

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Abbes Laghrou University of Khenchela
Faculty of Letters and Languages
Department of English



**Reading literary Books Impact on University Students’
Cultural Awareness: The case of Master 2 (EFL) students
at the University of Abbas laghrou Khenchela**

A dissertation submitted to Abbas Laghrou University
In partial fulfillment for the acquirement
of the degree of Masters in Language and Culture

Supervised by:

Dr. Sabrina BAGHZOU

Submitted by: Rania DJEMEL

Nouralhouda DJEBAILI

Board of Examiners :

Supervisor- Dr. Sabrina BAGHZOU

Chairman- Mr. Omar GUERZA

Examiner- Ms. Mahbouba MESSARHI

2019-2020

Dedication one

To my mother, My everything . to the strong and kindest mother in the world. she gave me the greatest gift anyone can ever have ... she believed in me, she taught me to believe in Allah first and that all the good things can happen only through hard work.

To my father, My hero. For loving me , For earning an honest living for us; who did not show me how to live, he lived and let me see how to live.

To my best friends Roumaïssa, Aya , Lamía for always being there for me, for encouraging me.

To my sister, My world . for always encouraging me, for loving me more than anyone in this world. You are my best friend and my muse I owe you a lot .

To my brother, My soul who is always there for me, for his unconditional love, for supporting me, for helping me, for his wisdom and knowledge ,for being the greatest brother and friend anyone could ask for .

To my aunts ,My heart *Kawther* and *Aïda* for always loving me ,for being the greatest persons in this world, Having both of you in my life is the greatest gift of all .

To my cousin's Djihad , INSSAF ,Aya for being the greatest sisters anyone can ever have .

To the English teachers especially the Good ones.

Dedication two

Every challenging work needs self-efforts as well as the guidance of elders especially those who were very close to our heart

My humble effort I dedicate to my sweet and loving

Father and Mother

Whose affection love, encouragement and prays day and night make me able to get such success and honor

My mother a strong and gentle soul who taught me to trust Allah, believe in hard work and that so much could be done with little

My father for earning an honest living for us and for supporting and encouraging me to believe in myself

My Sisters Saifa and Malak

My sweet little angels, my mirrors, my real friends and everything I have

My Grandmother

Aida Belouaar for being my first teacher

My Uncle Mahboubi Belouaar

for being my words could never tell the joy an uncle brings

My Aunts Soumia, Mekkia, Moufid, Salima and Sherifa, and their husbands

Only an aunt can give hug like a mother, keep secrets like a sister, and share love like a friend

My cousins

Ahlem, Sabrine, Nour el Houda, Amel, Maissa, Iman, Wisal, Dina Sadden, Arwa, Hiba, their eddine, and Adel .

Along with all hardworking and respected teachers

Acknowledgments

We are grateful because we managed to complete our dissertation within the given time.

I would like to express my special thanks of gratitude to my supervisor Dr, Baghzou Sabrina for the guidance and encouragement in finishing this work. We also extend our gratitude for Miss Mansouri for providing us with all the facility that was required.

We are also grateful to our teacher Mr. Kellil Montasir for providing us with expertise and knowledge. Without his experience and superior knowledge, this research would not have been finished in the same way it did.

Last but not least, we express our gratitude and thanks to our family and colleagues for their encouragement and co-operation which helped the completion of this study.

Abstract

Language and culture are closely related to each other throughout the years, many scholars tried to explain the importance of the cultural element in English language teaching (ELT).as well as the crucial interaction between reading,literature, and cultural awareness.

The present study aims at investigating the impact of reading literary books on Master 2 student's cultural awareness in an (EFL) classroom. The hypothesis adopted in this study sets out that the students who read more literary books are more likely to be more culturally aware than the one who do not read.

The research method adopted for this piece of work was purely descriptive,which explains that its major goal is to describe and explain the relationship between reading, literacy, and student's cultural awareness . The required data were gathered through self-completion questionnaires administrated to Master 2 year students of English at the university of Abbes Laghrour khenchela.

The results obtained have shown that students are conscious of the impact of reading literary books on the development of cultural awareness.on the light of this result, The earlier stated hypothesis was seccessffuly confirmed in that enhancing student's cultural awareness and knowledge need to be accompanied with reading and using literary works.

On the basis of the results obtained, some recommendation have been proposed to help the EFL learners in algeria overcome their problems and difficulties in order to promote the interaction proficiency through the use of several techniques and activities that are related to student's cultural awareness proficiency .

List of abbreviations

EFL: English as a Foreigner Language

ELT: English Language Teaching

L1: First Language

L2: Second Language

ER: Extensive Reading

CA: Cultural Awareness

RA: Reading Aloud

List of tables

Table 1: Students' Gender	55
Table 2: Students Books Preference	56
Table 3: Daily Time Spent Reading Books	57
Table 4: The Most Used Form Of Books	58
Table 5: Students Preferred Language.....	59
Table 6: Preferred Type Of Books	60
Table 7: Opinion About Reading Literary Books	61
Table 8: Preferred Type Of Reading	62
Table 9: Main Purpose Of Reading Books	63
Table 10: Opinion About The Benefits Of Reading Literary Books	65
Table 11: Students Satisfaction Level Concerning Reading Literary Books In Developing Their Cultural Awareness	66
Table 12: Skill Most Acquired From Reading Literary Books.....	67
Table 13: Students Opinion Towards The Influence Of Reading Literary Books On Interacting With People	68
Table 14: Opinion About Reading Literary Books Effect On Cultural Awareness	69
Table 15: Type Of Reading Literary Books Effect On Cultural Awareness	70

List of figures

Figure 1: Students' Gender	56
Figure 2: Students Books Preference	57
Figure 3: Daily Time Spent Reading Books	58
Figure 4: The Most Used Form Of Books	59
Figure 5: Students Preferred Language	60
Figure 6: Preferred Type Of Books	61
Figure 7: Opinion About Reading Literary Books	62
Figure 8: Preferred Type Of Reading	63
Figure 9: Main Purpose Of Reading Books	64
Figure 10: Opinion About The Benefits Of Reading Literary Books	66
Figure 11: Students Satisfaction Level Concerning Reading Literary Books In Developing Their Cultural Awareness	67
Figure 12: Skill Most Acquired From Reading Literary Books	68
Figure 13: Students Opinion Towards The Influence Of Reading Literary Books On Interacting With People	69
Figure 14: Opinion About Reading Literary Books Effect On Cultural Awareness	70
Figure 15: Type Of reading literary books Effect On Cultural Awareness	71

Table of contents

Dedication one	1
Dedication two	2
Acknowledgments	3
Abstract	4
List of abbreviations	5
List of tables	6
List of figures	7
Table of contents	8
1 General introduction	12
1.1 Background of the study	12
1.2 Statement of the problem	13
1.3 Research questions and hypothesis	13
1.4 Aim and objectives	13
1.5 Definition of terms and variables	13
A- Reading	13
B- Literature:	13
C- Culture	14
D- Cultural awareness	14
1.6 Methodology overview	14
1.7 Organization of the dissertation	14
Chapter one: Reading literary books	16
Introduction	16
1.1 Definition of Reading	16
1.2 Types of reading	17
1.2.1 Intensive reading	17
1.2.2 Extensive reading	18
1.2.3 Silent reading	19
1.2.4 Aloud reading	20

1.3	Strategies to increase the speed of reading.....	22
1.3.1	Skimming	22
1.3.2	Scanning	23
1.4	The importance of reading	24
1.5	Reading models	25
1.5.1	Top-down model.....	25
1.5.2	Bottom-Up model	26
1.6	Reading as an interactive process	26
1.7	Reading as a thinking process	27
1.8	literature and literary texts.....	28
1.9	The importance of literature	29
1.10	Text Selection	30
1.11	Text Selection Measures	31
1.12	Pedagogical Criteria for Selecting Literary Texts	32
1.12.1	The students Cultural Background	32
1.12.2	The student's Linguistic proficiency	33
1.12.3	The student's literacy background.....	33
1.13	Conclusion.....	34
	Chapter two: Cultural awareness.....	36
	Introduction.....	36
2.1	Definition of culture.....	36
2.2	Elements of culture	37
2.2.1	Symbols.....	37
2.2.2	Nonverbal symbols	37
2.2.3	Material objects	38
2.2.4	Language	38
2.2.5	Values.....	39
2.2.6	Norms.....	39
2.3	Characteristics of culture.....	40
	_Culture is learned.....	40

_ Culture is shared:	40
_ Culture is transmitted.....	40
1- Enculturation:	40
2- Acculturation:.....	40
3- Assimilation:	40
_ Culture is dynamic	40
2.4 The importance of culture	40
2.5 Why teach culture	42
2.6 Culture as a system of behaviors	42
2.7 Culture as a set of meanings	43
2.8 Culture and language teaching	43
2.9 Relationship between literature, literacy, and culture.....	46
2.10 The role of literature and culture in language teaching	47
2.10.1 Teaching literature	47
2.10.2 Teaching culture	48
2.11 Hanauer’s method: Focus- on- cultural understanding	49
2.12 Definition of cultural awareness	50
2.13 The importance of cultural awareness	51
2.14 Developing cultural awareness	51
1- Superficial understanding	52
2- Growing awareness and possible conflict:	52
3- Greater intellectual awareness	52
4- True empathy and respect:.....	52
2.15 Conclusion.....	52
2 Fieldwork	53
Introduction.....	53
2.1 Research design	54
2.2 Population and sampling	54
2.3 Procedure.....	55

2.4	Data Analysis.....	55
2.4.1	The questionnaire.....	55
2.4.2	Discussion of the questionnaire's results.....	71
2.4.3	Conclusion.....	72
3	General Conclusion.....	73
4	Recommendations for Further Research.....	74
	References.....	75
	Appendix.....	83
	الملخص.....	86

1 General introduction

1.1 Background of the study

Reading, despite being one of the four major skills of learning English, is one of the skills that is most often neglected by EFL learners. However, reading on a paper book not only develops the human imagination but also increases learner's cultural awareness, and since it is simply being aware of many different cultures we have to find the most helpful tool to reach it. so that one of the major implements that makes students and maybe teachers achieve this goal is reading books especially the literary ones (fiction, novels, poems...). This idea was also discussed by Panero(2013) that found reading passages of highbrow "literary" fiction as opposed to non-fiction or popular fiction –let to improvements on a test that measured the reader's theory of mind. theory of mind is defined as the ability to recognize the internal states of others (their thoughts, beliefs, intentions, and emotions). Moving on to the crucial importance of literary works that have an enormous role in developing the mental and behavioral capacities of the learners and developing their cultural awareness has been observed by many numbers of scholars including Bredella (1996,2000). Gramsci (2000,2003). Waskiewicz-firlej (2012) stated that "works of literature enables the reader to observe the world from multifarious perspectives and cherish the diversity of individual perception". The power of literature lies in its unique ability to deeply involve the reader both at a cognitive as well as emotional level. Despite all the potential benefits of reading literary books, there still exist some problems in developing students cultural awareness and this issue has been observed by many scholars among them (McIntosh, 1990) who demonstrated that one of the challenges that many individuals experience in recognizing and valuing other cultures is that they do not have an awareness of themselves as cultural beings, or to cultural encapsulation and an understanding that similar to a fish, not recognizing water because it is a constant and no alternative can be imagined, many students do not recognize their own culture because have not experienced anything different (Banks, 2002; Brislin & Pederson, 1976).

We have to conclude that this study will help learners whether they are teachers or students learn how to be more culturally aware through using the easiest tool wich is reading literary books.

1.2 Statement of the problem

The problem addressed in this present study is that learners who don't read literary books are not culturally aware. This idea was also discussed by many scholars like Spears-bunton (1992, p,46) who pointed out " literature provides us with a way of looking at how members use language to codify knowledge, determine relevance and make connections between past heroes and prophets, and present concerns and situations " and Maryanne Wolfe (2007) who said that when we lose reading, we lose the cognitive patience to enter someone else's world. To achieve cultural awareness, we will examine the influence of reading literary books on university student's cultural awareness.

1.3 Research questions and hypothesis

The main hypothesis that we set for this study is the following :

The students who read more literary books are more likely to be more culturally aware than the ones who do not read.

This study will answer the following questions :

1. Do literary books have an impact on university student's cultural awareness.
2. What is the extent of that impact?

1.4 Aim and objectives

The main objectives of this study are :

1/highlight the issue of how literary books might best be used as a source of information that may develop student's cultural awareness.

2/Exploring learner's attitudes towards reading literary books.

1.5 Definition of terms and variables

A- Reading: is the dynamic process by which the reader interacts with text to construct meaning. Many experts have given their definition of what reading means. According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their background knowledge to build meaning.

B- Literature: is the total of preserved writings belonging to a given language or people. The Oxford Advanced Learner's dictionary defines literature as "writings that are valued as works of art especially fiction drama and poetry in contrast with technical books and newspapers, magazines" (Hornby & Crowther, 1995, p.687).

C- Culture: According to Kramsch, “culture can be defined as membership in a discourse community that shares common social space and history, and common imaginings. Even when they have left that community, its members may retain, wherever they are, a common system of standards for perceiving, believing, evaluating, and acting.” (1998, p.10).

D- Cultural awareness: is the understanding of how a person’s culture may inform their values, behaviors, beliefs, and basic assumption. Tomlinson (2001) holds that cultural awareness involves a gradually developing inner sense of the equality of cultures, an increased understanding of your own and other people’s cultures, and positive interest in how cultures both connect and differ (cited in Tomlinson & Masuhara, 2004, p. 3).

1.6 Methodology overview

We opted for the descriptive design to apply to this study. This research approach will help discover and find new information about the influence of reading literary books on raising student's cultural awareness. we did not opt for an experimental design due to the limited time. Quantitative design is applied in this research because it is appropriate to describe the relationship between the two variables by using a questionnaire , this research method will be so helpful to get the data clearly and accurately. The population of this research consists of 160 master 2 English learners from the department of English at the University of Abbas laghrour -Khenchela-. The participants will be chosen randomly.

1.7 Organization of the dissertation

This dissertation is divided into two main sections. In section one we dealt with the theoretical part, which in turn is divided into two chapters. That contains the literature review. The second section contains the fieldwork that deals with our investigation, the questionnaire, and its analysis and findings.

Concerning the first section, it is dedicated to the theoretical review. It is in turn divided into two main chapters. The first attends to reading literary books in general. Then as a field of study and at last, it's role in our lives. In the next chapter we dedicate to cultural awareness. Its definitions, elements, characteristics, and importance are the main concern of this chapter.

The second section is allocated to fieldwork. Where the methodology is presented in detail. The investigation and the questionnaire take place. The analysis of the results will allow us to answer our research problem and build upon them some pedagogical recommendations.

A red decorative border with a wavy, scalloped top and bottom edge, framing the text.

Chapter one : Reading literary books

Chapter one: Reading literary books

Introduction

This chapter is concerned mainly with clarifying the term reading. This clarification is achieved by mentioning some of the outstanding definitions researchers and scholars have agreed upon in part one. The first part aims to shed light on mentioning the key concepts, types, strategies, models, and the importance of reading. In the second part, we tried to demonstrate and reassemble the term literature and literary texts and its importance as well as how to select the effective literary texts and the criteria that should be found in every text and how literature develops human's way of thinking.

1.1 Definition of Reading

Reading is one of the most important habits that help in all development sides of a person from his birth to his death; it has a significant number of benefits and advantages that have been discussed by many scholars among them:

Noor (2011) claimed that in any most cases higher distinctly basic cognitive process environment, reading is remarkably valued as the most principally important pedagogue language skill for all basically second and honestly foreign language learners. Students acquire new knowledge and new information and get more qualified in their subject matters through reading. Leon (2009) moreover, highlighted the importance of reading by asserting that an individual learner with good reading habits has the opportunity to rich and expand their background and mental horizons. According to Grabe & Stoller (2002) reading is the efficiency of the reader "to draw meaning from the printed page and interpreted this information appropriately " (p .90). This Implicated that reading is the ability to capture meanings and information from several printed and written pages and trying to explain or translate this information to be more applicable.

"Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks, and spaces) and we use our brain to convert them into words, sentences, and paragraphs that communicate something to us.

Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text.

Based on Patel & Jain's study (2008) "Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success, it is the most important activity in any language class. Reading is not only a source of information and pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. reading is very necessary to widen the mind, again and understanding of the foreign culture" (pp.113-114).

From those definitions, we can understand that reading is the process by which a reader can use to look at series of written symbols and getting meaning from them because when we read we use our eyes to receive emblems and we use our brain to turn the symbol into meaningful words and letters.

A useful cognitive definition is: Reading is several interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning.

1.2 Types of reading

Reading is a complex activity, in foreign language teaching; two approaches have been used in developing reading skill, known as extensive and intensive reading :

1.2.1 Intensive reading

In a teacher-centered approach this means the teacher is the only controller of the things that happen in a class session; including how to read, what to read and when to read, normally intensive reading approach deals with short texts under a teachers supervision to make the students understand and extract information. Waring (1997) argued that intensive reading is very helpful for understanding how the text is organized and also for learning vocabulary. Also, Intensive reading is, therefore, considered as an effective tool for improving reading comprehension , polar, Durodo, Gonzales, Kwok, Taylor, Davis, & Simmons (2011).

To read intensively is to completely deconstruct a text, to absorb as much meaning from it as possible. This is done by taking a text, and systematically looking up every word, phrase, or collocation that you do not understand. Paran (2003) emphasized that teachers need intensive reading to maximize learning the three phases of pre-reading, and post-reading for better language acquisition, retention and activation strategies.

Palmer's study (1927)(as cited in Smith, 2003) emphasized that the benefits of doing large quantities of enjoyable, level-appropriate reading could most effectively be realized through

integration with other more language-focused activities. « A multiple lines of approach was one of Palmer's nine principles of language study, and he elucidated the importance of both approaches by adopting them concurrently »(p. 111)

According to Scrivener (1994), Intensive reading meant "the readers carefully and closely read a short text to gain an understanding of as much as detail as possible" (p.188). This means that the learner focuses on the language more than the text.

Brown (2007) emphasized that it is an action that requires extraordinary mental exertion and core interest. Along these lines, the student who participates in intensive reading must be mindful to follow explicit rules, or else hazard weariness and burnout. In particular, if you wish to read a book intensively, you should take care to peruse writings that are fascinating and short, to readjust for brief timeframes, and to do so when you have the most mental energy.

