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Submitted and Defended by:
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Title

The Role of Cultural Texts in Developing EFL Learners' Reading Comprehension

The Case of Second Year Students of English at Biskra University

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Dissertation Submitted to the Department of English Languages as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

Board of Examiners

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DECLARATION

I, Meriem Guesbaya do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra Algeria

Certified:

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DEDICATION

In the Name of God, the Most Merciful, the Most Compassionate.

I Thank Allah for giving me the ability, the patience, the strength to do this work, and

realizing my dream.

This work is dedicated to,

I dedicate this simple and very modest work to those who gave me life,

Love, happiness, encouragement, and all their tenderness, my beloved

Mother and my dear father.

My beloved brothers, for encouraging me,

Nouradine, Sohaib, and Jihed

Abstract

The present study aims to investigate the role of cultural texts in developing EFL learners' reading comprehension. It tries to test two hypotheses that are: students' reading comprehension may be improved by using cultural texts as a strategy; and a cultural text helps students enhance the comprehension of a reading text. A mixed methods research approach was adopted for this purpose in this study. To achieve this goal, a case study was conducted with second-year students at Biskra University. A questionnaire for students and a semi-structured interview with teachers were two research instruments used to collect data, and the findings were both quantitatively and qualitatively analyzed. After the careful analysis and optional interpretations and inferences of the collected data, the findings obtained from the analysis of the two data collection tools reveal that cultural texts help learners improve their reading comprehension. On the other hand, they have a positive impact on EFL learners' reading comprehension. Besides, students face difficulties with reading comprehension that are induced by a number of causes. Therefore, the results obtained from the students' questionnaire provide answers to the research questions. At the end of this work, some recommendations were made for the sake of enhancing EFL students' cultural texts and improving their language learning as a whole.

Key words: Cultural texts, reading comprehension, EFL learners

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GENERAL INTRODUCTION

Introduction

The English language is considered an international language because of its importance, mainly in academic fields. For this reason, many learners attempt to study English and master all four important skills, which are: listening, speaking, reading, and writing. Reading is one of the most important skills for everyone, especially for students. According to Brenda Thompson (1979), reading is the first and most important skill children learn at school. If they do not learn to read well, the rest of their education is impaired. Learners read texts for various aims, from gaining information to enjoying themselves. Due to this fact, an appropriate method to teach reading comprehension is important to help learners develop their reading English. Reading comprehension skills are important for students to become effective readers. These skills allow us to read proficiently and learn effectively (Grabe &Stoller, 2002). Most EFL (English as a Foreign Language) learners may face comprehension problems while reading a text, but able readers overcome the problems by applying effective reading strategies to solve the comprehension challenges (Tobing, 2013). Furthermore, cultural texts' importance in reading comprehension has recently been recognized, particularly in foreign language classrooms. Reading skills are important in academic education, and the majority of students face some difficulties in this area. One of the reasons is a difference in cultural texts. As a result of these challenges, learners frequently lose interest in learning a new language.

1. Statement of the Problem

Reading comprehension is one of the fundamental language skills that EFL students should efficiently learn. Furthermore, reading texts presents a considerable challenge for EFL students because their cultural texts differ from their own. Reading can become a difficult task when one lacks cultural background information. For this reason, reading comprehension issues arise when students are unable to comprehend the content of texts. Because of the many cultures, these problems occur when learners are not familiar with those vocabularies as well as the content itself. Learners in EFL encounter many difficulties in developing their reading skills because they fail to understand the content of different cultures in different texts. In this research study, we described the effectiveness of cultural texts on developing EFL learners' reading comprehension at the second year level at Mohammed Kheider University in Biskra. We noticed that 2nd year EFL learners must find a way to read and comprehend the given texts effectively from different cultures. In addition, we state how cultural texts play a significant role in developing EFL reading comprehension.

2. Research Questions

RQ1: What are the difficulties that EFL learners encounter when reading English cultural texts?

RQ2: what is the impact of cultural texts on EFL learners' reading comprehension?

3. Research Hypotheses

Based on the above mentioned research questions, we hypothesize:

RH1: Students' reading comprehension may be improved by using cultural texts as a strategy.

RH2: A cultural text enhances the comprehension of a reading text.

4. The Aims of the Study

The general aim of this study is to check the effect of cultural texts on EFL learners' reading comprehension at Biskra University.

In particular, the researcher aims to:

- This study aims to describe the role of cultural texts in developing EFL learners' Reading comprehension.

- To find out if the teaching of English cultural text in reading classrooms can improve the reading comprehension of learner.

5. Significance of the Study

This study can be beneficial since it suggests using cultural texts may help EFL learners develop their reading comprehension and motivate them to demonstrate their abilities through this method of cultural text. This study may change the traditional concept of this process. So here the researcher tries this strategy, which has many options and flexibility in its use depending on the nature of the required research.

6. Research Methodology:

The aim of this study is to describe the role of cultural texts in developing EFL learners' reading comprehension. Thus, we used the mixed methods approach to gather data. The data collection instruments are semi-structured and interview questionnaires for seven reading teachers and the students of the second year license in EFL class. The selected sample is thirty students chosen randomly from ten groups.

CHAPTER ONE:

Literature review

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Chapter one:

Literature review

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Introduction

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Chapter one:

Literature review

Introduction

This chapter studies some of the relevant existing literature on reading comprehension. The first section introduces the concept of reading and reading comprehension. Moreover, it explains what is involved in reading comprehension and the types of reading. It also sheds light on reading models and the main factors that affect this skill. Finally, it goes through the three stages of teaching reading comprehension and helping with reading comprehension difficulties. Whereas the second section provides some definitions for both culture and language .After that, the investigator will review the relationship between these two concepts as well as the history of cultural teaching, the goals of teaching culture, and the meaning and development of cultural awareness.

Section One: Reading comprehension

1.1.1. Reading definitions

Reading is one of the most essential skills in learning a language, besides listening, speaking, and writing. The main goals for any reading activity are to know enough science ideas and understand the language. Reading is a cognitive process. Reading is the process of interpreting printed and written verbal symbols in a meaningful way.

According to Lems (2010):

> "Reading in an interactive process that takes place between
> the text and reader's processing strategies and background
> knowledge. To read, we need to master a set of word-level skills,

which we will call bottom-up skill. These skills combine to allow us to be able to decode connected text. These are represented in the Birch reading model as language processing strategies and language knowledge." P.33

Grabe (2009) states that reading can be conjured as a complex combination of processes: rapid, efficient, interactive, strategic, flexible, evaluating, purposeful, comprehending, learning and linguistic (p.14).

Goodman (1973) states that " the learner interacts with a message encoded by the writer. He concentrates his total prior experience and concepts he has attained, as well as the language competence he has achieved ". (p. 162)

According to Anderson (1999, p.4), "reading is an interactive process involving the reader and the reading material building meaning''. Meaning does not exist on the printed page rather an interaction occurs in reading, combining the printed words with the reader's background knowledge and experience.

1.1.2. Reading comprehension definition

Reading comprehension is important for everyone who wants to improve their skills. Sometimes some learners face difficulties comprehending the reading situation, so they get nothing from the text. So the teachers have to be more imply about the problem. Scholars and researchers agree that the primary purpose of reading is comprehension, and it is the essence of reading. There is no universal definition for reading comprehension.

Snow (2002) states that comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language".

(p11) So, before the readers read a new text, first understanding comes from their prior or background knowledge. It can be said that reading is essentially an active process.

According to Dechant (1991, as cited in Macceca2007), reading comprehension refers to understanding what is read, so readers must be able to cognitively process the words by drawing meaning from their own experience and knowledge to understand the author's message.

1.1.3. Types of Reading:

Researchers have categorized reading to consist of some specific types of reading, naming extensive reading, intensive reading, silent reading, and reading out loud. According to Patel (2008), there are four types of reading:

1.1.3.1. Intensive Reading:

Patal (2008) claimed that intensive reading is to read for detailed information; it refers to the detailed study of reading texts in the classroom setting under the supervision of the teacher while the aim is to acquire through understanding of the content. The student focuses on using a dictionary to analyze and translate texts in this reading, i.e., the learner reads the text for knowledge or analysis. The purpose of this reading is to read a smaller text. This reading is done in order to acquire specific information. This reading helps students develop active vocabulary and linguistic objects, and the teacher is a key player in intensive reading. The purpose of this reading is to encourage active language use.

1.1.3.2. Extensive Reading:

According to Patel (2008), extensive reading is a device that refers to the reading that students perform outside of the classroom, away from the teacher. Extensive readers read for the pleasure of it, with a focus on understanding the overall meaning. The student

selects her or his own books for this reading. However, the teacher must help learners select books based on their understanding levels to avoid becoming bogged down in overly complicated reading. The purpose of extensive reading will be to teach the student to read in the target language directly, fluently, and smoothly for pleasure, without the aid of the teacher. This reading is also aimed at enhancing the reader's background knowledge and vocabulary. This reading aids in the development of active vocabulary, and learners have an important part because they must ask questions. A good reading habit can also be acquired through extensive reading. The aim of this reading is to enrich the learner's knowledge and provide pleasure.

1.1.3.3. Aloud Reading:

According to Patel (2008), reading aloud is also vital in the English classroom .Teachers should be aware that reading aloud instruction should begin at the primary level because it is the foundation for proper word pronunciation.

1.1.3.4. Silent Reading:

According to Patel and Jain (2008), in the teaching of English, silent reading is a very important skill. This type of reading should help students improve their reading skills. Silent reading is used to gather a large amount of data. When students can read silently, teachers must require them to do so without difficulties. It is a type of habit in which learners are encouraged to read without a whisp of audible.

1.1.4. Models of reading:

According to Browne (1998), there are three major models of reading which are the bottom-up, top-down, and interactive models.

