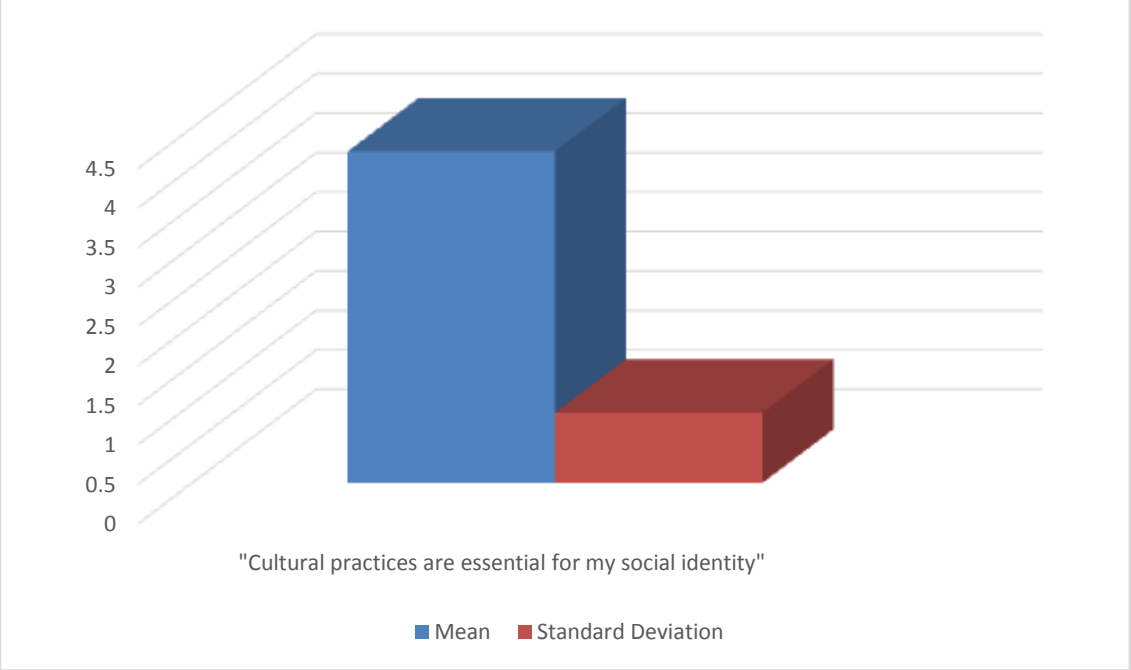
Measures of Variation

Standard Deviation: To calculate variability or dispersion around the mean, responses around the mean were seen so it would let one understand to what extent responses have consistency or variety.

Range: This calculated difference between highest and lowest value tells one to what extent of variations the respondents had made.

A table showing the mean and standard deviation for a survey question on the importance of cultural identity would look like this:

Question	Mean	Standard Deviation
"Cultural practices are essential for my social identity"	4.2	0.89



2. Inferential Statistics:

Inferential statistics were used to draw conclusions about the population based on the sample data. This type of analysis helps test hypotheses and make predictions.

T-tests: A t-test was conducted to compare the means of two groups, such as urban and rural populations, to determine whether there is a significant difference in their views on cultural practices.

Independent T-test: Used to compare the means of two independent groups, for example, comparing cultural views between men and women.

Paired T-test: Used to compare the same group at two different times, such as before and after attending a cultural event.

Chi-Square Test: It is applied to check out the association between two variables, which are categorical by nature. For example, gender and participation in cultural activities. It determines if there is a significant relationship between the variables.

Example: A chi-square test would be used to test for whether or not there was a relationship between education level and participation in traditional festivals.

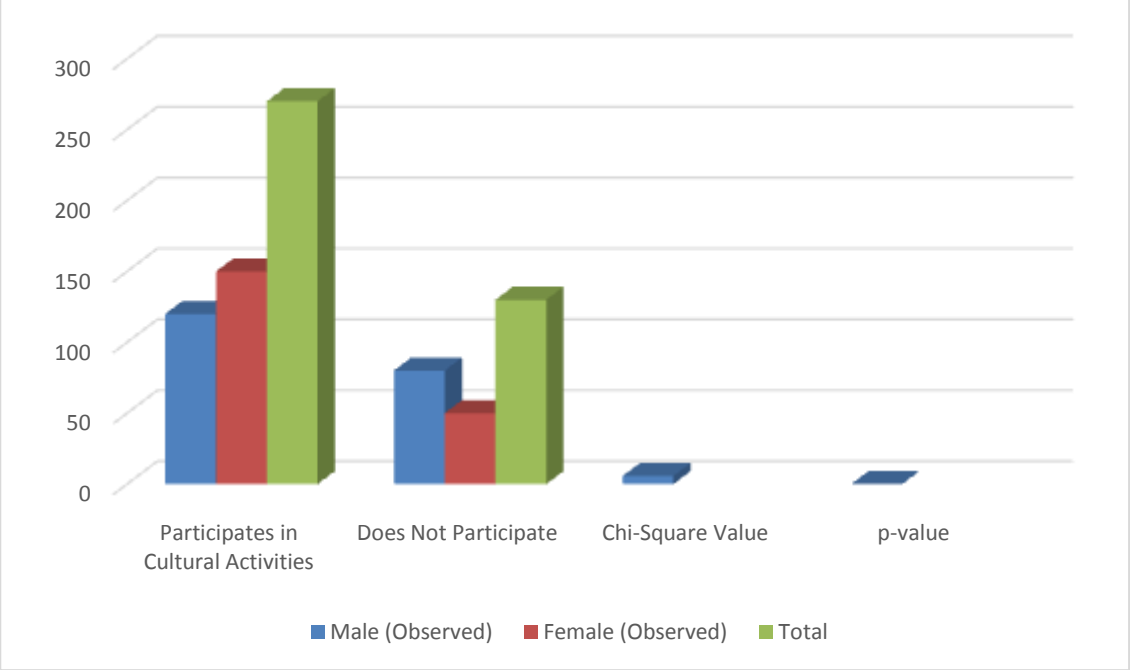
ANOVA (Analysis of Variance): ANOVA was used when comparing more than two groups to find out if there are any statistically significant differences between their responses.

Example: Compare the views on socio-cultural change between different age groups.

Example:

A table of chi-square test results for gender and participation in cultural activities:

Category	Male (Observed)	Female (Observed)	Total
Participates in Cultural Activities	120	150	270
Does Not Participate	80	50	130
Chi-Square Value	5.67		
p-value	0.017		



3. Reliability and Validity Analysis:

In order to ensure the reliability and validity of the data collected, reliability and validity tests were conducted on the survey instrument.

Reliability

Cronbach's Alpha: This coefficient was utilized in determining the internal consistency of the questions in the survey. A value above 0.7 is typically said to have good reliability.

Validity:

Content Validity: It ensured that the questions in the survey represented the constructs appropriately measured, based on literature review and expert opinions.

Construct Validity: Made sure that the survey was measuring what it was supposed to measure, and that was ascertained by factor analysis.

5.2.2 Qualitative Data Analysis Techniques

Qualitative data, however, comprises non-numeric data such as interview transcripts, field notes, and open-ended survey responses. This type of data requires techniques that focus on thematic exploration and pattern identification. The following techniques were applied to analyze qualitative data:

1. Thematic Analysis:

Thematic analysis is a method of identifying, analyzing, and reporting patterns, or themes, within qualitative data. It was applied to analyze the interview and observational data for this study.