Reading specialist Anderson (1999) explained: I believe that good readers do more extensive reading than intensive reading. But what makes the reader a good reader is that he/she has developed the strategies and skills through intensive reading that are transferred to extensive reading contexts. These ideas should give us, as reading teachers, cause to pause and consider the ratio of intensive and extensive reading activities we ask our students to engage in and see if we are providing opportunities for both types of reading.

1.2.2 Extensive reading

According to Graham Stanly extensive reading involves reading short texts for general understanding for the intention of enjoyment, it means that the students are the ones who choose the topics and books that interest them and think they are beneficial for them to be discussed. Palmer's study (1927)(as cited in Smith, 2003) who is the originator of the term defines extensive reading as _rapid reading. the ones who carry various amounts of foreign languages can read and understand any text written in a foreign language without referring to translation (p. 454).

Hafis and Tudor (1989); Robb and Susser (1989); Sims (1996) and Hill have observed that extensive reading programs would be very useful in the situation where students feel like they are not able to speak effectively and correctly due to their lack of confidence in areas like grammatical and vocabulary knowledge.

Williams (1984) defined extensive reading as « the relatively rapid reading of long texts ... »(p.10). Susser & Robb (1990) defined extensive reading using criteria. Extensive reading is

reading « (a) of large quantities of material or long texts; (b) for global or general understanding; (c) to obtain pleasure from the text.‡ which is important for language learning ».

Davis (1995) summed up the notions of extensive reading « pupils are given the time, encouragement and materials to read pleasurably, at their level, as many books as they can, without the pressure of testing or marks » (p.329).

West (1955) while creating supplementary readers, referred to the aim of reading extensively " to confer greater facility in the use of the vocabulary already gained, to give the child a sense of achievement and a taste of the pleasure to be derived from his accomplishment "(p. 189),

Longman Dictionary of Language teaching and Applied Linguistics defined extensive reading as a skill that « is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading ».

Nation (1997) explained the benefits of ER « Extensive reading is attractive for several reasons; first, reading is essentially an individual activity and therefore learners of different proficiency levels could learn at their level without being locked into an inflexible class program. Second, it allows learners to follow their interests in choosing what to read and thus increase their motivation for learning. Third, it provides the opportunity for learning to occur outside the classroom ».

To read extensively is to simply read as much as could reasonably be accepted without concerning oneself with the minutia of meaning and the occasional unknown word. This is done by reading for large swaths of time, and looking into words just when you regard it completely important to your comprehension of the content.

1.2.3 Silent reading

Reading is generally a silent activity, most of the readings that we do are done silently in a class session; the students read by their hearts without making any sounds so that the readers beside can not hear what they are reading. And this makes the readers be able to comprehend what the text is about . for many people silent reading increases student's confidence when they read in front of people.

Silent reading is sometimes considered as recreational reading in silent reading we read in a relaxed mood and only a single individual remains concerned about it. Reading silently improves students' understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual words. When we read silently, we can form mental

pictures of the topic being read and discussed. Also, we do not need to read one word at a time. It is considered to be the best kind of reading as the mind is fully engaged in this act. Some researchers found that the readers comprehend more information after reading silently when compared to the ones who read loudly (Jones & Lockhart, 1919; Mead, 1915_1917; Pinter, 1913).

Silent reading enables the students to read completely silently without making sounds and moving lips. Yet Mendak (1986) argued that in terms of reading technique, the most effective approach for comprehension is reading silently. Also, Hopkinz (1997) believed that learners can benefit from silent reading since they have the opportunity to read a text at their speed.

Mc Callum et al (2004) found that silent reading in the context of an individual estimation of reading comprehension leads to greater efficiency. Silent reading is done to acquire a lot of information, Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving lips. It helps them read with speed, ease, and fluency. In our real-life, we usually read silently. What do we do at a restaurant or library? We read the menu or read the title of the book and the dedication silently. We read many instructions in the transport, hospitals and different public places silently. We do it naturally. Why? We don't want to disturb the people around us. We simply want to learn the message from the composed words. There is an important purpose to silent reading, however, that goes beyond not wanting to bother our neighbors. Silent reading helps us read faster. It helps us make the faster connection between words and it gives us the silence we need to concentrate and get information.

Silent reading is a reading skill that allows one to read without voicing the words. This may involve subvocalization or silent speech, which is defined as the internal speech made when reading a word, thus allowing the reader to imagine the sound of the word as it is read.[1] This is a natural process when reading and helps to reduce cognitive load, and it helps the mind to access meanings to enable it to comprehend and remember what is read. Although some people associate subvocalization with moving one's lips, the actual term refers primarily to the movement of muscles associated with speaking, not the literal moving of lips.

1.2.4 Aloud reading

Reading aloud requires a reader to explore the text and its meaning in his way and with his /her limited resources. In this situation, the reader has to deal with both pronunciation and

intonation at the same time to attain meaning from the text. However, the limited cognitive resources for pronunciation, intonation, and vocalization decrease the reader's comprehension of Hale et al (2007). In a study conducted by Gibson (2008) it was revealed that reading aloud can be beneficial for four academic purposes, “speaking practice, making graphemic- 23 phonemic connections diagnosing pronunciation problems, improving fluency, and practicing reading skills”(p.34).

Swalm (1972) and Elgart (1978) pointed out that young people performed more competently on reading comprehension after reading aloud _ especially the ones who find difficulties while reading. Gabrielatos (2002) n reading aloud as a reading activity. He believes that « RA [Reading Aloud] is probably the single technique in ELT which is not explicitly associated with any of the modern teaching methods » (p.1) .

Nutall (1996) pointed out that not only did reading aloud always help to understand clearly the meaning of the text but for the sake of focusing on pronouncing words correctly, it led to the ignorance of meaning. In other words, the reader will concentrate only on the exact pronunciation which induces the ignorance of getting the meaning of the text (AL-Abri ,2011).

In reading aloud, the students are confronted with written sentences that haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students. Reading aloud may be the only way for shy students from which they can benefit. In contrast, some scholars found that reading aloud leads to better comprehension under some conditions.

Swalm (1972) and Elgart (1978) pointed out that young people performed more satisfactorily on reading comprehension after reading aloud.

Oral reading provides the thought from the printed page, We also know that reading out loud is a performance. The reader pays attention more to pronunciation rather than the ideas in the text. Aloud reading means the oral translation of printed or written material often used as a measure of a student's overall reading performance to examine aspects of reading accuracy, fluency, and comprehension that cannot be observed directly from the act of silent reading. This means Oral reading performance is used as an indicator of students' overall reading ability. It is used to measure three components of reading, rate, fluency, and accuracy, which have been shown to relate strongly to comprehension (Fuchs et al,2001)

1.3 Strategies to increase the speed of reading

Students who read too slowly will easily get discouraged. They will also feel like they will never understand the meaning of the text. The problem of the students in reading skills is comprehension. They find difficulties to understand the meaning of the text and they cannot focus on what they read during the reading activity and still have difficulty getting the purpose of the text. So, different strategies have been discovered to help students learn how to read fast and effectively, learners should learn those styles of reading to absorb a lot of printed information quickly. According to Grellet (1981) both skimming and scanning, are specific reading techniques necessary for quick and efficient reading.

Beale (2013)) wrote ideas about reading strategies as “people who know how to skim and scan are flexible readers ” (p.1). They read according to their purpose and get the information they need quickly without wasting time. They do not need everything which increases their reading speed. Their skill lies in knowing what specific information to read and which method to read”. Urquhart and weir (1998) defined reading strategies as “ways of getting around difficulties encountered while reading” (p,95) .so to increase the reader’s comprehension as well as their engagement, while they are reading.

1.3.1 Skimming

According to Liao (2011), skimming is done at a speed three to four times faster than normal reading. Readers often skim when they have materials to read in a limited amount of time. In skimming, readers only have to take the most important information and the main idea rather than read all of the words Sutz & Weverka (2009). Skimming is a more sophisticated skill, it refers to the process of reading a passage of text to obtain the most important information and to get the idea of what the texts are about.

According to Maxwell (1969), skimming is getting the main idea or the summary of a selection quickly in a written text where the students establish powers of assumption through systematic practice which encourages them to prevent the content of a text.

According to Nutall (1996)) skimming is the ‘ process of rapid glancing through a text either to search for a specific piece of information (a name, a date) or to get an initial impression of whether the text is suitable for a given purpose’ (p .49). In other words, skimming is a system that gives perusers a feeling of the topic, reason, association of the content, viewpoint or point of view of the essayist, issues, contentions and hypothetical points of view through utilizing the writer's organizational cues, presentations and ends, headings and sub-headings, italics and

synopses. Skimming can also help the peruser settle on choices about where to put the best center when there is restricted time for perusing Freedman. When skimming, one experiences the perusing material rapidly all together to get its substance, to know how it is sorted out, or to get a thought of the tone or aim of the author.

Grellet (1981); Richards et al (1992) also see skimming as perusing for significance, a sort of quick perusing which is utilized when the peruser needs to quickly recognize the primary thoughts from a section.

A basic definition of skimming conducted by Grellet & Seal cited in Pritchard & Nasr (2004) “running one's eyes over a text to get the gist of it” (p. 428). There are three main styles of skimming according to our purpose for reading, Konstant (2011). The first is "skimming to the summary," the object of which is to get a snapshot of what the material is about. This type involves our consideration of the material structure rather than its substance. The second one is "skimming to preview." Typically, we use it when we know we should re-read the content. We do this kind of skimming to collect as much additional information as we can, without spending too much on it. The last form is "skimming to review," which is used to familiarize ourselves with the content and happens when we have already read the material.

Yan Shem (2009) explained that “skimming is a fast-reading skill that does not require reading word by word, but it does require a high degree of concentration” (P.164).

1.3.2 Scanning

It is another reading technique that is used to determine facts or information as quickly as possible. Shutz & Weverska (2009) demonstrated that in this technique the readers look for specific information within a text such as dates, names, and places among others.

Brown (2003) explained that scanning is the process of quickly searching for peace of information in a text.

Scanning a text means taking a quick look at it to find relevant details. Scanning is widely used in daily life, for instance when you look up a word in a dictionary or find the name of your friend on your phone's contacts list. Scanning and another ability to read quickly, skimming, are often confused, although somewhat different. Although skimming is about discovering general information, especially the key ideas, scanning includes the search for particular information.

The purpose of scanning is to extract specific information without reading the whole text. It is fast reading Mikulecky & Jeffries (2007). You should try to understand how the text is structured before you start scanning. It will help you find the details quicker. For example, when you search for a word in a dictionary or the name of a friend in your contact list, you already know that the information is arranged in alphabetical order. This means you can go quicker, without having to look through everything. Aebersold & Field (1997) have given a more detailed definition of scanning. Scanning includes three steps: determine what keywords to search for, look quickly for those words in the text, then read the sentences around them to see if they provide the information needed.

Yan Shan (2009) also said that “scanning is a helpful technique when students are looking for an answer to a particular question. Scanning involves moving through the passage seeking specific words and sentences ”(P.165). Certainly, scanning is useful when students read something for a particular interest without reading the whole text. they use this type of reading to find the fact they need, and when they find it, they read it with more attention without caring about the other parts of the texts. In other words, this strategy is more useful when the readers know precisely what they are looking for in a passage, a text, or a book. It is an effective technique used to seek specific data related to a particular issue.

1.4 The importance of reading

Reading is important because it develops our thoughts, gives us endless knowledge and lessons to read while keeping our minds active. For those who don't enjoy it, you might change your mind after hearing about the benefits.

Hotte(1998) emphasized the importance of reading in that it improves the quality of life as well as cultural creativity and cultural heritage; reading skill has high importance for all of us, for students, learners, individuals, children, and even for adults.

Reading expands our creativity because when the learner read he will get new information and by this information, he can interpret it and use it in other perspectives. By reading, students can learn anything about everything. It increases the learner's knowledge and background. Reading is important because it develops our thoughts, gives us unending information and lessons to read while keeping our minds active. Through reading you improves your imagination and empathy: Even though the improvement of your creative mind isn't one of the most typical advantages, reading can essentially build your creative mind. Consider the

universes that you are drenched to and the characters you run over while experiencing a novel. Because of these universes and characters, the piece of your cerebrum which houses your creative mind is invigorated, making you envision what the spots and individuals resemble just by imagining the words. Besides developing your imagination, you can go outside anywhere in the world just because you were reading. You can be a king, an adventurer, or princess ...; the possibilities are endless. no readers have ever experienced such joy... Tomie Paola said that “reading is important because if you can read you can learn anything, about everything and everything about anything”. Reading must be regarded as an act of communication because it enables the readers to improve their grammatical knowledge and spelling, also, it raises the passion for learning and advancing.

1.5 Reading models

Some researchers demonstrated that there are different types of reading models can all be classified into two categories: top-down, bottom-up.

1.5.1 Top-down model

Goodman (1967) who offered one of the most cited models of reading skills entitled top-down or the conceptually driven processing approach.

The top-down model of reading is based on the theory that the brain and reader are at the root of comprehension and achievement. This approach claims that readers provide the print with comprehension, not the reader with printing. In other words, a reader's experiences have helped him or her interprets, translate, and make sense of the text. Top-down models are asking readers to construct sense from the text. ; this information is rendered from the whole to the portion (words) of the text. This approach is not based on phonics and decoding but instead helps children to read and make sense of ' actual ' books. Finally, the top-down approach uses syntax and text prompts to make sense and find out unclear words. In other terms, Ms. Dobbs describes, the emphasis of a top-down model is not on teaching phonics, but on getting students to read full sentences, paragraphs, and books. This model is focused on witnessing children mastering skills. An example of a top-down model is the whole language approach, where learners are taught to recognize entire words rather than variations of sounds. Readers get the information from the text in top-down processing and then contrast it with their world experience to make sense of what's written. Based on their experiential and interpretive prior experience, readers add meaning to the text according to this model. Nunan (1993) inferred that:

“with the top-down approach, the reader makes use of his/her background knowledge of the subject at hand, knowledge, and expectation of how language works, and motivation, interest, and attitudes towards the text and the context it contains, rather than decoding every symbol.”(P.78)

Top-down thinking functions help us understand the environment. The simple, general impressions you gather at first glance will then help to influence the finer details you concentrate on as you gather more information about your surroundings.

1.5.2 Bottom-Up model

A bottom-up form is a different approach. Bottom-up focuses on direct instruction in phonetics, such as recognizing features in letters to recognize them, such as curves and straight lines. Students will start from there, combining letters to read and write words. Then they became familiar with patterns of spelling, and learn to read sentences, paragraphs, and longer texts.

The bottom-up model uses phonics as its heart, first processing believing readers and recognizing sounds in speech, then going on to understand letters, then phrases, and longer sentences. Finally, as readers develop they build comprehension skills. According to (Barnet, 1989; Carrell & Eisterhold, 1983; Eskey, 1986; Carnham, 1985; Iran-Nejad, 1987) among many others, the reader takes step-by-step processing of the text and processing of each part independently during bottom-up processing; it is therefore not feasible to use higher-ordered reading skills such as making inferences. The background knowledge of the reader thus plays essentially a very limited role in guiding and understanding the meaning of a text. Gough (1972), LaBerge and Samuels (1974) were amongst other bottom-up theorists. As I learned to read, the bottom-up paradigm was firmly in place. Teachers stressed decoding skills and spent almost no time helping new readers to understand what they, as readers, brought to the information on the page.

1.6 Reading as an interactive process

Interactive model The interactive model incorporates features of the two other models- communicate with both phonetics and text. Teachers using the interactive model use both phonetics- teaching approaches and text- interactions of a pupil, believing each is important to understand. The students provide special guidance on the sound/symbols in classrooms using

the interactive model. The interactive reading model, created by David E. Rumelhart in 1977, who described a method of reading, and how the brain processes and interprets linguistic elements. The model integrates all surface structures, such as the tactile, bottom-up reading component with deep structural structures, such as thought, or top-down, reading aspects to create meaning and memory for all learners.

Bilokuoglu (2012) suggested that in an interactive model, “readers are expected to go through both bottom-up and top-down processing before eventually settling upon an interpretation of a text topic.” Neither neglecting a reader's textual information nor prior knowledge, the interactive model emphasizes what has already been printed or written and what can be added to it by the reader using the previously described processing.

The most noticeable advantage of this model is the ability it provides to students to distinguish themselves. Students are not expected to fit into a fixed mold or to decode and interpret text using similar skill sets. We are encouraged to use their abilities to get new insights and understanding. The students would be encouraged to share their information with classmates or peers when used in the classroom environment. This model helps the reader to build context and recollection from the text and add his background information and interpret and communicate with others.

Rumelhart (1977) defined this approach as a “combination of top-down and bottom-up processing” and proposes it as a way in which the processes of both data-driven sensory information and non-sensory information happen simultaneously’.

1.7 Reading as a thinking process

Thinking is something we do every day, often without being consciously aware of what we're doing. Yet something will happen to make us stop and become alert to the fact that we are thinking or that we need to think. We read an editorial and wonder if the writer is giving us all facts; we decide to write a paper (or a book) and realize that we must organize and evaluate a body of information and concepts and must reach some conclusions French, J. & Rhoder, C. (1992). In everyday usage, thinking refers to reflection or meditation, to belief, opinion, judgment, or fancy; it signifies “something that goes on in the mind.” Vinacke (1968) The psychological definition of thinking more technically, thinking is “the organization and reorganization of past learning in the present situation”(p.822).One implication is that thinking refers to intrinsic activities rather than overt responses themselves.

Learning to think about what you read is a central and most important part of the entire reading, comprehension, and learning process because, in every human communication, someone is trying to transmit his or her thinking. For students to understand other people's communication, either through reading or listening, students be able to analyze and identify the thinking the communicators used to transmit their ideas. That is how they can evaluate them effectively Darkwah, B. A.(1996). Good readers are good thinkers because reading is a thinking act.

The thinking process requires prior knowledge, memory, and the use of that prior knowledge. In reality, thinking can be restricted by a lack of experience and knowledge. The process of thinking often demands vocabulary to formulate and convey ideas, and the ability to develop representations of knowledge and concepts French, J. & Rhoder, C (1992).

1.8 literature and literary texts

Before we talk about literary texts we have first of all to know the meaning of the word literature. Literature is a word that is used to describe a group of works of art it is usually concerned with books and other written created imagination including poetry, drama, fiction, nonfiction ... All literature, whether it be poems, essays, novels, or short stories, helps us address human nature and conditions which affect all people. These may be the need for growth, doubts, and fears of success and failure, the need for friends and family, the goodness of compassion and empathy, trust, or the realization of imperfection. We learn that

imperfection is not always bad and that normal can be boring. We learn that life must be lived to the fullest. We need literature to connect with our humanity. Zyngier (1994) stated that literary texts are intellectually stimulating, they allow readers to discover new things and create new words which they may not be familiar with by relying on language. The notion of literature is a very difficult concept to define from one perspective and this is since the modern understanding of literature is different from the etymological understanding of the term literature. numerous scholars have defined literature and literary texts among them

Povey (1972) argued that "*literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax*" (p.187).

