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Students' Perceptions about Cultural Imposition in the Context of L2 Literary Texts' Reading

A Case Study of Third Year Students at the University of Mila

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Dedication

A profound praise to Allah for guiding my steps and strengthening my will to achieve

this humble work.

I dedicate this work to myself. I want to thank me for believing in me.

I dedicate this work to all my family, friends, and relatives

To the memory of my beautiful cousin may her soul rest in peace: **Wissem SI ALI**

CHERIF.

To my constant source of motivation, my protective and supportive parent: **Nassira**

and Ibrahim.

To my dear sisters: **Meriem, Naila and kawther.**

To my brothers: **Choaib and Mohamed.**

To my beloved nephews: **Wail and Ramy.**

To the cutest nieces in the world: **Jana and Rana.**

To my gorgeous best friend: **Randa.**

To my precious friends: **Yassmine, Madjda, Amira, Chaima, Nada and Hana.**

To my unique and handsome friend: **Aymen.**

To my coolest and charming friend: **Islam**.

To all my adorable cousins, especially the lovely one: **Manel**

To my source of happiness: **Fayz**

At the end, I would like to give my deep gratitude to my partner, sister and friend:

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To my lovely friend: **Yasmine**

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Abstract

The present study aims to investigate students' perception about the effect of cultural imposition on their L2 literary texts reading and understanding. Actually, it attempts to shed light on the influence of both the target culture and the native culture on students' reading comprehension. Additionally, the current study intends to highlight the importance of culture teaching as a key to improve students' cultural understanding. Moreover, this study tries to reveal reading comprehension difficulties and obstacles encountered by students. It also focuses on the significant role of literary texts reading to develop students' cultural awareness. To achieve these goals, a case of third year students of English at Mila university was conducted. The results indicate that the majority of students agree with the integration of FL culture knowledge in EFL classes as well as a huge number of students claimed that FL culture affects their literary texts reading comprehension. Therefore, the results obtained from the students' questionnaire provide answers to the research questions. At the end of this work, some recommendations were made for the sake of enhancing EFL students' cultural awareness and improving their learning of the Foreign language as a whole.

Key Words: culture, cultural imposition, students' perception, literary texts' reading, reading comprehension.

List of Abbreviations and Symbols

CA: Cultural Awareness

EFL: English as a Foreign Language

FL: Foreign Language

IC: Intercultural Competence

L1: First Language

L2: Second Language

%: Percentage

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General Introduction

1. Background of the Study

Reading is an important skill in EFL classrooms. Thus, reading literary texts requires a special competence since this action includes many aspects. The most important element in reading literary texts is understanding their cultural contexts. The students' ability to read and store information in their memory would not be enough to fully understand a piece of literary work. That is to say, literary texts comprehension and appreciation is based on the students' ability to convey the concepts to new situations.

Foreign language learning is based on several components, including language proficiency, communicative competence and even grammatical competence. Foreign culture learning and foreign language learning are deeply related, and one is part of the other. So that, the role of cultural learning in EFL classrooms has been the concern of many scholars. Kilickay et al. (2004) for instance, stated that learning about the target culture and native culture needs tools that support students in decoding meaning and understanding both the communicative and cultural contexts.

Irving (1984) claimed that cultural adaptation into the target culture is important for FL students as well as the culture shock they experienced should be considered as a positive aspect to raise their cultural awareness. On the same line, Neuner (2003, p.49) said that learning a language through intercultural understanding means "the awareness and acceptance of one's own world and the perception an acceptance of the foreign world." Moreover, McKay (2000) believed that exposing students to a variety of cultural knowledge helps them enhancing their interest and respect for culture rather than imposing their own culture. Furthermore, it prevents learners from having the fear of assimilating other cultures.

As a result, the current study attempts to tackle the issue of cultural imposition in literary texts and reveal FL students' points of view about the target culture. Furthermore, it highlights

the importance of culture teaching in EFL classrooms and focuses on raising students' cultural awareness through literary texts reading.

2.Statement of the Problem

In recent years, the need to promote learners' language skills and competencies has been receiving a great recognition. A considerable number of FL students still face difficulties and obstacles in processing literary texts. Reading is not an easy task. Thus, Comprehension and interpretation of literary text is a complex process. Cultural differences have a great impact on students' literary texts reading and understanding. Apparently, the lack of cultural awareness among FL students is one of the main reasons behind these problems. Consequently, the absence of FL students' cultural awareness could develop some negative attitudes towards the target culture. In addition, it could decrease their reading motivation in general.

3. Aim of the Study

The present study aims at investigating students' points of view about the amount of cultural imposition in literary texts and raising their cultural awareness through literary texts reading. Additionally, it seeks to highlight the importance of culture teaching in EFL classrooms.

4. Research Questions

The current paper seeks to answer the following questions:

1- How do FL students react towards the amount of cultural differences while reading literary texts?

2- Does FL culture affect students 'reading comprehension of literary texts?

3- Does students' cultural background have an impact on their reading comprehension of literary texts?

4- Are FL students aware of the differences between their own culture and the target culture?

5- How do FL students think about integrating culture in EFL classrooms?

5. Research Tools

In order to provide answers to the above questions, a quantitative research tool has been chosen. Thus, one questionnaire has been administered to third year English students at Mila University to reveal their points of view about cultural imposition in the context of L2 literary texts reading.

6. Structure of the Study

This dissertation consists of three chapters; the first two chapters are devoted to the theoretical part while the third chapter is devoted to the practical part. The first chapter sheds light on the issue of cultural imposition through FL materials. It provides different definitions of both culture and language and reviews the relation between these two concepts. It also focuses on culture teaching, the approaches to its teaching and the importance of teaching and learning the foreign language culture to end up with the relation between cultural familiarity and reading comprehension. The second chapter focuses on literary texts reading and understanding. It presents various definitions of reading, its types and its models. Moreover, it accentuates on literary texts, their types and their importance in EFL classrooms. It also tackles the issue of reading comprehension and reveals EFL students reading comprehension difficulties to end up with developing EFL students 'cultural awareness through literary texts reading. The last chapter focuses on the analyses and interpretations of data obtained from students' questionnaire. It also provides a description of the main findings followed by some recommendations for both teachers and students to end up with a general conclusion which provides a summary to the main points discussed throughout the dissertation.

Chapter One: Cultural Imposition Through FL Materials

Introduction

Culture is a universal term; it plays an important role in FL learning. In other terms, language learners are considered as culture learners. This section explores the theoretical survey of the present research work. It starts with a set of definitions and elements of the term culture. Additionally, it presents an overview of the relation between language and culture and it also discusses the importance of teaching and learning FL culture in L2 classrooms. Moreover, this chapter projects to discuss the problem of the foreign community cultural imposition together with the students' one and how learners' background affects their way of accepting things in the FL culture.

1.1.Definitions of Culture

Culture is not a concrete subject or scientific term; it has many definitions in all domains. For instance, Tylor (1871, p.1) stated that "culture or civilization, taken its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, customs, another capabilities and habits acquired by man as a member of society". In accordance with him, culture refers to a total way of life of certain people. It includes all their practices that are transmitted from one generation to the next one.

A broad definition of culture is claimed by Brooks (1891) who explained that the term culture comes from colo I cultivate, and it means literally the act of tilling and enriching the soil or it is the power of man may be developed and improved. Culture is not a material phenomenon, it does not consist of things, people, behaviour. It is rather an organization of these things that people have in mind. Culture is the distinctive lifestyle of a group expressed in non-hereditary forms and products of social Behaviour. In short, the concept of culture covers all the patterns that are related to the human life.

Moreover, Hollins (2008) affirmed that Culture is the ever-changing values, tradition, social and political relationships, and worldview shared by a group of people. In their view, Culture represents a set practices such as: knowledge, attitudes, and behaviours' that belong to members of specific group.

Another definition is stated by Kalman (2009) "Culture is the way people live. It is the clothes they wear. The food they eat, the languages they speak and the ways they celebrate. It is the way they show their imagination through art, music and writing" (p.4). On the basis of this definition, it can be said that culture is essential element in people's lives. It includes all the facts that are shared by a particular community.

Furthermore, culture defined as

> "shared ideas and habits by a members of the same society. Culture is very general concept; it is universal and it permeates aspects of human society. It is collective mental programming of people in an environment and set of fundamental ideas and practices and experiences shared of people"
>
> Decapua and Wintergerst (2016, p. 14)

Overall, culture seems to be a broad concept which covers everything that would describe a people.

1.2. Elements of Culture

While defining culture, there are a number of elements that together structure the culture of a particular group. Those elements include: beliefs, values and norms.

1. Beliefs: a term has been defined in different ways. First, according to Rokeach (1972.p.113) "belief is any simple proposition, conscious or unconscious, inferred from what a person says or does ". Add to this point, belief is a state of mind that is used to describe what a person expects will happen. Then, Abelson (1972) defined beliefs in terms of people manipulating knowledge for a particular purpose or under necessary circumstance. To sum up, beliefs are a set of behaviours and morals that are shared by a group of people.

2. Values: are culture standards or tools that help people to know what is good and bad. Oyserman (2015) affirmed that values are codes or general principles that guide people's actions. They are shared prospective or perspective beliefs about ideal modes of behaviour and outcomes. Similarly, values are social products which people get them from elders and they are transmitted from one generation to another.

3. Norms: are essential part of the social structure, they are standards that guide behaviours of people. Decapua and Wintergerst (2016.p.23) claimed that "norms are the fixed behaviour patterns for members of a cultural group. They are culturally shared notions about what is appropriate behaviour ". Moreover, norms are rules or structures that describe how people behave in accordance with society. Cultural norms are learned from elders, parents, friends and society.

1.3. The Relation between Culture and Language

1.3.1. Definition of Language

According to a lot of experts, language is a dynamic process and it is a way of communication which consists of signs and words. People use language in their daily lives to express themselves. In the view of that, Kramch (1998, p.2) said that" language is a system of signs that is seen behaving itself in cultural values." That is to say, language is a system of vocal sounds and symbols which are used by a specific group of people in order to have better communication.