1.1.4.1. The bottom-up models

According to Browne (1998), this model describes reading as a process that begins with learner's understanding of letters, sounds, and words, as well as how these words are combined to generate sentences. Since it goes from partial to complete information, this model is called the part to whole model. This model is highly effective in the early stages adolescence, particularly for students as young learners .It works because the focus is on the letters, recognition and individual word reading. When applied for higher levels. However, this approach has numerous disadvantages because it ignores the reader's ideas, experiences, and attitudes. Furthermore, as it just encourages remembering, it ignores the context.

1.1.4.2. The top-down model

This model, also known as the inside-out model or whole to the part model, considers the reader's experience and what they contribute to the reading content. Browne (1998) clarified that, 'This model suggests that readers begin to read by drawing on what they know about the structure and the meaning of language, the structure of stories and other genres, and their knowledge of the world to predict the general meaning and specific words in context'.(p.9)

Using a cross-cultural approach to teaching is an important step in making sure that students' experiences are included in the curriculum. Some cultures may lack information on specific issues, making it harder for readers to understand what the topic is all about. Cross-cultural identifications may play a significant role in recognizing such writing.(Browne, 1998).

1.1.4.3. The interactive model

According to Stanovich (1980), this model combines the characteristics of the bottom-up and top-down models and provides reading with more significance. Readers are more interested in this situation. They create predictions about the reading text based on their previous understanding of the topic matter, their prior experience with written words, their reading and their expectations. So, the textual details are the best way to recognize the words and letters in the text.

1.1.5. Reading strategies

It is essential to emphasize that there are a variety of reading strategies available, including skimming, scanning, and reading for details. Pugh (1978) and Lunzer and Gardner (1979), as cited in Hedge (2000), describe various strategies for reading:

Receptive Reading:

It is the act of reading a story or a newspaper article for the pleasure of it.

Reflective Reading:

 It entails reading a text and then going back and reviewing it for accuracy.

Skimming:

It is a learning approach in which the learner is presented with reading material about which he or she has no idea .Only important details are sought by the learner in this situation.

Scanning:

It is a learning approach in which the student is exposed to a material about which he or she already knows something .The learner is researching specific information.

Reading for details:

 The students read carefully in order to obtain accurate information (Abu Baha , 2017).

1.1.6. Strategies for Reading Comprehension

Many students have difficulties with fundamental reading skills. They may have trouble comprehending the main or sub-ideas of the reading text, as well as keeping track of their time on task. Thus, reducing these obstacles using instructional strategies has become rudimentary. The literature identifies a number of comprehension strategies that have been proven to be highly useful, such as prediction, summarization, generating and asking questions, making inferences, and many others (Texas Education Agency, 2002).

1.1.6.1. Predicting

Good readers use prediction to integrate their existing knowledge with new information from a text to get meaning from what they read. They may use what they know about an author to predict what a text will be about before they start reading. (Gillet& Temple, 1994), they may use what they know about an author to predict what a text will be about before they start reading. The title of a text may evoke memories of similar texts, allowing them to predict the content of the new text.

1.1.6.2. Generating and Asking Questions

This strategy involves readers' ability to ask themselves relevant questions as they read which is especially valuable in integrating information, identifying main ideas, and

summarizing information. Good readers may focus on the most significant information in a text by asking the right questions. Readers may ask themselves questions throughout the reading of a text (Wood et al, 1995).Generating good questions can also lead to readers focusing on comprehension issues and taking steps to address these problems (Pressley et Al ,1995).

1.1.6.3. Making Inferences

This strategy requires readers to evaluate or draw conclusions from textual information. Authors do not always include detailed descriptions of a topic, setting, character, or event. It can, however, often provide clues that readers might use to "read between the lines"—that is, to make inferences based on information in the text and their background knowledge. It has been demonstrated that teaching readers how to form inferences improves their ability to generate meaning. According to research, the capacity to make inferences is critical for good reading.(Anderson & Pearson, 1984); (Hansen& Pearson ,1983).

1.1.6.4. Summarizing

This strategy involves readers' ability to pull together, or synthesize, information from a text to explain what the text is about in their own words. Summarizing is a useful method since it allows readers to retain information quickly. It can also help readers become more aware of text arrangement, what matters in a text, and how ideas are related (Honig et al, 2000). Condensing the steps in a scientific process, the stages of the evolution of an art movement, or the occurrences that lead to a key historical event are all examples of effective summarizing in explanatory writing.

1.1.7. Strategies of Reading Comprehension

In the reading skills that working with texts implies, there are three types' pre reading instruction, during reading instruction, and post reading instruction. According to Judi (2005), "Reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in texts."p.10.Similar to Judi's quote Kristin said that, reading comprehension requires the use of strategies before, during, and after reading .In the same manner as the previous definition general stated: these strategies can be categorized as: before you begin reading, as you begin reading, during reading, and after reading (Duffy, 2009).Reading comprehension can be used in pre-reading, during reading, and after reading, as defined by the definitions above

1.1.7.1. before reading

When readers are reading for a reason that makes sense to them, they are more motivated to read and comprehend more. The following are important beginning reading strategies:

a)Prior knowledge about the purpose of the reading.

b) Prior knowledge about the topic.

c) Prior knowledge about type of text.

1.1.7.2. During reading

The most important during-reading strategy is the predict-monitor-re predicts cycle. Readers will use a fix-it strategy in specific cases, but most of the time the "fix" occurs throughout the process of predicting-monitoring – re predicting. Similarly, some narrative texts will ask students to infer an image using descriptive language, but this is often

included in the process of predicting – monitoring-re predicting. As earlier noted, comprehension involves the use of a specific number of strategies in various combinations. (Duffy, 2009).

Lastly, in order to infer, the most important thing to do during the reading phase is to describe the prediction result from the preview phase. To construct meaning, the reader usually describes the prediction based on their experiences and background knowledge.

1.1.7.3. After reading/Post reading

The following are some important post-reading strategies: determining the text's main message or idea, and the theme. Then, summarizing and synthesizing. According to Tankerslay (2003), ''After reading a text, we want students to focus on clarifying their understanding and connecting the new knowledge to prior knowledge''p.110.In conclusion, the purpose of the post-reading activity was to collect detailed information such as moral value, main idea, and the students' understanding of the text. It means that by involving students in activities before, during, and after reading, they will be better able to comprehend the material, and they will be expected to participate actively in the reading process.

1.1.9. Reading comprehension Difficulties

Many researchers focus on the students' reading comprehension problems. Chawwang (2008) investigated English reading problems among Thai EFL learners. The study found that most of the students face difficulties in reading English texts. One of the main issues found was a lack of vocabulary knowledge (Gunning, 2002). Comprehension of complex reading materials such as textbooks, especially those containing technical expressions, requires a good vocabulary background (Carlisle, 2000; Qian, 2002). This is because students with poor vocabulary have difficulty understanding technical terms like,

superordinate synonyms, antonyms, and words with multiple connotations (Nuttall, 2000; Carlisle, 2000; Vilenius, Tuohimaa, Aunola, &Nurmi, 2008).

Reading comprehension is influenced by the difficulty of the text. Meaning that a learner's language fluency allows them to comprehend a text, oral aptitude is important in determining how component a reader can be, because students learn a new language by hearing it. Students can clarify unfamiliar words by relating them to the context in which they are used if they have sufficient vocabulary (Dennis, 2008).

Another problem that EFL students encounter in reading comprehension is their ability to comprehend complex phrases. Complex sentences are made up of several clauses and may include conjunctions such as although, since, furthermore, and however (Scott, 2009). Coordinating conjunctions, prepositional phrases, and nominalizations are some of the other causes of reading comprehension problems among EFL students. They make writing complex and difficult to interpret, causing a lot of problems with reading comprehension (Nuttall, 2000). Other elements suggested by Trehearne and Doctorow (2005) include helpful learning methods, reading habits, text form, and efficient reading comprehension strategies.

<center>**Section two: Language culture**</center>

1.2.1. Definition of culture:

Culture is not a specific topic or a scientific concept .Culture has many definitions. The definition of culture differs from one person to another or from one social group to another. It refers to a knowledge system that is shared by a large group of people. It includes our attitudes, thoughts, expectations, goals, values, and the way we do things. Taylor (1871),as cited by Avruch (1998,p.6) states that "culture or civilization ,taken its

wide ethnographic sense, is that complex whole which includes knowledge, belief, art , orals , law ,customs, other capabilities and habits acquired by man as a member of society '' p.1. According to him, culture refers to a people's way of life; it contains all of their practices that are transmitted from one generation to the next. In addition, Hofstede (1980, pp. 21-23) defines culture as "the collective programming of the mind which distinguishes the members of one group from another" it is passed generation to generation, and it is changing all the time because each generation adds to it before passing it on .It is common to take one's culture for granted and assume it's correct because it's the only one, or at the very least, the first one to be learned.

Another definition is stated by Kalman (2009) "Culture is the way people live. It is the clothes they wear .The food they eat, the languages they speak, and the ways they celebrate .It is the way they show their imagination through art, music, and writing" (p.4).On the basis of this definition, culture can be considered an important part of people's live .It includes all of the information that a group of people share.

Furthermore, culture defined as

"Shared ideas and habits by members of the same society . Culture is very general concept; it is universal and it permeates aspects of human society. It is collective mental

programming of people in an environment and set of fundamental ideas and practices and experiences shared of people"(Decapua &Wintergerst 2016, p. 14)

Generally, culture appears to be a broad concept that includes all that defines people.

1.2.2. Characteristics of Culture

According to Bailey (1994, p. 23), culture is "the socially transmitted knowledge and behavior shared by some group of people." In a different vein, it refers to what was

learned. The culture has many characteristics, and the following are the most important skills:

- **Culture is learned:** in other words, it is acquired through social interaction rather than being biologically inherited. Furthermore, culture is viewed as consisting of mental programs, or software of the mind, which means that everyone has learnt patterns of thinking, feeling, and possible behavior throughout their life and carries them with them. (Geert Hofstede, 1991, p.4).

- **Culture is shared:** members of the same social group acquire and share the same customs, traditions, values, and beliefs. As a result, it helps members of a particular group separate themselves from others.

- **Culture is transmitted:** it is viewed as something that is passed down through the generations through the means of language.