Lazar (1993) under the subtitle access to cultural background, he explained that "reading literature in English does encourage students to become broadly aware of the social, political, and historical events which form the background to the particular play of novel" (p.17). From

this definition, the main important thing that should be understood is that by reading literature, students learn “ how a member of a particular society might behave or react in a specific situation”

Arthur braid (1968) demonstrated that “Literature is the use of language effectively in suitable conditions” (p203).

1.9 The importance of literature

Why read literature? To many of us, that question seems as strange as asking “why to breathe?” Literature has been part of our life, family, school, and community for as long as we can remember. Of course, some argue that what today’s students need is preparation for the “real world,” but in the push for practical university and workplace preparedness, we sometimes overlook the importance of educating students’ imaginations. Literature offers windows to worlds outside students’ experience as well as mirrors onto the world they already know. Literature also prepares students for the personal challenges and moral dilemmas they are likely to face.

The world today is ever-changing. Never before has life been so chaotic and challenging for all. Life before literature was practical and predictable, but in present-day, literature has expanded into countless libraries and the minds of many as the gateway for comprehension and curiosity of the human mind and the world around them. Literature is of great importance and is studied upon as it provides the ability to connect human relationships and define what is right and what is wrong. Therefore, words are alive more than ever before.

Carter and long (1991) said that literature is also a doorway into another culture. Teaching literature enables students “to understand and appreciate cultures and ideologies different from their own in time and space, and to come to perceive traditions of thought, feeling and artistic form within the heritage the literature of such cultures endows” (p. 2).

History and literature are intertwined with each other. History is not just about power struggles, wars, names, and dates. It is about people who are products of their time, with their own lives. Today the world is nothing like it was in the 15th century; people have changed largely. Without literature, we would not know about our past, our families, the people who came before, and walked on the same ground as us.

Literature has a big importance on student’s cultural awareness and knowledge it provides a window into the culture of its time, it reveals traditions, beliefs, and the way people live.

Literature is always realistic it is about life in other words it is life when we get involved in it. Literature Helps Understand Life; It is through reading great literary and poetic works, that one understands life. They help a person take a closer look at the different facets of living. In many ways, literature, in its different forms, can change one's perspective towards living. Biographies of great people, real-life stories of courage, sacrifice and other good values never fail to inspire readers. Such works give the masses an insight into the lives of eminent people, and also serve as a bible of ideals.

“Literature adds to reality, it does not simply describe it, it enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become “ c.s.lewis, a British scholar and novelist.

Literary texts expand the reader's ability to understand the complexity or simplicity of the text. For the breadth of knowledge it gives, the moral values it carries, and the enjoyment it provides, literature is important. Exposure to good literary works is essential at every phase of life as it enriches us in more ways than one. Literature is much more than its literary meaning, which defines it as 'an acquaintance to letters'. It lays the foundation for a fulfilling life. It adds 'life' to 'living'.

1.10 Text Selection

Pedagogically speaking, Lazar (2000) advances three major criteria in choosing a literary text. These are the type of course, the type of students and factors connected with the text itself. The type, of course, comprises the level of students, i.e., which class year. The teacher has to distinguish clearly between class programs Beverly & Zakaluk(1998). Second-year, third year, and fourth-year programs are not similar but complementary in content. Also, the reasons for learning literature and a given theme or topic must be identified by the teacher. This is to be stated in the official syllabus, but it may be slightly modified according to other criteria and circumstances of the course and, to the teacher's qualifications, to the local department's urgent needs; this can be discussed in local or national meetings and seminars. More than this is load, or intensity of the course (Lazar, op. cit). This implies inquiring about the number of sessions and hours devoted to the course and the session. Also, whether the course is followed by tutorials or not. If yes, the teacher most of the cases will reserve a session for the course and a session to handling literary text, Thus he may use more extensive texts.

Type of student includes the dominant age since it plays a great role in raising the rate of interest of students vis a vis the material they read. Very naive short stories, for instance, may not be liked by mature learners. Also, the student's interests and hobbies are questioned here by administering regular questionnaires or open panels. Hobbies and interests can not be ignored as they increase motivation and may create a literary text permanent love. Another factor here is the cultural or ethnic background of the students or even their nationality. This is a very urgent requirement otherwise it will hinder the tolerability of the themes and topics discussed or presented by a writer. Here the teacher ought to avoid topics that may injure or offend students' feelings, belittle their convictions and cultural conventions, or nurture division and political disturbance McRae (1991) Lazar, op. cit. Lastly, the students' previous experience of literary text reading inquires teachers to know, in advance, their students' experience in literature theories and literary reading. Literature in their mother tongue is to be considered here since it can be very helpful in reinforcing the foreign literature if exploited by the teacher.

1.11 Text Selection Measures

The first handicap in selecting texts is the availability of text and textbooks to be used following the assigned program of literature. The teacher has to survey the local library to make sure that the material necessary required to cover the content of the program is available if not he may ask students or colleagues or even consult other libraries to provide the material. Nowadays, however, most of the literary works or else, are available on the net. Learners can do that by themselves if they are provided with some sites. The internet will make texts available to all students, through burning CD copies and reading them or just the needed extracts on a computer. Data show and slides can be used also in collective reading sessions Brumfit & Carter (1989).

The other point concerning text is its length. The teacher must calculate the time allotted to the text in class. He has to make sure whether the time for reading is enough or not. Also, the students' available time has to be considered. This requires the teacher to check their timetable to assign properly readings at home. Reading sessions can also be held regularly in a free room with or without the presence of the teacher. Another necessary point is the role of the teacher in selecting the amount of reading. This includes the part of the text that will be read, full version or abridged, and the amount of information that the learner needs before propping into the text. If the teacher assigns an abridged text it will be a requirement to provide learners with extra

information around the text to make it intelligible to ensure an appropriate interpretation within a whole context (Brumfit & Carter, *ibid*).

The third point is exploitability. This implies tasks and activities that the teacher can devise to use and exploit the text fully. The teacher should then assign literary passages and devise some activities to invest the latent linguistic, cultural, and artistic knowledge in the text. Activities should be varied to test the reader's linguistic as well as literary competence. Activities to test and evaluate the learners' level at figurative language, versification and prosody, theatrical and drama techniques are to be incorporated to enhance the learners' literary awareness. Some extra audio-visuals could be used like films adapted to a story or a novel, recordings of a play or poem and readings about the life of an author (Ellis et al 1991; Nuttall, 1982; Carrel, 1987). On the whole, here, the teacher is required to use many techniques any activities any audio or video support to exploit the text and benefit from the literary and linguistic knowledge inherent in that text.

The final point is the link with the syllabus. This requires the teacher to find links and relevance with the whole program content and the objectives set forward to attain some outcome Grabe (1991). Teachers must take into consideration the aim of dealing with a text and not with another since this should not be left to chance. The texts must go in harmony with the whole process of including literature in the program and the major objectives that the program desires to achieve. This part will be even responsible for determining the convenient method and devising the appropriate activities and task to fulfill the objectives .

1.12 Pedagogical Criteria for Selecting Literary Texts

Various criteria and factors can be used to select literary texts in classrooms. Maley (2001) mentioned that text selection is a crucial factor in making literature a resource for linguistic development, personal enrichment, and cultural appreciation. According to McRae (1997), careful selection of a text is fundamental to the successful use of any kind of representational materials. The criteria of a text selection should depend on a specific group of students' needs, cultural backgrounds and the level of language. Collie & Slater(1994).

1.12.1 The students Cultural Background

One of the criteria that Lazar (1993) suggested is the learners' cultural background. Prior cultural experience is crucial in the comprehension of the text is an important basis of criteria selection. (Anderson,1979, Johnson, 1982 and Steffenson and Joag-Dev 1984).

Moreover, students with more prior knowledge will comprehend and recollect better. Brown et al (1997) and Pearson & Gordon

The teacher here has to foster the learner's cultural background of the target language through introducing cultural, social, and political elements into his course and before starting the analysis and interpretation of any literary text, in order avoid the interpretation of the text in the light of the learner's own culture only. the teacher must know that not all texts present cultural problems for students. The teacher should work with text in a gradual way Carrel (1987). He may start with texts that are more culturally accessible like those which are written by writers of close or similar cultural stock of the learners and gradually move to writers of a foreign culture. He may also refer to the themes and topics discussed in a literary work to spot the relevance of the text.

1.12.2 The student's Linguistic proficiency

Student's linguistic proficiency should be taken into consideration in literacy selection. (Lazar, 1993:52).A student's language proficiency or the ability to speak and perform in the language affects literacy acquisition. Hence consideration must be appropriate to the level and type of language learner either a First Language Learners (L1) or a Second Language Learners (L2). It is highly pedagogical for the teacher to consider literary text different in form and norm than non-literary texts. Starting from this point before coping with them the teacher may check the language and figurative language of the text then determines how much of linguistic, and rhetorical points have to be discussed before propping into text reading. He may hold a whole session to enhance the learners' linguistic background to prepare them to handle all the linguistic points that they will encounter when interpreting the text. For this point Lazar (ibid) raises the following questions:

1) Are the students sufficiently familiar with the usual norms of language use in a given text?; 2) How much of the language in the text will students be able to infer? 3) Will students find it useful and enjoyable to study the text?; 4) Will they feel demotivated by the difficulties of the language?; 5) Will students are motivated by other factors to study the text (e.g., tapes, films, songs, events, pictures ...); 6) Is the text too specialized in its language to be relevant to the type of language the learners require?

1.12.3 The student's literacy background

A literacy text must be selected according to the learner's literacy background. According to Louisa(2000) literacy is the ability to "read, write, spell, listen, and speak. In

Algeria, English is a second language for most students and the acceptance of the native language of the learner will assist them to move towards a standard form of English which is an important part of literacy development. This is based on Deipit's statement that an educator should acknowledge and validate the student's home language without using it to limit students' potential" (p. 293). In consideration of the type of students whether L1 or L2 learners, vocabulary and syntactic complexity are considered a student comprehension (Hetherington, 1985). Literary competence is then that ability which allows readers to treat literary text relying on certain literary conventions and principles. This will allow them to lift the words of a poem or a fiction passage then convert them into literary meanings.

that raises social justice issues and allows students to "read" culture, and (d) cultural criticism that challenges and critiques received "ways of seeing" in the literary texts. In presenting the four different teaching approaches, Hines (1997) held the view that "knowledge, language, and truth are socially constructed; thus students can assert, contest, and complicate truth claims in the classroom" (p. 118).

1.13 Conclusion

This chapter was devoted to studying reading literary books. Many definitions, types, and strategies have been discussed. Mainly many scholars still contribute to the development of the field till today. this chapter allows a clear understanding of the terms, and how reading about history, anthropology, or religious studies opens a window of learning about cultures and beliefs other than our own. It allows you to understand and experience these other systems of living and other worlds. We get a view of the inside looking out world, a personal view, and insight into the minds and reasoning of someone else. We can learn, understand, and appreciate it. To sum up, reading is an important skill that requires careful attention and practice to develop our language as well as our life.

A red double-line decorative border with a wavy, irregular shape, resembling a stylized banner or scroll, framing the text.

Chapter two : Cultural awareness

Chapter two: Cultural awareness

Introduction

In today's world, cultural awareness has become an integral part of the student's learning. Most students have now a chance to visit other countries for educational purposes and learn more about other cultures to advance their knowledge. This chapter is divided into two main parts, the first part is concerned with all that is related to culture, in other words, it is about describing this notion and tries to explain its main elements and characteristics, also, provides some interpretations and descriptions of the relations of culture and literature. The second part aims to shed light on the domains of cultural awareness. It deals with the components and importance of cultural awareness in student's learning.

In brief, this chapter is more concerned with two major concepts: culture and it's relation with literature and learner's language proficiency. It deals with understanding the interaction of language and culture as well as the relationship between literature and cultural awareness and how it affects us. Besides, the impact of cultural awareness on student's knowledge and learning proficiency.

2.1 Definition of culture

In the context of cultural awareness and before plunging into understanding it, learners should recognize what culture refers to. For this purpose, culture is a general term that is difficult to define. Culture is important for all the things we do in this world. The beliefs that create a religion, wars, the way of life, and many challenges. The first thing we have to define is culture and why is it important in the work-life. Culture consists in patterned ways of thinking, feeling, and reacting, acquired and transmitted mainly by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts: the essential core of culture consists traditional (i.e. historically derived and selected) ideas and especially their attached values (Kluckkohn, 1951).

Schein (1990) defines culture in managerial terms as "how people feel about the organization, the authority system and the degree of employee involvement and commitment"; he continues, adding that culture can be viewed as a widely held, shared set of values, ideas, and beliefs. According to Tapp (2007), "culture is a set of learned beliefs and behaviors shaping how members view and experience the world" (p. 45).

Edward Tylor's (1870) definition of culture is "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society"

'[Culture] is the collective programming of the mind which distinguishes the members of one group or category of people from another. Hofstede (1994,p.5).

According to Philipsen (1987), "a culture can be viewed from many perspectives, each of which provides one partial but important glance at the nature of things cultural" (p.76).

According to British anthropologist Edward Taylor, "Culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as. a member of society".

2.2 Elements of culture

Every single country has its own culture and every culture has several elements because the culture was defined earlier as the symbols, language, beliefs, values, and artifacts that are part of any society. In other words, it is a way of life it means that it is concerned with all that is related to human beings.

From the definitions above two main basic components of culture are suggested .the nonmaterial culture includes the values, beliefs, symbols, and language that define the society. The second type is called material culture, this one is concerned with all the society's physical objects such as tools technology clothing eating and means of transportation.

2.2.1 Symbols

Every culture is filled with symbols, objects, words, or actions that stand for something else with no natural relationship that is culturally defined. The symbols themselves can be specified as nonverbal communication or as material objects

2.2.2 Nonverbal symbols

Nonverbal symbols are body language and gestures, paralanguage (tone and touch) pictograms and also flags ...the most know are shaking hands, which is done in some societies but not in others . as it is known that every society has nonverbal symbols and what are called gestures, movements of several parts of the body like the hand, head; arm, and other parts that are meant to convey and transfer certain ideas or emotions. In united states for instance, if a person nods his head up and down he means "yes", and if he shakes it back and forth, he means

“no” . in Bulgaria, however, nodding the head means “no” while shaking it back and forth means “yes” !!!

When the thumb and forefinger are tied together in the united states to form the letter “o” it means “ok “ but in some parts of Europe, the same movement means an obscene sign. the American thumb means “great” or “wonderful” but in Australia, it is synonymous with the expansion of the middle finger of the U.S. some parts of the middle east and Asia use their hand to clean in the bathroom so, eating with your left hand will offend you.

2.2.3 Material objects

Some of our most important symbols are objects. The American flag is a prime example here because to them a flag is not just a piece of cloth with different colors, instead it is a symbol of freedom, democracy, and other American values.

As these examples indicate, shared symbols, both nonverbal communication and tangible objects are an important part of any culture.

2.2.4 Language

The most important character set is language. In English, the word chair means that we are sitting or something we sit on. In French, the word chaise means the same. While we agree on how to interpret these words, official languages and societies are possible. By the same token, language differences can make communication difficult .for example imagine that you are in another country where people do not know your language and you do not know their language too, worse yet you forgot to bring your dictionary that may help you to translate their language into yours and vice versa. How will you get help? What will you do? and how can you understand and communicate?

There is no doubt that language is very important for the communication and culture of all societies. Our language skills help revitalize complex cultures, and if we take children as an example we will find that they learn the language in their culture, the learn how to shake hands, features, the meaning of flags and other symbols .in the same case Sapir (1921, p.12) considers language as “.....a purely human and non-instinctive method of communicating ideas, emotions and describes using a system of voluntarily produced symbols .” he sees language as a human and symbolic system of sounds created spontaneously, consequently, not only animals communication systems are excluded from language definitions, but human articulation is not symbolic or voluntary

Others describe language as an existing system that governs how symbols meaningfully combine to convey socially acceptable code or concepts (Owen, 2006)

To sum up this part, language is an extraordinary feature that is specifically designed for people and defines our topics, besides it makes us develop any complex culture

2.2.5 Values

Another cultural element is a system of values, this term culturally defined standards for what is good and desirable. Values are deeply rooted and important for the transmission of cultural beliefs. Faith is a principle or belief in which people believe. People in society have certain beliefs, but they also share collective values. To make a difference, the American dream that one who works hard enough will be successful and wealthy. This belief hides the value of the United States that wealth is a good and important value from society, offering good and bad, beautiful and ugly, seeking and avoiding. Children represent innocence and purity, while a youthful adult appearance signifies sexuality. Values often suggest ways to deal with people, depending on what happened, they represent an ideal culture and standards that society wants to adopt and live up to.

However, an ideal culture is different from the real culture in a society based on what happens and exists. Values are not static, they differ from group to group at different points often a time when people collectively evaluate, discuss and transform societal beliefs, so we can sum up this part by saying that values also vary from culture to culture.

2.2.6 Norms

Are defined as ways of behaving that are considered normal in a particular society. Norms are often divided into two types, formal norms, and informal norms. Formal norms are also known as mores and laws, they are standards of behavior that are considered the most important in any society. I.e. in the United States there are traffic laws, criminal laws, and university code of ethics for students dealing with Freud, cheating, and hate speech.

Informal norms are also called folkways and customs, they are the gold standard of behavior that still affect our actions. Table manners are a common example of informal norms. Such as everyday behavior, cashier handling, and elevator rides.

2.3 Characteristics of culture

Baily (1994 p.23)) defines culture as “ the socially transmitted knowledge and behavior shared by some group of people “ in the same direction, this is due to what you learned i.e what you need to know to meet the standards of others (Wond good enough,1971, p.19)

all of these different definitions show that culture has many characteristics and the most important are the following :

_Culture is learned: in other words, it is not biologically inherited but it is obtained through relationships with others. the culture consists of the mental program mind software this means that anyone has a potential model of thinking, emotions, and behaviors that were learned throughout a lifetime (Greet.Hofstede,1991)

_Culture is shared: it means we share our culture with other members of our group .i.e. customs, traditions, values, and beliefs .in this way people can act socially and predict the behavior of others.