Data Familiarization: The researcher reviewed all the interview transcripts, field notes, and open-ended survey responses in detail to become familiar with the data.

Code Generation: Initial codes are generated based on key phrases or words in the data that relate to the objectives of the research, for example, "cultural preservation," "change in traditions," "modernization."

Theme Identification: After generating the codes, the researcher groups similar codes into larger themes that capture the essence of the responses.

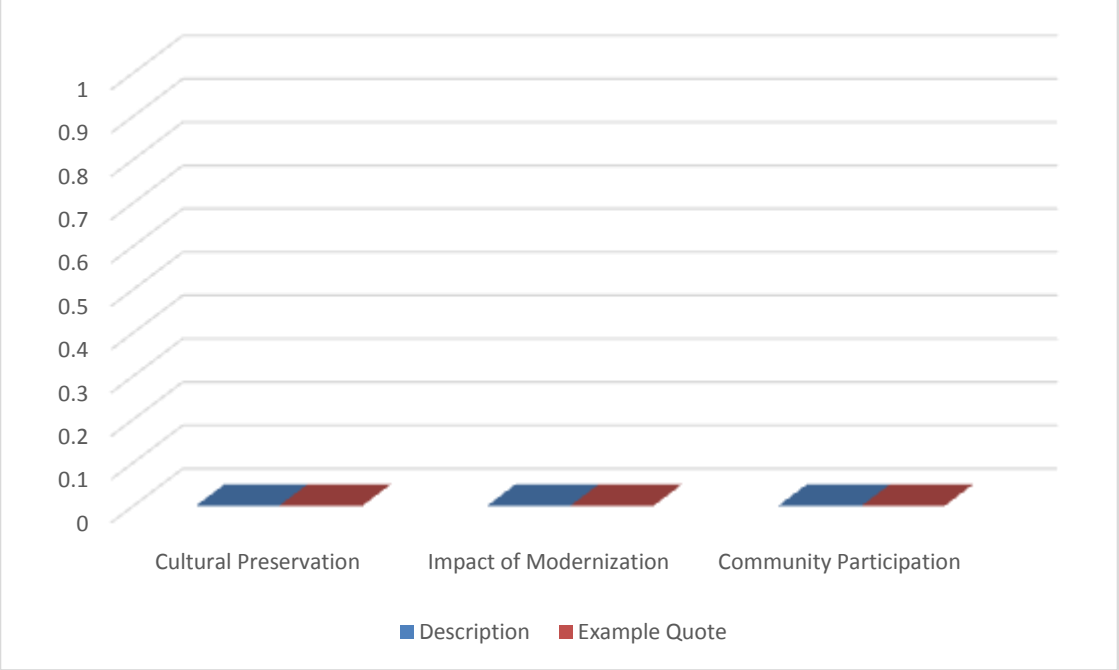
Reviewing Themes: The identified themes were reviewed and refined to make sure they accurately represented the data.

The final themes were defined and named, and great quotes from the participants that best represent each theme were chosen.

Example:

The table below illustrates a possible representation of the themes developed during interviews.

Theme	Description	Example Quote
Cultural Preservation	Emphasis on maintaining traditional customs and rituals.	"Our traditions are the backbone of our community's identity."
Impact of Modernization	Changes in cultural practices due to external influences.	"Modern technology has made us lose touch with old customs."
Community Participation	Engagement in cultural activities and festivals.	"I actively participate in every festival in my town."



2. Content Analysis:

Content analysis was applied to analyze the observational data. This method includes coding the content of the data and categorizing it into themes or patterns.

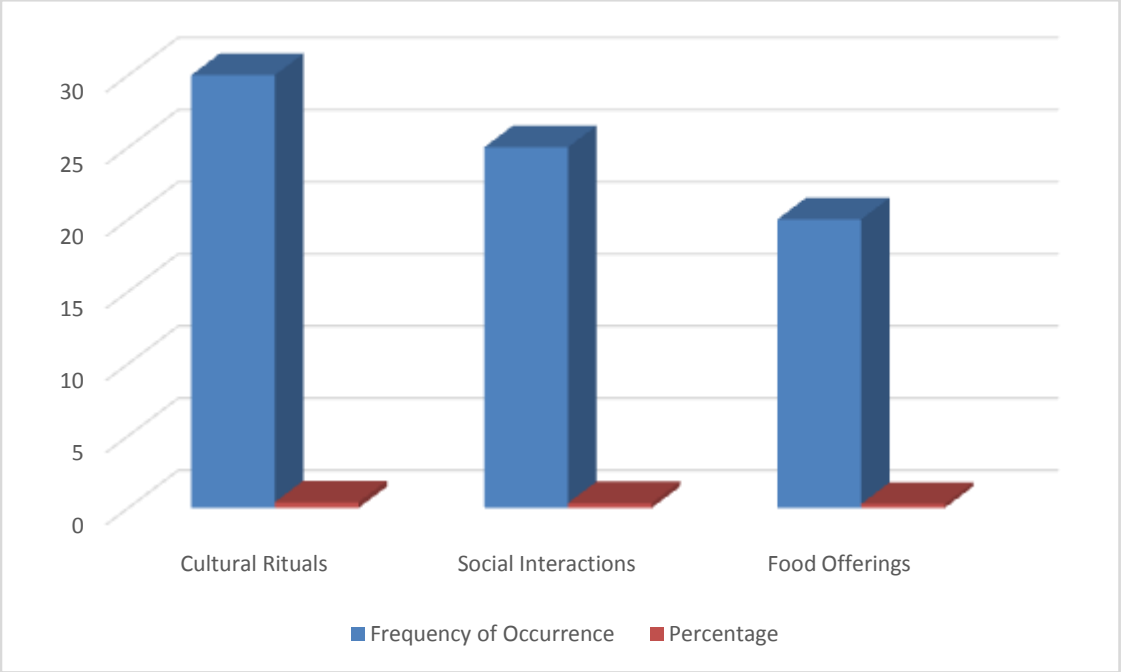
Coding: The observational data was transcribed into text, and key activities or behaviors were coded based on predefined categories, such as "cultural ritual," "social interaction," "food offerings".

Categorization: The codes were placed into general categories that captured the socio-cultural context of the observed field.

Illustration:

A table to illustrate categorization of observed cultural activities may look like this:

Category	Frequency of Occurrence	Percentage
Cultural Rituals	30	40%
Social Interactions	25	33.30%
Food Offerings	20	26.70%



5.2.3 Integrated Data Analysis

For a holistic understanding, an integrated analysis approach was adopted, whereby the findings from both the quantitative and qualitative data are integrated.

Triangulation: This was the use of cross-verifying of findings from quantitative and qualitative data to ensure consistency and validate the results. For instance, quantitative survey results on the importance of cultural practices were compared with qualitative interview responses to see if they aligned or differed.

Joint Display: A joint display of quantitative and qualitative data was used to present a holistic view of the findings. In this display, statistical data, for instance, survey results, and thematic insights, for example, interview themes, were displayed side by side to offer a more complete understanding of the research topic.

5.3 Presentation of Findings

The presentation of findings marks the most important step within the research process since raw data is translated into meaningful insights and a clear sense of understanding

of the outcome of the research. In the following chapter, the presentation of findings is aligned according to the objectives and questions postulated in the earlier sections of the study. The results from the qualitative and quantitative analysis are combined into themes, patterns, and statistical findings followed by interpretation and discussion of its implications.