Sapir affirmed that" language is purely human and non-instinctive method of human communicating ideas, emotions and desires by means of voluntary produced symbols" Lyons (1981, p. 4). From all of these, language is a structured system of communication, it is exclusive for human being and it is conveyed by speech and writing.

1.3.2. The Inseparability of Culture and Language

Language and culture are debatable subjects. There is a strong link between them, it is impossible to learn language without knowing its culture. Language is a key component and a primary medium for transmitting culture. In addition to that, Morgan and Cain (2000) stated that the relationship between language and culture is not simple to understand as an interactive dialectical process. it should not ignore the validation of language by culture.

According to Risger (2006), language and culture are inseparable. They are intimately linked. Language is culture and culture is language. Both of them are social phenomena that have developed as part of the social life of the human spices, they cannot be separated. Human culture always includes language and human language cannot be conceived without culture Furthermore, Kramch (1998) claimed that the words people used refer to their common experiences, attitudes, beliefs and their points of view. Speakers view their language as a symbol of their social identity. In addition to that, the relation between culture and language is a complex one and language expresses cultural reality.

Marazi and Peraz (2015) claimed that the relationships between language and culture in FL are based on three interrelated axes:

1. Language as mean of communication.

2. The understanding of the nature of the language.

3. The educational value of the study of culture.

These relationships must be respected and put into practice, despite their complexity without any cleavage between language and culture.

1.4. Teaching Culture in L2 Classroom

The strong link between culture and language brings scholars to recognize the importance of culture while teaching L2. The aim of teaching foreign culture is to get better understanding

for other cultures. Researchers confirmed that without the teaching of FL culture the learners will lack the real knowledge of the target language.

In this respect, teaching FL culture has a double advantages, it enhances the learners' awareness of culture. Moreover, it motivates students to learn more about the target language. Arabski and Wojtasszek (2011) claimed that the goal in education is to translate culture teaching into culture learning experience for the student. In accordance with them, teaching FL culture enables learners to understand more the other culture.

Pefister and Poser (1987) stated that Teaching culture means for teachers nearly teaching target language culture. For example, English teachers try to introduce only aspects of British or American culture. Foreign language teachers are not concerned with multicultural education. The FL teacher is in the position of being able to help students to understand themselves via cross-cultural contrast. Furthermore, Jabeen and Shah (2011) claimed that the way learners respond to the target language culture influences their attitudes toward the language itself. Language classroom is a collection of multiple cultural variables. Learning a foreign language involves learning its culture. In addition to that, teaching FL culture makes of language learning more appropriate and it eases comprehension. Also, it helps students to communicate efficiently in diverse intercultural situation.

1.4.1. Approaches for Teaching Culture

1.4.1.1. The Multicultural Approach

It draws on the idea that several cultures exist in the same community. Kramsh (1998) stated that the term multicultural indicates the coexistence of people from many backgrounds and ethnicities. In this sense, the multicultural approach emphasizes on the linguistic diversity of the target language as well as the learners'.

Moreover, the FL teacher should be able to help students to learn in multicultural classroom. Sharma and Missour (2005) stated that teacher's perceptions about culturally

diverse students in the classroom are the key factors in motivating education and in making a difference in the education of students irrespective of their gender, ethnicity, age, religion, and language. Teaching style is very different from learning style of culturally diverse students. Teachers often perceive their values, beliefs, and actions as the standards and norms and what they teach is governed by educational principles.

1.4.1.2 The Intercultural Approach

According to Kramsch (1998), the term of cross-culture or intercultural usually refers to the meeting of two cultures or two languages across the political boundaries of nation state. It may also refer to communication between people from different ethnic, social, gendered cultures within the same national language.

In the view of that, Roberts and Adamson (2017) affirmed that learning a FL also needs cultural understanding. Students are expected to have better comprehension in both their own culture and the foreign one. In this step, teachers should be able to compare between the two cultures during the lesson. It will increase students' motivation to learn. To sum up, intercultural approach develops students' communicative competence and it helps them to understand the target language cultural aspects.

Moreover, intercultural approach concerns on the understanding of the target language cultural aspect. Jeusen (1995) confirmed that students are expected to have a better comprehension in both their own culture and the target culture. Learning a FL also needs cultural understanding. In the search for a coherent curriculum framework between language and culture in EFL teaching, the concept of Intercultural competence has grown in importance, especially in European EFL context. Regarded perhaps as a parallel to the communicative competence of the late 1980s or as a new dimension to language teaching. The term Intercultural competence is defined as being able to behave appropriately in intercultural contexts; it also

involves capacity to establish intercultural relationships on both emotional and cognitive levels, as well as The ability to stabilize one's self- identity while mediation between cultures.

1.4.2. The Role of Teaching Culture

Teaching culture has an important role in language education. It motivates learners to know more about the language. Lazar (2003) claimed that one of the aims of FL classroom is the development of the learner's awareness of intercultural issues and their ability to communicate effectively and appropriately in variety of situations and contexts. The development of communicative competence for use in situation the learners might expect to encounter the development of awareness of the target language.

Mazarri and Perraze (2015) claimed that the study of culture plays a vital role when it concerns language teaching and learning since the different words and expressions refer to internal meaning in the culture of the language. Then, Olusiji (2016) said that Teaching any language should not have focused only on linguistics code but also on teaching meaning and the best way to teach meaning of language is by teaching its culture. In other words, teaching a FL need to teach its culture, it helps students to get better understanding for the meaning of the words.

Nostrand (1970) pointed out a range of objectives to help students to become culturally competent which include:

1. Reacting appropriately in social situation.

2. Describing to the proper part of the population a pattern in the cultural or social behaviour.

3. Recognizing a pattern when it is illustrated.

4. Explaining a pattern predicting how a pattern is likely to apply to a given situation.

5. Manifesting an attitude important for making one acceptable in the foreign society.

1.5. The Importance of learning FL Culture

As it said before, culture is a social process which deals with the use of language experienced by people in given circumstances. It is increasingly acquiring importance in the learning of foreign language. On the other hand, learning culture is used through learning facts on the target culture. Olusji (2016) believed that the process of learning a foreign language not only requires an individual to practice linguistic forms but also necessities becoming familiar with the target language. In order to learn communication in L2, it is necessary to create awareness on ways in which culture interrelates with language whenever it used.

1.5.1. The Culture Learning Approach

The culture learning approach has its roots in the social and experimental psychology. According to Bochner (1972) claimed that this approach is based on the assumption that cross-cultural problems arise because cultural movies have difficulties managing everyday social encounters. Therefore, adaptation comes in the form of learning the culture specific skills that are required to negotiate a new culture milieu. Historically, researchers who have adopted culture-learning approach to intercultural contact and change emphasized the significance of culture specific variables in the adaptation process. Sam and Berry (2006) believed that Attention was particularly paid to differences in intercultural communication styles, including their verbal and nonverbal competent, as well as rules, conventions and norms, and their influence on intercultural effectiveness.

1.6. Culture and Identity

According to many scholars, identity refers to people's knowledge about the society they belong to. Identity is a link between culture and society or it represents all the features of cultural community. Norton (1997) asserted that when language learners speak, is an attempt to construct their identity. They not only exchange information's with interlocutors but also organize and recognize a sense of who they are and how they relate to social words. Moreover,

Warchauer (2001) explained that identity affects language learning and language plays an important role in the formation and expression of identity. Next, Wigless Worth (2005) affirmed that language is a marker of ethnic identity; speakers who have a strong group identification are likely to consider language as an important symbol of identity. Moreover, Behtash et al. (2017) stated that identity formation is a long complicated process. He also added that students' cultural background is significant because of ethnic, racial, social and religious differences; it can cause cultural disconnection leading to demotivation to learn. To conclude, identity describes the characteristics of a person. It is a composition of those elements such as; beliefs and values. Generally, it helps people to know how to behave in social situations.

1.6.1. Religion and Culture

Religion is a key factor in any cultural identity and it is considered as the most influential element in any intercultural communication. In other terms, religion is an expression of human culture and it shares to many cultural theories. Thus, Zhang (2013.p.9) stated that "Religious beliefs affect learner's unconscious minds, as well as the manner in which they communicate". Additionally, religion affects students' acceptance of foreign ideas. It influences the way they see the world around them.

Moreover, Behtash et al. (2017) believed that language learners that impose their religion are less liable to learn some aspects of foreign language culture, which sharp contrast with those introduced by Islam such as friendship, marriage, dating, ideology etc. In other words, Muslim language learners show little, if at all, tendency to learn those aspects of FL culture which are prohibited in their religion.

To sum up, religion is an active element in the lives of individuals. It has a direct impact on the students thinking, and this is evident through their actions. Religion can influence the way students think and behave.

1.7. Culture Shock

The term culture shock is a common phenomenon. It is experienced by everyone who leaves his or her environment and moves to another one. It is a personal experience, and it does not affect all people in the same way. In brief, culture shock is a problem that affects language learner and it describes the anxiety of a learner who moves to a new environment and new culture. The concept of culture shock was initially introduced by Jones and Mixon (2017) who affirmed that the anxiety resulting from not knowing what to do in new culture shock creates an emotional state that anxiety, depression, depression, or hostility introduced the concept of culture shock. It is the process of initial adjustment to unfamiliar environment. Culture shock is a phenomenon that second language learners experience when transported a new culture.

Mubarak et al. (2015) claimed that culture shock describes the feelings that students have when they pass to unfamiliar culture. The immigrant student becomes remote and passive, or may he behaves aggressively because of this changing. He becomes confused and the new environment seems to him as a destructive agent. The big difference between the new culture and primary culture of the student, the greater will be in culture shock. The above-mentioned sources of cultural shock concern mainly learners who learn a new language and they acquire negative attitudes such as anxiety, rejection, depression and impotence.