_Culture is transmitted: there are three main ways of transmission; the first way called enculturation, the second one is known as acculturation, and the last one is called assimilation

- 1- **Enculturation:** is the process by which people learn the requirements of their surrounding cultures and acquire values and behaviors appropriate or necessary in that culture.
- 2- **Acculturation:** means learn a new culture but keeping the original values, this means that they will learn a new language but they will still speak and embrace their native tong.
- 3- **Assimilation:** cultural assimilation happens when two cultures or groups of people influence one another.

_ Culture is dynamic: it means that culture can be changed but not static. Cultural processes are changing but they are changing from society to society and from generation to generation.

2.4 The importance of culture

The world is becoming highly diverse and includes people of many religions, cultures, economic classes, and other cultural groups. It is becoming clear that we need to understand and respect other cultures, develop relationships with people from cultures other than our own,

and create strong alliances with different cultural groups to create societies that are effective in improving conditions and solving problems.

Culture is a strong part of people's lives. It influences their views, their values, their humor, their dreams, their loyalties, and their worries and fears. So when you are working with people and building relationships with them, it helps to have some perspective and understanding of their cultures. Understanding cultures should help us overcome and avoid tensions between races and ethnic groups. Divisions of race and ethnicity lead to misunderstandings, lack of resources, and occasionally violence. Racial and ethnic disputes drain financial and human capital communities; they prevent cultural groups from addressing the core problems that they share. Knowing our culture in-depth gives us a sneak peek into our evolution. Cultures have originated in ancient times when human beings started to live as a community. Thus, studying about our cultures and of the entire world is extremely interesting and it sure gives us some enlightenment about ancient times. This also gives us the required clarity against all our doubts. Haviland, Walrath, and Prins (2007) admit that “culture is essentially a maintenance system to ensure the continued well-being of a group of people” (p. 40) and underline its significance due to the possibility to survive in the society. So the development of culture plays an important role in human lives as it helps to utilize numerous factors and make use of them under humans’ demands and needs.

Culture is that integral issue that makes human life possible because humans can comprehend, define, and realize what and why is required. “People are born with a propensity to learn the knowledge and behaviors of the group they were born into from observation, interaction, and communication with members of that group” (Peoples & Bailey, 2008, p. 36), this is why these very ways will be crucial considering the role of culture in human life. Another idea of how culture may influence and make human life possible is all about the interpretation of reality. Culture is the only responsible item that helps people perceive and analyze the events which happen to them. In other words, “culture provides a filter or screen that affects how we perceive the world through our senses” (Peoples & Bailey, 2008, p. 36).

In general, culture should be regarded as “an integral composed of partly autonomous, partly coordinated institutions” (Valsiner, 2000). This is why its impact on human life and its development is considered to be an important issue to discuss. Culture is a powerful and essential means used by people to be adapted to surroundings, to interpret personal understanding of this world, and to organize personal thoughts and actions.

2.5 Why teach culture

Over the years, including culture in the foreign language classroom has been the main concern for many scholars. As Lessard-Clouston (1997) notes, in the past, people learned a foreign language to study its literature, and this was the main medium of culture. ‘[I]t was through reading that students learned of the civilization associated with the target language’ (Flewelling, 1993,p.339).

Since the 1960s, a great many educators have concerned themselves with the importance of the cultural aspect in foreign language learning, According to Qu (2010), a monolingual environment can limit individuals’ understanding of the world. In 1905, Jespersen claimed that the purpose of teaching language was to “access the spirit” of the nation espousing the language being studied (p. 9).

In the foreign language classroom, the ability to use the proper linguistic forms in the appropriate cultural context generally falls under sociolinguistic competence (Canale & Swain, 1980). Without understanding cultural meanings and usage, it is not possible to understand and use language as natives do (Kitao, 1991). Thus, culture teaching is necessary for the foreign language classroom because “culture lies behind sociolinguistic competence” (Tseng, 2002, p. 12). Besides helping learners become interculturally competent, many researchers consider the goal of culture teaching to be culture awareness that leads to a transformation of learner behavior (Chen, 2005). Hall (1959) argues that the objective of foreign language and culture study is to grow in understanding of our own culture.

As learners develop this awareness of self, the presentation of another culture can then lead to a “third kind” of a culture where meaning and being is not regulated by either culture (Kramsch, 1993, pp. 13-14). Culture teaching aims at helping students when they come in contact with the foreign culture by providing information and skills needed for adequate communication. It also raises their awareness of their own culture and makes them more tolerant of other ways and people.

2.6 Culture as a system of behaviors

According to Brown (1991), “culture consists of the conventional patterns of thought, activity, and artifact that are passed on from generation to generation” (p. 40). Thus, if a society demonstrates a recognizable pattern of activity, such as rice cultivation, that is part of its culture. Not all anthropologists agree with this view, though. Murdock (1940) dissociated behavior from

the scope of culture, stating that the former does not automatically follow the latter, “which is only one of its determinants” (p. 366).

The following statement by Haviland (1990) summarizes the views of many anthropologists: Recent definitions [of culture] tend to distinguish more clearly between actual behavior on the one hand, and the abstract values, beliefs, and perceptions of the world that lie behind that behavior on the other. To put it another way, culture is not observable behavior, but rather the values and beliefs that people use to interpret experience and generate behavior, and that is reflected in their behavior. (p. 30)

2.7 Culture as a set of meanings

American anthropologist Clifford Geertz is the best-known proponent of the view that meanings are central to the concept of culture (Geertz, 1973). This reflects one of the main preoccupations of Western field anthropologists in the past: They had to make sense of the incomprehensible symbols, rituals, and other practices in the preliterate and preindustrial societies that they studied. But the meanings-based definition has been accepted by cross-cultural psychologists as well. Pepitone and Triandis (1987) define culture as “shared meanings that are encoded into the norms that constitute it” (p. 485). Taken to an extreme, this position may severely reduce the perceived content and scope of culture while also clashing with the idea of cross-cultural analysis: “Culture is treated as a symbolic universe of gestures and their micro-interpretation within specific contexts, whereas the broader brushstrokes of cross-cultural comparisons are suspect” (Liu et al., 2010, p. 452). Culture, as treated in the vast literature on it, is certainly not just a system of meanings. Yet, there are multiple reasons to be interested in the meanings that a particular culture attaches to a given concept or behavior. One is purely academic. Without a good understanding of meanings, a researcher may not know how to design a study. Let us assume that we are interested in comparing national suicide rates. What exactly constitutes suicide? Jumping off the top of a skyscraper in an act of despair would probably be viewed as suicide all over the world. Yet, so-called suicide attacks are considered combat casualties by their perpetrators.

2.8 Culture and language teaching

Language and culture cannot exist without each other, many scholars and sociolinguistics assume that a language is a part of a culture and that culture plays an integral role in it. When students learn a new language it means that they learn a new culture. Because

language learning is culture learning, language teaching is culture teaching in other words language and culture are intrinsically inter-related .language is employed both as a way of communication and a carrier of culture. Several academics and scholars believe that language and culture are related in one way or another. However; there are two opposing viewpoints regarding the relationship between ELT and culture.

The first perspective states that language and culture are inextricably linked (Byram & Grundy, 2003; Gao, 2006; Jiang, 2000; Mahmoud, 2015; Tang, 2009; Xu, 2009; inter alia). while the second aspect states that ELT should be studied individually in a cultural context (Sárdi, 2002).

Students and teachers should be aware of the target culture when learning a language because language and culture are closely related and each one completes the other one, and when we talk about the relationship between the two notions we see some remarkable comments, for instance, Sapir (1921) claims that ‘language, race, and culture are not necessarily correlated’, including the remark ‘language and our thought-grooves are inextricably interrelated, are, in a sense, the same’. Yet this single cite does not provide a satisfactory answer to the question of why culture teaching should be involved in language teaching. Kitao (2000) giving reference to various protagonists summarizes a number of the benefits of teaching culture as follows:

Studying and learning a culture gives students the ability to understand and study the target language as well as rendering the study of L2 meaningful (Stainer, 1971).

From the student’s point of view, one of the main well-known problems of language education is to see the native speakers of the target language as a real person. Although grammar books include what are called real examples from real life without knowledge, these real situations can be considered fictitious by the learners. Furthermore providing access to cultural aspects of language, learning culture may well help learners relate the abstract sounds and forms of a language to real people (Chastain, 1971).

The general influence of motivation in the study of the second language has been tested and proved by specialists like Gardner and Lambert (1959, 1965, 1972). In attaining high motivation. Culture courses seem to have an excellent role for the reason that learners like culturally based activities such as singing, dancing, role play, researching countries, and people.

The study of culture expands learners’ not only curiosity about interest in target countries but also their motivation for example when some professors presented the cultures of the second language they learned, the learner’s interestingness in those classes increased a lot and the

classes based on culture have become to be preferred more highly than traditional classes. The majority of people adopt ethnocentric views because of being culture-bound, which ends up in major problems when they confront another culture. Being culture-bound means that they are trying to reject or neglect the new culture, and by doing this it becomes difficult for them to understand or accept people with points of view based on other views and opinions of the world. This point is also discussed by Kramsch (2001) who said that:

“People who identify themselves as members of a social group (family, neighborhood, professional or ethnic affiliation, nation) acquire common ways of viewing the world through their interactions with other members of the same group. These views are reinforced through institutions like the family, the school, the workplace, the church, the government, and other sites of socialization through their lives. Common attitudes, beliefs, and values are reflected in the way members of the group use language-for example, what they choose to say or not to say and how they say it” (p.6).

Besides the above-mentioned benefits, learning culture offers learners a linking for the native speakers of the target language. besides, studying culture also plays a role in general education, because by studying culture we would be able to find out about the geography, history, economic..., Of the TG (Cooke, 1970).

McKay (2003) argued that culture affects language teaching in two main ways: linguistic and pedagogical. Linguistically, it impacts the semantic, pragmatic, and discourse ranges and levels of the language; pedagogically, it affects the choice of the language elements and materials, because cultural content of the language materials and the cultural basis of the teaching methodology is to be taken into account while selecting the language materials. To conclude, culture courses have a cultural and a causative effect on the language learner and the learning process, they help educators keep an eye on similarities and differences among various cultural communities today. the majority of L2 students all over the world live in a monolingual and monocultural environment. So they grow to be culture-bound individuals who are likely to make premature and inappropriate value judgments about their as well as other’s cultural characteristics. This can cause them to debate other people whose language they may be trying to learn as very peculiar and even ill-mannered, which in turn, plays an inspiring role in their language learning process.

2.9 Relationship between literature, literacy, and culture

There is a serious relationship between literature, language, and culture. As Moody (1967) claims “the study of literature is fundamentally a study of language in operation” (p.22). In other words, every literary work is probably a group of collected words that are permanent and can be used for raising student’s feedback. And allow them to analyze, to investigate, to interpret, and to build this collection together. (Moody 1967).

Teaching is a process in which prepares its doorways for flourishing life to each person. In point of fact, the overall society attempts to transmit its culture to people. It has been an attempt to conduct it to the unconscious mind of young people, on the other hand, when it’s that culture is the process of development, the un nourished mind's growth in a sense in which not only to accept the culture but also to learn it and acquire it. (Elliot, 1387)

The fundamental interaction between culture and literature is due to the involvement of culture in numerous places, such as traditional thoughts; the way of thinking, plus, human perspectives, and in this process, the literature constitutes an impressive instrument. After all this interplay, both improve the culture and literature sublimity. A human being needs equally literature and cultural values because it might be the outcomes of their opinions and views. However, the literature somehow is affected by society, but additionally its effect on society, because art not only rebuilds life but also forms it.

Jordan and Purves (1993) declared that writers commonly reside in cultural contexts in literary texts. Literary works have been discovered by people from different backgrounds that interpret their very own identities, and images, and function memoranda for their descendants. According to Soter (1997), “the power of literature to transport readers into other worlds has never been doubted by those who, despite their worlds, have been captured by writers no matter how different the culture they inhabit” (p. 214).

Soter (1997) acknowledged that the audience will also play a little role as insiders to comprehend the culture if they are familiar with the socio-cultural and political context of the literary setting.

Literature as a component of culture might be regarded as a pier mirror that encompasses the gathered culture. To be more detailed, literature can serve preferably as a true reflection of what the overall society is, who humans are, and why the world has become as it is. (Tapp, 2007). By studying literature, you’ll be able to be familiar with a certain culture. As Spears-Bunton (1992)

claims that, “literature provides us with a way of looking at how members use language to codify knowledge, determine relevance and make connections between past heroes and prophets, and present concerns and situations” (p.46).

Hypothetically, literary texts tend to be culturally embedded; texts may be considered as cultural information and documents that reflect all kinds of accumulated culture and racial, ethnic, national, regional, and local stages and levels. To sum up, literature, literacy, and culture are three forces constantly interacting with each other, and eventually affecting people now and the next generations.

2.10 The role of literature and culture in language teaching

The topic of teaching and learning culture by using literature has been an issue of substantial interest to language academics, and much has been written about the role of culture and literature in foreign language instruction over the last four decades.

2.10.1 Teaching literature

The literature is a crucial source in English teaching because it helps students and educators to raise their critical and logical thinking, build valuable skills and abilities, and expand learner’s worldview. When talking about using literature for teaching or learning culture, we need first of all to talk about some factors and elements that need to be taken into consideration, such as, cultural values, expanding horizons, building vocabulary, improving writing skills, and teaching critical thinking.

The cultural value is all about learning and trying to understand a culture or a language through stories, it may be realistic or fictional. However, literature is the perfect way that can picture certain features from many cultures, and the point of view of the ones who give their lives to share the experiences and stories and connect the world.

Expanding horizons is without doubt one of the benefits of introducing and describing literature .the major goal is to expose students to different cultures. This is often the result of showing the educators that there still are so many stories and history besides the ones they already know. The literature also facilitates building vocabulary. That is because of the use of the right readings, in other words, the teacher can provide and suggest a wide range of new words, terms, and expressions helping students to build and advance their cultural awareness as well as their knowledge. Hence, the learner will have the ability to produce, create, and communicate correctly by using their vocabulary, to form speeches and even in the improvement of the

writing skills. Also, the student has the chance and the opportunity to distinguish and compare their writings and get a conclusion about format, content, and aspects that help them to enhance their writings.

Another advantage of literature is critical thinking, because using the right reading, the educators can see how is it to investigate and discuss the situations that may face them in society. Using the literature, the students can develop and raise their habits and behaviors to think and analyze if what is going on around them is right or wrong.

From these factors and their benefits, the teachers and even the learners will be able to expand, rise, and enhance their cultural background and also their understanding of the culture and the target language.

2.10.2 Teaching culture

When we talk about culture we will directly talk about language, because both terms are inter-related. This means that there is no way in which someone that wants to learn a language without having an interest or interact with the culture of the target language.

Every day in classes, consciously or unconsciously, the students get involved in cultural insights that provoke predictable responses or variations in the learner's behavior. According to Durant:

“to be a part of culture means to share the propositional knowledge and the rules of inference necessary to understand whether certain propositions are true (given certain premises) to the propositional knowledge, one might add the procedural knowledge to carry out tasks such as, cooking, weaving, farming, fishing, giving a formal speech, answering the phone, asking for a favor, writing a letter for a job application”. (Durant, 1997). From Durant's idea, we can clearly understand that culture is involved in our daily life and every situation.

Rivers (1981) argues that cultural exchange must have more or at least seven goals. This includes making the students more aware and conscious about how people behave and act; the influence of social variables, such as age, gender, and social class, on the way they speak; how people act conditionally in the target culture under different circumstances; the culture of the most commonly used words and phrases; being critical about the target language culture; developing the skills needed to find and organize materials for the target culture; the development of intercultural curiosity regarding the target culture and empathy for people;

although, these goals have been recognized by many scholars, to answer the question of whether culture can be taught in language classes is still a controversial issue or not.

Byram (1988) and Byram and Kramsch (2008) claim that language is unemployed without a proper cultural context. The proper cultural context in Byram's terms involves the language variations special people utilize when they come together in different circumstances and at a particular time and place. In other words, the place of culture teaching in the language classroom is straightforward. Academics ought to discover tips and methods on how to implement the elements of context which deal with language use. Parallel to this view, Bada (2000) enhances the significance of teaching culture in foreign language classrooms. He states that when language learners are not exposed to cultural components of the target society, they appear to have issues and problems in communicating meaning with all the speakers of that society. Bada (2000) further suggests that through studying a language in context, it is possible to highlight how native speakers of the target culture apply language under predictable circumstances.

Concerning recent views of culture teaching in the foreign language classroom. Culture does not have to be dealt with separately of language because learning language directly brings about consciousness of the target culture and people's behavior in that target culture.

Moreover, for teachers to be reactive, they must think about their definitions of culture, furthermore, such teachers need to question whether or not they are aware of the cultural diversity within the classroom and whether they should consider this variety or ignore it.

2.11 Hanauer's method: Focus- on- cultural understanding

Hanauer (2001), however, claims that "(...) literary texts are not self-explanatory. Quite the opposite is true. Literary texts tend to be ambiguous and polysemous. These texts are open to a multiplicity of meaning construction options." For cultural education aimed at raising student's awareness of their native and target culture and cultural goals .hanauer has developed a systematic way of reading literary texts and he called it to focus on cultural understanding. Also, the main role of this method is still played by readers who subjectively interpret texts about their culture and experience. However, it is desirable to process such interpretations that emphasize the original language of the target language and culture. Therefore, FL learners present themselves in the original text at the first stage of work and require interpretation in the light of their culture. Secondly, they come across cultural interpreters of the text reading and compare them with their one. The final stage includes a review of the teacher moderated

discussion to identify the differences between cultural perceptions in the perception of reality and a clear interpretation of the text. Besides addressing the question of the effect of cultural elements on a particular text interpretation, as regards text selection, Hanauer (2001) proposes texts which have the benefit of a recognized condition and essentiality. In the target culture, the process has been evaluated by Zapata (2005) who stated it to be a potentially effective and helpful method.

2.12 Definition of cultural awareness

Cultural awareness is the foundation of communication and it involves the ability to stand back from ourselves and becoming aware of our cultural values, beliefs, and perceptions. why do we do things in that way? how do we see the world? why do we react in that particular way?

Cultural awareness becomes central when we have to interact with people from other cultures. People see, interpret, and evaluate things in different ways and something that is considered appropriate behavior in one culture is frequently inappropriate in another one. Misunderstandings arise when one uses his/her meanings to make sense of the meanings of the others (Quappe & Cantatore, 2005).