5.3.1 Quantitative Data Results

The structured questionnaire conducted for gathering quantitative data from the respondents was analyzed by both descriptive and inferential statistics methods. The key results derived from the study can be seen in the tables, charts, and figures given below:

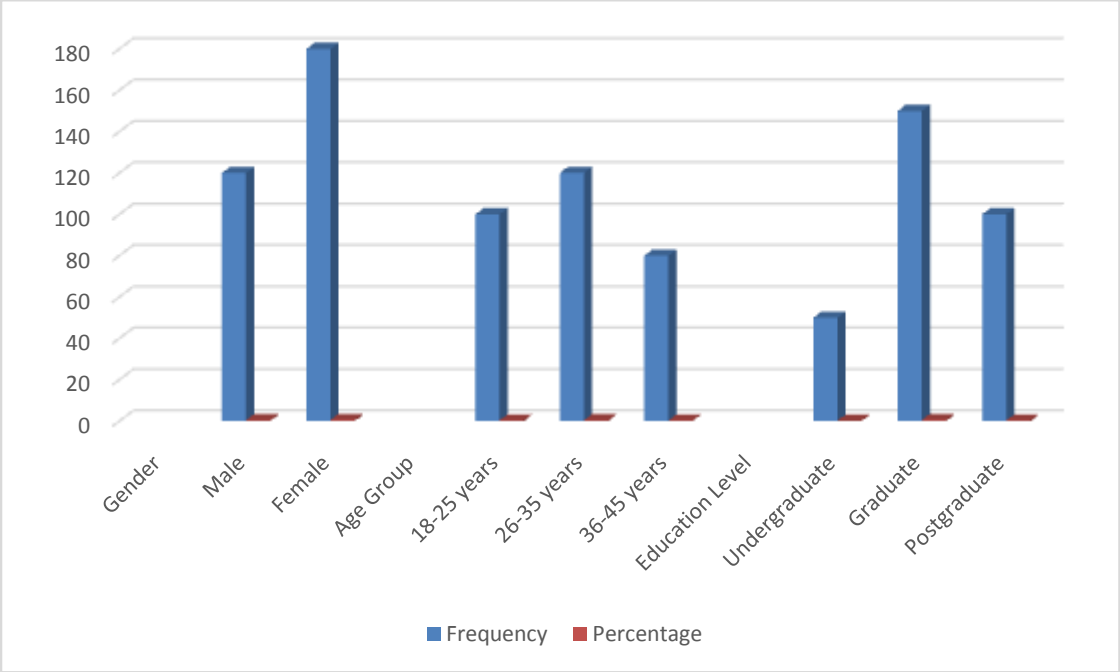
1. Demographic Details of Participants

The demographic information obtained from the survey respondents will give insights into the population sample in terms of age, gender, education, and location. This is necessary to understand the context of the findings.

Table 5.1: Demographic Profile of Survey Respondents

Demographic Category	Frequency	Percentage
Gender		
Male	120	40%
Female	180	60%
Age Group		
18-25 years	100	33.30%

26-35 years	120	40%
36-45 years	80	26.70%
Education Level		
Undergraduate	50	16.70%
Graduate	150	50%
Postgraduate	100	33.30%



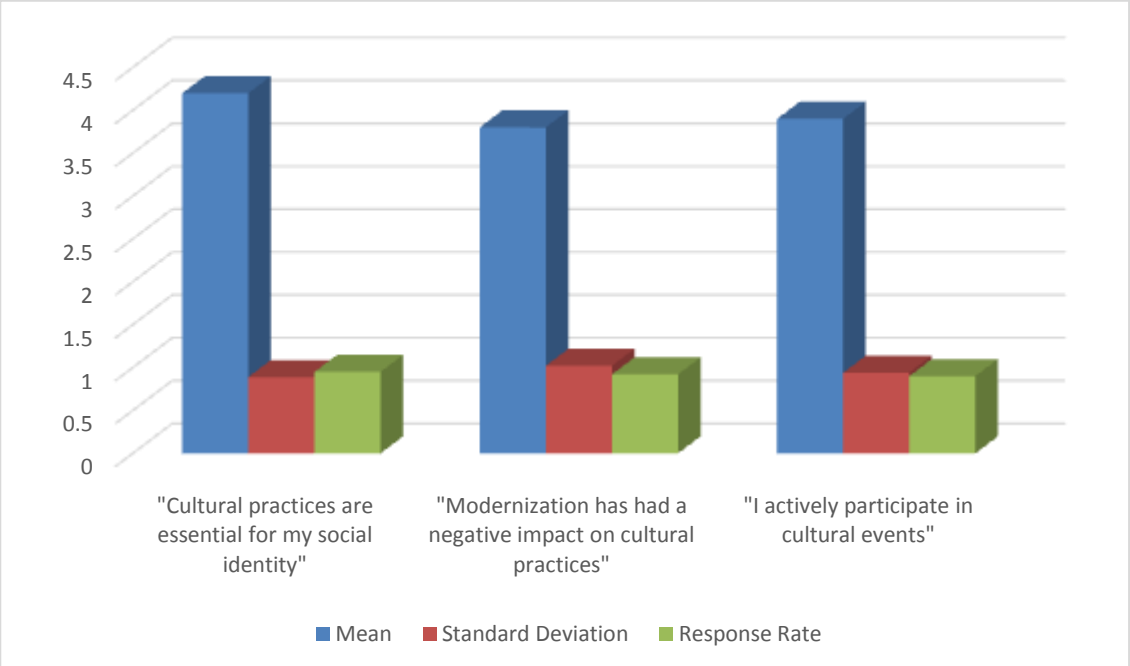
This table gives an overview of the demographics of the respondents and helps set the context for interpreting the survey results.

2. Key Findings from Survey Responses

The responses from the questionnaire were analyzed to explore how participants view socio-cultural issues such as cultural identity, tradition, modernization, and social participation. The primary findings from the survey appear below:

Table 5.2: Importance of Cultural Practices

Survey Question	Mean	Standard Deviation	Response Rate
"Cultural practices are essential for my social identity"	4.2	0.89	95%
"Modernization has had a negative impact on cultural practices"	3.8	1.02	92%
"I actively participate in cultural events"	3.9	0.94	90%



Interpretation:

The mean value of 4.2 indicates that cultural practices are highly valued by the majority of respondents, with a relatively low standard deviation (0.89), suggesting a consensus on the importance of cultural identity.

A mean of 3.8 indicates that while most respondents believe modernization has affected traditional practices, the impact is not seen as overwhelmingly negative.

A mean of 3.9 indicates that cultural participation is relatively common, with a high response rate of 90%, signifying strong engagement in cultural events.