- **Culture is dynamic:** culture is never stable; it evolves over time in every community, in subtle and visible ways, but at various speeds and for different reasons

1.2.3. Definition of language

According to several experts, language is a complex process and a means of communication that consists of signs and words. Language, as one element of culture has a very important role in human life. Language is "a system of signs that is seen as having itself a cultural value ''. (Kramasch, 1998, p.3) .

Generally speaking, language is introduced by Crystal (1971, 1992) as "the systematic, conventional use of sounds, signs or written symbols in a human society for communication and self expression ''.Similarly, Emmittand Pollock (1997) believe that

language is a system of arbitrary signs which is accepted by a group and society of users. It is taken delivery of a specific purpose in relation to the communal world of clients.

Wardhaugh(2002, p.2 ;as cited in Elmes) defines language to be : "a knowledge of rules and principles and of the way of saying and doing things with sounds, words , and sentences rather than just knowledge of specific sounds, words, and sentences.

1.2.4. The relationship between culture and language

Language and culture are two concepts that scholars claim to have a difficult time understanding. Moreover, there seems to be an essential connection between the two conceptions .Ardila-Rey (2008) maintains that: "Language and culture are inextricably linked with each other" (p.335).Similarly, Brown (2007) pointed out his interrelation of language and culture:

> Language is a part of culture, and culture is a part of interwoven so that one cannot separate the two without losing the significance o either language or culture. The acquisition of a second language, except for specialized, instrumental acquisition (as may be the case, say, in acquisition of reading knowledge of a language for examining scientific texts),is also the acquisition of a second culture (pp.189-190).

Similarity, Mitchell and Myles (2004, p. 235) state: "Language and culture are not separate but acquired together, with each providing support for the development of the other". Then, it is now obvious that teaching a second or foreign language involves incorporating   some cultural aspects of the countries where the target language is spoken as a native language.

Kramch (1998) emphasizes three ways in which culture and language are related:

➢ Language expresses cultural reality: with words people express facts and ideas but also reflect their attitudes.

➢ Language embodies cultural reality: people use language to provide significance to their daily life experiments.

➢ Culture symbolizes cultural reality: language is seen as a symbol of social identity by several people.

1.2.5. The History of Teaching Culture:

The history of teaching culture in the FL classroom has been the concern of many professionals, scholars, and start large debate.

As a result, a language is a part of culture ,and culture is a part of language .Both also are intricately intertwined that it is impossible to separate them without losing the significance of either language or culture (Brown,2001:164).

Byram (1994:23) helps students realize that culture is more integrated in the fabric of their lives –their beliefs, assumptions, and attitudes – than in a preoccupation with aesthetic features.

As Clouston (1997,p.27) points out ,in the past , people learnt a FL to study its literature, and this was the principle means of culture .He claims that " it was through reading that students learnt of the civilization associated with the target language ''.

1.2.6. Teaching culture

Language and culture are linked and complement one another. Sun (2013) describes language as the principal vehicle via which a culture's beliefs, values, and customs are communicated (p.371).Similarity, language is affected by culture – "If there is no culture, language will be like water without a source or a tree without roots '' (Sun, 2013, p.371).

Consequently, the relationship between language and culture must be recognized in foreign language teaching because the fundamental aim of learning a foreign language is to learn the customs and traditions of speech community, and to become competent for communication with speakers of the foreign language(Sun, 2013, p.371).

1.2.7. Goals of Teaching Culture

There are more than one goal for teaching culture, these are:

According to Tomalin and Stempleski (1993, p.7) the goals of teaching culture are to help students to:

1. Develop awareness of the fact that everybody exhibits culturally conditioned behavior

2. Develop an understanding of how social factors such as age, social class, and residence affect people's behavior

3. Became more conscious of typical behavior in everyday settings in the target culture

4. Enhance their understanding of the cultural connotations of the target language's words and phrases

5. Develop the ability to asses and refine generalizations about the target culture

6. Improve the skills ability to find and organize information about the target culture

7. Stimulate learner's intellectual curiosity about the culture they are studying

Seelye (1993, p.29) proposes a super goal for the teaching of culture. He argues that all students will develop the cultural understanding, attitudes, and performance skills necessary to function successfully within a part of another society and communicate with persons socialized in that culture.

Students become more aware of their own culture and educated about the other culture in language programs when intercultural understanding is one of the aims,

according to Chastain (1988,p.299-300), students learn to understand cultural patterns of behavior and communication in such classes, and to function within the parameters of those expectations.

Seelye (1993, p.30) goes on to add that in order to be useful, huge goals should be described in greater detail. He suggests six learning objectives, which he summarizes as follows: teachers should help students in developing an interest in who does what, where , when, and why in the target culture (the first five aims) as well as some skill in evaluating statements about the culture and learning more about it (the sixth goal).

1.2.8. Cultural awareness:

Cultural awareness is another topic worth discussing. According to Cortazzi and Jin (1999), cultural awareness involves becoming aware of members of another cultural group, including their behavior, expectations, opinions, and values. According to Kuang (2007), there are four levels of cultural awareness.

- At the first level, people are aware of their ways of doing things, and their way is the only way. They ignore the in effect of cultural differences.

- At the second level, people became aware of different choices, but they still think their method is the best .At the level, cultural differences are used as a source of problems, and people are more likely to ignore or reduce the problems.

- People who have reached the third level of culture awareness are aware of both their some and others' ways of doing things, and they tend to choose the best choice based on the situation. People at the third level realize that cultural differences can lead to trouble as well as benefits, and they are willing to use cultural variety to produce new solutions and alternatives.

- At the fourth level, people from varied culture backgrounds are brought together to form a shared -meaning culture. People at this level frequently discuss with others and develop new rules and meanings to meet demands of a specific case .In essence, individuals who go through Kuang's(2007) four levels of cultural awareness move from "culture ignorance'' to "cultural competence''.

Krasner (1999) mentioned a three-step process of internalizing culture that was proposed by Agar (1994): mistake, awareness, and repair. Step one, "mistake", occurs when something goes wrong; step two," awareness", occurs when learners are aware of the new culture's context and potential alternatives; and step three, "repair", occurs when learners attempt to conform to the new culture. According to Krasner, one of the most important goals of culture education in foreign language instruction is to increase students' awareness of the target culture.

1.2.9. Techniques' for teaching culture awareness

Authors such as Byram (1989), Byram and Esarte-Sarries (1991), Byram and Morgan (1994), and Morgan and Cain (2000) have pointed out that cultural awareness and comprehension is one of the components of foreign language learning that is often ignored. Hughes (1986) suggested some techniques for developing cultural awareness in students.

1. Comparison method

2. Culture assimilators

3. Culture capsule

4. Drama

5. Audio motor unit or Total Physical Response

6. Newspapers

7. Projected media

8. The culture island

Hughes (1986) also elucidated the characteristics of each technique .First, the teacher employing the comparison method begins each discussion session with a presentation of one or more objects in the target culture which are distinctively different from the students" culture, and the discussion then focuses on why these differences may cause problems.

Second, the culture assimilator is a short explanation of a significant incident of cross-cultural interaction that could be misunderstood by the students, developed by social psychologists to help adjustment to a foreign culture a presentation of a significant event of cross-cultural interaction that the students may misunderstand After that, the students are given four possible explanations from which they must choose the correct one. If students choose the wrong choice, they are asked to seek additional information that would lead them to the correct conclusion (Tran, 2010).

Third, while culture capsule is related to culture assimilator, it cannot be used as a silent reading activity. The teacher offers a simple presentation that shows one main difference between an American and a foreign custom, together with visuals that illustrate the difference and a set of questions to stimulate class discussion. Fourth, drama is a technique that can be used to directly involve students in cross-cultural misunderstandings by having a group of students act out a series of short scenes that include a misinterpretation of something that occurs in the target culture, with the cause of the problem typically clarified in the final scene. (Tran, 2010) .

Fifth, the audio motor unit, also known as Total Physical Response, is a listening exercise in which students respond to a carefully designed list of oral commands. The

orders are arranged in such a way that students will be able to act out a cultural experience .Sixth, the teacher asks students to compare a topic in a foreign newspaper with its equivalent in their own newspapers, using the newspaper technique.

The teacher can use projected media, films, filmstrips, and slides to convey cultural insights as well as various classroom activities. Finally, utilizing the culture island technique, the teacher creates a classroom atmosphere that is effectively a cultural island by using posters, photos, and a frequently changing bulletin board to attract students' attention, generate questions, and remarks .(Tran,2010).

1.2.10. Cultural identity:

According to Damen (1987), cultural identity is connected to individual-society interaction and it is at risk during the acculturation process because becoming bicultural involves developing a new cultural personality and identity. According to Kramer (1994), foreign language acquisition is a hermeneutic process in which learners expose their own cultural identity to the conflicting impacts of a foreign language and culture.

1.2.11. Cultural shock:

Culture shock, which is a typical experience for someone learning a second language in a foreign culture, refers to a variety of characteristics ranging from mild irritation to serious psychological distress and crisis (Brown, 1986, 2007).In terms of the term's origins, Damen (1987) stated that it was coined in 1958 by Oberg, who suggested that it originated from anxiety over the loss of familiar signs and symbols. Damen said that culture shock is a step in the acculturative process that is especially difficult as it follows such a period of pleasure and joy at the new and strange. Culture shock may last for some, but it is often followed by a devastating period of depression, dislike of the new and strange, illness, discouragement, and despair for others (Damen, 1987).

Using Pederson (1995) as a guide, Brown and Eisterhold (2004) described the classic

model of culture shock as a U-shaped curve of five stages.