Tomalin and Stemplesk (2013) use the term 'cultural awareness' to describe "sensitivity to the impact of a culturally-induced behavior on language use and communication" (p. 5).

Cultural awareness is about the ability to become aware of our cultural values, beliefs, and perceptions of others. It is an essential skill of cultural competence. Being interculturally aware means being open and flexible in accepting the similarities and appreciating the differences that exist in different cultures and employing this openness and flexibility for successful and effective communication in different intercultural contexts.

Cultural awareness plays a central role when We interact with people from other cultures or interpret and consider something is appropriate in one culture and inappropriate in another one. Also, When we use our meanings to make sense of others' reality.

Cultural awareness is all about recognizing and understanding that we all have different values shaped by our diverse cultural backgrounds. What we consider to be 'normal' behavior in one country can be entirely different in another. By respecting and accepting other people's opinions, rights, and feelings – even when they are different from our own – we allow ourselves

to develop more successful personal and professional relationships and benefit from cultural diversity.

2.13 The importance of cultural awareness

CA has been proven to be very important in achieving effective language, learning language, and communicative performance. As a result, many researchers have tried to present several models of cultural education that make cultural competencies a key element or goal, and this section discusses one of these models

Michael Bran's model is summarized in his book *Mediating Languages and Cultures* (1991). This model has four parts or mechanisms: two are of cultural quality, and the other two cooperate to language. This comprehensive model is the result of a belief in the relationship between language and culture, and since that both of them are inter-related, they can't be taught separately (Byram and Morgan, 1994).

Byram (1991, p. 18) argues that language not only a reflection of objective cultural reality but is an integral part of the reality itself in which other parts are formed and interpreted, therefore teaching a foreign language indirectly means teaching culture at the same time. The model uses two basic skills: comparing cultural aspects in the country and abroad using the student's native language and teaching as a subject. According to Winkelman (2005), awareness of cultural differences and their impact on behavior is the beginning of intercultural effectiveness. He states that "cultural self-awareness includes recognition of one's cultural influences upon values, beliefs, and judgments, as well as the influences derived from the professional's work culture" (p. 9).

2.14 Developing cultural awareness

Nowadays, CA is becoming increasingly important, and since that language and culture are inter-related, people are starting to understand and realize that cultural differences affect interactions with people from different cultures. Becoming aware of our cultural dynamics is a difficult task for the reason that culture isn't conscious of us

In **EFL** classrooms both of learners and teachers of a second language have to be aware of the changes between cultures, they need to know and recognize openly that people and cultures are not all the same. Therefore while developing cultural awareness in **EFL** classrooms it should be

noticed that the native language is studied by using multiple methods and attitudes of the social group

The development of a student's cultural awareness begins by encouraging them to recognize cultural identities concerning other cultures. As is mentioned, several scholars and researchers suggest that educationists have to analyze student's needs in terms of cultural knowledge, perception, and ability to function normally and in an appropriate way (Houston,2006)

According to Gaston (1984) and Hanvey (1992), the learner's **CA** in **EFL** classrooms is developed through four different and important levels:

- 1- **Superficial understanding:** this level is concerned with the knowledge and the awareness of superficial aspects of cultures, especially the very negative ones. at this stage, students learn some basic facts that contain a grain of truth, but which underlie common cultural exaggerations, and that is usually inflated.
- 2- **Growing awareness and possible conflict:** in this stage students know the intricacies, but may experience cultural conflicts and generally think that their culture is excellent and superior.
- 3- **Greater intellectual awareness:** at this level, students began to better understand the target culture intellectually and not emotionally. They go beyond level two and they start to understand the aspects of the target culture, finally, rate them, and accept them after all.
- 4- **True empathy and respect:** when the learner perceives the overall way of life equally intellectually and emotionally, they may be able to spirit what the social class in other cultures feel. however this doesn't mean to reject their original culture and language, but competently, motivates the confluent, and understanding of other cultures.

2.15 Conclusion

Giving the fact that culture and cultural awareness are interrelated, they also function as a whole; we are required to treat cultural characteristics as a unified body.

In this closing section, we present the major points concerned with culture, cultural awareness, and their relationship with literature. For each of the previous sections of this chapter, we attempt to indicate the following: what the major emphases in the culture and cultural awareness were; how culture is presented in the literature; what is the role of literature and culture in the language teaching; how cultural awareness can be developed.

2 Fieldwork

Introduction

This chapter includes the research methodology of the dissertation. In more details, To investigate the student's attitudes about the influence of reading literary books on cultural awareness, we hypothesized the following:

The students who read more literary books are more likely to be more culturally aware than the ones who do not read. We opted for a correlation descriptive research design, a dictionary meaning for the coo- relational is; the relationship between things that happen or change together, in other words, it is the degree to which two or more attributes or measurements on the same group of elements show a tendency to vary together. Correlational research is concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations (Leedy & Ormrod 2010). The importance of correlation research has been emphasized and discussed by many authors such as Woodworth who published a book entitled *Experimental Psychology* in 1938 (Woodworth 1938) and Lee Cronbach who published an article entitled *The Two Disciplines of Scientific Psychology* (Cronbach 1957). According to Woodworth, a correlational design/method measures two or more characteristics from the same person and then calculates the correlation between the characteristics. Cronbach claims that "It is not enough for each discipline to borrow from the other. Correlational psychology studies only variance among organisms; experimental psychology studies only variance among treatments. A united discipline will study both of these, but it will also be concerned with the otherwise neglected interactions between organismic and treatment variables." (Cronbach 1957,p.681). Correlational research can be described in different ways. Cohen (1968) for instance, suggests that because parametric analyses (e.g. t-tests, ANOVA, ANCOVA) examine relationships among variables then quantitative studies would, therefore, produce correlational evidence. But, as Cohen (1968) further explains describing research by the analysis techniques is not useful because under such a broad classification all research findings would fall within a single category.

Descriptive correlational research has allowed researchers to use both quantitative and qualitative to find data and characteristics about the population or phenomenon that is being studied, besides, correlational research used to either explore "the extent to which two or more variables co-vary, that is, where changes in one variable are reflected in changes in the other». Furthermore, The purpose of correlational research is to investigate "the extent to which

differences in one characteristic or variable are related to differences in one or more other characteristics or variables.” (Leedy & Ormrod 2010 ,p.183). This choice was made by meticulously two main reasons, firstly, the possibility of describing, interpreting, and determining the degree to which a relationship exists between two or more variables. Secondly, developing prediction models to be able to predict the future value of a variable from the current value of one or more other variables. This is why the natural course of descriptive correlational research design would serve this study’s objectives.

For the aforesaid reasons, a correlation descriptive research was selected. To identify our sample, we designed a questionnaire used for obtaining statistically useful personal information from individuals. This collecting data tool is the primary method worn to collect data used in this research. closed-ended questions were introduced and the results yielded clear distinct answers.

2.1 Research design

The present work aims at investigating the hypothesized interaction and the relationship between literary books and student’s cultural awareness. This part of the research presents the design of the study. Practically the research methods and techniques to be used. How the subjects are chosen. How the sample size is determined, the instruments to be used, and their validation and the data analysis scheme which includes the application of statistical treatments of data.

We conducted our research-based upon a descriptive correlational methodology. Descriptive research is a purposive process of data gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, and cause/effect relationships such as data with the aid of statistical treatments.

2.2 Population and sampling

Our population consisted of 160 masters 2 English students at the University of Abbes Laghrour Khenchela. our study consisted of a convenient sample of 51 students.

The choice of this population was made for the following reasons. Master two students have been studying literature for more than two years and they know the language and their level is higher than the students of the other years, they have a large amount of vocabulary and can express their thoughts and create new ideas due to reading literary books. Third-year

students are exposed to technique academic English they still do not know what do we mean by literature, what can we learn from it, and how it can help us develop all fields.

2.3 Procedure

Data collection took place in the academic year 2019/2020. An online questionnaire which consists of 15 questions, is administered to 51 masters 2 students. The questions took different forms like open-ended questions that require the students to give their answer, closed questions where the students are supposed to choose "Yes" or "No" and to justify their answer, multiple-choice questions where students are supposed to pick up the right answer from different options.

2.4 Data Analysis

2.4.1 The questionnaire

The results obtained from the student's responses to the questionnaire were analyzed statistically and summarized in tables, then represented in 3-D pie charts. They aim at measuring the student's attitudes towards reading literary books and its influence on raising their cultural awareness, also measure the actual time they spend reading literary books and their purpose from it. On the other hand, the rest of the questions were created to gain more information about students' preferences such as book choice and their opinions, benefits gained from literary books. A detailed description of the questionnaire will be provided in the next paragraphs.

Question 1: specify your gender

Students answer	Males	Females	Total
Students number	4	47	51
Percentage	7.8%	92.2%	100%

Table 1: Students' Gender

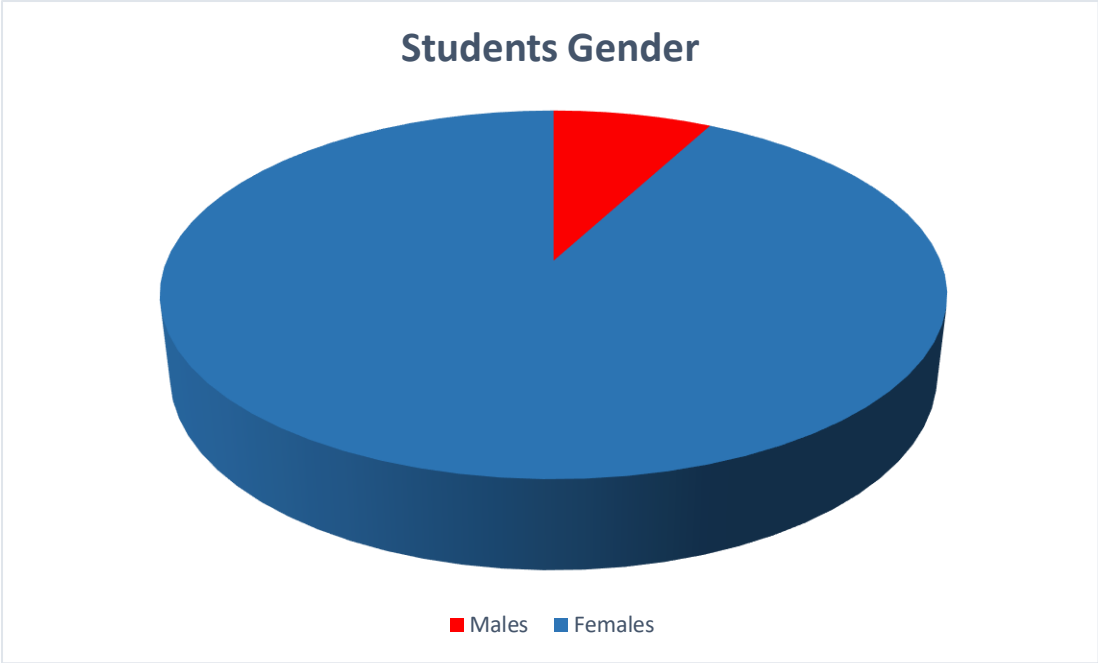


Figure 1: Students' Gender

The results of question number one show that the majority of students are females (92.2%) while males are only (7.8%) which indicates that the most dominant gender at the university of Abbas laghrour in the department of English are females .

Question 2: Do you like reading

Students answers	Yes	No	Total
Students number	50	1	51
Percentage	98%	2%	100%

Table 2: Students Books Preference

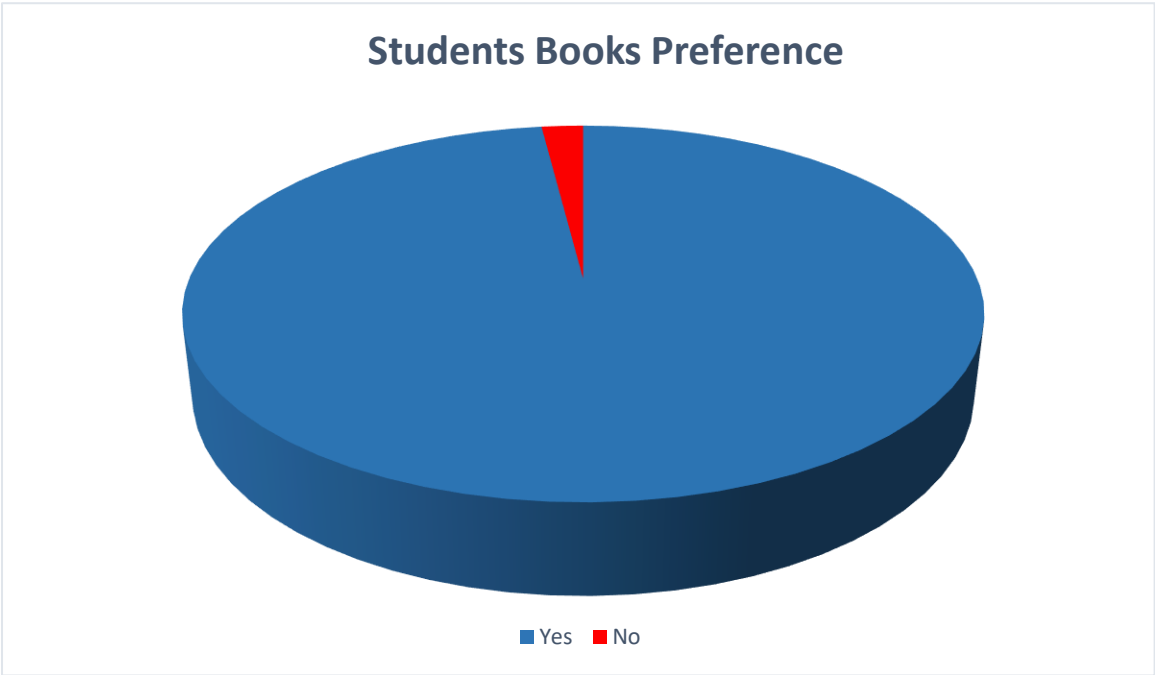


Figure 2: Students Books Preference

In response to question number two about students’ preference for reading books 50 of the students (98%) answered positively. That demonstrates that most of the students like reading books. Just 1 (2%) answered negatively which shows that only one person from this category does not like reading.

Question 3: How much time do you spend in reading?

Students answers	Less than 3hrs	3-4 hrs	More than 4hrs	Total
Students number	42	2	7	51
percentage	82.4 %	3.9%	13.7%	100%

Table 3: Daily Time Spent Reading Books

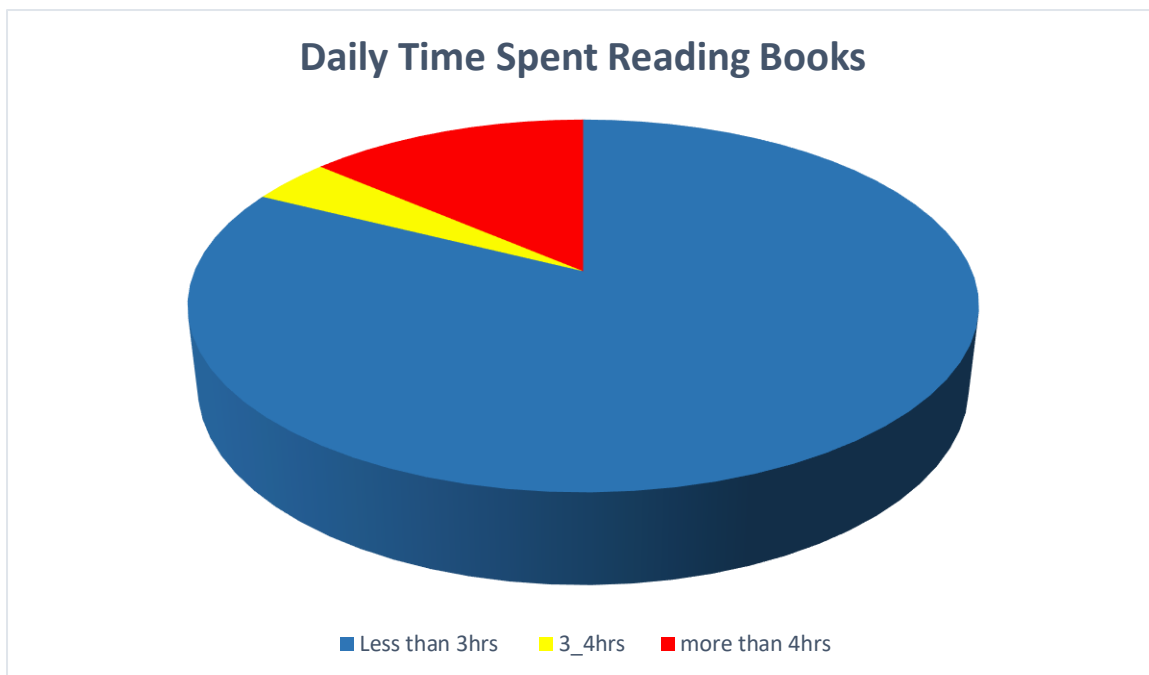


Figure 3: Daily Time Spent Reading Books

The third question analysis revealed that the majority of students (82.4 %) read books for less than 3hours while (13.7%) of them read books for more than 4hours in a day and about (3.9%) read from 3 to 4hours in a day. Which demonstrates that the majority of students preferred reading books for less than 3hours and few of them read books for more than 4hours

Question 4: Do you prefer paper books or PDF versions?

