PAKISTANI UNDERGRADUATES' PERCEPTIONS AFTER LEARNING ENGLISH LITERATURE: EXPLORING CHANGES IN CULTURAL IDENTITY OF THE UNDERGRADS IN TERMS OF A CULTURALLY DISTANT NOVEL

Anjbeen Soomro[1], Dr. Ghulam Muhiuddin Solangi[2]*, Noor Ul Ain Sahito[3], Rafique Ahmed Lakhan[4], Ahsan Ali Chandio[5], Lutfullah[6], Shahzad Amir[7], Farah Naz Abbasi[5]

[1]Sukkur Institute of Business Administration University, Pakistan

[2]Department of Education, Shaheed Benazir Bhutto University, Shaheed Benazirabad, Pakistan

[3]Peoples University of Medical and Health Sciences for Women, Shaheed Benazirbad, Pakistan

[4]Department of English, Shaheed Benazir Bhutto University, Shaheed Benazirabad, Pakistan

[5]SALU, Shahdadkot Campus, Pakistan

[6]Government of Balochistan, Agriculture Department (Research Wing), Quetta, Pakistan

[7]Government Degree College Panjgur, Balochistan, Pakistan

ABSTARCT

This work investigates the influences on the cultural identity of the Final Year literature students at Institute of English Language and Literature, University of Sindh, Jamshoro after reading Henry Fielding's the History of Tom Jones. It is part of the subject Fiction taught to them in their fourth year of the Bachelor Studies Degree Programme. Wolfgang Iser's Reader Response Theory is used as a theoretical framework to guide this study. The findings are based on data supplied by 10 participants, who read Tom Jones as a part of their fiction course through interviews. The key findings of this study suggested that the semi-comic novel Tom Jones is not culturally close to the cultural context of the students and majority of the participants averted to reading about the culture which is not related to their own culture and their core cultural identity remained intact or quite minutely influenced. The key findings also suggested that the process of reading is the process of judgment and learning of the cultural values and morality.

This study is valuable for the curriculum developers of literature, teachers of literature, and students of literature too at public universities who are exposed to different cultural habits through the literary texts. The findings of this study are also valuable in terms of knowing the students' perceptions regarding their connection with text and connection of text with their reality as these two are the specific components taken from Iser's theory to guide this study.

Keywords: Culture, Context, Identity, Readers

INTRODUCTION

English Literature is full of rich culture, cultural philosophies, and cultural identities of English people. The reading of English Literature not only culturally enriches the learners, but also brings about certain changes in their cultural identities; the writers at many times are downright radical or have impatience with other sects of the society (Amardeep, 2006), and this may lead to certain changes in the cultural identities of the learners. Similarly, the social and cultural world shown in the texts of English literature might have great influence on the social and cultural identities of the students (Ibid). It is likely that the identities of the learners, after reading the texts of English literature get highly influenced by the experiences of knowing the fictional characters with particular social practices within the specific European and Western social settings of their own cultures and societies which are quite different from the Eastern societies, any single impact on perceptions of readers may bring up altered identity (Filipa, 1967).

Students exposed to English Literature with all its modern culture and manifestations of the romance and fantasy are invoked to be aware of the world which might not always align with their reality (Coll-vinent, 1996). There is a HUGE effect of literary text on the readers, it formulates their moral judgment and implies different settings of varied cultures (Amardeep, 2006). The students of English Literature enjoy engaging themselves with the literature offered, it is observed that the cultural differences change their perceptions (Williams, 1998). As Williams (1989) states that, "CCULTURE is an informing spirit of a whole way of life - a signifying system; works and practices of intellectual and artistic activity; a particular way of LIFE" (p.3-14).

Looking at the above definition of culture, the identification of the cultural indicators is significant to explore the influences of those indicators present in any literary text which help point out the impacts developed on the minds of the readers; some are surface indicators for example, food, clothing, etc and others are deeper level indicators such as morals, values, and spirits (Williams, 1998). Anything artistic and visual can inspire the learners more than the original and rough realities of life. Students tend to create their own aesthetic meaning of the text (Zoreda, 2003, p. 61).

At Institute of English Language and Literature (IELL), University of Sindh Jamshoro, various literary texts are taught to the students of BS English Literature. Henry Fielding's History of Tom Jones is one of the literary works taught to the Final year students during their four years Bachelors program. It is a comic novel first published on 28th February 1749 in London. In order to study what went on in the minds of the students which consequently influences their cultural identity,which stands for the change in their perceptions, after being exposed to the text of Tom Jones, this study employs Wolfgang Iser's Reader Response.