1. The honeymoon stage

2. The disintegration stage

3. The reintegration stage

4. The autonomy stage

5. The interdependence stage

Conclusion:

To conclude, all that has been presented in the literature review above can be summarized as follows: It can be said that reading comprehension is important for students. We discussed the concept of reading and reading comprehension, but also their various types and models. They go through the three stages of teaching reading comprehension and helping with reading comprehension difficulties. It also shows that language and culture are two different concepts that are closely related to each other. Several definitions of different researchers have been reviewed. The relationship between language and culture has been investigated from a number of researchers' points of view. Both the history and goals of culture teaching in ELT classrooms have been mentioned. Then, cultural awareness and its development, which are the major concerns in this section; In addition, this chapter sheds light on the issue of the study from a theoretical we attempted to investigate some elements that cultural texts teach learners to enhance reading comprehension.

CHAPTER TWO:

Research design procedures

Chapter Two:

Research Design and Procedures

Introduction

2.1. Research Methodology

2.2. Research design

2.2.1. Sample

2.2.1. 1.Teachers' Profile

2.2.1.2. Students' Profile

2.2.2. Data collection instruments

2.2.2.1. Students' questionnaire

2.2.2.2. Teachers' interview

2.3. Data Analysis Procedures

2.3.1. Qualitative Analysais

2.3.2. Quantitative Analysais

Conclusion

Introduction

The second chapter is mainly concerned with the practical framework of this extended essay. It aims at collecting data about the role of cultural texts in developing EFL learners' reading comprehension through a specific research methodology. To fulfill this purpose, the researcher has tried to investigate how second-year students at the University of Biskra consider the role of cultural texts in developing EFL learners' reading comprehension. Furthermore, the researcher has also investigated how teachers consider the role of cultural texts in EFL learners' as an instrument to develop their students' reading comprehension.

Therefore, this part presents the research design and methodology. It also deals with the participants and the research instruments used to gather the needed data and the necessary information, specifically a questionnaire with students and an interview with teachers. In addition, the second chapter clarifies all about the procedures used to analyze data.

2.1. Research methodology

No effective study is achieved without a suitable research methodology. Accordingly, several scholars have provided many research methods over the years. These methods are a collection of techniques for representing the major, gathering, refining, and analyzing data, as well as reporting results. Nunan (1992) describes a variety of research methods, including ethnography, experimental methods, introspective methods, transcript analysis, elicitation techniques, and case studies, all of which look into a variety of purposes and perspectives.

2.2. Research Design:

A research design is a method that researchers use to answer questions in a logical, precise, and objective manner. A research design, according to some scholars, is an arrangement of conditions for data collection and analysis that aims to combine relevance to the research purpose with procedure economy. The researcher decides and communicates to others what study design to use, how to collect information from respondents, how to select respondents, how to analyze the acquired data, and how to present the findings through a research design.

This is a case study in second year study with Biskra University's second-year EFL students. A case study is a real-life incident that can be examined or analyzed in order to gain knowledge. A case study has been defined by a number of researchers. A case study, according to Anderson (1993), is concerned with how and why things happen, allowing for the investigation of contextual realities and the differences between what was planned and what actually occurred. Robson (1993, p. 146) defines case study as: "A strategy for research which involves an empirical investigation of a particular contemporary phenomenon within its context using multiple sources of evidence."

2.2.1. Sample

It is generally acknowledged that any research study requires a sample of a specific population. In this respect, a sample is defined as " a smaller (but hopefully representative) collection of units from a population used to determine population truths" (Field, 2005). According to the previous definition, a sample should generate a collection of characteristics such as representativeness, generalizability, and homogeneity. As a consequence, this study is based on the responses of second year English students from

Biskra University who completed the questionnaire. A semi-structured interview was also conducted with seven experienced teachers.

2.2.1. 1.Teachers' profile

Seven experienced teachers were interviewed. Two of them were females, and the other five were males. All of the informants hold doctorates and masters degrees, so they have a considerable amount of knowledge about the issue put in question. However, each of the teachers has a different background in terms of teaching experience and distinct points of view.

2.2.1.2. Students' profile

Thirty EFL students in second year were requested to answer the questionnaire. 18 of them were females and 12 were males. The participants' linguistic background is nearly the same.

2.2.2 Data collection instruments

In this case study, two research instruments were used to investigate the research questions: a questionnaire for students and an interview for teachers.

2.2.2.1. Students' questionnaire

A questionnaire, as previously said, is a set of prepared questions used to collect a considerable amount of data from target respondents. It has 12 things that are classified in rubrics considering the research questions. It contains a variety of questions, including: Closed-ended questions have a defined set of answers to choose from; mixed questions ask participants to choose one of the possibilities and then justify their choices, and open-ended questions ask participants to express their various points of view. In addition, a like it scale ranging from strongly agree to agree to disagree to strongly disagree was used.

A aims to the present questionnaire was presented to thirty students .You can find out all about the integration of cultural texts in EFL classrooms and how it enhances the students' reading comprehension . The section one questions are from a like scale investigating different points of view about the target reading comprehension , and section two is about language culture .Additionally , it is important for students' own definition of reading comprehension and how it is enhanced by cultural texts .

2.2.2.2. Teachers' interview

The interview is another data collection instrument used to secure maximum amount of information concerning the aim of the study from the participants .There are three types, namely: structured, unstructured, and semi-structured. In this research, a semi structured interview was used in order to gather information .This interview was conducted with seven experienced teachers. It includes 7 questions addressing the integration of reading comprehension elements, cultural texts, the cultural activities that should be used during a language course , as well as how cultural texts help in developing the students' reading comprehension .

2.3. Data analysis procedures

Data analysis is one of the most important steps in any research, which begins right after the necessary information has been collected. It is the process of examining and organizing data in order to draw conclusions about the aim of the study. This research is based on a combination of quantitative and qualitative methods to analyse the data collected from both the students' questionnaire and the teachers' interview.

2.3.1. Quantitative analysis

It is the investigation of data that can be measured. The main goal of this method is to quantify data or, more simply, to present a given reality in numerical terms. To put it another way, a specific phenomenon is described by gathering numerical data and analyzing it using mathematically based methods. Additionally, this type of study allows results to be generalized to the entire population.

2.3.2. Qualitative analysis

The term "qualitative analysis" refers to a variety of processes and procedures. Where the researcher moves from data collected through research instruments to some explanation, understanding, or interpretation of the phenomenon. Hatch (2008, p. 148) Qualitative analysis is defined as the process of organizing and interrogating data in order for researchers to see patterns, identify themes, discover relationships, develop explanations, and generate theories. The main goal of qualitative research is to investigate and describe phenomena from the perspective of the study participants. However, it has been criticized since the findings cannot be generalized to the wider population.

This research uses both qualitative and quantitative methods. It is believed that the use of more than one type of study provides more reliable findings (Hamzaoui, 2006, p.130).When qualitative and quantitative methods are mixed in research, the limitations of one type are balanced by the strengths of the other, resulting in a more effective assessment. When they are combined, they can be extremely effective.

Conclusion

The current chapter attempts to describe the extended practical framework. The research starts by describing the original study design and methodology, as well as the participants and research instruments. Moreover, this chapter provided a clear view of the procedures used to analyze the collected data. The following chapter will look at how the researcher analyzed the data collected from the sample population using the research instruments that have already been discussed.

CHAPTER THREE:

Results and discussions

Chapter Three:

Results and discussion

Introduction

3.1.Data Analysis

   3.1.1. Analysis of students' questionnaire

   3.1.2. Analysis of Teachers' Interview

3.2. Discussion of the Results

Conclusion

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Chapter Three:
Results and discussion

</div>

Introduction

This chapter is devoted to investigate the role of cultural texts in developing EFL learners reading comprehension and identify the perception and reaction of second year English students at Biskra University towards cultural texts. Thus, the students' questionnaire will provide the needed data. Moreover, this chapter will provide an analysis to each question or statement followed by a discussion of the obtained results to end up with some pedagogical implementations and a conclusion.

3.1. Data Analysis

As it was previously mentioned, this part is about the analysis of data collected from the students' questionnaire and the teachers' interview.

3.1.1. Analysis of students' questionnaire

The questionnaire consists of 15 items. It was addressed to thirty second year EFL students (12 males and 18 females) at the University of Biskra.

Section one: Reading Comprehension

Q1: How do you consider the reading skill?

Table 3.1

Students' opinions about the importance of the reading skill

Options	Number	Percentage %
a) Very important	18	60%
b) Important	10	33.3%
c) Not Important	2	6.6%
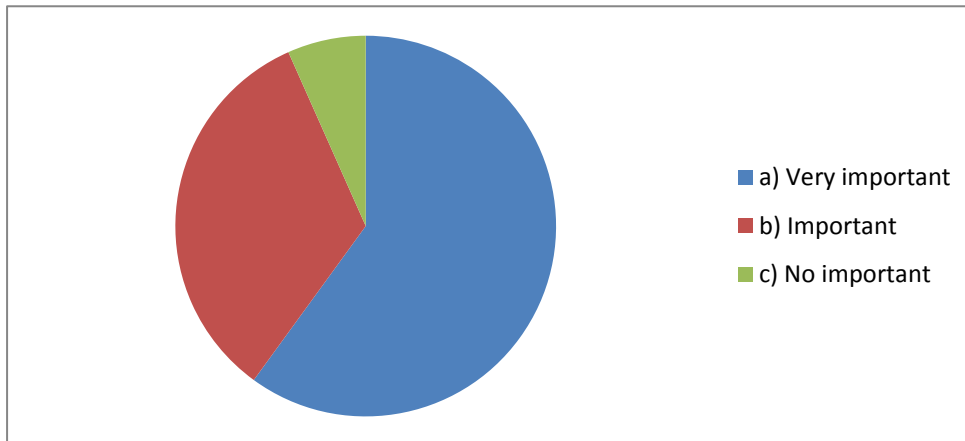
Figure 3.1. Students' Opinions about the Importance of the Reading Skill

Table above represents participants' opinions about the importance of reading and whether, it is equally important to other language skills. As suggested in table, reading was considered by participants as very important (60%), important (33.33%) and not important (6.6%).

Q2: In your academic context, do you believe that reading is given as much importance as other skills?