Students answer	Paper books	PDF versions	Both	Total
Students number	38	5	8	51
Percentage	74.5%	9.8%	15.7%	100%

Table 4: The Most Used Form Of Books

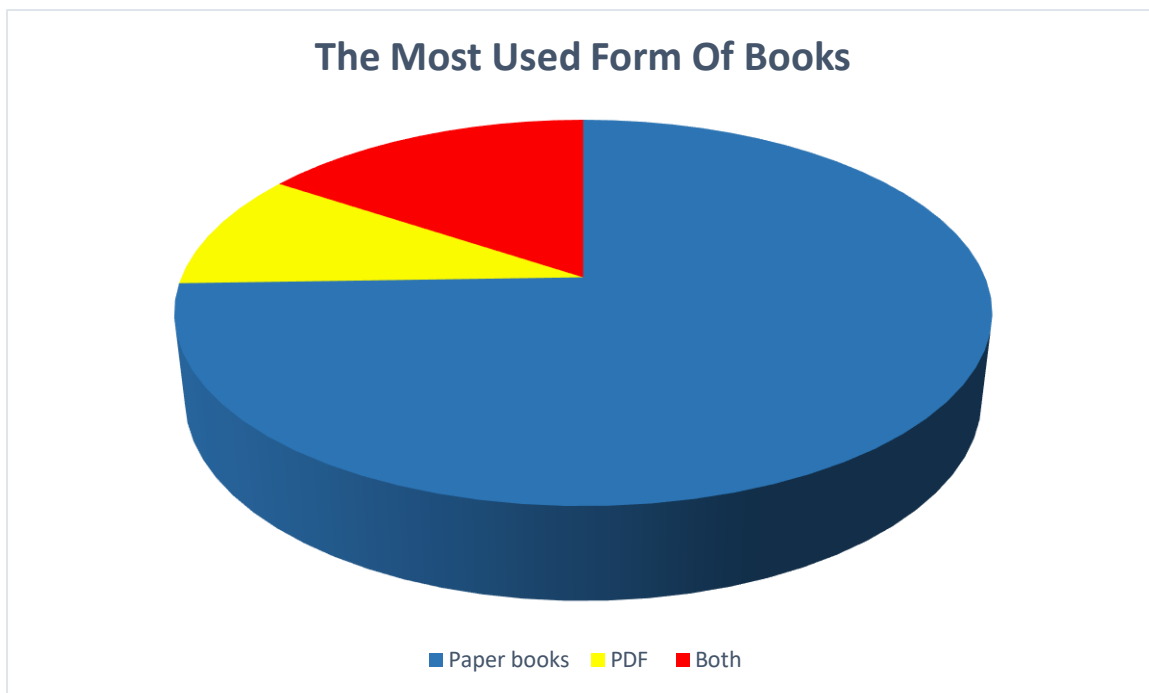


Figure 4: The Most Used Form Of Books

The answer to question number four indicates that students prefer paper books over PDF versions with 74.5% of the students supporting this claim and only 9.8% of the sample showed their bond to PDF versions, while 15.7% of the students said that they like both forms. This means that most of the students do not like PDF versions instead paper books .

Question 5: a- In which language do you prefer to read?

Students answer	English	Arabic	French	Other languages	Total
Students number	25	19	7	0	51
Percentage	49%	37.3%	13.7%	0%	100%

Table 5: Students Preferred Language

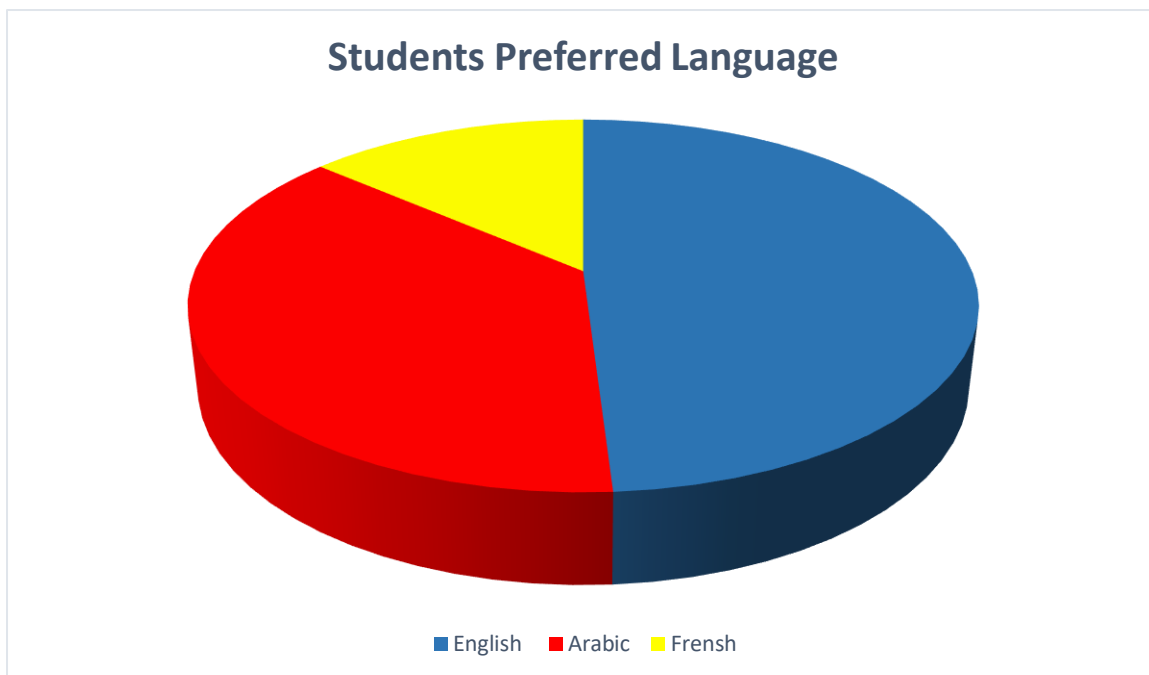


Figure 5: Students Preferred Language

The participating students answered question five as follows .25 students (49%) prefer to read books in English. 19 students (37.3%) said that they prefer Arabic , while only 7 from the students (13.7%) like French. 0% answered other languages. Which indicates that the majority of the sample like to read in both English and Arabic .

Question 6: What kind of books do you prefer to read?

Students answer	Fiction	Novels	Poems	All	Total
Students number	3	7	3	38	51
Percentage	5.88%	13.22%	5.9%	75%	100%

Table 6: Preferred Type Of Books

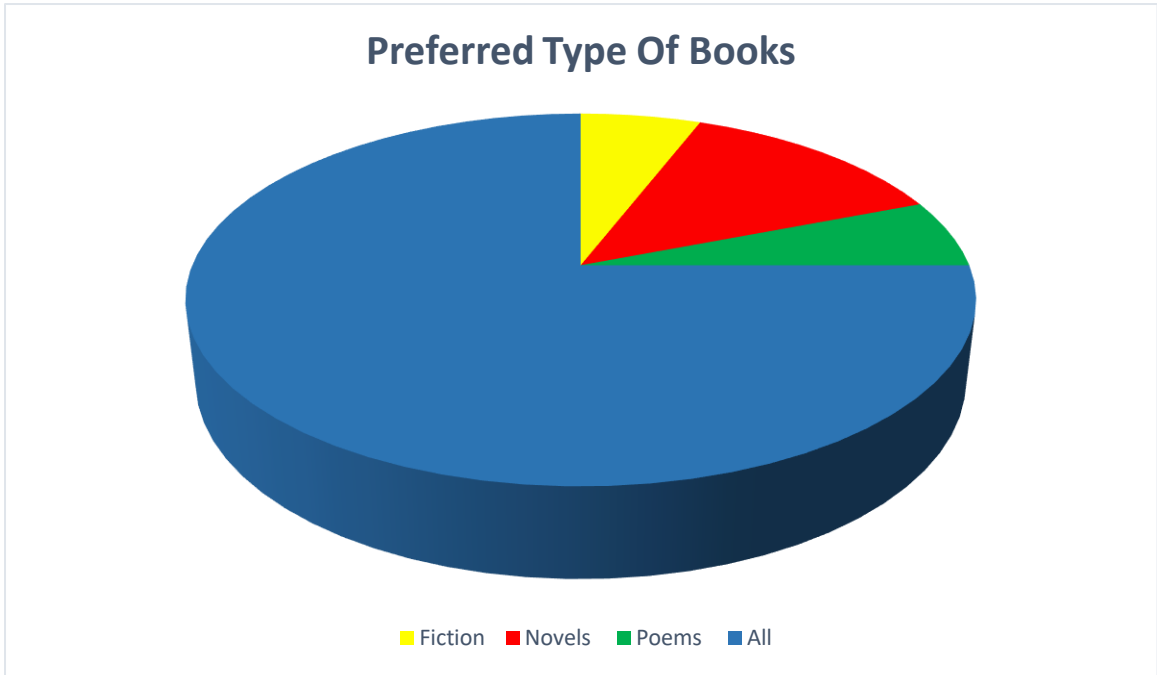


Figure 6: Preferred Type Of Books

Answering question seven , a large number of the sample 38 students (75%) reported that they have an identical preference for all types of books, while a minority of 3 (5.9%) argued that they prefer poems, another minority of 3 (5.88%) ticked fiction while only 7(13.22%) prefer novels. Which means that most of the students think that all types of books are more beneficial .

Question 7: Do you read literary books?

Students answer	Yes	No	Total
Students number	45	6	51
Percentage	88.2%	11.8%	100%

Table 7: Opinion About Reading Literary Books

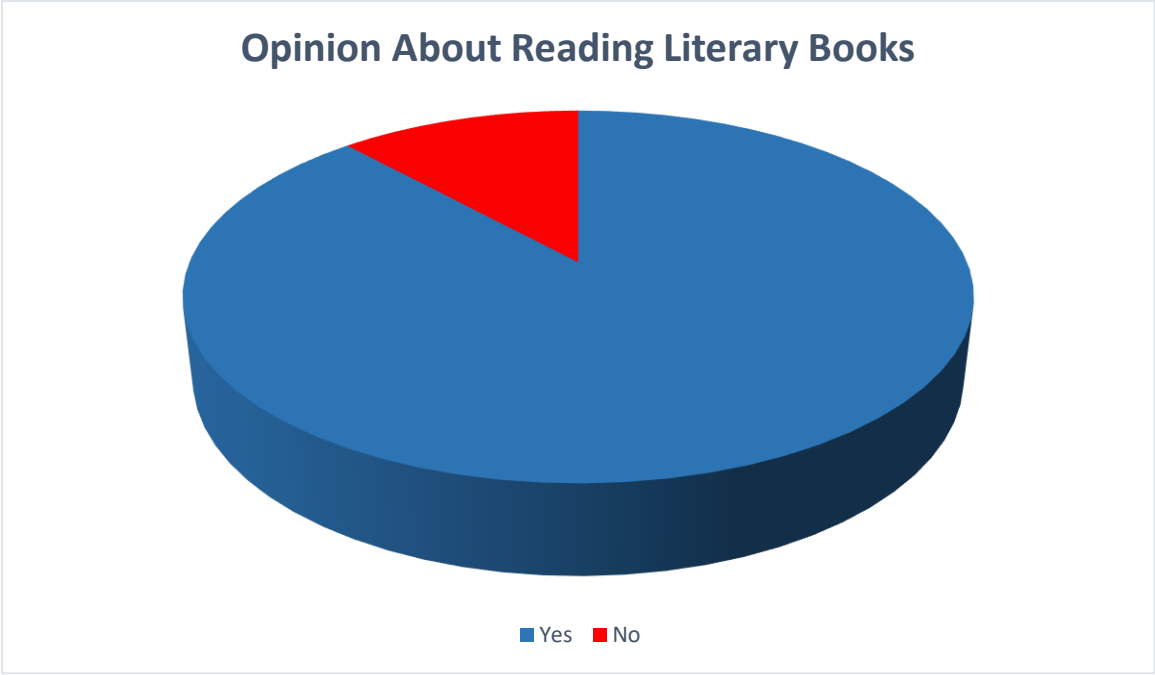


Figure 7: Opinion About Reading Literary Books

Answers to question number seven show that the majority of the sample 45 students (88.2%) read literary books, and only 6 students (11.6%) do not read at all which indicates that most of the students like reading literary books.

Question 8: What type of reading do you prefer?

Students answer	Extensive reading	Intensive reading	Aloud reading	Silent reading	Total
Students number	25	19	0	7	51
Percentage	49%	37.3%	0%	13.7%	100%

Table 8: Preferred Type Of Reading

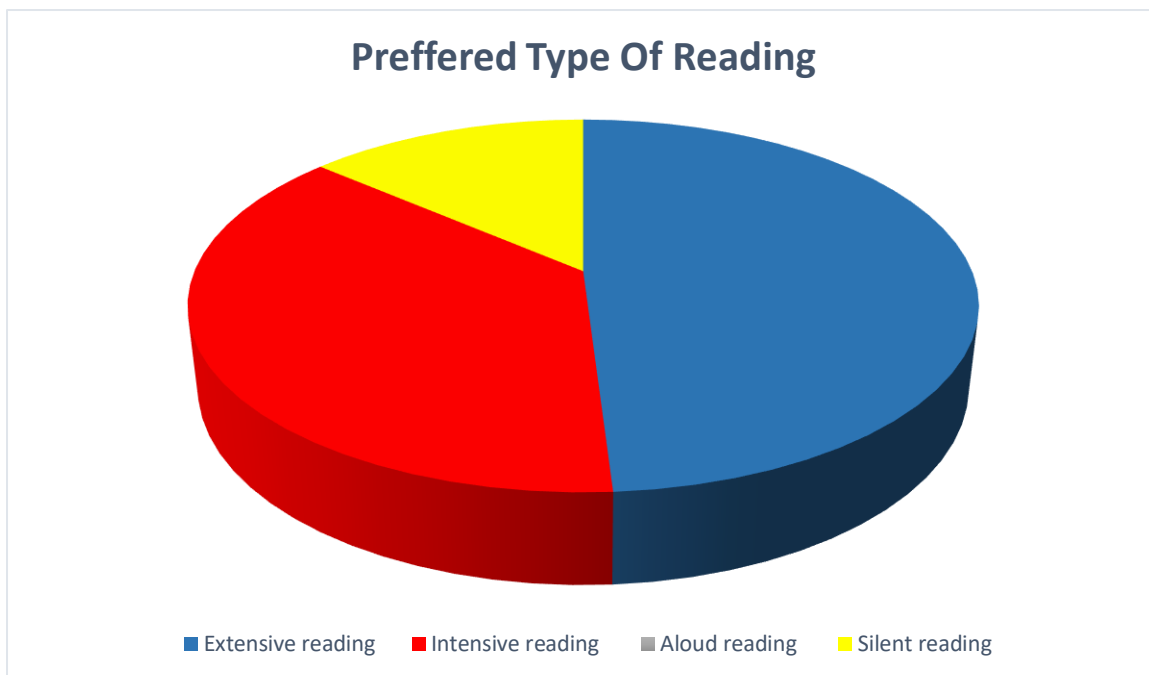


Figure 8: Preferred Type Of Reading

The participants answered question eight as follows . 25 students (49%) claim that they like extensive reading. 19 students (37.3%) prefer intensive reading and the remaining 7 students (13.7%) like silent reading. 0% answered aloud reading. It shows that a large number of the students prefer to read extensively instead of intensive reading and only few students who liked to read silently .

Question 9: What is your purpose for reading books?

Students answer	For educational purpose	For pleasure	Both	Total
Students number	5	14	32	51
Percentage	9.8%	27.5%	62.7%	100%

Table 9: Main Purpose Of Reading Books

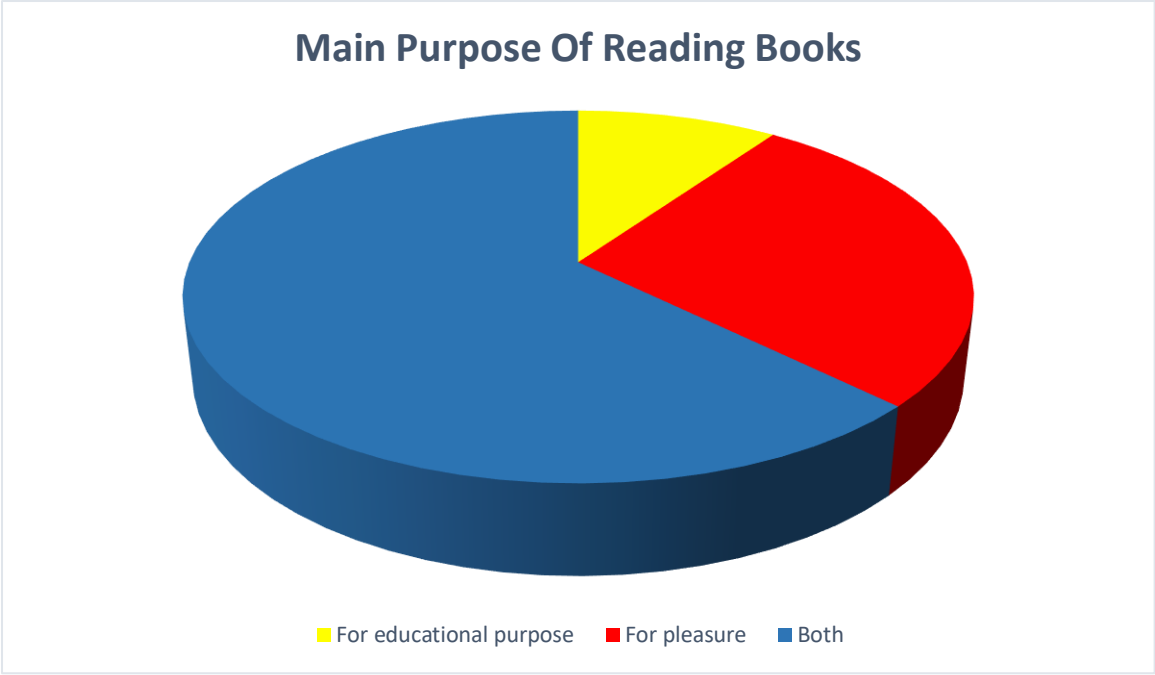


Figure 9: Main Purpose Of Reading Books

Answers to question number nine indicate that (9.8%) of students read books for educational purposes, while (27.5%) said they read for personal enjoyment, (62.7%) which is the majority of students said that they read books for both purposes. Which indicates that the students like reading not only for educational purposes but also for enjoyment .

Question 10: Do you consider reading literary books beneficial for the following reasons ?