1.7.1. The Stages of Culture Shock

Pedersen (1995) has specified the process of stages in culture shock:

1. The first stage of initial contact or the honeymoon stage is where the newly arrived individuals experience the curiosity of tourist. This period refers to the experience of people who enter to a new culture for vacation, business trip or for learning a new language. This stage is compared to a honeymoon, which is usually characterized by excitement for the new experience. The newcomers are positively surprised and they are very excited to learn new things, even though they will face some issues.

2. The second stage involves disintegration of the old familiar cues, and the individual is overwhelmed by the new culture is requirement. This stage, is characterized by distress and anxiety. After the positive effect people start to notice the differences between the new culture and the origin one and may they react aggressively toward the new changing.

3. The third stage involves reintegration of new cues and increased ability to function in the new culture. In this stage, culture shock is difficult to hold.

4. The fourth stage continues the process of reintegration towards gradual autonomy to see the bad and good elements in both the old and the new culture. During this stage, people takes a positive attitude to the culture and they will be able to deal with all the obstacles.

5. The fifth stage described as reciprocal interdependence where the person has become conformable in both the old and the new cultures. In this stage, people become more familiar with the new culture.

1.8. Intercultural Understanding

To define intercultural competence is not easy task. Deadorff and Bok (2009) believed that it is always connected to the issues of culture. Generally, it refers to a person who is able to interact in different social discussions and who is able to manage intercultural problems and conflicts. Moreover, it is also known as cultural competence, it is the appropriate and effective management of interaction between people who, to some degree or another, represent different or divergent affective cognitive and behavioural orientations to the world. IC includes facility with language, adaptability, cultural sensitivity, patience, tolerance, cooperativeness, and friendliness.

Sercu (2005) defined intercultural competence in foreign language (FL) education as a learner's ability to cope with intercultural experiences. She described the intercultural competencies and characteristics as the willingness to engage with foreign culture, self-

awareness, and the ability to look upon oneself from the outside. The ability to see the world through the others eyes, the ability to act as cultural mediator. Furthermore, Rucks (2016) claimed that the attributes of a person with intercultural competence as someone who is able to see the relationship between different cultures. It is also someone who has a critical or analytical understanding of his or her own and other culture. Add to this, IC describes a person who is able to communicate appropriately in different situations toward other people with other cultures.

On the other hand, Chin et al. (2010) claimed that intercultural competence incorporates three related dimensions: sensitivity, awareness and skills. Sensitivity refers to individual's capacity to understand cultural differences. Awareness linked to the ability to comprehend how culture affect thinking behaviour and interaction. Skills related in effective communication and intercultural interactions. However, IC is a key element that makes people more tolerant with cultural differences and it allow them to be more open minded.

1.8.1. Intercultural Competence Components

Deadoff (2006) developed an identification of intercultural competence components. He elaborated a model where the criteria and elements of intercultural competence are presented.
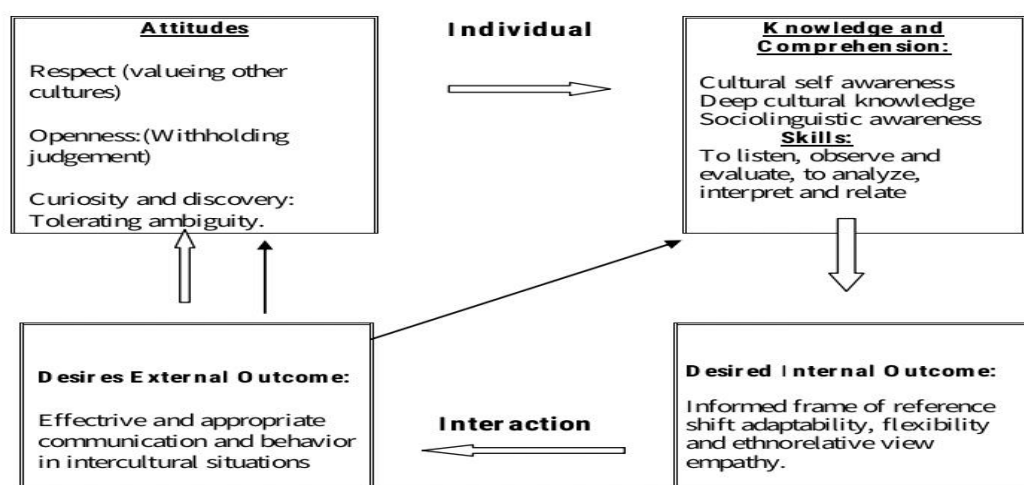
Figure 1.2: Intercultural Competence Model Deardoff (2006, p.67)

Deardoff model stresses the fact that intercultural competence is a going process. Moreover, Nadia (2015) stated that attitudes are the basic component of this model and the deep understanding of knowledge entails more understanding of culture. In this model, critical reflection plays a crucial role in an individual's ability to acquire knowledge. It is considered as a tool to push learners to use their minds and to ask a set of questions such as: what, now what. Through effective reflection learners will examine their opinions and their personalities, it explores their relation with others.

1.9. The Relation between Cultural Familiarity and Reading Comprehension

Notions of reading comprehension have changed dramatically over decades. According to Haki and Razi (2009, p. 60) who defined Reading as" an interactive process requires various mental operations to perform in time". They described reading as an active, dynamic process, which involves the reader and the text in building meaning.

The background knowledge of reader takes an important place in the reading process. Generally, readers combine their prior knowledge with the meaning of the text in order to reach an adequate comprehension. Moreover, "the impact of familiar context on students reading supports the notion of a text depends on how much relevant prior knowledge the reader has about the subject matter of the text "Yousef et al. (2014, p. 707). In brief, readers combine different factors in order to build up the text meaning, they rely on their background knowledge to get better comprehension of the text.

Furthermore, Piansecks (2008) stated that understanding of a writing text is bound to the frameworks of our culture and society. It is easier for the reader to comprehend a text that is closer to his or her cultural context. This issue also connected with the reader's background knowledge. Crabe and Stoller (2002) claimed, "Reading is the ability to draw meaning from the printed page and interpret this information appropriately." Gut (2019, p. 60-61). This means, the familiarity of the text has a direct influence on the readers' comprehension, it affects the

way they accept the new ideas or not. Another result of Abu-rabia's Study (1996) who stated that Arab students comprehend more in stories with Arab culture content than stories with Jewish cultural content. Content familiarity affected reading comprehension more than language of text. Cultural background and the prior knowledge of the text play an important role in the students reading comprehension.

To cut it short, readers' familiarity with the culture content affects their comprehension of text. Culture background will reflect in how and what people read and what will take from their reading.

Conclusion

In brief, culture is one of the most important elements in learning a second language. It has a very strong link with language and they are inseparable. This chapter tries to highlight the vital role of culture in FL learning and it noticed that learning any language is interrelated with its culture. Next, the familiarity of the text has an important place in the reading process, it influences the readers' comprehension of the text. Finally, the degree of acceptance of the foreign culture can determine the degree of success in learning a foreign language.

Chapter Two: Literary Texts Reading and Understanding

Introduction

Reading is one of the four skills that plays a crucial role in EFL classrooms. Thus, the relation between language and literary texts reading in learning a second language used to be and still is a main point of a great deal and debate. This chapter provides various definitions of reading, its types and its models. Additionally, it presents literary texts, their types and accentuates its importance in EFL classrooms. It also sheds light on reading comprehension and EFL learners' reading comprehension difficulties. The last part of this chapter will be devoted for the development of EFL learners' cultural awareness through literary texts reading.

2.1. Definition of Reading

Reading is one of the four main skills in Learning and teaching. It is a process of interpreting and understanding written language. Reading is viewed from different perspectives and defined by several experts. Group (2002) for instance, defined reading as the process of extracting and constructing meaning through interaction and involvement with written language. Kenneth Goodman (1971, p.24) described reading as "a psycholinguistic guessing game". In the sense that reading is a precise and selective process thus a reader reconstructs meaning in response to text by using graph phonic, syntactic and semantic cues. He stated that:

> Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to confirmed rejected or refined as reading progresses.
>
> Goodman (1972, p.16)

That is to say, the reading process does not result from exact and detailed perception and identification of all language elements, but from skill in selecting the cues necessary to produce correct interpretation.

According to Davenport (2002), reading is a linguistic process since it includes the engagement of the use of language. In other words, reading is a technical process that requires

reading letter by letter and word by word in order to decode and understand the meaning of sentences. Schulz et al. (1977) claimed that Reading is a complex cognitive process of decryption signs in order to construct meaning. Which means, reading is a thinking process that allows readers to use their prior knowledge to construct meaning and understand the reading material. For Pearson (1994), reading is a dialogue between the reader and the text including an active cognitive process. Thus, the students' background knowledge plays a fundamental role in the creation of meaning.

Overall, reading is an active process and an essential skill for students to learn a FL. It can be said that reading relies on both the author's ability to convey the message and the reader's ability to get it.

2.2. Types of Reading

2.2.1. Intensive Reading

Intensive reading is the process of reading between lines, looking for detailed information and paying attention to small units of language. According to Scrivener (1994, p.188), "The readers carefully and closely read a short text with the intention of gaining an understanding of as much as detail as possible." That is to say intensive reading involves reading deeply, slowly, carefully, and accurately word by word and looking for meaning by using a dictionary.

Readers focus on grammar, linguistics and semantic details, and their aim is to build more language knowledge. Lampariello (2017) believed that Intensive reading is an activity that requires great mental effort and focus. Intensive reading is a very useful technique for readers to improve their reading skills, acquire and learn new vocabularies, idioms and expressions. It helps in enhancing students' reading comprehension developing critical thinking and understanding sentences structure.

2.2.2. Extensive Reading

The term extensive reading was first used by H.E. Palmer (1917) to differentiate it from intensive reading. Carrell and Carson (1997, p.49-50) stated that "Extensive reading generally involves rapid reading of large quantities of material or longer reading for general understanding, with the focus generally on the meaning of what is being read than on the language ". For that, extensive reading unlike intensive reading is done for general understanding and the comprehension of the main ideas, not the specific details. Readers read extensively for pleasure, relax, entertainment and enjoyment with a focus on meaning, not the language of the text. The aims of extensive reading are to build students' confidence to become better readers and develop their reading speed and fluency. Students read extensively by selecting their own texts and choosing what they want to read based on their interests.