Table 3.2

The importance of the reading skill compared to other skills

Options	Number	Percentage
a) Yes	22	73.34%
b) No	8	26.33%
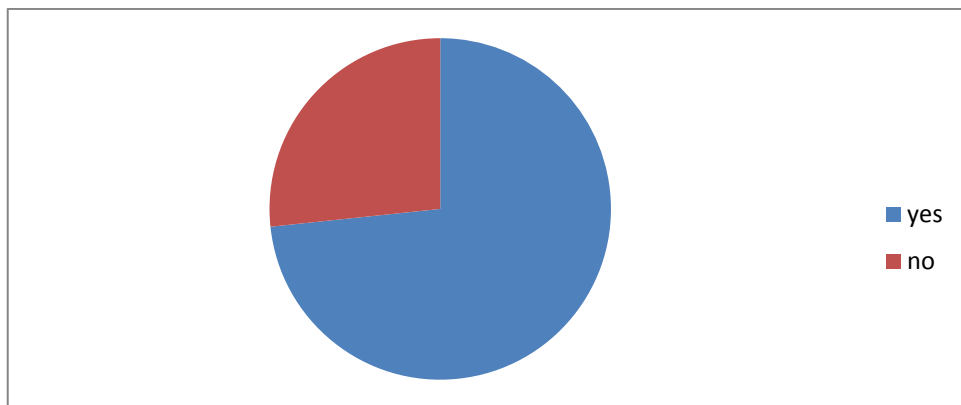
Figure 3.2: The importance of the reading skill compared to other skills

As far as the second question was concerned, the majority of participants (73.34%) vied that, in their academic context, reading is given as much importance as other skills, and only eight participants (26.66%) reported the opposite.

Q3: How often does your teacher ask you to read texts and answer their activities in class?

Table 3 .3

The Frequency of teachers' reading assignments

Options	Number	Percentage %
a) Always	6	20%
b) Often	17	56.67%
c) Sometimes	0	0
d) Never	7	23.33%
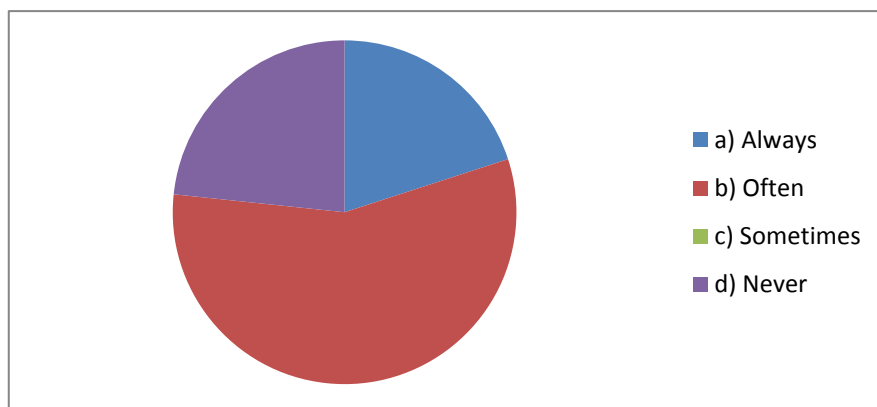
Figure 3.3: The Frequency of teachers' reading assignments

Table 3 displays the frequency of teachers' in-class reading assignments .Clearly, the answers range from 'often' (56.66% representing 17 students),sometimes (not students) , and never(23.33% representing 7 students).This implies that reading ,as an –in class activity , is solely taught from time to time .

Q 4: How often do you read in English?

Table 3.4

The frequency of reading in English

Options	Number	Percentage
a) always	5	16.67%
b) often	15	50%
c) Sometimes	9	30%
d) never	1	3.33%
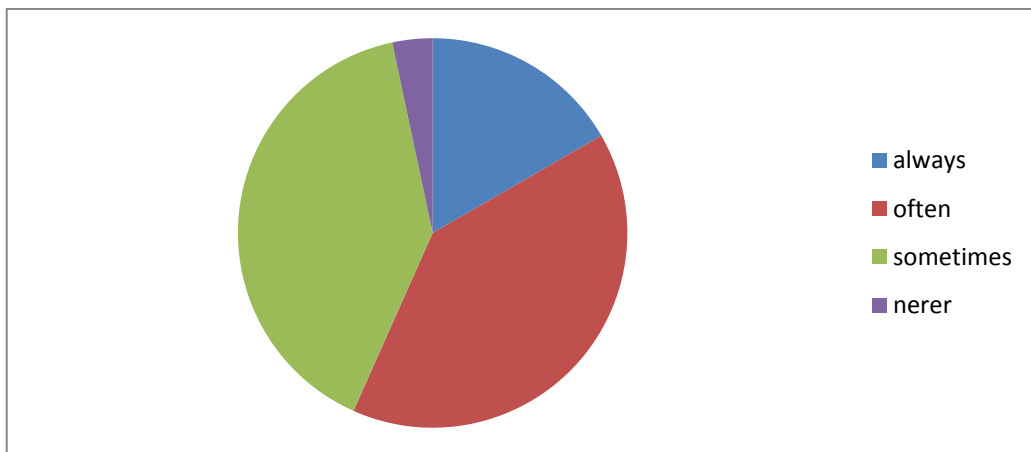
Figure3.4: the frequency of reading in English

In this respect, a great number of students (50%) reported that they rather read occasionally .This can be clearly demonstrated in figure 4.

Q 5: In which language do you mostly prefer to read?

Table 3.5

The language students mostly prefer to read in

Options	Number	Percentage %
a) Arabic	0	0%
b) French	14	46.66%
c) English	16	53.34%
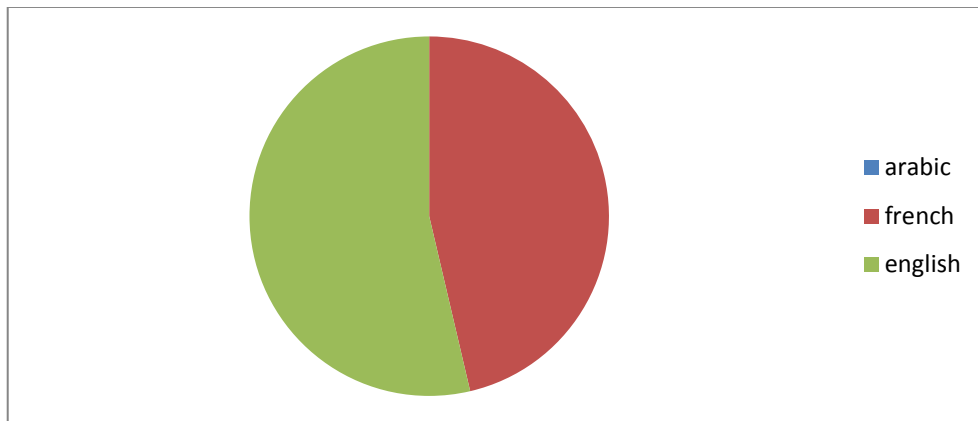
Figure 3.5: The language students mostly prefer to read in

The results are shown in table. It was indicated that the participants preferred to read not only in English, which constitutes the highest proportion (53.34%), but also in French (46.66%).

Q 6: Do you enjoy the time you spend in reading?

Table 3.6

Students' enjoyment for reading.

Options	number	Percentage %
Yes	22	73.34%
No	8	26.66%
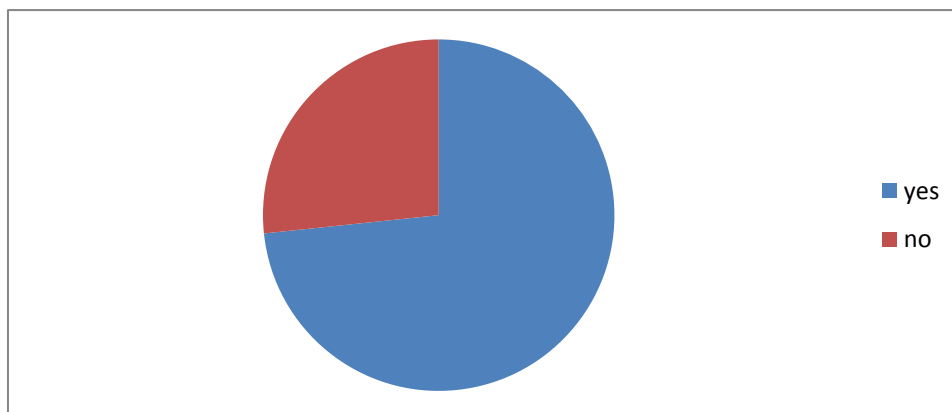
Figure 3.6: Students' enjoyment for reading

According to table, the large majority of students' enjoyment for reading (73.34%); whereas, eight students did not enjoy the time they spend in reading.

Q 7: please specify why do you usually like to read in English?

Table 3.7

The reasons behind reading in English

Options	Number	Percentage %
a)For pleasure	12	40%
b)As part of an assignment	5	16.66%
c)To enrich your vocabulary	9	30%
d)To increase your knowledge of the language	2	6.67%
j) all of the above	2	6.67%
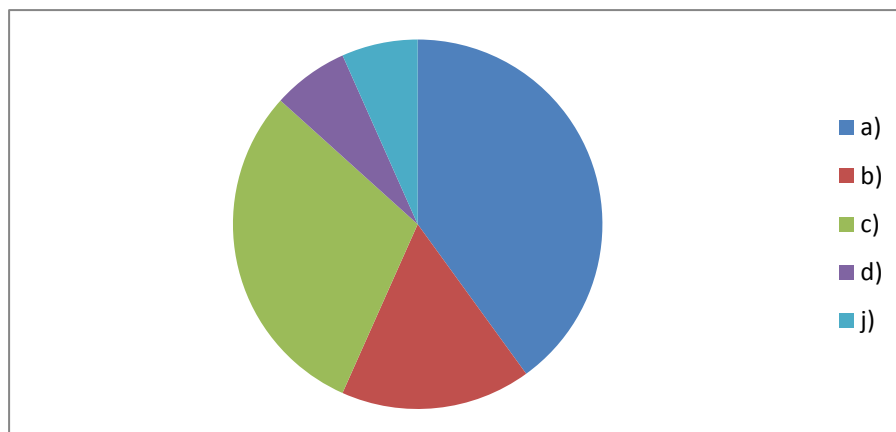
Figure 3.7: the reasons behind reading in English

The intention of this question was clearly to probe into the possible reasons that act of reading .Apparently, according to table above , different rates are tied up to a variety of drives .Nevertheless, five students (16.66%) tend to read if it is a part of an assignment while nine (30%) to enrich their vocabulary .However ,two of them (6.67%) are driven by the desire to increase their knowledge of the language , and two (6.67%) are driven all of the above .Overall, the majority of participants , who hold the highest percentage of (40%) , like to read English for pleasure .