Students answer	a- Reding improves the quality of life as well as cultural creativity and cultural heritage.	b- Reading expands our creativity , through reading you improve your imagination and empathy .	c- Reading increases the learner's knowledge and background	d- Reading develops our thoughts, gives us unending information and lessons to read while keeping our minds active .	Total
Students number	33	21	15	22	91
Percentage	64.7%	41.2%	29.4%	43.1%	100%

Table 10: Opinion About The Benefits Of Reading Literary Books

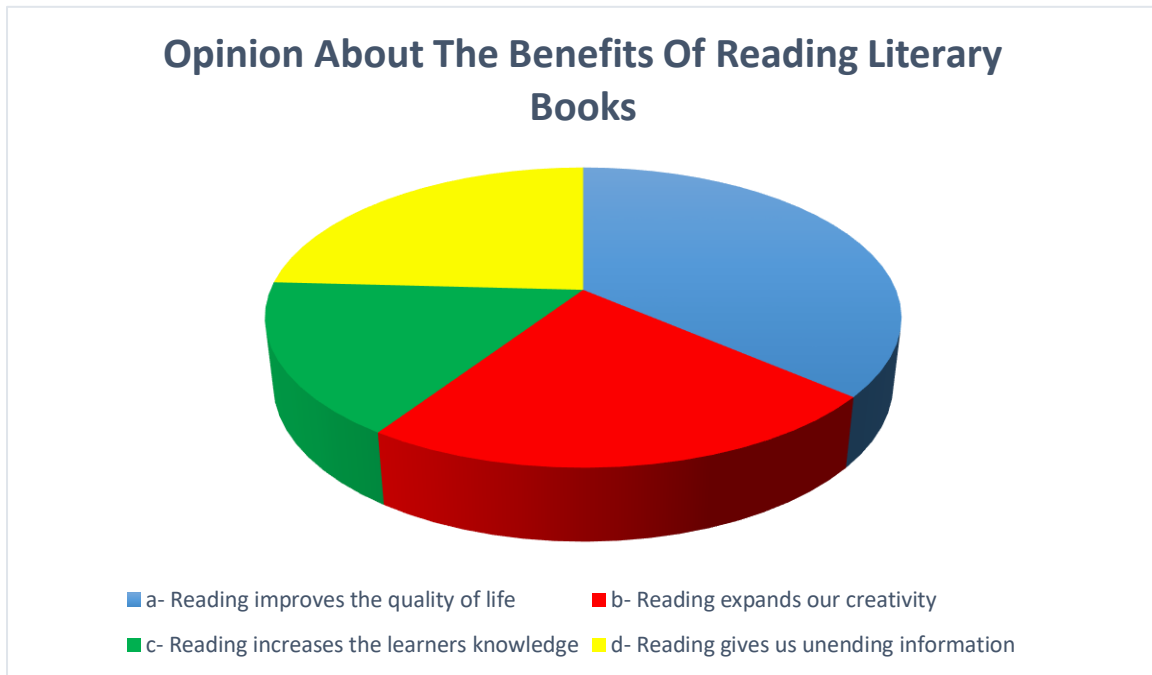


Figure 10: Opinion About The Benefits Of Reading Literary Books

Answers to question number ten shows that 33 students (64.7%) agree that reading improves the quality of life as well as cultural creativity and cultural heritage. While 21 (41.1%) ticked reading expands our creativity, through reading you improve your imagination and empathy. 15 (29.4%) ticked reading increases the learner’s knowledge and background, and 22 (43.1%) reported that reading develops our thoughts, gives us unending information and lessons to read while keeping our minds active.

Question 11: How would you rate your overall experience of reading literary books in developing your cultural awareness?

Students answer	Highly satisfied	Satisfied	Neutral	Not satisfied	Total
Students number	8	36	2	5	51
Percentage	15.7%	70.6%	3.9%	9.8%	100%

Table 11: Students Satisfaction Level Concerning Reading Literary Books In Developing Their Cultural Awareness

Students Satisfaction Level Concerning Reading Literary Books In Developing Their Cultural Awareness

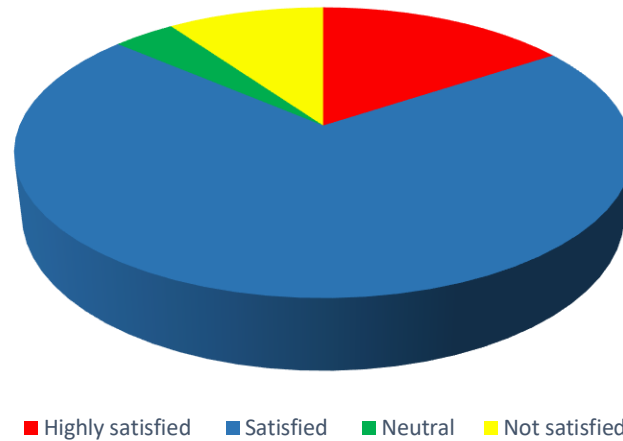


Figure 11: Students Satisfaction Level Concerning Reading Literary Books In Developing Their Cultural Awareness

The answers of question eleven indicate that students view their experience of reading literary books and its role in improving their cultural awareness as follows . 8 students (15.7%) as highly satisfied, 36 students (70.6%) as satisfied and 5 which is (9.8%) as not satisfied while only 2 students (3.9%) as neutral.

Question 12: In what skill do you think reading literary books help learn English?

Students answer	Speaking skill	Writing skill	Listening skill	Reading skill	Total
Students number	7	19	0	25	51
Percentage	17.3%	37.3%	0%	49%	100%

Table 12: Skill Most Acquired From Reading Literary Books

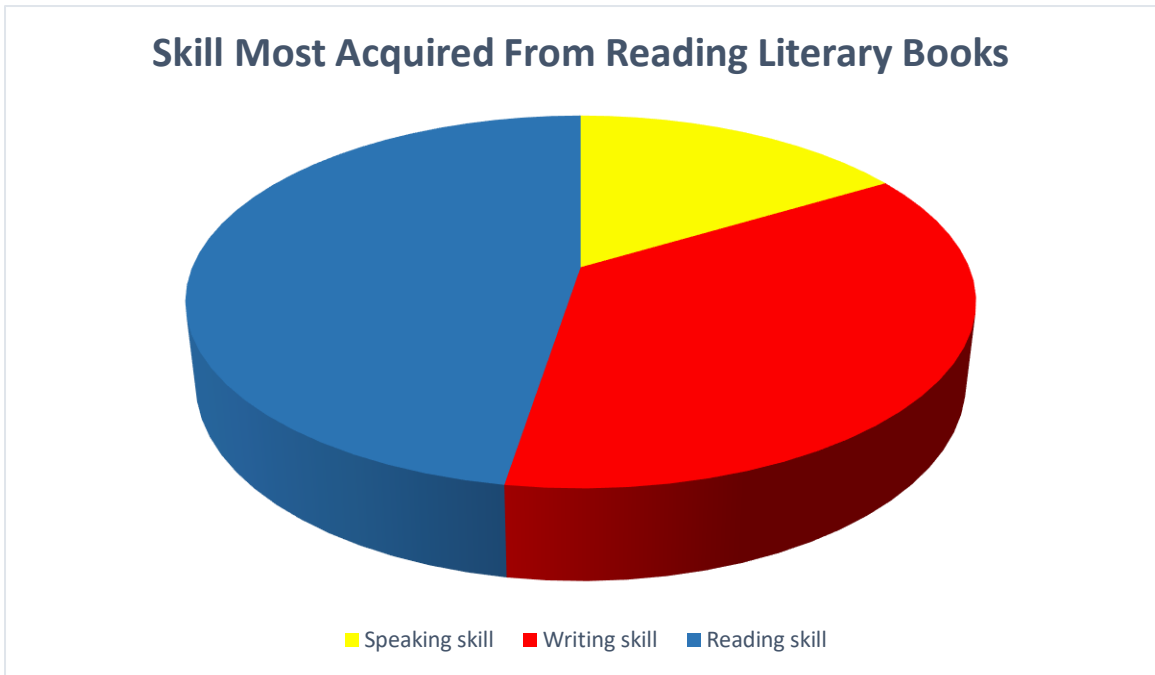


Figure 12: Skill Most Acquired From Reading Literary Books

Question number twelve was answered as follows 7 (17.3%) ticked speaking skills as the skill most acquired from reading literary books. 19 (37.3%) chose the writing skills. While 0% ticked listening skills, and 25 students (49%) chose reading skills. It shows that most of the students think that from reading literary books they will become more fluent and they will learn to read and write proficiently.

Question 13: Do you think that through reading literary books you learn how to interact with people from different cultures?

Students answer	Strongly Agree	Agree	Strongly Disagree	Disagree	Total
Students number	32	16	2	1	51
Percentage	62.7%	31.4%	3.9%	2%	100%

Table 13: Students Opinion Towards The Influence Of Reading Literary Books On Interacting With People

Students Opinion Towards The Effect Of Reading Literary Books On Interacting With People

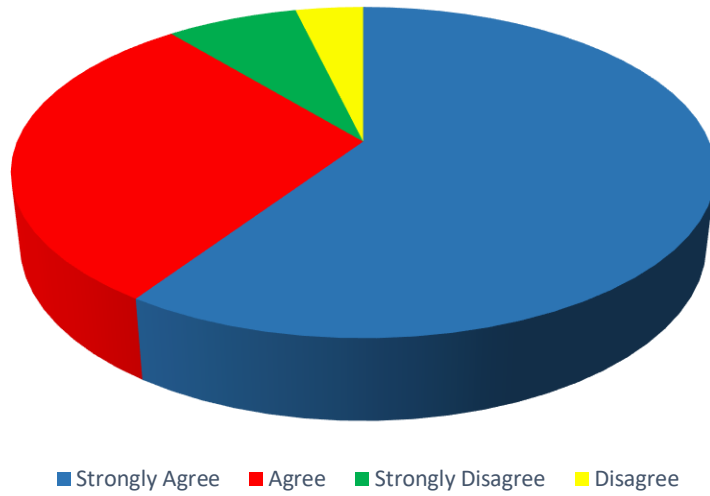


Figure 13: Students Opinion Towards The Influence Of Reading Literary Books On Interacting With People

The answers to question number thirteen indicate that student's opinions towards reading literary books and its effect on the interaction with people from different cultures as follows. 32 students (62.7%) strongly agree, 16 students (31.4%) agree and 2 students which are (3.9%) strongly disagree, and only 1 student (2%) disagree. It demonstrates that the students agree that through reading literary books you learn how to interact with people even if they are not from the same country.

Question 14: Do you think reading literary books affect your cultural awareness?

Students answer	Yes	No	Total
Students number	49	2	51
Percentage	96.1%	3.9%	100%

Table 14: Opinion About Reading Literary Books Effect On Cultural Awareness

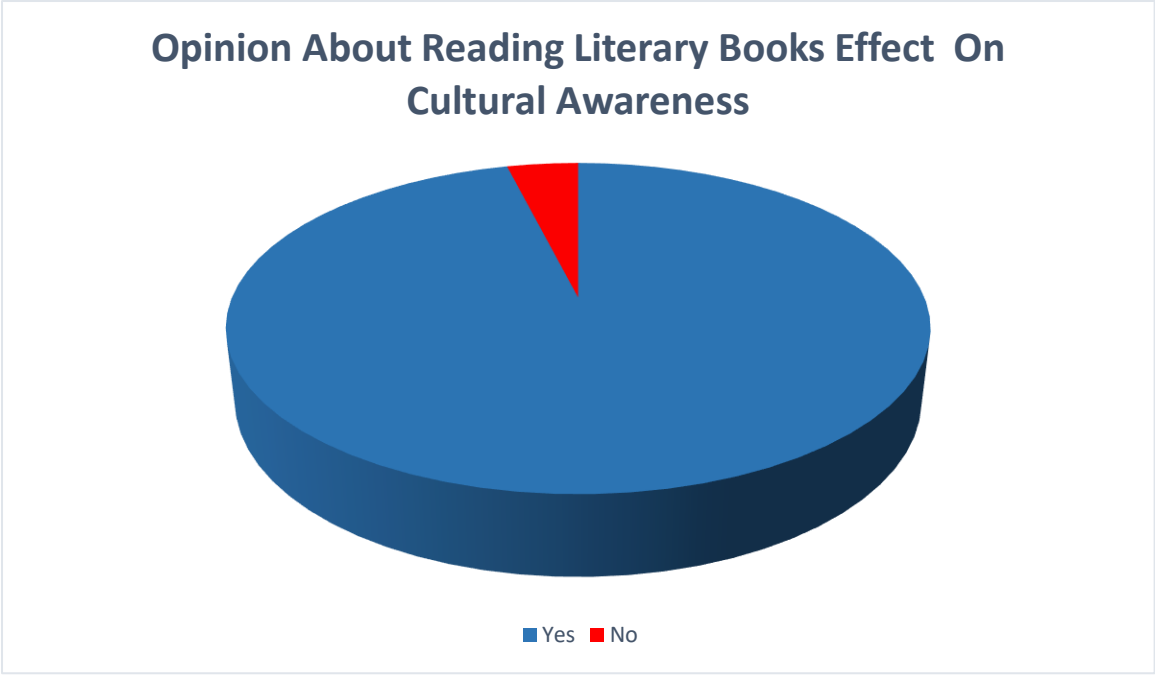


Figure 14: Opinion About Reading Literary Books Effect On Cultural Awareness

Student's answers to question fourteen displayed that 49 students (96.1%) acknowledge that reading literary books affect cultural awareness, while only 2 students (3.9%) deny any effect of reading literary books on their cultural awareness. It proves that reading literary books develops student's cultural awareness.

Question 15: If yes do you perceive that mentioned effect to be :

Students answer	Positive	Negative	Neutral	Total
Students number	44	1	6	51
Percentage	86.3%	2%	11.8%	100%

Table 15: Type Of Reading Literary Books Effect On Cultural Awareness

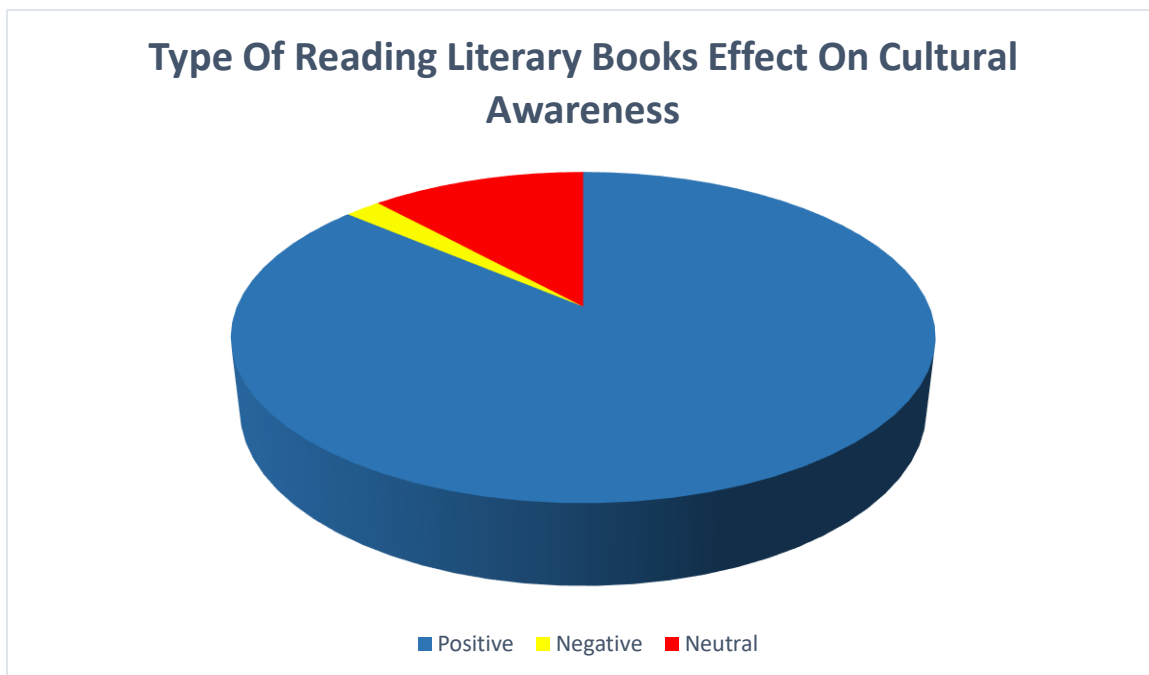


Figure 15: Type Of reading literary books Effect On Cultural Awareness

For the answers of question fifteen a similar relative amount of those who admitted the effect of reading literary books on cultural awareness affirmed by displaying their opinion as a positive effect (86.3%). The others split between (11.8%) neutral effect, and (2%) claiming it has a negative effect on their cultural awareness. It illustrates that reading has a positive effect on developing students cultural awareness.

2.4.2 Discussion of the questionnaire's results

The analysis of the questionnaire shows that there is a strong and positive effect that reading literary books develops and enhances the students' cultural awareness. Besides the analysis indicates that most of the students considered reading as the most effective tool to develop their cultural awareness as well as how to interact with people from all around the world.

Furthermore, a small number of them do not feel satisfied because they do not read and many students affirmed that their reading satisfaction is good because they like reading literary books.

According to some students, prior knowledge improved their cultural awareness by reading literary books.

The results of the students' questionnaire presented the role of using literary books on enhancing student's cultural awareness. students affirmed that the use of literary books could help them develop their cultural awareness as well as their interaction with people .

2.4.3 Conclusion

In this chapter, we have described and discussed all what is concerned with the research methodology of this study as well as the analysis of the student's questionnaires. The analysis of the student's questionnaire allowed us to answer the research questions. The results were calculated and formed automatically. This leads us to some revealing findings that reading and using literary texts develops and enhances EFL learner's cultural awareness. Furthermore, using certain techniques is the key for the readers to advance their knowledge and cultural competence.

From these results, we conclude the following: Reading literary books influence students' cultural awareness positively and this confirms our hypothesis.

3 General Conclusion

This investigation aimed mainly to check where master 2 years (EFL) learners stand from the global use of reading towards learning. Precisely reading literary books and its effect on developing the cultural awareness of master 2 (EFL) learners at the university of Abbes Laghrour Khenchela. Our work is divided into two sections; which consisted of two chapters concerned with the literature review and previous research revolving on reading books especially the literary ones in other countries. From the readers to all the aspects, types and definitions of cultural wareness

While we dedicated the third chapter to the fieldwork. To test the accuracy of our hypothesis. For that part, we worked on the students' cultural awareness through a questionnaire which is a printed set of questions used for obtaining statistically useful of personal information from individuals. This collecting data tool is primery method used to collect data used in this research. The questionnaire is composed of 15 different questions . we worked on the data gathering tools, analyzed and discussed its results, student's opinions from the questionnaire.

The results from analyzing the questionnaire allowed our hypothesis confirmation. Indeed students that read literary books are more likely to be more culturally aware while interacting with people from all around the world.

These results cannot be fairly generalized to the whole population because the sample is only 30% of the tested population on the whole population.

4 Recommendations for Further Research

our study came up with a result that sheds the light on the importance of reading the literary books for developing and advancing the student's cultural awareness in EFL classroom. The outcomes gained from this research have powerfully proved that student's cultural awareness can be extremely enhanced through the use of literacy the truth that confirms it is very significant, which confirms the present hypothesis. Some recommendations can be set down:

1/ teachers require taking into consideration the significance of using literary works while teaching a foreign language or culture in EFL classrooms.