Extensive reading improves students' attitudes towards reading and their language competence. Moreover; it helps create motivation to read more, develops students 'writing skills and build their background knowledge.

2.3. Reading Models

Ruddell and Singer (1985) believed that reading models aim to describe how a reader perceives a word, processes a clause and comprehend a text. Harris and Sipay (1985) suggested that most reading models can be categorized as bottom-up, Top- down, or interactive models.

2.3.1. The Bottom-up Model

The bottom up model is known as the data driven model process that starts with perception and recognition of small elements and then moving to comprehension of what being read. Browne (1998) stated that the bottom up model describes reading as a process that goes from partial to whole knowledge. In other words, this model begins with the individual's knowledge of letters, sounds, and words than how these words form phrases and sentences. The readers' role is to process these units rapidly and accurately, starting with small patterns to

larger ones. Carrell and Eistenhold (1983) considered the bottom up model as a decoding process of constructing meaning at the bottom (letters, sounds, words) to the larger units at the top (phrases, clauses and sentences). Readers begin with decoding letters, words and syntactic features of the texts, then they construct textual meaning. They work principally from text and deny reader's background knowledge. Eunjo (2009) commented that this model is focusing on individual's words, pausing grammatical difficulties and repeated reading. The bottom up model builds from details towards global concepts. This model depicts reading as a one-way flow of input from the text (bottom) to the individual's mind (up).

2.3.2. The Top-down Model

The top-down model describes reading as a meaning driven process starting with global concepts and using reading to explain details. The reader begins with his/her prior knowledge then compares the reading material. Top-down model suggested that reading instruction should give priority to pre-reading activities that enhance learner's background knowledge rather than emphasizing on subskills. This model which is also called (inside-out model) and (whole to part model), includes the individual's experience and what he/she applies and brings to what being read.

Browne (1998) claimed that the top down model suggests that readers start to read by counting on their previous knowledge about the structure and the significance of language. Which means, drawing on the structure of stories and their knowledge of the world to predict the specific and general contextual meaning. This model is wide and realistic. In other words, whenever the reader's experience is being included, the more effective the teaching will be.

Nutall (1996) claimed that the top down model is adapted when readers interpret assumption and try to look for the main ideas or reveal the purpose of the reading material. Goodman (1971, p.24) commented on the top down reading model as "a psycholinguistic guessing game", showing that readers predict the meaning of the text by emphasizing on higher

level cognitive process like making inferences based on their prior knowledge. Each individual makes hypothesis by bringing his own experience to the reading material. Weaver and Resnick (1979) believed that the reading process is controlled by higher thinking skills while lower level skills are only used when the needs emerge.

In contrast to the bottom up reading model which puts the reader in the periphery of meaning process, the top-down model acknowledges the central role played the reader's familiarity of the reading material which fosters comprehension.

2.3.3. The Interactive Model

The criticism against the bottom up and the top down models led the theorists to develop a new approach which is the interactive model. This model describes reading as partly bottom -up and partly top-down. Rumelhart (1977) claimed that in the interactive model, readers apply both top-down and bottom-up processing, using information obtained from one process to advance and inform the other. For instance, when the reading material contains familiar topics, the reader is able to use top-down process and read rapidly to check the information against prior comprehension. Whereas, the reader may need to switch to bottom-up model if the reading material moves into unfamiliar territory.

In this model reading is viewed as an active, strategic process that involves, questioning, predicting, and self-correcting. Stanovich (1980) was one of the researchers who succeeded to link both bottom-up and top-down theories in a new model. In his compensatory model, he stated that:

> Interactive models of reading appear to provide a more accurate conceptualization of reading performances than do strictly top down or bottom up models. When combined with an assumption of compensatory processing (that a deficit in any particular process will result in greater reliance on other knowledge sources, regardless of their level in the processing hierarchy), interactive models provide a better account of the existing data on the use of orthographic structure and sentence context by good and poor readers

(as cited in Samuel and Kamil ,2002, p.212)

That is to say, interactive reading involves a number of processes. In other words, poor readers who are inaccurate at word identification (bottom up) but knows a lot about the text topic will overcome their weaknesses by relaying on their prior knowledge (top down). Thus, the Stanovich's model is interactive in the sense that any stage, regardless of its position, may interact with any other stage in order to achieve comprehension.

Stanovich (1980) argued that the interactive model puts together the bottom up and the top down models and give reading more meaning and led The readers to be more involved in reading by using their knowledge, experience and their own expectations to predict the meaning of the reading texts. This model links the physical and the mental processes predicted in bottom up and top down models and refers to reading as an interaction between the reader's mind and the author's text. The interactive model is based on the successful use of three particular types of information; the printed page, the grammar structure, and the content of the text.

2.4. Literary Texts

A literary text is a piece of written material that has the purpose of telling a story. It is a way of expressing human experience, feeling, and imagination of authors. Literary texts play an important role in learning and teaching a second language, especially raising cultural awareness. According to Paley and Lazer (2007, p.2)," literature is used to refer to a sort of disciplined technique for arousing certain emotion". That is to say, using literature provides readers with a powerful source of materials to reach their emotions and it also gives them opportunities to express their reactions. Lombardi (2013) defined literature as a work that uses creative thinking in expressing thoughts and ideas. Thus, literature allows authors to be creative in their imagination and gives them freedom to express their opinions and ideas. Balakian (1977) highlighted that literary language bridges the subjective state and physical reality of the outside world. Literary texts are written in an aesthetic style using a poetic language, but also

it may contain political messages or beliefs. The author has the freedom to express his feeling and ideas.

2.5. Types of Literary Texts

Literature is a written or spoken text since it has different genres which either made to be read as novels and short stories or spoken as poetry and drama. Serir (2012:10) summarized them in the following diagram:
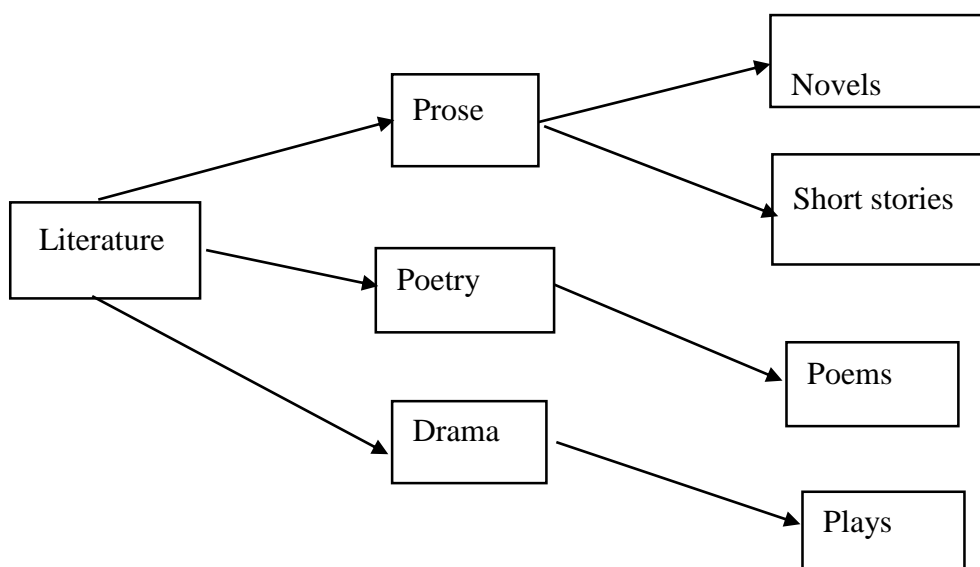
Figure2.1: Literary Genres adapted from Serir (2012, p.10)

2.5.1. Prose

The word prose is originated from the Latin one "prosa" (as cited in Chen,2019, p.512), which means straightforward discourse. According to the new American Oxford dictionary (2010), it is defined as "written or spoken language in its ordinary form without metrical structure". That is to say, any piece of writing not in verse form can be considered as prose. As a literary genre, prose has many types but the most required and selected by FL teachers and students are: novels and short stories.

2.5.1.1. Novel

A novel is a long work of narrative fiction written in prose divided into chapters dealing with imaginary characters and events. Sumardjo (1998, p.29) stated that "novel is a story with

the prose form in long shape, this long shape means the story including the complex plot, many characters and various setting". The novel is differentiated from the short story in terms of length.

2.5.1.2. Short Story

It is a short fictional narrative prose that is shorter in length than a novel. According to Poe (as cited in Abrams,1970, p.158), "a short story is a narrative that can be read at one setting of from one-half hour to two hours, and that is limited to a certain unique or single effect to which every detail is subordinate". That is to say, a short story is usually short enough and quite simple to be read in one sitting and also it could contain only one major theme and plot.

2.5.2. Poetry

Hornby (1985, p.644) defined poetry as "the art of a poet; poems". Poetry is a piece of literature written by a poet which is expressed by the use of variety of techniques like metaphors. It can be said that poetry is the art of rhythmical composition designed to produce pleasure through beautiful, imaginative and profound thoughts. Poetry aims to convey ideas and emotional experience through the use of meter, rhyme, aesthetic of language and repetition.

William Wordsworth defined poetry as "the spontaneous overflow of powerful feelings" (as cited in Saeed,2013, p.248). Which means, poetry is based on the writer's deep expression of feelings and emotions.

2.5.3. Drama

Drama is different from other literary genres. Robert di Yanni (2008, p.867) describes drama as" staged art ". Which means, drama is a literary genre that allows actors to perform in front of audience and it is used for plays that are acted on a stage. Holden (1981, p.1) viewed drama as the idea "let's pretend". That is to say, drama is an activity that allows students to project themselves imaginatively into another people in another situation.

2.6. The Importance of Reading Literary Texts in EFL Classrooms

Reading literary texts plays a vital role in EFL classrooms. Therefore, many researchers claimed the need to integrate them in the curriculum. It is argued that the use of literary texts in EFL classrooms is beneficial; as literature is considered as a good source of linguistic and cultural knowledge.