Q 8: What are the difficulties that you often face when reading?

Table 3.8

The difficulties encountered by students

Options	number	Percentage %
a)Difficulties of pronunciation	1	3.33%
b)Ambiguous words	6	20%

c)New words	17	56.66%
d)Reading aloud	1	3.34%
e)The meaning of words	5	16.67%
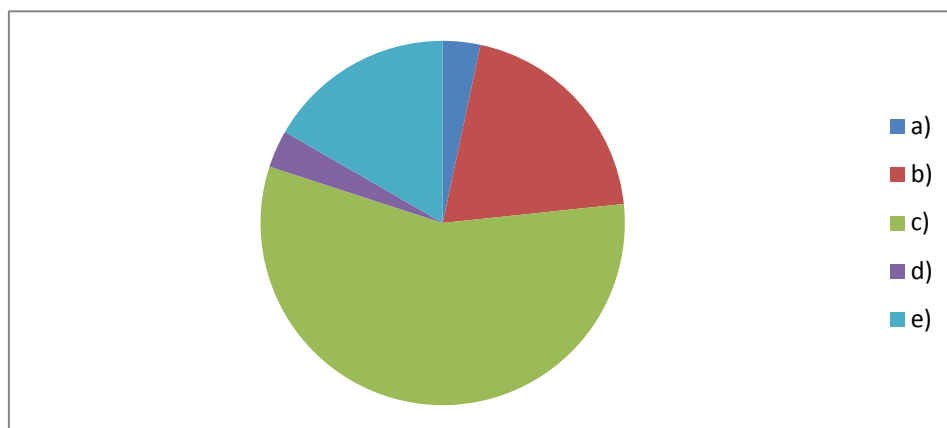
Figure 3.8: The difficulties encountered by students

Some students (56.66%) agree when they read, they have problems with new words and they cannot understand the whole text. While (20%) of them claim that they face problems with words that seem to be ambiguous words; just (16.67%) of the students faced problems with meaning of words. only one students face problems with reading aloud and one in pronunciation, it was the same percentage (3.33%).

Section two

Q 9: would you specify the kind of relationship that exists between foreign language learning and culture?

Table 3.9

The relationship between culture and language

Options	number	Percentage %
a) Language is a tool of conveying culture	4	13.33%
b)culture is the key to understand native speakers	7	23.33%
c)both of them	19	63.34%
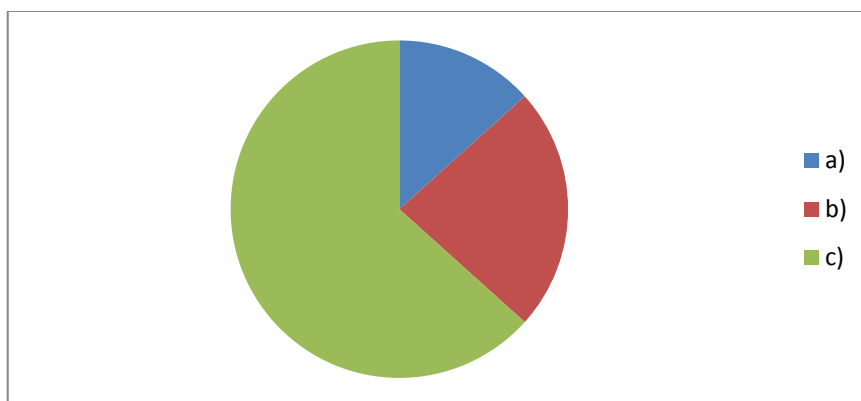
Figure 3.9: the relationship between culture and language

The results in figure 1 show the majority of (63.34%) of second year LMD learners understand the relation that exist between language and culture ; language is a tool of conveying culture and culture is the key to understand a language . (23.33%) of learners who give the importance of culture in relation to language as it is the key to understand native speakers. Rates of (13.3%) are learners who understand that language is the most important in conveying culture. From the results, we see that language and culture are irrelated and inseparable.

Q 10: do you think that the incorporation of culture makes the understanding of cultural differences easier for EFL students?

Table 3.10

The incorporation of culture in EFL Classrooms

Options	Number	Percentage%
a)strongly agree	15	50%
b)agree	0	0%
c)disagree	6	20%
d)strongly disagree	9	30%
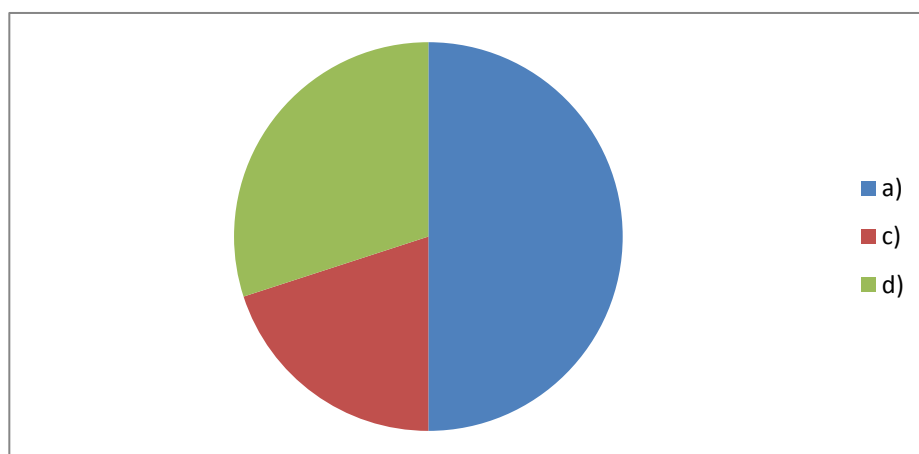
Figure 3. 10: The incorporation of Culture in EFL Classrooms

A great number of students (50%) strongly agree that the incorporation of culture within EFL classrooms is really beneficial for the understanding of cultural differences. Additionally,(20%)of them disagree with the same idea , but (30%) strongly disagree .

Q 11: language and culture are Inseparable?

Table 3.11

The inseparability of language and culture

Opitions	number	Percentage %
a)strongly agree	12	40%
b)agree	0%	0%
c)disagree	11	36.67%
d)strongly disagree	7	23.33%
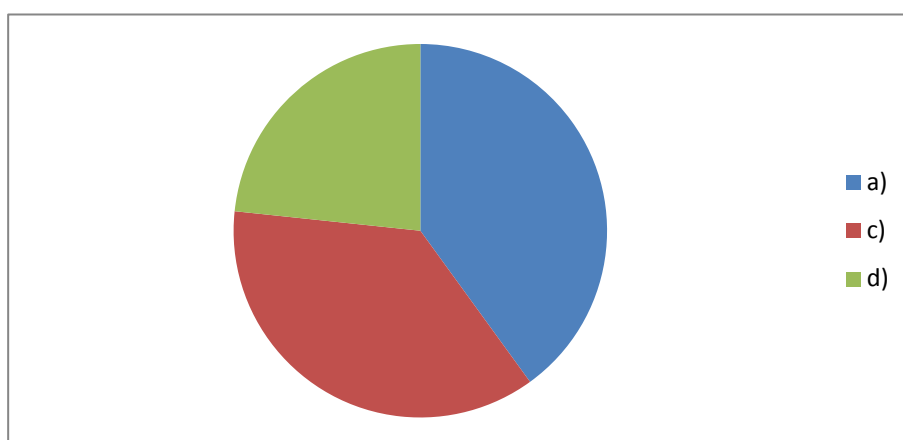
Figure 3.11: The Inseparability of language and culture

From the obtained results, a great number of students (40%) strongly agree with the fact that language and culture are inseparable. Therefore, they could be interested in learning the target culture in order to be able to improve their FL competence. Whereas, (23.33%) of participants strongly disagree and (36.67%) disagree. that is to say, they want to learn the target language separately from its culture.

Q 12: According to you, what are the major goals of teaching culture?

Table 3.12

Goals of culture teaching

Options	number	Percentage %
a)To be able to react appropriately in social situations	3	10%
b)To develop students' communicative competence	3	10%
c)To increase students' cultural awareness	7	23.33%
d)All of them	17	56.67%
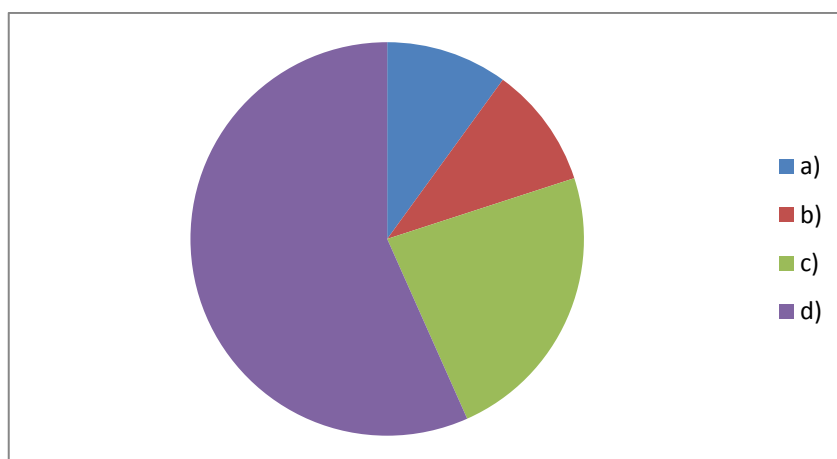
Figure 3.12: Goals of culture teaching

The table above displays clearly that (10%) of participants declared that the major goal of teaching culture is to make them able to react appropriately is social situations. (10%) of them are down with the fact that teaching culture contributes in developing their communicative competence. Additionally , (23.33%) of participants support the idea that teaching culture develops their cultural awareness. However, their opinions appear to be almost equal as (56.67%) of students selected all of them.