OBJECTIVES OF THE STUDY

1. To explore the extent to which the cultural identity of the studentsis affected after reading Tom Jones.
2. To look for the responses of the readers regarding the changes they felt in their cultural identity and cultural perspectives after reading Tom Jones.

Many studies have been conducted on the literature impacting the lives of readers. The research works like The Role of Literature and Culture in English Language Teaching by José Hernández Riwes Cruz (2010) and Teaching English through Literature by Murat Hişmanoğlu (2005) have been taken into consideration. This work solely focuses on the visible impacts on the cultural identity of the students who read Tom Jones as a part of their fiction program for the degree of English Literature. This work was an attempt to see how reading literature can be a reason of change in cultural identity of students apart from their own national identity, or students' responses to know how much they relate to reality what they read as a course work to their real life under the lens of Iser's repertoire. For this purpose, Henry Fielding's Tom Jones was selected. The topic under study was significant to know students' responses; whether anything ran in their minds after reading Tom Jones and how much it impacted their cultural mindset already established on regional grounds. Besides, it aimed at knowing if they were able to relate the text of Tom Jones to their established cultural identity.

This study helped the researcher find the influences on the cultural identity of the students after reading text Tom Jones. In addition, it identified the shift in dynamic and multidimensional cultural identities of the students who are exposed to different and CULTURE of European and Western atmospheres through social and cultural contexts existing in the text. This study potentially contributedto know how the changes in the cultural identities of the students occur after their academic interactions with literary text of Tom Jones.

The romantic and chivalrous adventures can only be the cultural practice of specific young men in London or other cities. The life of lust and pleasure was seen in many works of that century. The beauty of Sophia and Molly described in the novel shows the importance of aesthetic beauty which was an important element of the society and it is Western Culture to exhibit beauty and pleasure. The characters in the novel tend to hide their inner corruption by facemasks. The issue of moral goodness is well-delineated through the characters in the novel (Lipski, 2012).

There are different types of understandings when it comes to the aspects of the interpretation of any text, namely public, private, and collective, in Fielding's works especially Tom Jones it is found that the individual adaption of culture dominates his philosophies (Triandis, 1989). He portrays the stringent structure of the society with the culture as its individual choice as every character chooses to adapt the habits that are well suited to his personal temperaments (ibid).

Anjbeen Soomro, Dr. Ghulam Muhiuddin Solangi, Noor Ul Ain Sahito, Rafique Ahmed Lakhan, Ahsan Ali Chandio, Lutfullah, Shahzad Amir, Farah Naz Abbasi

Tom Jones shows how every single person existing in the 18th century European setting is self-explanatory of his moral standing in the society by the way he dwells amongst the settled customs of the time (Radloff, 1957).

The modern standards in Fielding's Tom Jones express much about the cultural setting in Tom Jones, the portrayal of role of love and selfishness in Fielding's philosophy leaves so much for its readers to judge and assess the situation of 18th Century Europe (Radloff, 1957).

The story shows different cultural aspects, and the activities the characters give importance to are part of the cultural lifestyle of Europeans of 18th Century; it included wealth, luxuries, prudence, hypocrisy, and self-importance above all the morality and virtues (Sunardi, 2017). The story in Tom Jones goes from extreme to normal, comedy to tragedy, and low to high society which gives a wide view of the then culture which was full of love and lust, consciousness regarding social status and individual virtues (ibid).Tom Jones identified that the adult's personal decision and choice had no value in 18th century, adults were significant to the rest of the family only for their wealth; due to such broad light at the society hence it is said thatFielding paints the social life of the individuals in an efficient way (Nijman, 2007). The reason behind Fielding's flawed and at the same time flawless characters is that he invites the opinions from the readers so that these opinions can make them conscious of the right and wrong, love and licentiousness, poverty and wealth, in order to reveal the ongoing social and cultural status of the elite class of 18th Century (ibid).

Fielding's depiction of lack of humanity in the society is ironical because the class shown in Tom Jones should be a role model for all the classes, setting the moral standard for the nation. The corrupt upper class shown in the novel also does not set any moral standard but promoting the satisfaction of the lust (Hailes,1969). Mrs. Fitzgerald's character is influential in negative way. At any rate, she tries to impress Sophia with the fact that she had been completely abused by her husband only to begin an affair with another man (ibid).