Sages (1987) believed that in EFL teaching, literature is instrumental in engaging students' minds and feelings in meaningful communication in English. Lazar (1993) stated various reasons for integrating literature in English Language Teaching:

- It expands students' language awareness

- It expands students' vocabulary

- It motivates stimulus for language acquisition

- It provides motivating materials for language teaching

- It helps students to understand the target culture

- It encourages students to express their feeling

- It develops students' interpretive ability

Patel and Jain (2008, p.117-114) stated that:

> Reading is an important activity in life with which one can update his/ her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a mean 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.

That is to say, reading is not only a source of information and pleasure but also an effective skill in both students' academic performance and real life. Reading expose students to the target culture and allows them view the outside world from different perspective.

According to Barnett (1989), authentic texts are vital; they motivate students, offer a real context, transmit the target culture, and prepare the students for world outside the

classrooms. Colie and Slater (1990) stated that students that read literary texts have access to a wide range of human experience that supports them to learn about human relationships and help them to understand themselves.

To cut it short, reading literary texts motivate students to become enthusiastic, because a good text has the power of absorbing the readers and encourages them to read more.

2.7. Reading Comprehension

Reading is considered as a very crucial element in students' personal and educational growth, but the concept of comprehension that may be even important. Students need the ability to organize and analyse ideas as well as understand the writer's message is attempting to communicate. Rand Reading Study Groop RRSG (2000) claimed that reading comprehension is the process of synchronically extract and construct meaning through involvement with the text. It depends on three components: the reader, the text, and the purpose of reading.

According to Harris and Hodges (1995), Reading comprehension is the construction of meaning through a mutual exchange of ideas between the interpreter and the message in a specific communicative context. Rashid (2002) stated that comprehension of language does not only include the comprehension of words but also an effective coordination with the content to construct and extract meaning. Grabe and Stoller,2002 believed that reading comprehension is a complex process which is divided into two types, lower level and higher level processes. The lower level involves word recognition and graph phonic and others, while the higher level includes syntactic, semantic and other processes.

Veeravagu, et al. (2010) defined reading comprehension as a thinking process by which readers choose information and ideas from the reading material, determine the meaning the writer is stating, relate to their prior knowledge, and judge their suitability to meet the learner's objectives. For Pang (2008), readers need to be familiar with the reading material and aware of

reading strategies in order to be able to understand and interpret correctly what the author intended to transmit.

Hsueh et al (2000) identified that reading comprehension is related to the reader's vocabulary size. Thus, readers must know about 98% of reading material's vocabulary to be able understand the text. Additionally, Babayiğit (2011) stated that vocabulary knowledge has an impact on reading comprehension directly through its influence on semantic and indirectly through its effects on word reading skills. Nation and Wang (1999) estimated that the exposure to new vocabulary must be repeated to improve comprehension. Thus, exposure to new vocabulary is required to increase reading comprehension abilities.

Duke (2003) stated that reading comprehension involves the interaction between the reader and the text to select meaning through the integration of previous knowledge, prior experience, text 'information, and the reader's perspective related to the reading material. For Norris (1998), reading comprehension is more than a letter realization but it includes determining meaning and context. Thus, when an individual reads a text, information is constructed into patterns that are realized. Direct or indirect contact is made between information. If the information in processed, comprehension is promoted.

Cough and Tunmer (1986) proposed that Reading ability can be divided into two main components: word decoding and language comprehension. Word decoding involves the ability to read single words out of context while language comprehension refers to the ability to understand words, sentences, and texts. That is to say that if one of the element is zero, the reading ability will be zero. Therefore, if a student does not have any comprehension skills, he/she cannot read.
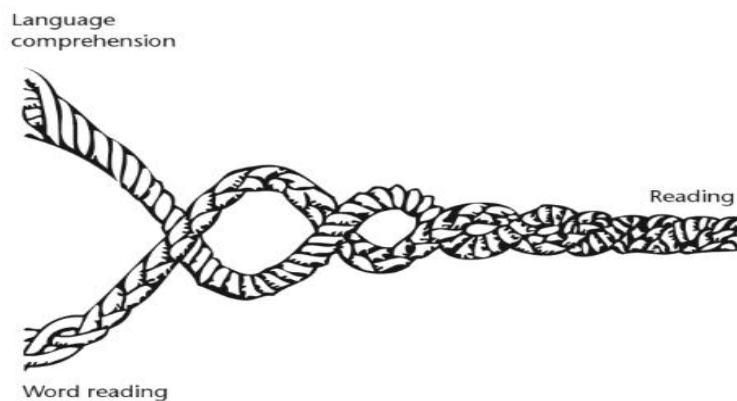
Figure 2.2: skilled reading depends on abilities with both word reading and language comprehension (adapted from Scarborough,2001, p.98)

2.8. EFL Learners' Reading Comprehension Difficulties

Reading comprehension difficulties have been an issue in EFL classrooms for long time. Various studies have confirmed that most FL students have problems in understanding L2 literary texts. Vogel (1998) for instance, confirmed that the majority of students with L2 reading comprehension problems had difficulties in learning a foreign language. Consequently, there are numerous reading comprehension problems that may be faced by EFL learners:

- **Vocabulary Knowledge**

Limited vocabulary knowledge can negatively affect the students reading comprehension advancement. According to Gunning (2002), vocabulary knowledge was considered as one of the main issues that can be encountered by FL learners in reading comprehension. Carlisle (2000) and Qian (2002) believed that vocabulary performs a significant role in understanding complex texts, especially those including technical expressions and idioms. Nouri and Zerhouni (2016) stated that vocabulary knowledge plays a vital role in learning a second language and cannot be neglected. Consequently, since vocabulary knowledge can help FL students in recognizing the meaning of text, lexical knowledge and reading comprehension are extremely linked.

Laufer (1997, p.20) said that "no texts comprehension is possible, either in one's native language or in a FL, without understanding the texts vocabulary". That is to say, vocabulary plays a fundamental role in reading comprehension. Students cannot understand a text without knowing what most of the words mean. Thus, vocabulary knowledge is key to reading comprehension in both native and foreign language. Moreover, Pringprom (2012) pointed out that students will have issues in understanding the reading material if they do not expand their vocabulary size.

- **Background Knowledge**

Background knowledge is an essential element in reading comprehension. Lee (1986) found that background knowledge has an impact on reading comprehension and recalling of texts in L2. Therefore, the learners' ability to recall is improved when they are presented with one of the three elements of background knowledge: context; transparency; and familiarity. Hammadou (1991) believed that inference involves the cognitive process used to build meaning through a thinking process that includes reasoning beyond the reading material by generalization and explanation. Additionally, he confirmed that prior knowledge affects reading comprehension and showed that beginners readers use inference in recall more than advanced readers.

- **Grammar Knowledge**

Haorman (1988) stated that there was a strong combination between grammar knowledge and reading comprehension. Koda (2005) confirmed that EFL learners' grammar knowledge effects their understanding of texts. That is to say, learners with poor grammar knowledge may face difficulties in reading comprehension. Thus, EFL students require grammar knowledge to understand the reading material. Bernhardt (2000) also claimed that EFL learners' reading ability relies on their grammatical knowledge.

- **Culture Knowledge**

Ketchum (2006) revealed that EFL learners' comprehension is decreased when they are encountered to texts with different cultural orientation. When students expose to literary texts contain unfamiliar content and culture, they must use both micro level textual analysis (letter identification) and macro level textual analysis (activation of previous knowledge) in order to understand the text. Harmer (2001) said that a reader should have some clues to comprehend the writer's message. Therefore, when the reading material contains cultural aspects different from the FL leaners' own culture, they must have some clues like pre-reading activities. In addition, Emsley's (2011) stated that EFL students' background effects their texts understanding and cultural background facilitate their reading comprehension.

- **Anxiety**

FL students may get discouraged and suffer from anxiety when they read L2 literary texts and fail to decode and process them especially those with unfamiliar writing system and cultural aspects. Saito et al (1999) stated that the anxiety aroused during the reading process is called "reading anxiety". Vazaluar (2011) asserted that anxiety effects reading comprehension negatively. Grills-Taquechel et al. (2012) confirmed that academic performance may decrease when students are distracted by their anxious thought.

2.9. Developing EFL Learners' Cultural Awareness through Literary Texts

Tomlinson (2001) holds that cultural awareness (CA) refers to developing inner sense of the quality of cultures and understanding both the target and native culture and how they connect and differ. Such awareness can increase tolerance, expand the mind, and helps in developing international communication. According to Tomalin and Stempleski (1993, p.5), cultural awareness encompasses three qualities:

- Awareness of the culturally-induced behaviour

- Awareness of the culturally-induced behaviour of others

- Ability to explain one's own cultural standpoint

As language and culture are inseparable, the integration of cultural issues in FL classrooms is highly recommended. Teaching than second language is more than developing students' communicative and linguistic competence, it also includes exposing learners to the target culture or the country in which the language is spoken. Teachers and the materials being taught play a vital role supplying cultural information. In addition to teachers, literary texts can also play a significant role in transmitting knowledge about the target culture.

According to Travares and Cavalcanti (1996), the aim of teaching culture is to increase students' awareness and to enhance their curiosity towards both the target culture and their own culture. That is to say, culture teaching helps in raising students 'cultural awareness and allows them to discover the differences between their own culture and the target culture. It also develops positive attitudes towards the foreign culture and encourages tolerance and acceptance. Moreover, Ritlyova (2009) believed that leaners ameliorate their perception of a FL culture and their own culture by developing awareness of a foreign language. The shift towards a communicative approach to EFL teaching is related with developing cultural awareness in a second language.in the sense that the acquisition of a second language is the acquisition a second culture.

The power of reading literary texts in developing cultural awareness has been widely acknowledged. The use of literary texts in EFL classrooms can foster reflection on cultural differences, promote understanding of both the target and home culture, and also develop more tolerant towards the target culture. Thanasoulas (2010) asserted that exposure to literary texts can help students to improve their language competence, and encourages them to define their own cultural values by interpreting and exploring the values and beliefs of the target culture.