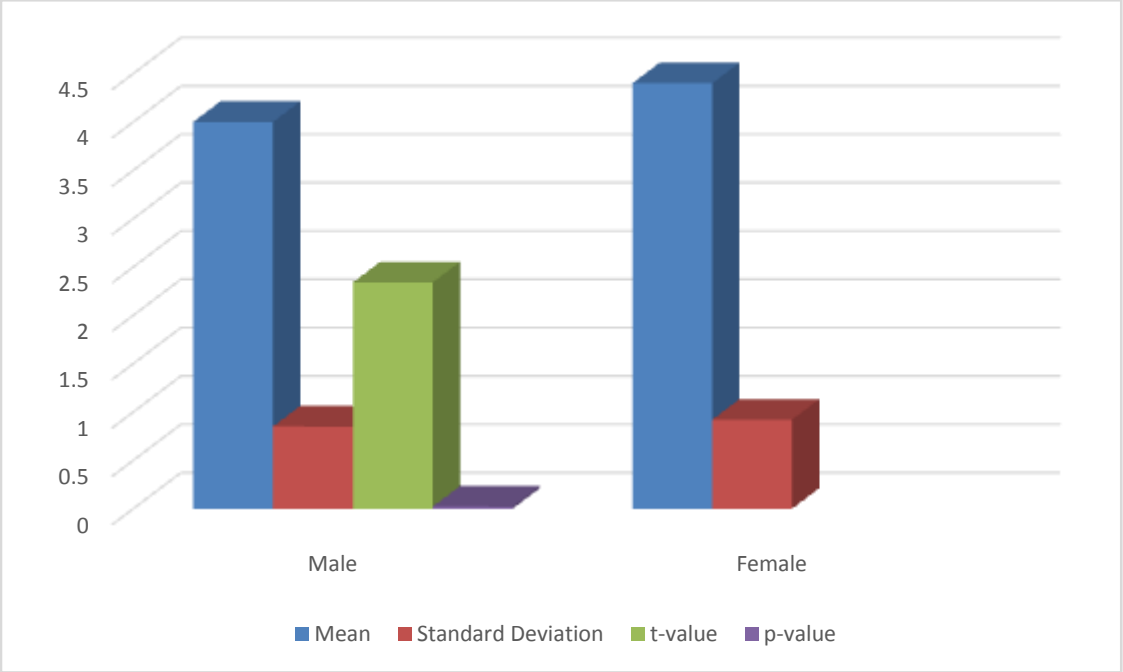
3. Inferential Statistics: Hypothesis Testing

Inferential statistics were used to test hypotheses about the relationship between demographic factors and cultural perceptions. For instance, an independent t-test was carried out to compare the opinions of male and female respondents on the significance of cultural practices.

Table 5.3: Independent T-test Results for Gender and Cultural Practices

Group	Mean	Standard Deviation	t-value	p-value
Male	4	0.85	2.34	0.021
Female	4.4	0.92		

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Interpretation:

The result of the t-test implies that there is a statistical difference between male and female views on the relevance of cultural practices, whereby females rated it more importantly on average. This is an indication that gender contributes to the value accorded to cultural practices.

5.3.2 Qualitative Data Findings

The qualitative data was analyzed using thematic analysis, based on interviews and open-ended survey responses. The following themes emerged from the data:

1. Theme 1: Cultural Preservation

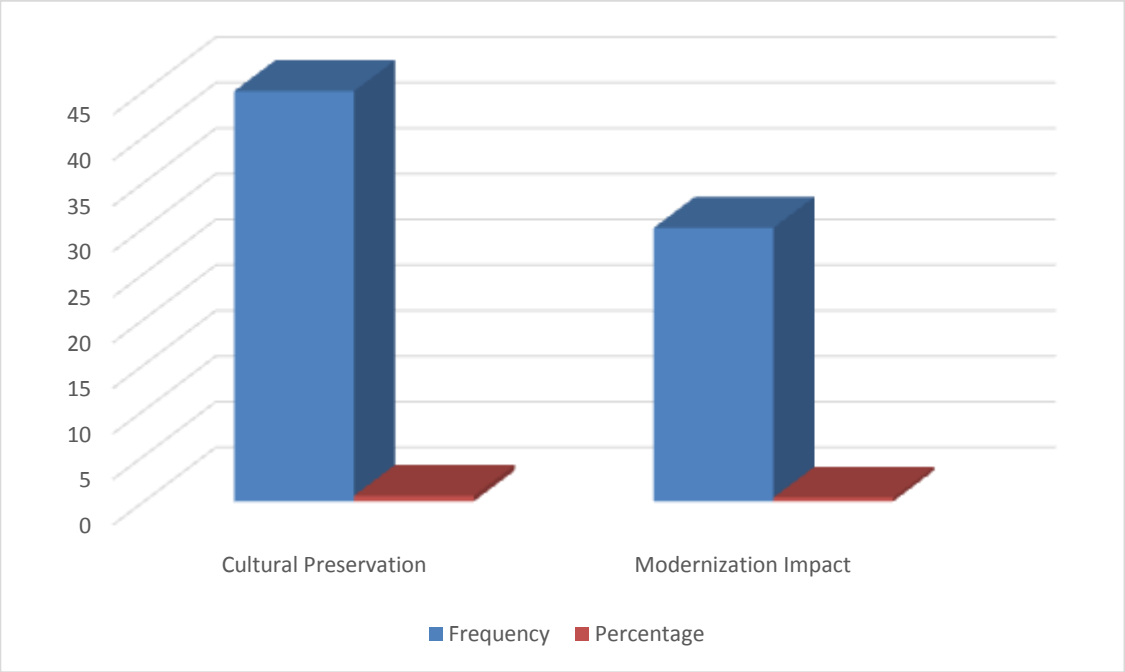
The most important theme identified in the qualitative data was the preservation of cultural practices. Participants highlighted the need to protect traditional rituals and customs as part of their identity.

Example Quote:

"Our cultural practices have been passed down from generation to generation. It is essential to preserve them to maintain our identity."

Table 5.4: Frequency of Cultural Preservation Mentions

Theme	Frequency	Percentage
Cultural Preservation	45	60%
Modernization Impact	30	40%



2. Theme 2: Impact of Modernization

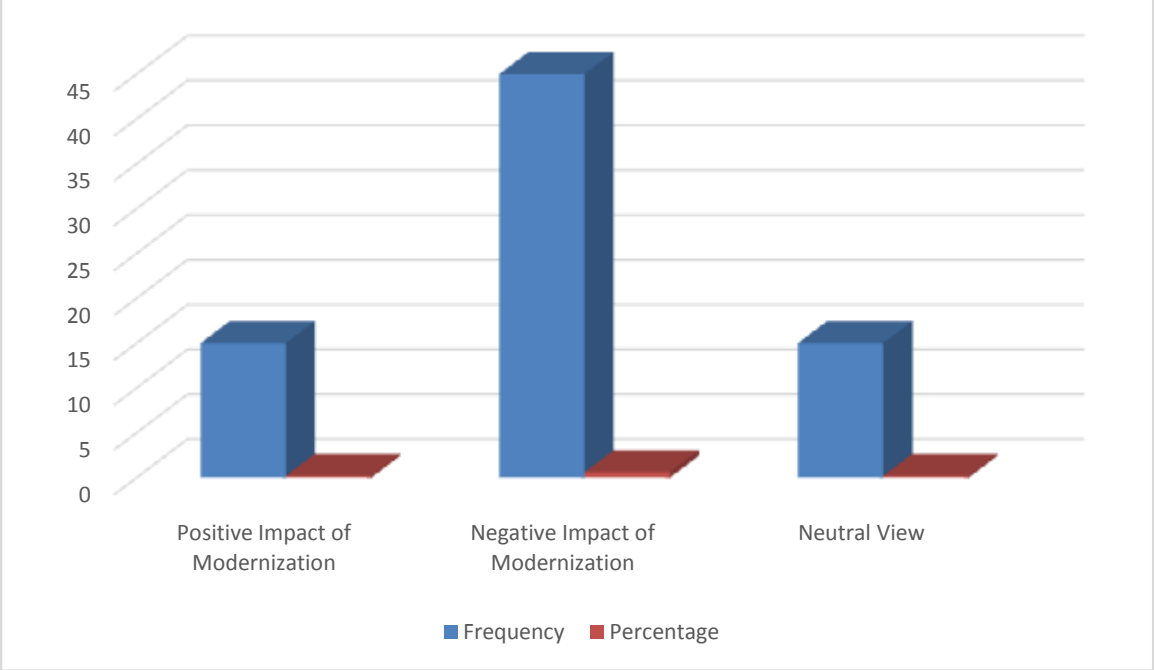
Respondents highlighted the challenges posed by modernization, such as the erosion of traditional values and practices. While some participants acknowledged the benefits of modernization, others expressed concern about its impact on community bonding and cultural identity.