Q13: Do you think that cultural texts have an impact on EFL learners reading comprehension?

Table 3.13

The Impact of culture texts on students' reading comprehension.

Options	Number	Percentage %
Yes	25	83.33%
No	5	16.66%
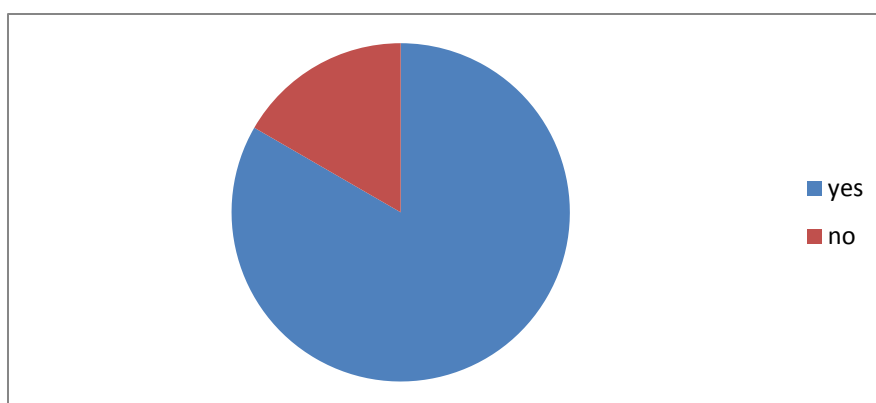
Figure 3.13: The impact of cultural texts on students' reading comprehension.

From the obtained results, it seems that the majority of participants (83.33%) declared that foreign language culture affects their reading comprehension .That is to say, students face comprehension problems when the material contains unfamiliar topics different from their own culture. However, only (16.67%) of students said that cultural texts had nothing to do with reading comprehension .Thus, they are appropriate cultural schema that enable them to process the text easily.

Q14: do you think that student cultural background affects their reading comprehension?

Table 3.14

The Effect of Students' Cultural Background on Their Reading Comprehension

options	Number	Percentage %
Yes	28	93.33%
no	2	6.67%
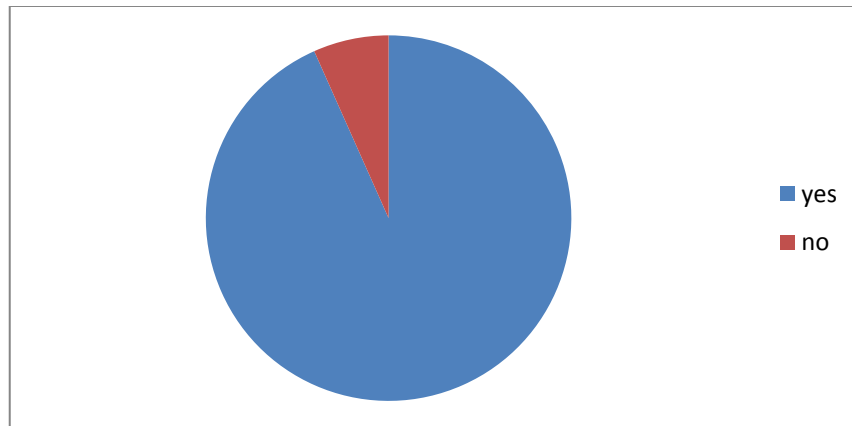
Figure 3.14: The effect of students' cultural background on their reading

comprehension.

According to the table above , the majority of participants (93.33%) stated that the students cultural background affects their reading comprehension .That is to say , due to influences on their reading from their native tongue ,students may have difficulty understanding the meaning of the texts .While the remaining (6.67%) percent claim that their cultural background has no effect on their reading comprehension .This shows that they are competent readers that do not recall their native language while reading.

Q 15: In your opinion what are the benefits of studying the culture of language?

Table 3.15

The benefits of studying the culture of language .

Options	number	Percentage%
a)allows you to think in another language	12	40%
b)cultural background makes language learning easier	18	60%
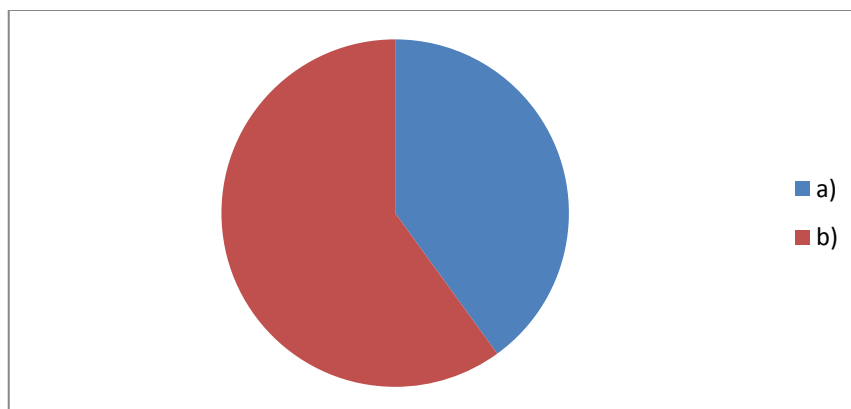
Figure 3.15: The benefits of studying the culture of language.

This results represents opinions about the benefits of studying the culture of language .That is to say, that (40%) students declared that it allows you to think in another language .On the other hand, that (60%) of the students declared that cultural background makes language learning easier.

Q16: As you are learning the culture the language, what improvements do you suggest to enhance the reading comprehension of cultural texts?

This question aims to gather students' suggestions. Different views and suggestions were given for enhancing reading comprehension of cultural texts when learning the culture of the language.

- Extensive reading
- Implement classroom activities.

- Reading a lot and practice the language, lead to enhance reading comprehension of cultural texts.

- Reading authentic texts.

- Using ICT in classroom.

3.1.2. Analysis of Teachers' Interview:

A semi-structured interview was conducted in order to gather some useful information from seven experienced teachers. This interview includes 07 questions. Teachers' answers were recorded and will be analyses one by one in this section.

Q1. Do you think that reading is an important skill for language teaching? If yes why?

Table 3 . 16

Reading is an important skill for language teaching.

Options	Responses	Percentage %
Yes	7	100%
No	0	0%

The question investigates the important of the reading skill when teaching the language, most of the answers of the interviewees state that this skills is important because of:

- It enriches the background knowledge and makes learners well- versed in a number of topics.

- Reading is fundamental skill, particularly for the development of academic writing.

- Students who read have better vocabularies, better grammar, better spelling, and better cultural insights.

- Reading helps students acquire many other skills like writing.

Q02. Do you think studying natives cultural texts are important in improving students reading comprehension?

Table 3.17

Studying natives cultural texts are important in improving students reading comprehension

Options	Responses	Percentage %
Yes	6	85.71%
No	1	14.28%

This question aims to investigate if teachers think that studying natives cultural texts are important in improving students reading comprehension, most the answers of the teachers state that this cultural texts are important because of:

- Use of authentic materials enhances EFL learners' cultural and intercultural competencies.

- Studying a foreign culture, students learn new skills with vocabulary and language. To truly be able to read and comprehend the target language, it's important to know about the stories that matter in their country, their traditions and values.

Q03. What are the difficulties faced by students when reading native cultural texts?

The aim of this question is to know the difficulties students face when reading native cultural texts .The majority of the teachers declared that most students suffer from difficulties in vocabulary and understanding idiomatic expressions with cultural references , and they are unable to absorb everything in these texts .Concerning other students , teachers say that students encounter difficulties in lexical ,grammatical ,and cultural terms .From the obtained results ,we can deduce that the majority of students encounter difficulties .However, a teacher says that the main problem that learners have when reading is the text length and the students' unfamiliarity with the topic.

Q04. According to you as a language teacher, what are the causes behind these problems of reading comprehension?

Concerning this question, all of teachers claim that the lack of reading habit is the main causes behind reading comprehension problems, relates reading problems mainly to the nature of the text which leads the learner to have such difficulties.

Q05. Which techniques do you use to help your student in the process of learning the culture of the language?

Concerning this question, it can be noticed that the teachers are approximately using the same techniques to guide them in the process of learning the culture of the language so that they manage to help students to develop their culture awareness .Their answers show that they generally use the following techniques:

- Expose them to authentic materials.
- Compare them to the learners' native culture.
- Roleplays.
- Reading.

- Culture assimilators.

Q 06 .How do you see the role of teaching culture in EFL classroom?

The results of this question show that all teachers consider cultural teaching very important and necessary, especially when teaching a foreign language. The primary goals of teaching a foreign language are to teach students the customs and traditions of the speech community, to prepare them for communication with speakers of the foreign language, and comprehend authentic materials. Answers were formulated after the notion that when teaching a foreign language without the inclusion of the culture in it, students are learning meaningless symbols .As a result , this may negatively affect the use of the language to communicate effectively with its native speakers .

Q07. What can you suggest to improve the students reading comprehension achievement?

The answers of this question are reported in the form of notes:

There are three teachers suggest:

- Read aloud

- Read again and again to build fluency

- Provide authentic texts at the right level

- Encourage them to talk about what they are reading

- Use technology in reading (ebooks')

Other teachers also suggest:

- Read whatever they come across.

- Read the lines, read between the lines and read beyond the lines.

- Organize workshops.

- Intensive /extensive reading.

- Role play.

3.2. Discussion of the Results

The purpose of this study is to investigate the difficulties that EFL learners encounter when reading cultural texts as well as to determine the impact of culture on EFL learners' reading comprehension. This section will state the main findings in relation to the research questions.