From the literature gathered on the cultural identity, it has been obtained that the cultural identity does not have to do anything with the local culture of an individual. It is actually an extra layer of the identification of an individual who carries particular beliefs learnt from anything they are exposed to, and be it their surroundings, academic background, relatives, or literature they read. Cultural identity is an individual's personal set of conceived ideas which are apparent in their interactions and behaviors with others, or they are running in their own thinking minds. By the state of the art collected above it is found out that the change in perceptions leads to the development of the cultural identity of the individual.

RESEARCH QUESTIONS

i. To what extent the cultural identity of the students after reading Tom Jones is affected?

ii.   How did students relate the cultural setting in Tom Jones to their own culture? With the help of these research questions, the objectives of the research have been achieved.

METHODOLOGY

DATA COLLECTION TOOLS

In this qualitative study after using the theoretical framework, qualitative methods of data collection are used in interview in order to gain the responses of the readers. It is demonstrated by Lecompte (2000) and Silverman (2006) that qualitative methods of data collection can be divided into four types such as observation, interviews, survey, and questionnaire. This study uses interview only as its research tool.

In order to collect data through interviews, ten participants were selected from Institute of English Language and Literature who recently passed out and read Tom Jones in the final year of their bachelor's program in English Literature. The sampling of the participant students was chosen on the criteria of convenience-sampling which suggests the selection of those participants who are easily reachable and available according to Cohen (2007). Based on purposive sampling, 5 male students and 5 female students were selected. Purposive sampling is used when selected participants have been through the experience or they acquire sound knowledge of the project understudy (Creswell, 2000). Thus, the use of semi-structured interviews with 10 students provided the data for analysis.

DATA ANALYSIS APPRAOCH (THEMATIC ANALYSIS)

In this qualitative research, thematic analysis has been used to analyze the data gathered by the interviews. This kind of analysis focuses on what is said by the participants (Bryman, 2012) and it identifies the recurring language patterns (codes/themes) within the responses (Braun & Clarke, 2006).

The application of Iser's Reader Response Theory implies the findings of the determinate meanings from any piece of literature (Tyson, 2006). The goal of applying this theory is to enrich the reading of literary works and to help us see some important ideas deeply and comprehend the complicated varieties of the reading experience (Tyson, 2006).

Since only two components of the Iser's Reader Response Theory have been chosen for the study, interaction between reader and the text and connection of the text with reality, the affective and associative responses of the students were analyzed to know their perceptions on cultural identity under the critical lens of this theory. The responses of the students helped answer the question regarding perception of the students on cultural differences in the novel. The associative responses of the students were analyzed under the second component 'endowment with the reality'. For this, the real association between the text and the reality around them were reported. The reading experience of the students was questioned to apply these two components on the text.

GENERAL CODING TABLES WITH EXPLANATION

The interviews provided the data through the responses of the participants when they were asked if they experienced any interaction with the text and the connection of the text

Anjbeen Soomro, Dr. Ghulam Muhiuddin Solangi, Noor Ul Ain Sahito, Rafique Ahmed Lakhan, Ahsan Ali Chandio, Lutfullah, Shahzad Amir, Farah Naz Abbasi

with reality. The latter was obvious to them, but they wondered what I meant by the interaction with the text and it was explained to them in terms of Iser's approach which has three basic factors to be governed, time, space, and depth (Iser, 1978). They were asked if any of these factors influenced their overall reading experience. After knowing Iser's concept, they were comfortable in answering the question.

Table 4.1: Participants' perceptions related to Interaction of the text and the reader

Codes	Number of Mentions (sum of single mentions by all participants)
Cultural differences	9
Time is different	6
Impacts on my cultural perspectives	7
Plot full of societal behavior	9
Reading for sake of degree	2
Judging characters and events	8
Uncommon cultural norms	5
Developing own meanings regarding acceptable cultural norms	3
Learning aboutbastardism and adultery	8
Ridiculousness	5

RESULTS

It has been found out by the responses of the participants that they were quite clear about the cultural irrelevancy of the novel; however, the societal norms illustrated in the novel were constantly judged by the participants and this discernment on the part of the participants is their realization of the events happening inside the text. This is also the justification of Iser's approach which holds readers as the main participants or stakeholders in the creation of the meaning during the entire reading process. The realization accomplished by the readers is the aesthetic aspect of the literary work and the way readers engage themselves in reading depends on how much they associate their real-life experiences with the text (Iser, 1974). The data collected through interviews show that Iser's approach is justified by participants' opinions on their involvement while reading the text of Tom Jones. The key findings of the research helped extracting the insights of the participants on the influences the reading of Tom Jones created on their minds giving an idea about their renewed or already settled perceptions about cultural relevance in the literary texts. The active participation of the participants in the reading of Tom Jones helped me explore the influences on the perceptions of the selected participants about the