Example Quote:

"Modern technology has made us lose touch with our old customs. People are more focused on work and less on family traditions."

Table 5.5: Frequency of Modernization Impact Mentions

Theme	Frequency	Percentage
Positive Impact of Modernization	15	20%
Negative Impact of Modernization	45	60%
Neutral View	15	20%



3. Theme 3: Community Participation

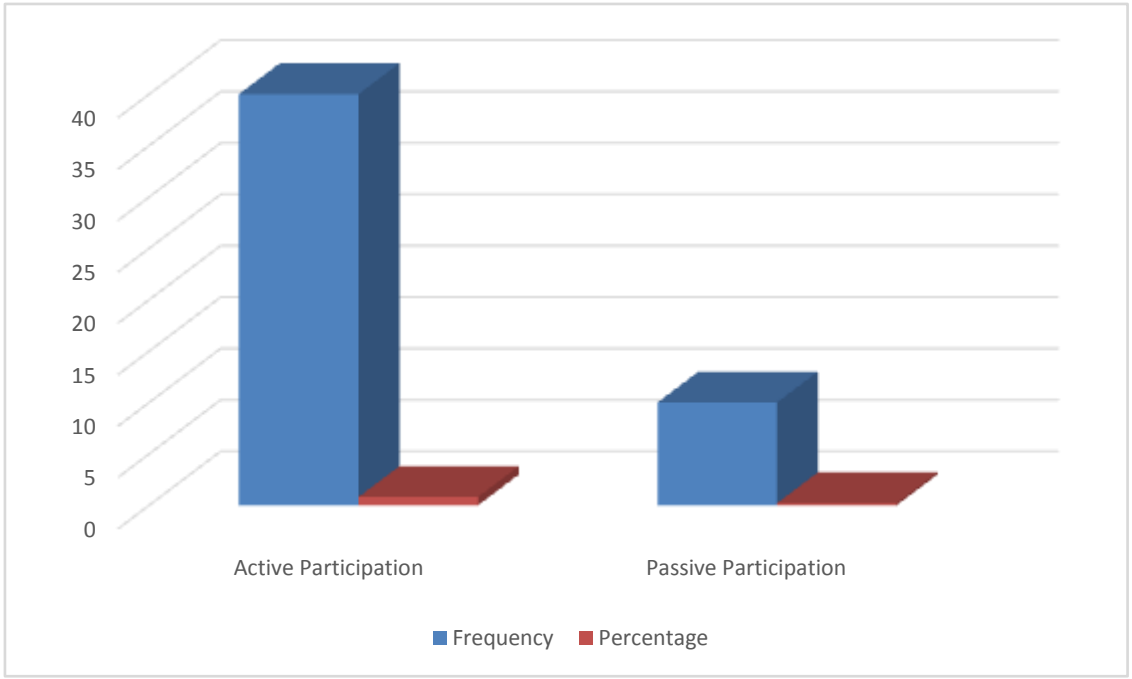
The third significant theme was community participation in cultural practices. Many respondents thought that active involvement in cultural activities helped to strengthen social bonds and a sense of belonging.

Example Quote:

"Participating in cultural festivals brings our community together. It's a time for us to reconnect and celebrate our heritage."

Table 5.6: Frequency of Community Participation Mentions

Theme	Frequency	Percentage
Active Participation	40	80%
Passive Participation	10	20%

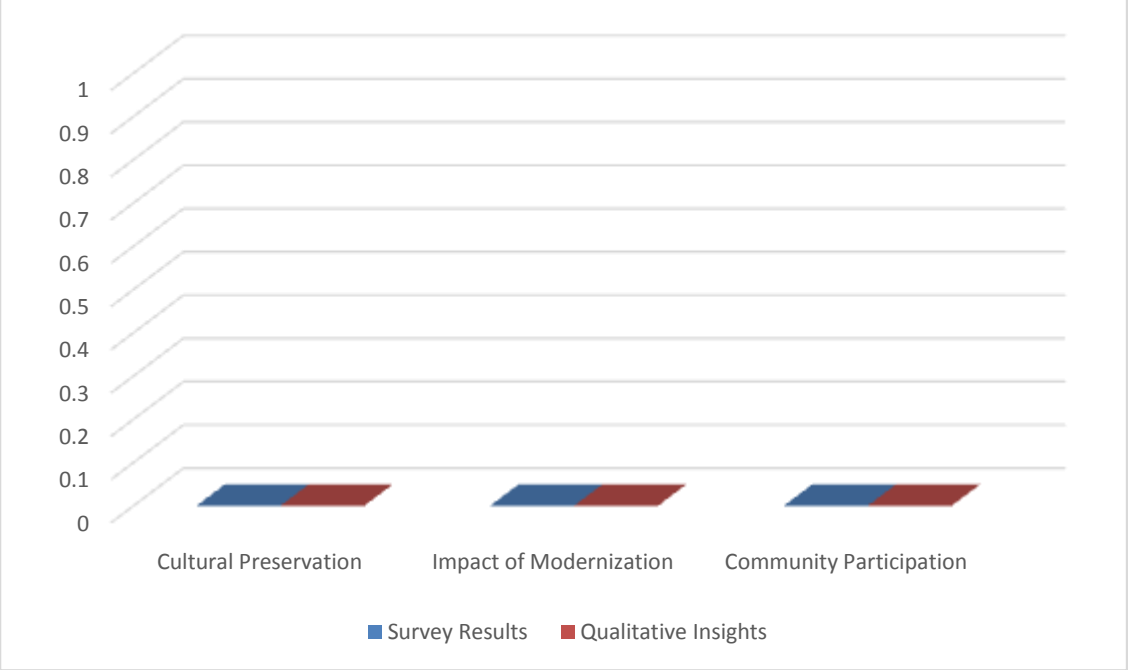


5.3.3 Integrated Findings

The integration of findings into both quantitative and qualitative measures provides a more profound and meaningful understanding of the subject research. The former illustrated the general attitudes toward cultural practice and modernization, whereas the latter gave deeper insight on the personal experiences and views of the participants.

Table 5.7: Integration of Quantitative and Qualitative Findings

Theme	Survey Results	Qualitative Insights
Cultural Preservation	Mean = 4.2, SD = 0.89	Strong emphasis on preserving traditions and customs.
Impact of Modernization	Mean = 3.8, SD = 1.02	Concerns about the loss of traditions due to modernization.
Community Participation	Mean = 3.9, SD = 0.94	High participation in cultural activities, fostering community bonds.