Corbett (2010) also confirmed that using literary texts is an effective way to develop tolerance and empathy.

The significant role of literary texts to enhance cultural awareness has been observed by many scholars. One of the main argument of the importance of literary texts is concerned with the fact that literature encourages the students to see the world from different perspectives and appreciate the diversity of individual perception.

According to Hanuaer (2001), literature is a beneficial source of cultural knowledge since it does show a personal interpretation of the life and values as the writer experiences them. Consequently, the role of the teacher is to provide students with a selection of literary texts presenting a variety of individual perspectives and develop their awareness to understand that each culture is different and support them to grasp certain aspect of the target culture.

Overall, cultural contents expose learners to living language. Thus, culture is not something involving facts to be learnt, but an effective tool to encourage EFL learners to feel the need to use the target language productively.

Conclusion

In brief, on the basis of what has been said so far, reading proved to be more than a skill like other skills; it is the most complex skill to learn and to teach. This chapter attempts to shed light on the issue of literary texts reading and understanding. It focuses on the concept of reading comprehension and it also highlights the most reading comprehension challenges encountered by EFL students. Furthermore, it deals with the importance of reading literary texts and their vital role in raising EFL students' cultural awareness.

Chapter Three: Field Work

Introduction

This chapter is devoted to investigate the imposition of FL culture in literary texts and identify the perception and reaction of third year English students at Mila university towards cultural differences. Thus, the students' questionnaire will provide the needed data. Moreover, this chapter will provide an analysis to each question or statement followed by a discussion of the obtained results to end up with some pedagogical implementations and a conclusion.

3.1. Description of the Students' Questionnaire

The students' questionnaire consists of 28 open-ended, close-ended and multiple choice questions divided into four parts. The first part is devoted to collect students' background information. These include sex, age, their English achievement and how long they have been learning English. The second part (Literary texts reading and understanding) is designed to investigate the students' reading ability as well as the factors behind reading comprehension difficulties. The third part (cultural imposition through the FL material) contains questions relates to the importance of teaching culture and reveal student's cultural awareness. The last part is set for investigating the impact of FL culture and native culture on students' reading comprehension as well as to figure out the students' reaction towards the FL culture.

3.2. Aim of the Student's Questionnaire

The major aim behind this questionnaire is to investigate students' perception of cultural imposition in the context of L2 literary texts reading. Moreover, it intends to shed light on the importance of reading skill and teaching culture in EFL classrooms and check the effect of cultural differences on students' reading comprehension.

3.3. Analysis of the Students 'Questionnaire

3.3.1. Part One: Students' Background Information

3.3.1.1. Students' Gender

Options	Participants	Percentage
Female	74	74 %
Male	26	26 %
Total	100	100 %

Table 01: Students' Gender
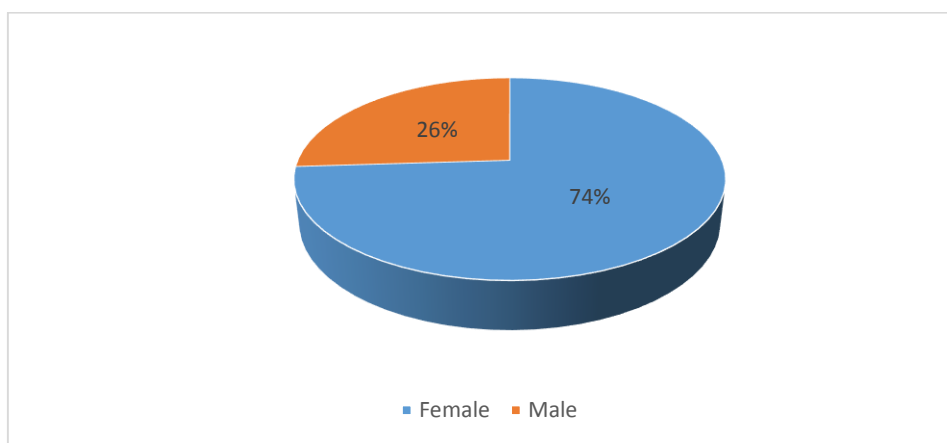
Graph 01: Students' Gender

The questionnaire was addressed to 100 third year English students at Mila university. The results indicate that the majority of students are females representing (74%); which largely exceeds male's number representing (26%) only. Thus, it could be said that girls are more attracted to study foreign languages more than males.

3.3.1.2. Students' Age

Options	Participants	Percentage
19-23	90	26 %
More than 23	10	74 %
Total	100	100 %

Table 02: Students' Age
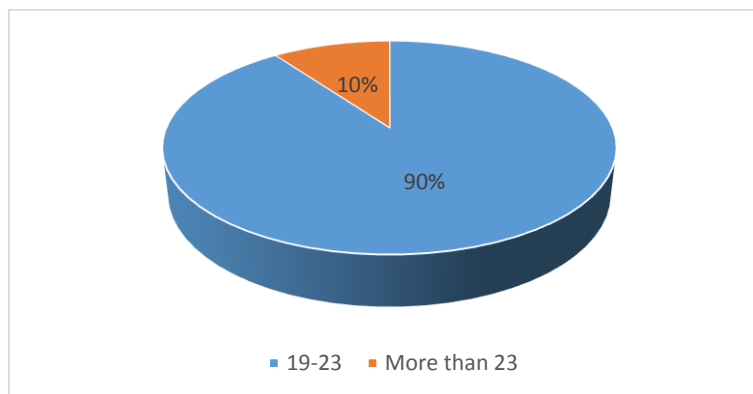
Graph 02: Students' Age

From the obtained results, it is clear that the majority of participants representing (90%) are between the age 19 to 23 years. Whereas, the remaining percentage (10%) are more than 23 years. Therefore, the majority of them are young learners and this could have a positive effect on their learning.

3.3.1.3. How long have you been learning English?

Options	Participants	Percentage
10 years	84	84 %
More than 10 years	16	16 %
Total	100	100 %

Table 03: Students' Learning Experience of English Language
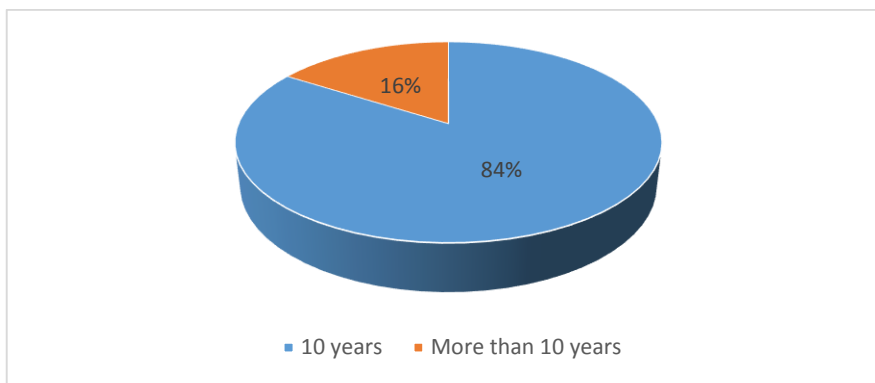
Graph 03: Students' Learning Experience of English Language

The table above shows that (84%) of participants have been learning English for 10 years. Which means, 4 years at middle school, 3 years at secondary school, and 3 years at university. Thus, this may assert that they have a good educational level. On the other hand, (16%) of students have been learning English for more than 10 years. This could be either due to repeating one year or more at a certain level. Or they have been learning English since their childhood.

3.3.1.4. How do you see your English achievement?

Options	Participants	Percentage
Excellent	6	6 %
Good	27	27 %
Average	62	62 %
Weak	5	5 %
Total	100	100 %

Table 04: Students' English Achievement
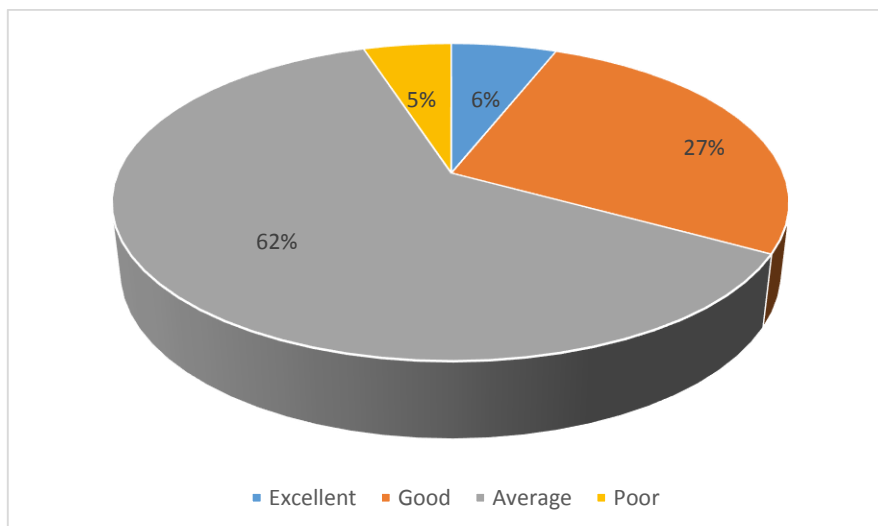
Graph 04: Students' English Achievement

The table above demonstrates that (62%) of students considered their English achievement as average. (27%) of them claimed that they are good. While (6%) of participants said that they are excellent. That is to say, the majority of students have an average level which means they could be competent enough in the four skills. the rest representing (5%) admitted that their English achievement is weak. This means, they could have negative attitudes towards the English language as a FL. Furthermore, students' low achievement in English could be due to their lack of learning interest and lack of self-confidence.