 Anjbeen Soomro, Dr. Ghulam Muhiuddin Solangi, Noor Ul Ain Sahito, Rafique Ahmed Lakhan, Ahsan Ali Chandio, Lutfullah, Shahzad Amir, Farah Naz Abbasi

inclusion of the literary text that is full of cultural factors. The responses lead to the finding that participants found Tom Jones as culturally distant and irrelevant with some events and character relatable to their regional setting. It has also been found that the interaction did take place among the text of Tom Jones and participants and furthered the participation of the participants which was detected by their judgment of the characters and events. This judgment is the endorsement of the concept of Iser (2000) who deems the reading process as the full-fledged activity that ends up with the creation of meanings by the readers.

DISCUSISON

The relevant academic literature gathered was compared to the findings of this study. Based on the findings, it was found out that 18th Century European culture prioritised pleasure and beauty on the cost of morals (Lipski, 2012) and this study also found out that the participants identified that Tom Jones is culturally irrelevant. This response by the readers is countable under the concept of Iser (1978) since any response or judgment to the events and characters of the piece of literature shows deep involvement of the readers in the text which lets the readers reach the conclusion of their own.

Susane (2011) found out that in order to be equal to the elite class from social and cultural perspectives, the readers are influenced by the text of To Kill a Mockingbird that they jeopardised their decency and moral behaviours. Whereas this study found out that the participants' power of judgment was so strong that their original identity remained intact and the knowledge of culture of their own made them judge the culture of Europe of 18th Century.

Syed (2018) studied that the contextually closer literary works were more easily related to the real-life experiences by the participants as their real life easily gets synchronized with the setting in the literary texts. Likewise, this study also reached the conclusion that cultural relevance makes it easy for the participants to connect the text with the reality as expected in Iser's framework (1978).

The findings of the study of Green (2016) suggest that cultural fictions, tales, and fables construct the new identity of the readers. Conversely, my study, supporting the definition of cultural identity by Bakhtin (1986) who does not collate the cultural identity with the original identity of the individual, revealed that that the original identity of the participants was not affected by the cultural picture of the Europe of the eighteenth century.

The study by Cruz (2001) suggested that great effects could be seen only when literary text becomes integrated in the regional context. In this perspective, my study could investigate the effects of the text by the evaluation of the characters and events at the hands of participants who were involved in evaluating the characters keeping the impressions of their own surroundings in mind. They entitled the text as full of cultural irrelevance on the minds of the readers even when it was not integrated in the regional context.

Hofstede (2009) identified that society's moral behavior shown in the literary work enlighten the readers' faculties to detect right and wrong. Whereas this study concluded

Anjbeen Soomro, Dr. Ghulam Muhiuddin Solangi, Noor Ul Ain Sahito, Rafique Ahmed Lakhan, Ahsan Ali Chandio, Lutfullah, Shahzad Amir, Farah Naz Abbasi

that the presence of societal short comings in Tom Jones revealed the capabilities of judgment in the young readers which was expected from the approach of Iser (1978).Tickel (2018) studied that after reading The God of Small Things, the readers' cultural identity was transformed. Whereas this study found that the cultural identity of the readers remained undamaged till the end.

Enciso (1994) illustrates that reading literature helps shape the cultural knowledge of the students and it also helps them navigate through the past and present experiences to relate to the culture present in the piece of literature. In her article, she states that it is the reading of the Jerry Spanielle's Maniac Magee that calls the attention of the readers to the cultural identities. While reading literature, their cultural identity is formed by the influence of the storehouse of the cultural knowledge they already have at the back of their minds. My study has also similar details about the prior cultural knowledge in the minds of readers who keep judging the cultural representation in literature before any transformation in their cultural identity can be noticed. The study could find no change in the cultural identity of the students. Had it found any transformation in their cultural identity; it would have been declaration on the part of the readers as to how they want to be seen according to the illustrations of Enciso.

Skulj (2000) found that cultural identity is changeable if influenced and it can also remain unchanged even after strong influence. On the other hand, my study consolidated the latter part of Skulj's statement as my study showed that the participants were aware of the cultural differences, but there was no apparent change in their cultural identity. Whereas Bathkin (1986) believed the cultural identity of an individual is open to many changes after meeting different cultural knowledge. However, the own being of the individual remains preserved for the transformation occurring after the influence varieties of literature or any otherness that individual comes in connection with cannot discredit the very existence of the individual. Moreover, my study also reached the conclusion that the original cultural knowledge of the participants remained preserved.