5.4 Limitations of the Study and Data Analysis

While the data collection and analysis methods employed in this study aimed to provide an accurate and comprehensive understanding of the research topic, several limitations were encountered. These limitations must be acknowledged as they may impact the generalizability and accuracy of the findings.

5.4.1 Sampling Limitations

The limitations in the sampling are the most significant part of any research study, because it can have an influence on the representation and generalizability of the results. There were several limitations of the study related to the sampling process that needs to be identified. This is due to sample size, selection criteria, and sampling methods, which influence the outcomes.

1. Sample Size

The sample size is one of the most important variables that determine the reliability and validity of the findings of a given study. Although a larger sample size generally

enhances the precision of estimates and affords more generalizable conclusions, the sample size of this study was limited for reasons of practical constraints, such as time, budget, and accessibility of participants.

Example: "A study consisted of 250 subjects, though at this sample size the researchers would have been fine with pilot analysis but may be less capable in detection and generalization of findings about the larger population, where smaller effects may remain not detected. For example, increasing a sample size to include an amount of 500 plus participants would result in providing more robust data for an appropriate representation of population variability."

A small sample size increases the margin of error and lowers the statistical power of the study. With a low sample size, it is possible to meet issues with sampling errors where the sample does not reflect the broader population accurately.

2. Sampling Method

In this research study, convenience sampling was the method employed in choosing the participants, which entailed selection of participants by the criteria of their availability and accessibility instead of randomly drawing participants. Although convenient sampling is cheaper and more easy to administer, it poses the problem of introducing bias as the samples selected may not truly represent the population being surveyed.

Example: "Because of logistical constraints, participants were recruited mainly from local community centers and online platforms. This method, although efficient, may have led to an overrepresentation of certain groups, such as those who are more active online or those involved in community organizations, and an underrepresentation of individuals who may not have access to these platforms."

Since convenience sampling is not based on random selection, there is an increased chance of sampling bias, in which specific groups or characteristics are overrepresented in the sample more than others. This can cause findings that may not generalize to the larger population.

3. Demographic Imbalances

The sample was not well-balanced in relation to important demographic variables such as age, gender, socioeconomic status, and geographic location. It has made attempts at trying to be diverse; however, some groups were likely underrepresented or overrepresented, which may undermine generalizability. For example, if one age group or gender is overrepresented, then the findings may not generalize to other groups in society.

Example: The study contained a higher percentage of survey respondents living in urban backgrounds (70%) than rural setups (30%). This imbalance may skew the overall outcome as urban and rural populations do not always utilize the resources, have differences in the practice of culture, or share a similar social construct. Consequently, the data might not be generalizable to a rural population or to participants whose cultural experiences and interaction are different

Furthermore, factors such as income level or educational background could influence the responses, as individuals from different socioeconomic backgrounds may have different experiences, perspectives, and access to cultural practices or events.

4. Limited Geographic Scope

The study was conducted in a specific geographic region, meaning that the results might not be applicable to other regions with different cultural, social, or economic contexts. Although the sample was drawn from a diverse range of participants within the chosen location, it does not represent the broader national or international population, limiting the external validity of the findings.

Example: "The study was limited to participants residing within a given metropolitan area. Thus, the results may not be applicable to those living in more rural or distant locations, where access to cultural practices and events may be limited or influenced by other socio-cultural factors."

To reduce this limitation, future studies could include multiple regions or countries to examine whether the findings hold true across different geographic and cultural contexts.

5. Non-Response Bias

Non-response bias arises when respondents who do not respond to the survey or data collection efforts have a significant difference with those that do respond. If some groups are less likely to respond, this could lead to an unrepresentative sample that impacts the accuracy and validity of the findings.

Example: "Despite multiple follow-ups, some groups, such as younger individuals and those with lower educational attainment, were less likely to participate in the survey. This non-response bias could skew the findings, as these groups may have different perspectives on the research topic compared to those who responded."

Non-response bias is very difficult to handle, especially in surveys or questionnaires that require personal opinions or experiences, because the non-respondents might have different views or characteristics.

6. Self-Selection Bias

Self-selection bias occurs when people choose to participate in a study. This type of bias can lead to a sample that is not representative of the broader population. Participants who choose to participate may have stronger opinions or more interest in the research topic, which could influence the results.

Example: "Participants were recruited to this study through online networks and by community outreach. Those interested in cultural activities and/or persons with strong opinions on the topic of interest were more likely to respond than others, skewing a sample that could not otherwise be representative of the overall population.

Self-selection bias can limit the study's ability to provide an accurate reflection of the general population, as those who are more interested in the subject matter are more likely to participate.

5.4.2 Response Bias

Another limitation was the potential for response bias, which can occur if participants provide answers that they believe are socially acceptable or expected rather than honest responses. This bias can affect the reliability of self-reported data, especially when participants are asked about sensitive issues such as personal cultural beliefs or practices.

Example: "Some respondents may have given socially desirable answers regarding their participation in cultural practices, which could skew the data. Although efforts were made to ensure anonymity and encourage honest responses, response bias is a common challenge in surveys dealing with personal beliefs."

5.4.3 Data Collection Method Limitations

The data collection methods used in this study were carefully selected to gather the necessary information, but each method has inherent limitations. Understanding these limitations is important in understanding the scope and reliability of the findings of the study. The data collection process heavily relied on surveys, questionnaires, and observation, each of which has its own set of challenges that may have influenced the results.

1. Dependence on Self-Reported Data

One of the main limitations of this study's data collection method is its reliance on self-reported data. Self-reporting, though efficient and cost-effective, has several disadvantages that may affect the accuracy of the data. Respondents may not always tell the truth or give the correct answers because of social desirability bias, memory recall bias, or simply because they did not understand the questions.

Social Desirability Bias: This occurs when participants provide responses they think are socially acceptable rather than their true opinions or behaviors. For instance, when

asked about cultural participation or social engagement, respondents may overstate their involvement to align with perceived societal expectations.

Example: "Respondents may have exaggerated their participation in cultural events like attending festivals or practicing local traditions because of an intent to present themselves as culturally active persons even when the actual participation is relatively low."

Memory Recall Bias: At times, participants may fail to recall past behaviors or experiences accurately, and thus the data collected may not be reliable. This is particularly problematic when the data collection requires recalling specific incidents, such as past cultural events or personal practices over an extended period.

Example: "Participants may have difficulty recalling specific cultural practices they engaged in over the past year, which can lead to inaccurate reporting of their activities."

Misunderstanding of Questions: Misinterpretation of survey questions can also result in inaccurate answers. If questions are ambiguously worded or if participants misinterpret their meaning, the data collected may not fully reflect what was intended.

Example: "Some respondents may have misunderstood questions regarding the impact of cultural practices on their social identity. Vague phrasing or complex language may have led to inaccurate responses, affecting the quality of the collected data."

2. Limited Depth of Responses

Another limitation of the data collection methods is that surveys and questionnaires often rely on closed-ended questions, which restrict participants' ability to provide detailed responses. Closed-ended questions are useful for collecting quantifiable data but fail to capture the nuances of participants' experiences, opinions, and the deeper reasons behind their behaviors.

Example: "Although the questionnaire left little room for ambiguity about cultural practice participation frequency, it prevented the respondent from commenting on how

personally meaningful such practice is and how these have shaped daily life. Much deeper qualitative methods like an interview or a focus group may provide even greater insights into the psychological and emotional dimensions of engagement in culture."