3.3.2. Part Two: Literary Texts Reading and Understanding

3.3.2.1. How do you evaluate your reading ability?

Options	Participants	Percentage
Excellent	11	11 %
Good	51	51 %
Average	33	33 %
Weak	5	5 %
Total	100	100 %

Table 05: Students' Reading Ability
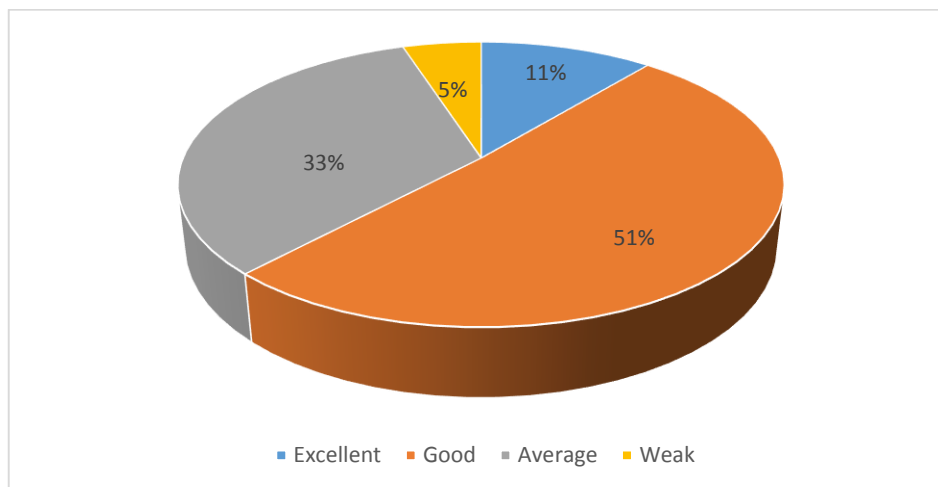
Graph 05 : Students' Reading Ability

The results show that (51%) of participants considered themselves as good readers. This means, they could interact easily with reading material; and they could hardly ever encounter obstacles in decoding meaning. (33%) of them said that they have an average reading ability. Whereas, some of students representing (11%) declared that they are excellent readers, this could be due to their regular reading practices. Thus, they could be competent enough to read all different literary genres without facing reading comprehension difficulties. Weak readers are only (5%), possibly because of their lack of reading habit.

3.3.2.2. What kind of literary texts do you read?

Options	Participants	Percentage
Novels	43	43 %
Short Stories	44	44 %
Poems	4	4 %
Plays	9	9 %
Total	100	100 %

Table 06: Students' Favourable Type of Literary Texts
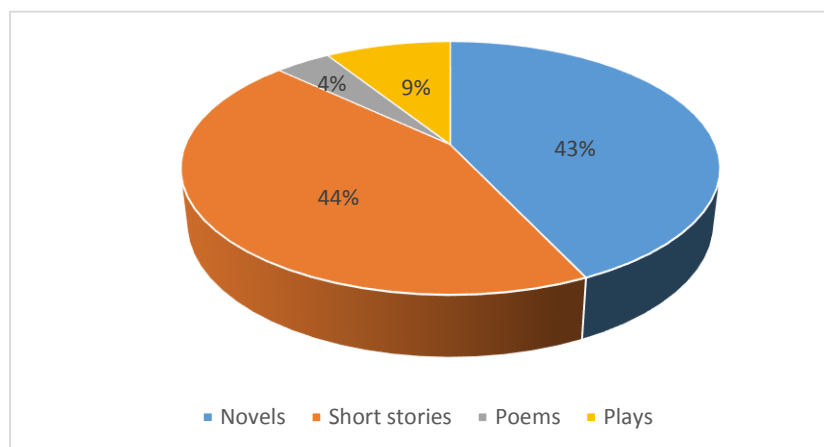
Graph 06: Students' Favourable Type of Literary Texts

As it is shown in the table above, the majority of students have a preference towards short stories (44%) and novels (43%).This attraction towards these two genres is not surprising since they are considered as the most selected kind of literary texts by both FL teachers and learners. On the other hand, plays seems to be interesting to only (4%) of students.as well as poems are chosen by only (9%) of population. Thus, it could be said that those who selected poems and plays like reading diversity.

3.3.2.3 How often do you read literary texts?

Options	Participants	Percentage
Always	10	10 %
Often	17	17 %
Sometimes	58	58 %
Rarely	15	15 %
Total	100	100 %

Table 07: Frequency of Reading Literary Texts
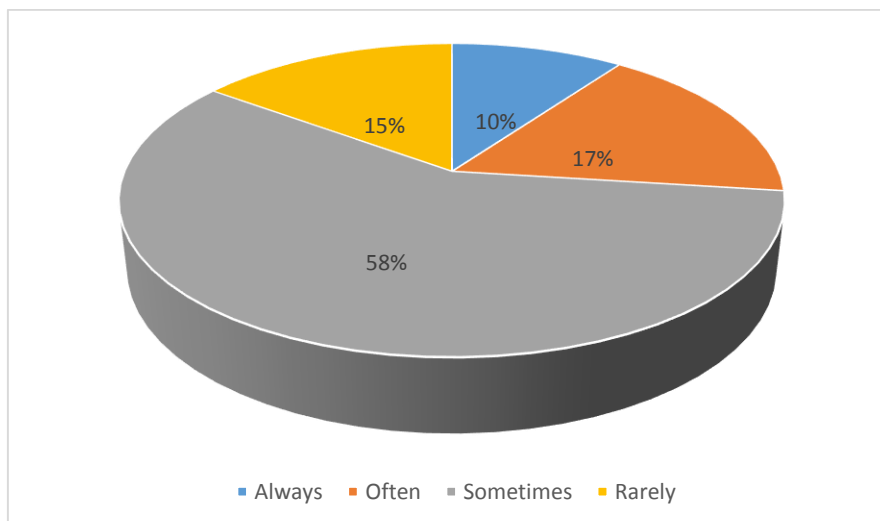
Graph 07: Frequency of Reading Literary Texts

According to the obtained results, (58%) of participants declared that they read from time to time. (17%) of them said that they often read. This could be due to lack of time. Whereas (10%) claimed that they always read. Therefore, they are possibly obsessed with reading and this reflects that they could be considered as excellent readers. only (15%) of students said that they read rarely. This has something to do with the fact that they could be interested in other skills or activities.

3.3.2.4. Reading is an essential component in a foreign language class

Options	Participants	Percentage
Strongly agree	54	54 %
Agree	43	43 %
Strongly disagree	3	3 %
Disagree	0	0 %
Total	100	100 %

Table 08: Reading is an essential component in a foreign language class
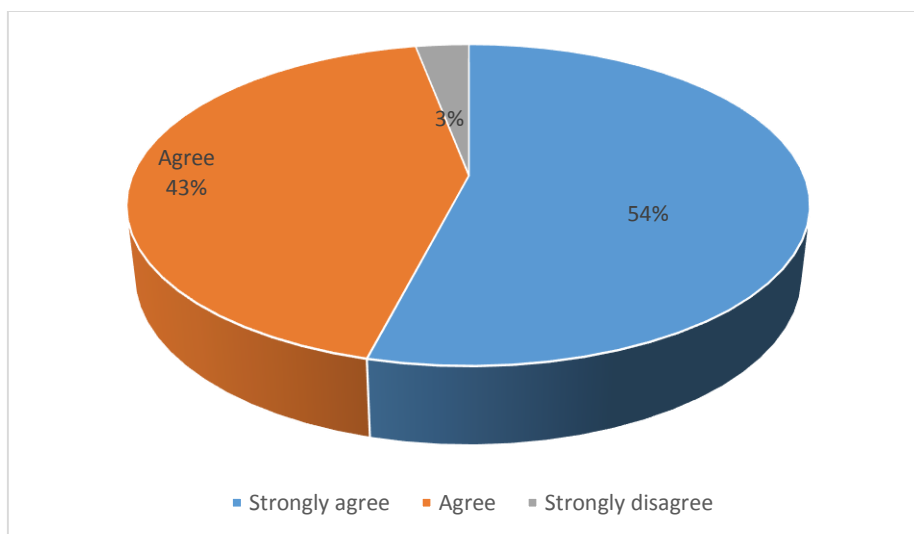
Graph 08: Reading Is an Essential Component in a Foreign Language class

The table above shows that more than half of students (54%) strongly agree with the fact that reading is an essential component in a foreign language class. Moreover, (43%) of them agree that reading plays an important role in a foreign language class. That is to say, the majority of the students agree with the fact that reading is a valuable source of FL learning and it could be the key to improve proficiency in writing, speaking, and even listening. On the other hand, the remaining percentage (3%) strongly disagree with this idea. This could be due to low reading interest; or they possibly had a bad reading experience.

3.3.2.5. What is your purpose from reading literary texts?

Options	Participants	Percentage
Expand your language skills	24	24 %
Expand your mind and thoughts	10	10 %
Develop your cultural awareness	9	9 %
Read for pleasure and entertainment	10	10 %
All of them	47	47 %
Total	100	100 %

Table 09: Students' Purpose from Reading Literary Texts
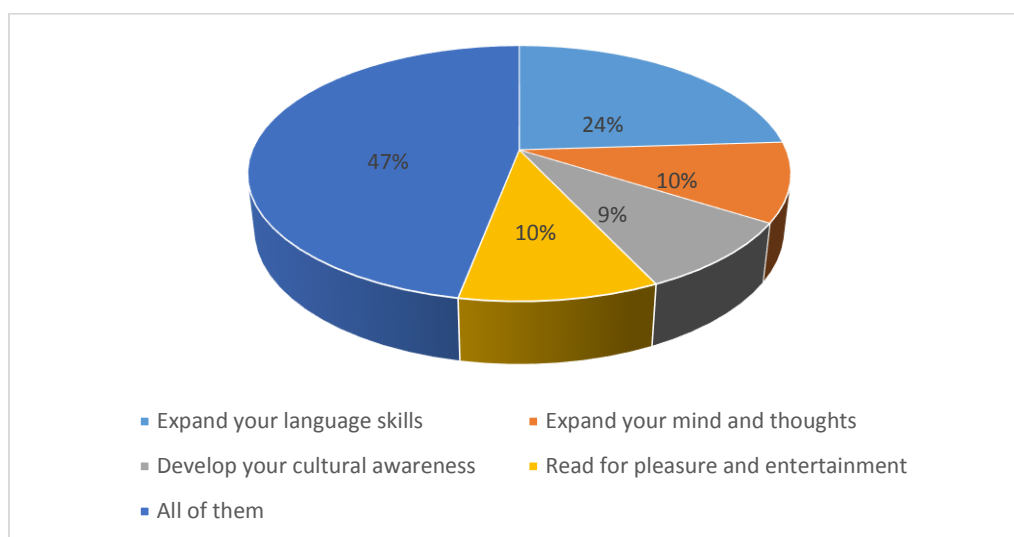
Graph 09: Students' Purpose from Reading Literary Texts

From the obtained results, it seems that (24%) of participants read literary texts to expand their knowledge skills. (10%) of them declared that their purpose from reading literary texts is expanding their mind and thoughts. Therefore, this could be an effective way to help them see the world from different perspectives. Whereas, only (9 %) of students aim to develop their cultural awareness through literary texts reading. Moreover, (10%) of them read for pleasure. That is to say that their purpose from reading has nothing to do with getting knowledge or making deep research; they read only to entertain themselves.as of the remaining percentage (47 %), they selected all of them.