The study of Martin (2004) is most relevant for my study. Martin uncovered through his research that interweaving of cultural and literary influence does not produce the loss of original identity or transformed personalities. Equally, my study also wrapped up with the findings that the original identity of the participants remained intact. Also, the interpretation of Great Gatsby, according to the study of Martin (2004), is largely the result of the readers' personal beliefs who kept evaluating the events and characters in the novel on the self-created criterion based on the set of prior knowledge in their minds. Similarly, the final outcome of the data of my study showed the participants' complete involvement in Tom Jones and their evaluation of the characters and incidents.

The study of Alcorn (1994) is also relevant to my findings. He points out that the textual response and the multiplicity of the meanings developed by every different reader after reading a piece of literature is the original product and there is no such pressure exerted by the authors on the readers. One text, according to him, is never same text twice even by the

Anjbeen Soomro, Dr. Ghulam Muhiuddin Solangi, Noor Ul Ain Sahito, Rafique Ahmed Lakhan, Ahsan Ali Chandio, Lutfullah, Shahzad Amir, Farah Naz Abbasi

same reader. He also demonstrates that readers recognize the emotions hidden inside the texts. My study also showed the subjective responses of the participants who were recognizing, on their own, the emotions hidden in the characters of Sophia and Tom.

Mailloux (1982), in his study, found out that some readers feel irony in the text of Red Badge of Courage (1895) and some readers feel no irony at all as the same text can be interpreted in different ways. He also discovered that different readers could have different opinions regarding one piece of literature. In my study,some participants flatly commented in negation on the inclusion of such novel in the course for their degree program as it contained adultery. Whereas some were happy to have all-inclusive course work and to read about different culture and habits. Some participants called the novel as canvas of the human life having all kinds of characters such as thieves, pickpockets, crooks, rapists, thugs etc.and some disapproved the idea of reading such irrelevant content.

Lacasa, Castillo, and Gracia (2005) studied the construction of cultural identity through literature taught at institutes. They focused on the idea of author and text and consider it as metaphor allowing us to look for new ways of human learning. My study also recommends that learning of the new culture did occur while reading Tom Jones. In this connection, wholehearted participation of the readers showed that the responses were the product of their original thinking about the events present in Tom Jones.

Little (2008) puts forward the idea that the behavior of the individual and other traits such as how he treats others, reveal a lot about the cultural knowledge at the back of the minds of individuals. This knowledge can be tested when readers come in contact with another culture through literature or TV. Likewise, my study also unearthed the effects on the minds of the participants who read Tom Jones and responded to the questions with the lens of the set of beliefs they already had learnt before in their own culture. Deeming adultery inappropriate as a part of the course work depicts that they considered it wrong only because it is wrong in their own culture.

Walker (2008) concluded his study with the findings that the readers of Great Gatsby were occupied appraising the character of Jay Gatsby who masked his original identity to manipulate the originality in order to be accepted by the elite society. Whereas some participants of his study were having high opinion of Jay who they thought was good and humble at heart in reality. Comparably, my study shows that the participants spoke out that the characters like Squir and Tom Jones were naturally good at heart, but due to their social position, they were pictured negative. This statement was the product of their own judgment not something exerted by Henry Fielding.

Abu Bakar (2009) advocates in his study that the readers of God of Small Things were greatly influenced by European cultural setting in the novel and they despised the Indian setting by looking at it with inferiority. On the contrary, my study offered the responses of the participants who only despised adultery and bastardism in the novel.However, their comments on the societal behaviors discovered their criterion of reviewing the characters and events without showing any hateful attitude towards them.

Bakhtin (1987) offered the idea that the cultural identity depends on the complexity of the influences. When an individual reads the piece of literature full of pictures of the different cultures, they meet other cultures that widen their knowledge of cultures which, in turn, forms their cultural identity. They counsel that the uniqueness of the cultural identity lies in the very differences that are developed after the reader comes in dialogue with various cultures. Equivalently my study, showing the interaction of the text with the participants in the light of Iser's framework, reached the conclusion that participants were intently involved in the dialogue with the text which eventually resulted in their original responses about the characters like Tom Jones, Blifil, Squire All-worthy, and the traits like treachery, hot-headedness, conspiracies, and others.