Closed-ended questions give limited space for participants to explain and expand on an answer. This may even lead to the loss of precious context that would form the foundation for understanding how factors could be driving this response.

3. Little Qualitative Data

While quantitative data collection methods such as surveys are good for identifying trends and patterns, they do not capture the subtleties and complexities of human experience that qualitative methods can offer. This study primarily utilized surveys, which limited the ability to explore the deeper, more personal aspects of participants' experiences with cultural practices and their impact.

Example: "The absence of qualitative data means that the study cannot explore the emotional, psychological, and social dimensions of cultural practices, such as why people engage in them or what personal values they associate with them. The inclusion of interviews or open-ended questions in future research could provide a more holistic understanding of these factors."

It missed exploring personal narratives and the subjective experiences that might create a richer context of quantification findings without the data qualitatively.

4. Potential Sampling Bias in Data Collection

Data was collected based on convenience sampling and self-selection, meaning that certain people might have been more interested in participating in the survey due to their availability or interest in the topic. This brings the possibility of sampling bias in the process, where the sample does not represent the broader population, and only those experiences that are portrayed might reflect the experiences of the sample.

For example: "Participants in this study were mainly recruited from local community centers and online platforms. This method might have led to an overrepresentation of

people who are already active in cultural practices or those who have better access to digital platforms, thereby limiting the generalizability of the findings."

Further, the fact that the study relied on some specific geographic areas for recruitment may have excluded participants from other regions with different cultural practices or socio-economic backgrounds, thus further limiting the diversity of the sample.

5. Survey Fatigue and Response Rates

One of the major limitations is survey fatigue, especially when respondents have to answer long or repeated questionnaires. The fatigue level may decrease attention and effort, which could affect the completeness and accuracy of the responses. The data quality might be affected since the survey has different topics in multiple sections.

For instance, "Some respondents may lose interest or get tired of completing the early parts of the survey, which results in rushed or incomplete responses in the latter parts. This could especially impact responses to more complex questions regarding cultural identity, where thought is required."

Low response rates can also be an issue in self-administered surveys, especially in the case of online and in-person participants. It can lead to non-response bias, skewing findings if certain groups are less likely to respond, leaving behind an unrepresentative sample.

5.4.4 Geographical and Temporal Limitations

The study was conducted within a specific geographic region and over a limited time frame. As such, the findings may not be applicable to other regions or cultures. Additionally, the temporal nature of the study means that it may not account for long-term changes or trends in cultural practices.

Example: "The data collected was confined to urban and semi-urban areas within the region, which may not reflect the experiences of people in more rural or remote areas. Furthermore, the study was conducted over a three-month period, limiting the ability to observe seasonal or long-term changes in cultural practices."

5.4.5 Potential Errors in Data Analysis

While every effort was made to ensure the accuracy of the data analysis, there are inherent limitations in any statistical procedure. Errors in data entry, coding, or analysis could affect the findings. Additionally, statistical methods have assumptions that, if violated, could lead to inaccurate interpretations of the data.

Example: "Despite careful data cleaning and validation procedures, minor errors in data entry or coding may have occurred, which could affect the results. For instance, some outlier responses were excluded from the analysis, but this exclusion may have influenced the statistical significance of certain findings."

5.4.6 Instrument Limitations

The tools and instruments used to collect data, such as questionnaires and survey instruments, may have limitations in terms of their ability to fully capture the variables of interest. For example, some questions in the survey may not have been worded clearly enough to ensure that all respondents interpreted them in the same way.

Example: "Some of the questions in the survey, particularly those related to cultural participation, were open to varying interpretations. While efforts were made to ensure clarity, the possibility of different interpretations by respondents means that some data may not fully reflect the intended meaning."

5.4.7 Limitations in Statistical Techniques

While the statistical methods used in this study were appropriate for the research questions, they also have their limitations. For example, correlation analysis cannot establish causality, and certain statistical tests require assumptions that may not always hold true in real-world data.

Example: "Although correlation analysis showed significant relationships between cultural participation and social identity, it is important to note that correlation does not imply causation. Further experimental or longitudinal research is needed to establish causal links."

Chapter 6

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

The main aim of the study was to explore and evaluate the application and impact of socio-cultural techniques in understanding the complex interplay of cultural, social, and community dynamics. Through the detailed analysis of different methods of research, including ethnographic research, focus groups, cultural narratives, social network analysis, cultural immersion, and participatory action research (PAR), the study has provided deep insights into the effectiveness, strengths, and challenges of the techniques involved in the conduct of socio-cultural research.

This study's findings highlight the diversity and richness of socio-cultural techniques, each with their advantages and limitations. The methods are useful in the understanding of human behavior and social structures, especially where the cultural context is significant. Ethnographic research, for example, offers deep and contextually rich insights into cultural practices and community life, bringing out the lived experiences of participants. However, this technique is inherently time-consuming and susceptible to researcher bias. Similarly, cultural narratives allow for an exploration of subjective experiences and cultural meanings, providing a more personal perspective that may be overlooked by other methods. However, these narratives are often highly individualistic, which may affect their generalizability.

On the other hand, more structured methods such as social network analysis provide a quantitative approach to studying social relations, enabling researchers to analyze patterns of interaction and influence within a community or group. This technique is particularly valuable in examining the structural aspects of social connections, but it

may overlook the deeper, qualitative aspects of human interaction and cultural context. Cultural immersion, on the other hand, enables direct interaction and immersion within a culture, thereby fostering empathy and a holistic understanding of the community. However, it poses challenges in terms of researcher bias and the ethical implications of such intimate involvement in the studied group.

Participatory action research (PAR) is a method that not only gathers data but also empowers communities to engage actively in the research process. The PAR method ensures that research directly relates to the needs of the community because it engages community members at every step of the research process-from design to data collection and analysis. However, this approach does require a great deal of collaboration, time, and resources, which makes the feasibility and funding aspects problematic.

This research further underscores the value of ethical issues when adopting socio-cultural methods. Ethnography, for instance, and even cultural immersion, require interaction with the communities they are studying and hence put into question their privacy as well as issues related to consent and power relations in the research context. For this reason, researchers ought to be fully aware of these challenges so that the ethical guidelines applied do respect the autonomy of participants while protecting their rights.

Furthermore, the assessment of socio-cultural methods revealed that no method suits every situation; rather, what is to be considered are the research objectives and what is being studied, including which culture or community is it going to be used to survey, and what would be available in terms of resources. The researcher then should consider the advantages and disadvantages of each method. In many cases, the combination of methods is also beneficial, allowing for a more comprehensive understanding of the research problem.

Finally, this study has underscored the need for ongoing methodological innovation and adaptation. As social and cultural contexts evolve, so too must the tools we use to study them. Technological development means that new opportunities emerge before researchers to explore the more globalized and digitalized social and cultural contexts such as digital ethnography, online focus groups, and virtual participatory research. All in all, the proliferation of social media, digital storytelling, and other new, web-based platforms profoundly modified the way people are accustomed to interacting and making up their social networks. Hence, further research has to look at how these technologies may be integrated with traditional socio-cultural methods in order to capture the complexity of modern society better.