2/ teachers have to play two main significant and major roles: motivators and correctors to help students overcome their difficulties and problems while developing their cultural awareness.

3/ find new creative ways through which cultural awareness is developed through the emplement of literary books

4/ students should find ways to interact with new languages and cultures.

5/ teachers should use several techniques and activities that are related to student's cultural awareness proficiency .

6/ through the use of literature in EFL classrooms, students and teachers can interact in discussions that add value to the lessons and encourage the sharing of ideas and thoughts .

References

- Al-Abri, Z.A. (2011). *Exploring the use of silent and oral reading with young learners*
Retrieved from [http://ebookbrowse.com/ch-14-exploringthe-useof-silent and oral reading-with young-learners-pdf-d195019754](http://ebookbrowse.com/ch-14-exploringthe-useof-silent-and-oral-reading-with-young-learners-pdf-d195019754)
- Anderson, N. J. (1999). *Exploring second language reading: Issues and strategies*. Heinle & Heinle.
- Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading comprehension. *Handbook of reading research, 1*, 255-291.
- Arthur, B. (1968). READING LITERATURE AND LEARNING A SECOND LANGUAGE
1. *Language learning, 18*(3-4), 199-210.
- Bernhardt, E. (1999). Aebersold, JA, & Field, ML (1997). From reader to reading teacher: Issues and strategies for second language classrooms. *STUDIES IN SECOND LANGUAGE ACQUISITION, 21*(3), 492-492.
- Banks, J. A. (2008). An introduction to multicultural education.
- Billah, M. (2015, July,17) *Significance of Silent Reading*. Retrieved from <http://www.theindependentbd.com/magazine/details/8098/Significance-of-Silent-Reading>
- Brislin, R. W., & Pedersen, P. B. (1976). Cross-cultural orientation programs. Halsted Press.
- Bredella, L. (1996). The anthropological and pedagogical significance of aesthetic reading in the foreign language classroom. *Challenges of literary texts in the foreign language classroom*, 1-29.
- Bredella, L. (2000). Literary texts and intercultural understanding. Byram (ed.), 382-386.
- Bailey, K. D. (1994). *Methods of Social Research (4th Ed.)*. New York: The Free Press.
- Bilokcuoglu, H. (2012). *Theories of reading and their implications to the teaching of reading in ESL/EFL classes and places of schemata theory on foreign language reading comprehension*. Retrieved 2014, from Developing Teachers .
- Barnett, M. A. (1988). Teaching reading strategies: How methodology affects language course articulation. *Foreign Language Annals, 21*(2), 109-119.

- Beale, A. M. (2013). *Anne Arundel Community College*. Retrieved from www.aacc.ed/tutoring/file/skimming.pdf
- Brown, H. D. (2003). *Language assessment: Principles and classroom practices*. San Francisco, CA: Pearson Education.
- Carter, R., Walker, R., & Brumfit, C. (Eds.). (1989). *Literature and the learner: Methodological approaches* (Vol. 130). Modern English Publications.
- Carter, R., & Michael, N. (2003). Long, M.(1991). *Teaching Literature*. Harlow: Longman. *Celce Murcia, M*, 3-9.
- Carrell, P. L., & Eisterhold, J. C. (1983). Schema theory and ESL reading pedagogy. *TESOL quarterly*, 17(4), 553-573.
- Chen, H. (2005). The rationale for critical pedagogy in facilitating cultural identity development. *Curriculum and teaching dialogue*, 7(1/2), 11-22.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1(1), 1-47.
- Cambridge Guide to TESOL. Cambridge: Cambridge University Press (Pp 180-185)
- Davis, C. (1995). Extensive reading: an expensive extravagance?. *ELT journal*, 49(4), 329-336.
- Eliot, T.S. (1387). *Notes to the definition of culture*. Translated by Hamid Shahorkh. Tehran: Nashr-Markaz,
- Elgart, D. B. (1978). Oral reading, silent reading, and listening comprehension: A comparative study. *Journal of Reading Behavior*, 10(2), 203-207.
- McRae, J. (1991). *Extensive reading handbook: for secondary teachers*. Penguin English.
- Eskey, D. E. (1986). Theoretical foundations. In F. Dublin, D. E. Eskey, & W. Grabe (Eds.), *Teaching second language reading for academic purposes*. (pp. 3-23). Reading: Addison-Wesley.
- Elements of Culture .(n.d) Retrieved from <https://courses.lumenlearning.com/sociology/chapter/elements-of-culture/>

- Freedman, L Retrieved on 11 November 2012 from <http://www.writing.utoronto.ca/advice/reading-and-researching/skim-and-scan> Feuerstein, T. & Scholnik, M. (1995).
- French, J. N., & Rhoder, C. (1992). *Teaching thinking skills: Theory and practice* (Vol. 511). Taylor & Francis.
- Jones, E. E., & Lockhart, A. V. (1919). A study of oral and silent reading in the elementary schools of Evanston. *School and Society*, 10(225), 587-590.
- Jordan, S., & Purves, A. C. (1993). *Issues in the responses of students to culturally diverse texts: A preliminary study* (Vol. 7). National Research Center on Literature Teaching and Learning, University of Albany, State University of New York.
- Hafiz, F. M., & Tudor, I. (1989). Extensive reading and the development of language skills. *ELT journal*, 43(1), 4-13.
- Hale, A. D., Skinner, C. H., Williams, J., Hawkins, R., Neddenriep, C. E., & Dizer, J. (2007). Comparing comprehension following silent and aloud reading across elementary and secondary students: Implication for curriculum-based measurement. *The Behavior Analyst Today*, 8(1), 9.
- Hopkins, G. (1997). Sustained silent reading helps develop independent readers (an writers). *Education World*.
- Hofstede, G. (1991/1994) *Cultures and Organizations: Software of the Mind*. London: HarperCollinsBusiness
- Haviland, W. A., Prins, H. E., McBride, B., & Walrath, D. (2013). *Cultural anthropology: The human challenge*. Cengage Learning.
- Hall, E. T. (1959). *The Silent Language* Garden City. NY: Doubleday, 240.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (1991). Cultures and organizations: Intercultural cooperation and its importance for survival. *Software of the Mind London: McGraw-Hill*.
- Iran-Nejad, A. (1987). The schema: A long-term memory structure or a transient structural phenomena. *Understanding readers' understanding*, 109-127.

- Grabe, W. & Stoller, F. (2002). *Teaching and researching reading. Applied Linguistics in Action Series*, Pearson Education.
- Gabrielatos, C. (2002). Reading Loud and Clear: Reading Aloud in ELT.
- Grellet, F. (1981). Developing reading skills. Cambridge: Cambridge University Press.
- Grellet, F. (1981). A practical guide to reading comprehension exercises. *London: Cambridge.*
- Gibson, S. (2008). Reading aloud: a useful learning tool?. *ELT journal*, 62(1), 29-36.
- Garnham, A. (1985). *Psycholinguistics: central topics*. Methuen.
- Goodman, K. S. (1967). Reading: A psycholinguistic guessing game. *Literacy Research and Instruction*, 6(4), 126-135.
- Kitao, K. (1991). Teaching Culture in Foreign Language Instruction in the United States. *Doshisha Studies in English*, 52(53), 285-306.
- Kramersch, C. (1993). *Context and culture in language teaching*. Oxford university press.
- Kluckhohn, C. (1951). The study of culture In: LERNER, D./LASSWELL, HD (HRSG.)(1951). *The policy sciences*. Stanford University Press, Stanford.
- Konstant, T. (2011). *Speed Reading: Flash*. Hachette UK.
- Lazar, G. (1993). Literature and language teaching. Great Britain.
- Liao, G. (2011). On the development of reading ability. *Theory and Practice in Language Studies*, 1(3), 302-305.
- Loan, F. A. (2009). Impact of new technology on reading habits: A glimpse on the world literature.
- Lazar, G., (2000). Literature and Language Teaching. *Cambridge: Cambridge University Press.*
- Maxwell, M. J. (1972). Skimming and scanning improvement: the needs, assumptions and knowledge base. *Journal of Reading Behavior*, 5(1), 47-59.
- Mendak, P. A. (1986). The use of silent reading in the primary grades. *The Reading Teacher*, 39(7), 636-639.

- Mead, C. D. (1915). Silent versus oral reading with one hundred sixth-grade children. *Journal of Educational Psychology*, 6(6), 345.
- Mead, C. D. (1917). Results in Silent Versus Oral Reading. *Journal of Educational Psychology*, 8(6), 367.
- Mikulecky, B. S., & Jeffries, L. (2007). *Advanced reading power: Extensive reading, vocabulary building, comprehension skills, reading faster*. Pearson Longman.
- Moody, H. L. B. (1971). *The Teaching of Literature: Longman Handbooks for Language Teachers*.
- McCallum, R. S., Sharp, S., Bell, S. M., & George, T. (2004). Silent versus oral reading comprehension and efficiency. *Psychology in the Schools*, 41(2), 241-246.
- Maley, A. (2001). *Literature in the language classroom*. na.
- Moody, H. L. B. (1967). *The teaching of literature*. London, UK: Longman.
- McRae, J. (1997). *Literature with a small „l“*. Hong Kong: Macmillan
- Moody, H. L. B. (1967). *The teaching of literature*. London, UK: Longman.
- McIntosh, P. (1990). Unpacking the knapsack of white privilege. *Independent School*, 49(2), 31-36.
- Nation, P. (1997). The language learning benefits of extensive reading. *The Language Teacher Online* 21 (5).
- Nuttall, C. (1996). *Teaching reading skills in a foreign language*. Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912.
- Nunan, D. (1999). *Second Language Teaching & Learning*. Heinle & Heinle Publishers, 7625 Empire Dr., Florence, KY 41042-2978.
- Noor, N. M. (2011). Reading habits and preferences of EFL post graduates: A case study. *Indonesian Journal of Applied Linguistics*, 1(1), 1-9.
- Nuttall, C., (1982). *Teaching Reading Skills in a Foreign Language*.
- Ortony, A., & Rumelhart, D. E. (1977). The representation of knowledge in memory. *Schooling and the acquisition of knowledge*, 99-135.

- Pollard-Durodola, S. D., Gonzalez, J. E., Simmons, D. C., Kwok, O., Taylor, A. B., Davis, M. J., ... & Simmons, L. (2011). The effects of an intensive shared book-reading intervention for preschool children at risk for vocabulary delay. *Exceptional Children, 77*(2), 161-183.
- Pintner, R. (1913). Oral and silent reading of fourth grade pupils. *Journal of Educational Psychology, 4*(6), 333.
- Paran, A. (2003). Intensive Reading English Teaching Professional, 28, 40.
- Pritchard, R. M., & Nasr, A. (2004). Improving reading performance among Egyptian engineering students: principles and practice. *English for Specific Purposes, 23*(4), 425-445.
- Pearson, P. D., Hansen, J., & Gordon, C. (1979). The effect of background knowledge on young children's comprehension of explicit and implicit information. *Journal of reading behavior, 11*(3), 201-209.
- Philipsen, G. (1987). The prospect for cultural communication. In *Communication Theory* (pp. 245-254). Academic Press.
- Peoples, J. & Bailey, G. (2008). *Humanity: An Introduction to Cultural Anthropology*. Belmont, CA: Cengage Learning.
- Panero, M. E., Weisberg, D. S., Black, J., Goldstein, T. R., Barnes, J. L., Brownell, H., & Winner, E. (2016). Does reading a single passage of literary fiction really improve theory of mind? An attempt at replication. *Journal of Personality and Social Psychology, 111*(5), e46.
- Quappe, S., & Cantatore, G. (2005). What is Cultural Awareness, anyway? How do I build it. *Retrieved July, 17, 2008*.
- Richard, J. C., Platt, J., & Platt, H. (1992). Dictionary of language teaching & applied linguistics. *Essex: Longman*.
- Sutz, R. (2009). *Speed reading for dummies*. John Wiley & Sons.
- Swalm, J. E. (1972). A Comparison of Oral Reading, Silent Reading and Listening Comprehension. *Education, 92*(4), 111-5.

- Smith, R.C. (2003). *Teaching English as a Foreign Language, 1912-1936, vol.2 Harold Palmer*. Routledge. London.
- Susser, B., & Robb, T. N. (1990). EFL extensive reading instruction: Research and procedure. *Jalt Journal, 12*(2), 161-185.
- Scrivener, J. (1994). *Learning Teaching*., 218 Heinemann Publishers.
- Schein, E. (1990). Organizational Culture, Massachusetts Institute of Technology, Sloan School of Management *American Psychologist, 45*, 109-119.
- Sapir, E. (1921). *Language: An introduction to the study of speech*: New York: Harcourt. *Brace and company*.
- Soter, A. O. (1997). Reading literature of other cultures: Some issues in critical interpretation. *Reading across cultures: Teaching literature in a diverse society*, 213-229.
- Spears-Bunton, L. A. (1993). Cultural consciousness and response to literary texts among African-American and European-American high school juniors.
- Sutz, R. (2009). *Speed reading for dummies*. John Wiley & Sons
- Swalm, J. E. (1972). A Comparison of Oral Reading, Silent Reading and Listening Comprehension. *Education, 92*(4), 111-5.
- The Elements of Culture .(2016 , April) .Retrieved from https://open.lib.umn.edu/sociology/chapter/3-2-the-elements-of-culture/?fbclid=IwAR2rDHqP1JWLg-s4OPTtvIJFjVPEklG9SO_5Ui6vZ5WtH_WovfqC0D8ys0M
- Urquhart, A. H., & Weir, C. J. (2014). *Reading in a second language: Process, product and practice*. Routledge.
- Vinacke W. B. (1974) The psychology of thinking. *Definition of thinking*. State University of New York at Buffalo.
- Valsiner, J. (2000). *Culture and human development*. Sage.
- Wąsikiewicz-Firlej, E. (2012). Developing cultural awareness through reading literary texts. *Taikomoji kalbotyra, (1)*, 1-17.

West, M. (1955). Simplified and abridged. In W.R. Lee (Eds.) (1967), *ELT selection* (pp. 188-192). London: Oxford University Press.

Waring, R. (1997). Graded and extensive reading-questions and answers. *LANGUAGE TEACHER-KYOTO-JALT-*, 21, 9-12.

What is the Reading Model? - *Definition & Overview*. (n.d)Retrieved from <https://study.com/academy/lesson/what-is-a-reading-model-definition-overview.html>

Williams, E. (1984). *Reading in the language classroom*. Basingstoke: Macmillan.

Yan Shen,(2009). *AP Chinese Language and Culture*. Barron''s Educational Series.

Zhang, Y. (2016). On Strategies in Teaching Culturally Diverse Literary Texts.

Appendices

Appendix : the student's questionnaire

The influence of reading literary books on raising students cultural awareness

Dear English students, we are conducting research about reading literary books and its influence on raising students' cultural awareness. In order to test the accuracy of our hypothesis, we kindly invite you to answer this questionnaire. make sure that your answers will be so helpful to make the work progress, thanks in advance for your collaboration .

1- What is your gender ?

Male

Female

2- Do you like reading ?

Yes

No

3- How much time do you spend in reading ?

Less than 3 hours a day

3 to 4 hours

More than 3 hours a day

4- Do you prefer paper books or PDF versions ?

Paper books

PDF versions

5- In which language do you prefer to read ?

English

Arabic

French

Other languages

- 6- What kind of books do you prefer to read ?
- Fiction
 - Novels
 - Poems
 - All
- 7- Do you like reading literary books ?
- Yes
 - No
- 8- What type of reading do you prefer ?
- Extensive reading
 - Intensive reading
 - Aloud reading
 - Silent reading
- 9- What is your purpose for reading books ?
- For pleasure
 - For educational purposes
 - Both
- 10- Do you consider reading literary books beneficial for the following reasons ?
- a- Reding improves the quality of life as well as cultural creativity and cultural heritage.
 - b- Reading expands our creativity , through reading you improve your imagination and empathy .
 - c- Reading increases the learner's knowledge and background
 - d- Reading develops our thoughts, gives us unending information and lessons to read while keeping our minds active .
- 11- How would you rate your overall experience of reading literary books in developing your cultural awareness ?
- Highly satisfied

- Satisfied
- Neutral
- Not satisfied

12- In what skill do you think reading literary books help learn to English?

- Speaking skill
- Writing skill
- Reading skill

13- Do you think that through reading literary books you learn how to interact with people from different cultures?

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

14- Do you think reading literary books affect your cultural awareness

- Yes
- No

15- If yes do you perceive that mentioned effect to be :

- Positive
- Negative
- Neutral

الملخص

ترتبط اللغة والثقافة ارتباطاً وثيقاً ببعضهما البعض ، حاول العديد من العلماء علي مر السنين شرح أهمية العنصر الثقافي في تدريس اللغة الإنجليزية ، وكذلك التفاعل الحاسم بين القراءة والأدب والوعي الثقافي.

تهدف الدراسة الحالية إلى اكتشاف تأثير قراءة الكتب الأدبية على الوعي الثقافي لطلاب الماستر 2 في الفصول الدراسية للغة الإنجليزية كلغة أجنبية ثانية . توضح الفرضية التي تم تبنيها في هذه الدراسة أن الطلاب الذين يقرؤون المزيد من الكتب الأدبية يكونون أكثر وعياً ثقافياً من أولئك الذين لا يقرؤون . كانت طريقة البحث المعتمدة لهذا العمل وصفية بحتة ، مما يوضح أن هدفها الرئيسي هو وصف وشرح العلاقة بين القراءة والوعي الثقافي لدى الطلاب . حيث تم جمع البيانات المطلوبة من خلال استبيانات الإكمال الذاتي التي تم توجيهها لطلاب الماستر 2 للغة الإنجليزية في جامعة عباس لغرور خنشلة .

أظهرت النتائج التي تم الحصول عليها أن الطلاب مدركون لتأثير قراءة الكتب الأدبية على تنمية الوعي الثقافي ، وعلى ضوء هذه النتيجة ، تم تأكيد الفرضية المذكورة سابقاً في أن تعزيز الوعي الثقافي و المعرفة لدى الطلاب يجب أن يصاحبهما القراءة واستخدام المصنفات الأدبية .

على أساس النتائج التي تم الحصول عليها ، تم اقتراح بعض التوصيات لمساعدة متعلمي اللغة الإنجليزية كلغة أجنبية في الجزائر على التغلب على مشاكلهم وصعوباتهم من أجل تعزيز كفاءة التفاعل من خلال استخدام العديد من الأساليب والأنشطة التي تتعلق بإتقان الوعي الثقافي لدى الطالب .