CONCLUSION/RECOMMENDATIONS

This research studied the influences and impacts on the cultural identity of randomly selected 10 participants who studied Henry Fielding's semi-comic novel 'The History of Tom Jones'during their final-year of bachelors program in English Literature at Institute of English Language and Literature, University of Sindh, Jamshoro.To identify the effects on the cultural identity perspectives, Wolfgang Iser' Reader Response Theory was used as a theoretical framework and the interview as the data collection tool. The data gathered through the semi-structured interviews brought about the findings that showed that the cultural identity of the participants was not much influenced after reading Tom Jones due to the reason that they could discern what was right and wrong in terms of cultural and moral value. Owing to the cultural distances and dissimilarity in space, time, and context, they could not make much connection of the text with the reality. These key results are exactly what is expected according to Iser's approach which specifically includes the agenda of reader's continuous involvement of judging all the characters and scenes in the novel. Besides, the   process of reading does not necessarily mean to influence them visibly and bring about something new in them, but it can be the judgment of their so-far learning and strength of judgment instilled in the readers by their deep-rooted cultural perspectives which helps them find meaning (Iser, 1978). The findings have achieved this interpretation of Iser's approach.

The findings of this study are withdrawing readers' attention as the findings can be recommended to the educational policy makers or course designers that adding the culturally distant novel in the text can weaken the connection of the readers with the text which is necessary for them to arouse interest and intrigue in the minds of the students pursuing their degrees. This is not, however, to recommend that the literature course should be confined to limited to regional cultural context. The facilitators in the classrooms should be aware of the different aspects of reader response mechanism in order to guide them towards learning by reading on a larger scale

LITERATURE CITED

Abrams, M. H. (1958). The mirror and the lamp: Romantic theory and the critical tradition (Vol. 360). New York: Oxford University Press.

Abu Baker, Ahmad. (2009). Anglophilia in Arundhati Roy's The God of Small Things.

Al Gweirien, H. (2017). Virginia Woolf's Representation of Women: A Feminist Reading of "The Legacy". English Language and Literature Studies, 7(1), 120.

Alcorn, M. (1994). Projection and the Resistance of the Signifier: A Reader-Response Theory of Textual Presence. In *Narcissism and the Literary Libido: Rhetoric, Text, and Subjectivity* (pp. 63-102). New York; London: NYU Press. Retrieved from http://www.jstor.org/stable/j.ctt9qfnvz.7

Appleyard, J. A. (1994). Becoming a reader: The experience of fiction from childhood to adulthood. Cambridge University Press.

Bakhtin, M.M. (1973) Problems of Dostoevsky's Poetics. Trans. R.W. Rotsel. Ann Arbor: Ardis.

Bakhtin, M.M. (1986) Speech Genres and Other Late Essays. Ed. and trans. Caryl Emerson and Michael Holquist. Austin: U of Texas.

Beach, J. W. (1963). The concept of nature in nineteenth-century English poetry.

Beach, R., & Myers, J. (2001). Inquiry-based English instruction: Engaging students in life and literature (Vol. 55). Teachers College Press.

Bertinetto, P. M., & Fowler, C. A. (1989). On sensitivity to durational modifications in Italian and English. Rivista di linguistica, 1(1), 69-94.

Bleich, D. (1978). Subjective criticism. Baltimore: Johns Hopkins University Press.

Booth, W. C. (1983). The Rhetoric of Fiction. 1961. Chicago: U of Chicago P.

Collier, M.J.(1989). Cultural and intercultural communication competence: Current approaches and directions for future research, International Journal of Intercultural Relations, Volume 13, Issue 3, Oregon State University USA

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Boston, MA: Pearson.

Bressler, Charles. (2003)*Literary Criticism: An Introduction to Theory and Practice.* New Jersey: Prentice Hall.

Braun,V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101.

Duff, P. A. (2013). Identity, agency, and second language acquisition. In The Routledge handbook of second language acquisition (pp. 428-444). Routledge.

Eagleton, T. (1983). The rise of English. Literary Theory: An Introduction, 2, 15-46.

Ellis, J. C. (1989). The Documentary idea: A critical history of English-language documentary film and video. Prentice Hall.

Enciso, P. (1994). Cultural Identity and Response to Literature: Running Lessons from "Maniac Magee". *Language Arts, 71*(7), 524-533. Retrieved from http://www.jstor.org/stable/41962003

Frye, N. (1990). Myth and metaphor: selected essays, 1974-1988. University of Virginia Press.