Research question one: what are the difficulties that EFL learners encounter when reading English cultural texts? The relevant hypothesis is that such learners may suffer from some problems when reading in the English language, such as: new words, the difficulty of meaning words, and the difficulty of absorbing everything in these texts. The analysis of the learners' questionnaire and teachers' interview reveals that these learners are suffering from such problems; therefore, one may notice that the first hypothesis is confirmed.

What is the impact of cultural texts on EFL learners' reading comprehension? Its hypothesis is that students face comprehension problems when the material contains unfamiliar topics different from their own culture that are impactful for the students when reading cultural texts. The nature of the text may have some effects on the learners' reading performances. The findings show that the text length and the learners' level affect the students' reading achievement.

To conclude, the study findings revealed the difficulties that EFL learners encounter when reading cultural texts and also suffer from some problems when reading in the English language, such as: new words, the difficulty of meaning words, Additionally, the study examined the impact of cultural texts on EFL learners' reading comprehension.

This bestows answers to the prior research questions and confirms their proposed hypotheses.

Conclusion:

This chapter analyses the field work of the study .It discussed the role of cultural texts in developing EFL learner's reading comprehension .The students questionnaire illustrates that the majority of students are culturally aware and accept the target culture .Furthermore, a considerable number of students agree with the integration of foreign language culture in EFL classrooms. Concerning their reading ability, they encountered some obstacle in reading comprehension due to the effect of both the foreign language culture and their native culture. Consequently, the obtained result answered the research questions.

GENERAL CONCLUSION

RECOMMENDATIONS,AND

LIMITATIONS

General conclusion

Reading, as one of the basic skills, is considered an essential element for everyday life. Our current work deals with the role of cultural texts in developing EFL learners' reading comprehension. The main focus of this research is investigating the role of cultural texts in enhancing reading skills and reducing reading difficulties and other obstacles encountered by second-year learners of the English language at the Department of Foreign Languages at Mohamed Kheider University of Biskra.

This work comprises three chapters. In the first chapter, the first section introduces the concept of reading and reading comprehension. Moreover, it explains what is involved in reading comprehension and the types of reading. It also sheds light on reading models and the main factors that affect this skill, and it goes through the three stages of teaching reading comprehension and reading comprehension difficulties. Whereas the second section provides some definitions for both culture and language and the relationship between them. Then the history of cultural teaching, the goals of teaching culture, and the development of cultural awareness .Also attempts to highlight the most important elements related to reading and reading comprehension, as well as cultural language.

The second chapter presents a description of the research design and procedures and methodology used by the researcher and is mainly concerned with the practical. Through a specific research methodology, it aims at collecting data about the role of cultural texts in developing EFL learners' reading comprehension.

The final chapter, which includes the analysis of the obtained data and the results and discussions, is devoted to investigating the role of cultural texts in developing EFL learners' reading comprehension and identifying the perception and reaction of second-year

English students at Biskra University towards cultural texts. Thus, the students' questionnaire will provide the needed data.

In this study, the researcher attempted to shed the light on the most important elements to explain the research problem. Thus, a case study research design (explanatory case study) and a combination of both quantitative and qualitative approaches for data collection and analysis were used to achieve this purpose. Moreover, the following research questions were asked:

- What are the difficulties that EFL learners encounter when reading English cultural texts?

- What is the impact of cultural texts on EFL learners' reading comprehension?

In order to answer the previous questions, two hypotheses were formulated and tested. The obtained results showed that both students and teachers consider cultural texts as an important element which develops reading comprehension, enhances cultural texts, and helps to improve the learners' English language abilities. Thus, the first and second hypotheses of this research, which state that students' reading comprehension may be improved by using cultural texts as a strategy, suggest that a cultural text enhances the comprehension of a reading text.

Pedagogical recommendations

This section suggests possible ways to reduce the students' difficulties in reading comprehension. Cultural texts enhance the comprehension of a reading ntext.

- The importance of cultural texts in enhancing students' reading and interest and motivating them to read means that it is important for the teachers to help the

students realize how useful reading cultural texts is. Reading is considered one of the four language skills that are integrated. So, reading well will help the students pick up vocabulary, or ideas to speak and write.

- Teachers should encourage students to develop a reading habit. They can improve their vocabulary and knowledge of the topic by reading outside of the classroom.

- We found from the results, we concluded that most students reported having faced difficulties in understanding when reading cultural texts. Moreover, some of them do not know how to understand words that have different meanings. Thus, teachers should carefully consider the number of words that have many meaning.

Limitation of the Study

Like any other study, this research had certain limitations. The most important ones are stated below:

- This study is limited to second year LMD students in UMKB.

- Due to time constraints, this study was limited to a small number of teachers. As a result, the study should have included more participants in order to obtain more credible results.

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Appendices

Appendix01: The students' questionnaire

      Dear students, I am carrying out a survey to complete the requirements for obtaining data about my research topic entitled the role of cultural texts in developing EFL learns reading comprehension . The aim of this questionnaire is to identify **the role of cultural texts in developing EFL learners reading comprehension.** You are kindly requested to answer the following questions. Please, tick (√) the appropriate answer and make full statements when necessary. Thank you for your time, effort and collaboration.

Section one: Reading Comprehension

Q1. How do you consider the reading skill?

a) Very important ☐   b) Important ☐   c) Not important at all ☐

Q2. In your academic context, do you believe that reading is given as much importance as other skills?

a) Yes ☐   b) No ☐

Q3. How often does your teacher ask you to read texts and answer their activities in class?

a) Always ☐   b) Often ☐   c) Sometimes ☐   d) Never ☐

Q4. How often do you read in English?

a) Always ☐   b) Often ☐   c) Sometimes ☐   d) Never ☐

Q5. In which language do you mostly prefer to read?

a) Arabic ☐

b) French ☐

c) English   ☐

Q6. Do you enjoy the time you spend in reading?

a) Yes   ☐   b) No   ☐

Q7. Please specify why do you usually like to read in English?

f) For pleasure   ☐

g) As part of an assignment   ☐

h) To enrich your vocabulary   ☐

i) To increase your knowledge of the language ☐

j) All of the above   ☐

Others……………………………………………………………………………………

…………………………………………………………………………………….............

Q8. What are the difficulties that you often face when reading?

Difficulties of pronunciation   ☐

Ambiguous words   ☐

New words   ☐

Reading aloud   ☐

The meaning of words   ☐

Others, specify …………………………………………………………………...

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Section two: language culture

Q9. Would you specify the kind of relationship that exists between foreign language

learning and culture?

a) Language is a tool of conveying culture   ☐

b) Culture is the key to understand native speakers   ☐

c) Both of them   ☐

Q10: Do you think that the incorporation of culture makes the understanding of cultural

differences easier for EFL students?

Strongly agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

Q11: Language and culture are inseparable

Strongly agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

Q12: According to you, what are the major goals of teaching culture?

-Be able to react appropriately in social situations   ☐

-Develop students' communicative competence   ☐

-Increase students' cultural awareness   ☐

-All of them   ☐

Others……………………………………………………………………………….

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Q13: Do you think that cultural texts have an impact on EFL learners' reading comprehension?

Yes ☐   No ☐

Q14: Do you think that students' cultural background affects their reading comprehension?

Yes ☐   No ☐

Q15: In your opinion what are the benefits of studying the culture of language?

- Allows you to think in another language ☐

- Cultural background makes language learning easier ☐

- Others …………………………………………………………………………..

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Q16: As you is learning of the language what improvements the you suggest to enhance reading comprehension of culture texts?

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Appendix: Teachers' Interview

Thank you for your time, the study in progress is entitled *"The role of culture texts in developing EFL learners' reading comprehension".*

1. Do you think that reading is an important skill for language teaching? If yes why?..

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2. Do you think studying natives cultural texts are important in improving students reading comprehension?

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3. What are the difficulties faced by student when reading natives culture texts?

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4. According to you as a language teacher, what are the causes behind these problems of reading comprehension?

   - Lack of time

   - Lack of reading habit

   -The difficulty of the text

   Others, please specify ....

   ....

   ....

5. Which techniques do you use to help your student in the process of learning the

culture of the language?

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6. How do you see the role of teaching culture in EFL classroom?

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7. What can you suggest to improve the students' reading comprehension

achievement?

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Thank you for your collaboration

الملخص

تهدف الدراسة الحالية إلى التحقق من دور النصوص الثقافية في تطوير الفهم القرائي لمتعلمي اللغة الإنجليزية كلغة أجنبية. يحاول اختبار فرضيتين هما: يمكن تحسين فهم القراءة لدى الطلاب باستخدام النصوص الثقافية كإستراتيجية ؛ والنص الثقافي يساعد الطلاب على تعزيز فهم نص القراءة. تم اعتماد نهج بحثي مختلط لهذا الغرض في هذه الدراسة. ولتحقيق هذا الهدف تم إجراء دراسة حالة مع طلاب السنة الثانية في جامعة بسكرة. كان استبيان الطلاب والمقابلة شبه المنظمة مع المعلمين من أداتي البحث المستخدمة لجمع البيانات ، وتم تحليل النتائج كماً ونوعاً. بعد التحليل الدقيق والتفسيرات الاختيارية والاستنتاجات للبيانات التي تم جمعها، تكشف النتائج التي تم الحصول عليها من تحليل أداتي جمع البيانات أن النصوص الثقافية تساعد المتعلمين على تحسين فهمهم للقراءة. من ناحية أخرى ، عبر الطلاب عن مواقفهم القيمة تجاه استخدام النصوص الثقافية في تطوير الفهم المقروء. لذلك ، فإن النتائج التي تم الحصول عليها من استبيان الطلاب تقدم إجابات لأسئلة البحث. في نهاية هذا العمل، تم تقديم بعض التوصيات من أجل تعزيز النصوص الثقافية لطلاب اللغة الإنجليزية كلغة أجنبية وتحسين تعلمهم للغة ككل .

الكلمات المفتاحية: نصوص ثقافية ، فهم مقروء ، متعلمي اللغة الإنجليزية كلغة أجنبية