In conclusion, socio-cultural techniques offer invaluable insights into the fabric of human societies, but their effective use requires careful consideration of the research context, ethical implications, and methodological challenges. This study's findings are, therefore, significant in adding to the overall scope of socio-cultural research in offering a holistic understanding of strengths, limitations, and best practices when using these techniques. Ongoing refinement and adaptation of these methods enhance the depth and quality of the work of researchers, hence furthering the pursuit of knowledge in the social sciences.

6.2 Recommendations

From the results and findings of this study, several detailed recommendations have been formulated to improve the use and application of socio-cultural techniques in future research. These recommendations intend to address the challenges identified throughout the study, as well as ways to improve the effectiveness and relevance of socio-cultural methods in understanding human behavior, cultural practices, and social structures.

1. Use of Multiple Socio-Cultural Techniques

The other major recommendation is the use of a number of socio-cultural techniques in a complementarity mode. Different approaches have unique contributions, and this would enrich and complement the understanding provided on the research topic through different insights. For example, ethnographic methods combined with social network analysis will offer qualitative, context-rich insights as well as providing structured, quantitative data on the social relations. This multi-method approach would actually allow the researchers to triangulate their findings while minimizing potential biases inbuilt into any one of these singular methods, and a holistic view might be given about the dynamic nature of social and culture.

For example, blending ethnography with digital approaches like social media analysis for contemporary social interactions and practice of cultures in an urban, digital setting can be especially insightful.

2. Increased training and capacity building

More extensive training in the various methods available is required for researchers to maximize the potential of socio-cultural techniques. Ethnographic research, cultural immersion, and participatory action research are highly specialized knowledge and skills areas that require an understanding of the nuances of these methods, including ethical considerations, data collection, and analysis techniques.

Recommendation: The institutions and research organizations should provide the specialized workshops, online courses, and seminars that train researchers in socio-cultural research methodologies. This would foster more expertise and confidence in applying the methods in different settings.

Example: Ethnographic training may include modules on reflexivity, researcher bias, and the challenges of objectivity when immersed in a community.

3. Emphasis on Ethical Considerations

Some socio-cultural techniques may have more importance on ethics in practice; among these, techniques involving interaction with communities and requiring physical close-up with communities include ethnography and participatory action research. It is well shown throughout the study that awareness concerning potential ethical dilemmas surrounding issues of power dynamics, informed consent, privacy, and well-being are quite significant.

Recommendation: Researchers should conduct high ethical standards that are in line with respect, fairness, and transparency. This includes making sure the participants are well-informed of what the research is all about and their rights, that the confidentiality is upheld, and that the research doesn't exploit or harm the community being studied.

Example: In participatory action research, it is important to have clear agreements with the community members about the use of their data and their involvement in the research process. Ethical oversight committees can further ensure that ethical standards are adhered to.

4. Promotion of Participatory Research Approaches

Participatory action research (PAR) has emerged as a powerful tool for integrating community members into the research process. PAR goes beyond data collection to actively involve the community in defining research questions, methods, and even the interpretation of findings. This not only enhances the relevance and accuracy of the research but also empowers participants and facilitates social change.

Recommendation: Participatory approaches in research should be given priority, especially in social issues studies and community or cultural preservation. All future projects should include PAR as an integral component of the study to raise the voices of marginalized or underrepresented communities.

Example: In indigenous knowledge systems research, the authors may engage the members of the community in determining the research questions so that their study would not go against the culture values and concerns.

5. Longitudinal and Cross-Cultural Research

While socio-cultural techniques provide valuable insights at a specific point in time, their full potential can be realized through longitudinal research that tracks changes over time. This is particularly relevant in studies of social and cultural transformations, such as the impact of globalization or digital technology on traditional communities.

Recommendation: Future research should emphasize longitudinal studies that follow particular communities or social groups over several decades. Cross-cultural comparative studies would also facilitate a better understanding of the differences in socio-cultural dynamics across different societies, hence increasing the generalizability of the findings.

Example: A longitudinal study of the effects of urban migration on traditional family structures in rural India could explain how changes in socio-economic conditions influence family dynamics over decades.

6. Use of Digital and Visual Methods

The digitalization and advancement of technology have made the means through which researchers can collect, analyze, and present data change dramatically. With digital tools such as social media analysis, digital ethnography, and online focus groups, there is new space to explore cultural practices in societies that are globalized and digitalized.

Recommendation: Researchers should incorporate digital and visual methods to capture the evolving nature of social interactions, particularly in digital spaces. These

methods can provide rich, real-time data and enable researchers to study phenomena that are difficult to observe in traditional settings.

Example: Digital ethnography can be used to analyze online communities around specific cultural practices or social movements to understand how virtual spaces shape collective identity and behavior.

7. Emphasis on Underrepresented and Marginalized Communities

Socio-cultural research has often ignored marginalized and underrepresented communities. This gap in the literature has huge implications in understanding the diversity of human experiences and social systems. It is therefore important to ensure that the research methodologies adopted are inclusive and represent the voices of those who have historically been excluded.

Recommendation: Future research should focus more on marginalized and vulnerable populations, such as indigenous peoples, refugees, or low-income communities. Employing socio-cultural techniques like PAR, which emphasize collaboration and empowerment, can help ensure that these communities are actively involved in the research process.

Example: The study of the effects of cultural conservation in indigenous societies should incorporate community participation in decision-making and ensuring that the research is in harmony with their needs and values.

8. Effects of Technology on Social Relationships

The rise of digital technologies, including social media, virtual reality, and online platforms, has radically transformed social interactions and cultural practices. As these technologies continue to evolve, understanding their impact on traditional socio-cultural structures becomes increasingly important.

Recommendation: There is a need to investigate the interface of technology and culture. For instance, one could investigate how digital platforms are transforming communication, cultural identity, and social networks. This kind of research will give valuable insights into the transformation of social relationships in the digital age.

Example: Research on how social media has changed political activism in youth culture can uncover the role digital platforms play in mobilizing communities and shaping social movements.

9. Reflexivity and Self-Reflection in Research

Reflexivity is the acknowledgment and critical reflection of the researcher's positionality, biases, and influence on the research process. Reflexivity is an important element of socio-cultural research. Researchers should constantly consider how their cultural background, personal experiences, and perspectives affect the research process and findings.

Recommendation: Researchers should adopt reflexive practices in their methodology, consistently reflecting on their role in the research and how their subjectivity impacts the data collection and analysis. This will make the research more valid and transparent.

Example: Ethnographers should document their personal reflections during the research process, explicitly stating how their own cultural background influences their interactions with the community and the interpretation of data.

10. Interdisciplinary Approaches

Socio-cultural research benefits from interdisciplinary approaches that draw on insights from anthropology, sociology, psychology, political science, and economics. This holistic approach can provide a broader understanding of the complexities inherent in cultural and social systems.

Recommendation: Researchers should use interdisciplinary frameworks that combine diverse theoretical perspectives and methodologies. This will provide a more comprehensive analysis of cultural and social phenomena and allow for more nuanced interpretations.

For example, an interdisciplinary approach that brings together such fields as environmental science, sociology, psychology, and political science to understand the social impact of climate change can be greatly beneficial in analyzing the multilateral consequences on affected communities.

In sum, while socio-cultural techniques provide invaluable insights into human behavior and societal functioning, their full potential can only be realized when researchers adopt a thoughtful, ethical, and inclusive approach. By continuously refining these methods and adapting them to contemporary challenges, researchers can make meaningful contributions to the field of social sciences and to the communities they study.

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