Galda, L., & Beach, R. (2001). Response to Literature as a Cultural Activity. Reading Research Quarterly, 36(1), 64–73. doi: 10.1598/rrq.36.1.4

GherinaSaptiany, S. H. E. L. L. A., &Thoyibi, M. (2018). Preference of Book to Movie Version of Khaled Hosseini's The Kite Runner (2007): Reader Response Theory (Doctoral dissertation, Universitas Muhammadiyah Surakarta).

Greaves, R. L. (1968). The origins and early development of English covenant thought. Historian, 31(1), 21-35.

Gruen, E. (2016). Cultural Fictions and Cultural Identity. In *the Construct of Identity in Hellenistic Judaism: Essays on Early Jewish Literature and History* (pp. 7-20). Berlin; Boston: De Gruyter. Retrieved from http://www.jstor.org/stable/j.ctvbkj xph.6

Hailes,R. (1969). Moral Basis in Fielding's Irony. Library University of Richmond Virginia.

Hall, D. C. (2001). The featural semantics of English modal verbs. Ms., University of Toronto.

Hamid, Mohsin. (2007). *The Reluctant Fundamentalist* London:Penguin Books Ltd, Print.

Harker, W. J. (1994). "Plain sense" and "poetic significance": Tenth-grade readers reading two poems. Poetics, 22(3), 199-218.

Harkin, P. (2005). The reception of reader-response theory. College Composition and Communication, 410-425.

Hays, M. (1941). The Philosophy of Henry Fielding as Expressed in His Novel, Tom Jones. *Texas State Teacher's College: Research Thesis*.

Hofstede, G. J. (2009). The Moral Circle in Intercultural Competence: Trust AcrossCultures. In D. K. Deardorff (Ed.), The SAGE handbook of intercultural competence (pp.85-99): SAGE

Holland, N. N. (1970). The dynamics of literary response.

Holub, R. C. (2013). Reception theory. Routledge.

Iser, W. (1978). The Act of Reading. London: Routledge and Kegan Paul.

Iser, W. (1974). The implied reader: Patterns of reading in prose fiction from Bunyan to Beckett.

Iser, W. (1972). The Reading Process: A Phenomenological Approach. *New Literary History, 3*(2), 279-299. doi:10.2307/468316

Iser, W. (1993). *The fictive and the imaginary: Charting literary anthropology*. Baltimore: J. Hopkins University Press.

Iser, W. (2000). The range of interpretation. Columbia University Press.

Jane Tompkins, ed., *Reader-Response Criticism* (Baltimore: Johns Hopkins University Press, 1994)

Jauss, H. R., &Benzinger, E. (1970). Literary history as a challenge to literary theory. New Literary History, 2(1), 7-37.

Kallio, H., A.M. Pietilla, M. Johnson, and M. Kangasniemi.2016. "Systematic Methodological Review: Developing a framework for a Qualitative Semi-structured Interview Guide". Journal of Advanced Nursing 72 (12): 2954-2965. Doi:10.1111/jan.13031.

Kenan, R. S. (1983). Narrative fiction: contemporary poetics.

Kennedy, G. A., Nisbet, H. B., Rawson, C., & Selden, R. (Eds.). (2005). The Cambridge History of Literary Criticism: Volume 4, The Eighteenth Century (No. 4). Cambridge University Press.

Kettle, A. (2016). An introduction to the English novel (Vol. 2). Routledge.

Lacasa, P., Del Castillo, H., & García-Varela, A. B. (2005). A Bakhtinian Approach to Identity in the Context of Institutional Practices. Culture & Psychology, 11(3), 287–308. https://doi.org/10.1177/1354067X05055504

Mailloux, S. (1982). CONCLUSION: Reading "the Reader". In *Interpretive Conventions: The Reader in the Study of American Fiction* (pp. 192-207). Ithaca; London: Cornell University Press. Retrieved from http://www.jstor.org/ stable/10.7591/j.ctt207g64r.12

Martin-Ogunsola, D. (2004). Identity Formation Through Language and Literature in the African-Ancestored Cultures of Spanish America: Cuba and Costa Rica. *The Black Scholar,34*(1), 4-17. Retrieved from http://www.jstor.org /stable/41069824

M. G. (1995). Book talk and beyond: Children and teachers respond to literature. Order Department, International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139

Newton, K.M (1997) Wolfgang Iser: 'Indeterminancy and the Reader's Response'. In: Newton K.M (eds) Twentieth-Century Literary Theory. Palgrave, London.

Pappas, C. C., Kiefer, B. Z., &Levstik, L. S. (1999). An integrated language perspective in the elementary school: An action approach. Addison Wesley Longman, Inc., 1 Jacob Way, Reading, MA 01867.

Pappas, C. C., Kiefer, B. Z., &Levstik, L. S. (1999). An integrated language perspective in the elementary school: An action approach. Addison Wesley Longman, Inc., 1 Jacob Way, Reading, MA 01867.

Preston, J. (1968). *Plot as Irony: The Reader's Role in Tom Jones.* 365-380: The Johns Hopkins University Press.

Probst, R. E. (1994). Reader-response theory and the English curriculum. The English Journal, 83(3), 37-44.

Radloff, T. (1957). Fielding's theory and art of composition. *Master's Thesis Paper Loyola University Chicago*.

Rosenblatt, L. M. 1938/1970. Literature as Exploration. New York: Modern Language Association.

Rowsell, J. (2014). Toward a phenomenology of contemporary reading. Australian Journal of Language and Literacy, The, 37(2), 117.

Ryan, W. F. (1983). Peter the Great's English Yacht: Admiral Lord Carmarthen and the Russian Tobacco Monopoly. The Mariner's Mirror, 69(1), 65-87.

Selden, R., Brooker, P., & Widdowson, P. (2013). A reader's guide to contemporary literary theory. Routledge.

Shajrawi, C. S. (2013). A Model for applying Jauss' reception theory: The role of Rumors in the reception of "Memory in the Flesh". . *Madarat: Institute of Multilingual research*.

Shi, Y. (2013). Reivew of Wolfgang Iser and His Reception Theory. *Theory and Practice in Language studies*, 982-986.

Shi, Y. (2013). Reivew of Wolfgang Iser and His Reception Theory. *Theory and Practice in Language studies*, 982-986.

Singh, A. (2006). Religion and Modernity in Twentieth Century Fiction. Cambridge Scholars Press.

Suleiman, S. R. (1980). Redundancy and the" readable" text. Poetics today, 1(3), 119-142.

Sunardi, D. S. (2017). Self-Confidence in Henry Fielding's Tom Jones. *Language Literacy*, 141-162.

Susan Hurn. (2011). "In To Kill a Mockingbird, how does Harper Lee's use of language affect and influence the reader?

Tickell, Alex (2018). Writing in the Necropolis: Arundhati Roy's The Ministry of Utmost Happiness. Moving Worlds: A Journal of Transcultural Studies, 18(1) pp. 100–112.

Tong, Ho Kin and Cheung, Lin Hong(2011) 'Cultural identity and language: a proposed framework for cultural globalisation and glocalisation', Journal of Multilingual and Multicultural Development, 32: 1, 55 — 69

Tylor, E. (1920 [1871]). Primitive Culture (Vol. 1). New York: J. P. Putnam's Sons.

Tyson, L. (2006). *Critical Theory today.* New York London: Routledge .

Van den Branden, K., Van Gorp, K., &Verhelst, M. (Eds.). (2009). Tasks in action: Task-based language education from a classroom-based perspective. Cambridge Scholars Publishing.

Wang, Z., Li, J., Wang, Z., Li, S., Li, M., Zhang, D., ... & Tang, J. (2013, October). XLore: A Large-scale English-Chinese Bilingual Knowledge Graph. In International semantic web conference (Posters & Demos) (Vol. 1035, pp. 121-124).

Wang,J. (2011). The Religious Meaning in Waiting for Godot.*Journal of Humanities and Arts Vol.4* from http://file.eric.ed.gov

Ward, N. (2006). Iser's Aesthetic Response Teory Viewed in the Context of Collaborative. *CUREJ-College undergraduate Research Electronic Journal*.

Ward, N. (2006). Iser's Aesthetic Response Teory Viewed in the Context of Collaborative. *CUREJ-College undergraduate Research Electronic Journal*.

Ward, N. (2006). Non-lexical conversational sounds in American English. Pragmatics & Cognition, 14(1), 129-182.

Williams, S. (1998) An analysis of the readings of cultural indicators embedded in children's literature texts. Unpublished PhD Thesis. Coventry University in collaboration with Worcester College of Higher Education.

Anjbeen Soomro, Dr. Ghulam Muhiuddin Solangi, Noor Ul Ain Sahito, Rafique Ahmed Lakhan, Ahsan Ali Chandio, Lutfullah, Shahzad Amir, Farah Naz Abbasi