3.3.2.6. Do you face reading comprehension difficulties while reading literary texts?

Options	Participants	Percentage
Yes	83	83 %
No	17	17 %
Total	100	100 %

Table 10: Students' Reading Comprehension Difficulties
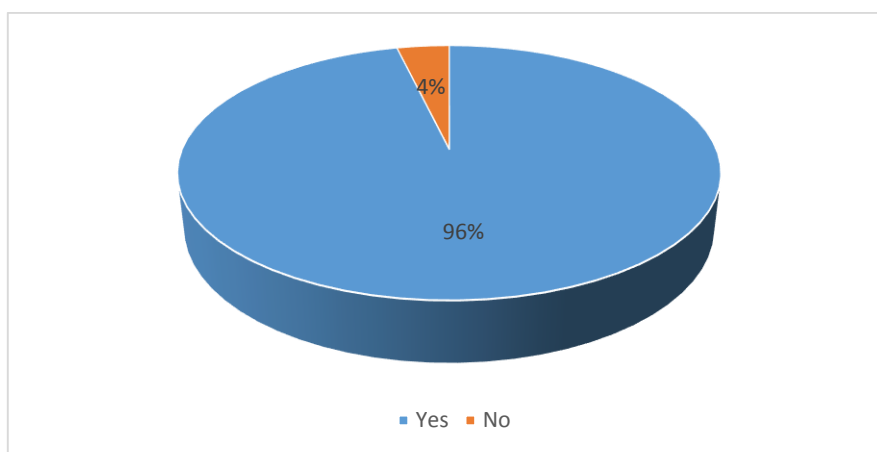
Graph 10: Students' Reading Comprehension Difficulties

The table above shows clearly that the majority of students representing (83%) encounter reading comprehension problems. This could be due to the difficulty of processing

the target language reading material. On the other hand, only (17%) of participants declared that they do not face any reading comprehension difficulty. Thus, it seems that they are competent and have an excellent reading ability.

3.3.2.7. According to you, what are the reasons behind these difficulties?

Options	Participants	Percentage
Lack of reading habit	58	58 %
Lack of time	14	14 %
The difficulty of the text	28	28 %
Total	100	100%

Table 11: Reasons behind Reading Comprehension Difficulties
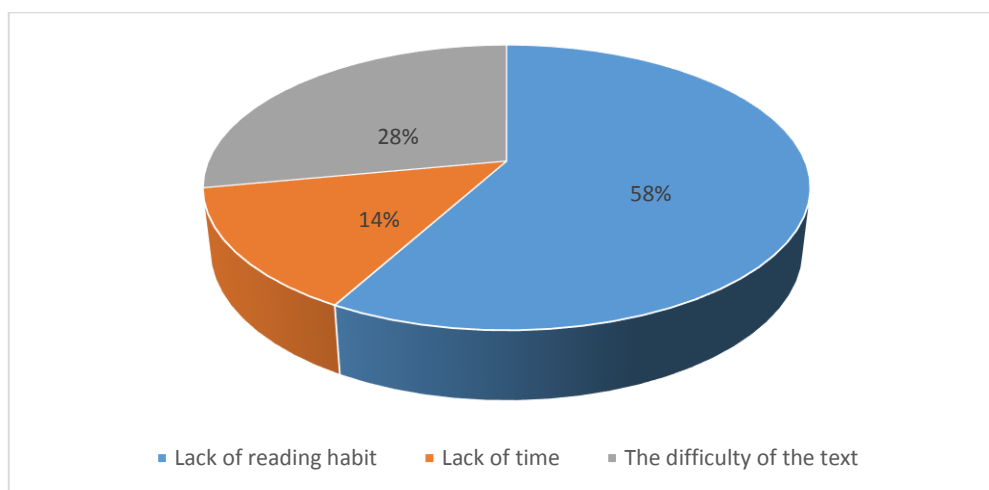
Graph 11: Reasons behind Reading Comprehension Difficulties

From the obtained results, a considerable number of students representing (58%) claimed that the lack of reading habits is the main cause behind reading comprehension difficulties. while (28%) of participants said that the difficulty of the text is the reason behind

these problems. As for the remaining percentage (14%), they stated that the lack of time is the main reason. This could be mean they are employees and do not have free time to practice reading.

3.3.2.8. What do you usually do when you cannot understand what you read?

Options	Participants	Percentage
Take notes	14	14 %
Use translators and dictionaries	50	50 %
Predicting meaning	29	29 %
Stop reading	7	7 %
Total	100	100 %

Table: 12 Students' Strategies
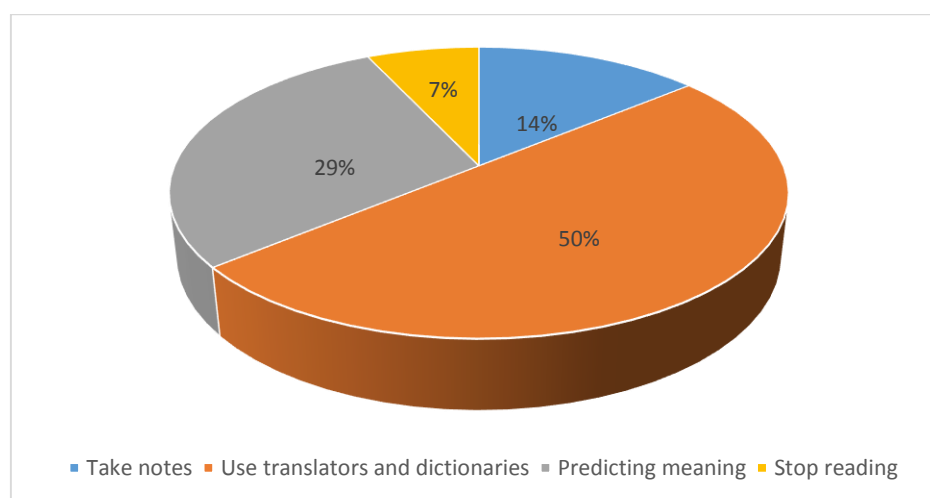
Graph 12: Students' Strategies

The table above illustrates that half of students (50%) use translators and dictionaries when they face reading problems. That is to say that they read intensively to improve their reading ability and enrich their vocabulary knowledge. (29%) of participants predict meaning. Therefore, they use their prior knowledge to understand the reading material. The remaining percentage (7%) stop reading. This could be mean that when they encounter reading comprehension problems they may get frustrated and this led them to give up.

3.3.3. Part Three: Cultural Imposition through the FL Material

3.3.3.1. Language and culture are inseparable

Options	Participants	Percentage
Strongly agree	45	45 %
Agree	41	41 %
Strongly disagree	8	8 %
Disagree	6	6 %
Total	100	100 %

Table 13: The Inseparability of Language and Culture
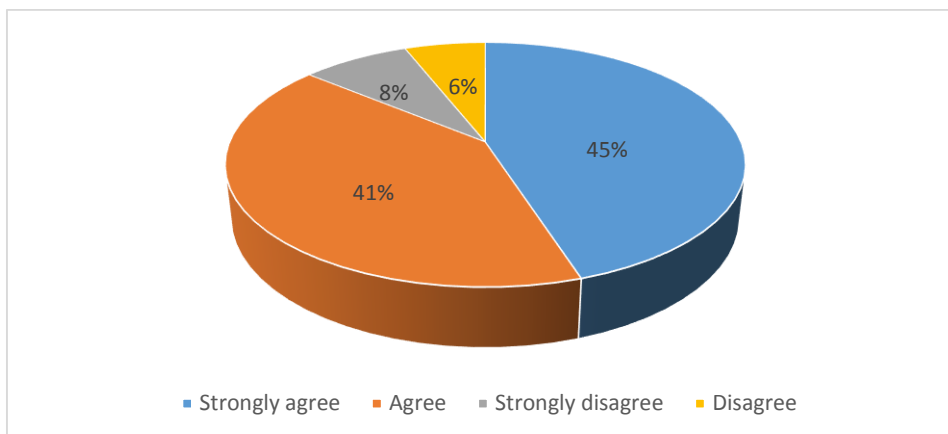
Graph 13: The Inseparability of Language and Culture

From the obtained results, a great number of students (45%) strongly agree with the fact that language and culture are inseparable. Additionally, (41%) of them agree with the same idea. Therefore, they could be interested in learning the target culture in order to be able to improve their FL competence. Whereas, (8%) of participants strongly disagree and (6%) disagree. that is to say, they want to learn the target language separately from its culture.

3.3.3.2. Culture should be taught while teaching a second language?

Options	Participants	Percentage
Strongly agree	41	41 %
Agree	52	52 %
Strongly disagree	3	3 %
Disagree	4	4 %
Total	100	100 %

Table 14:Culture and Language Teaching
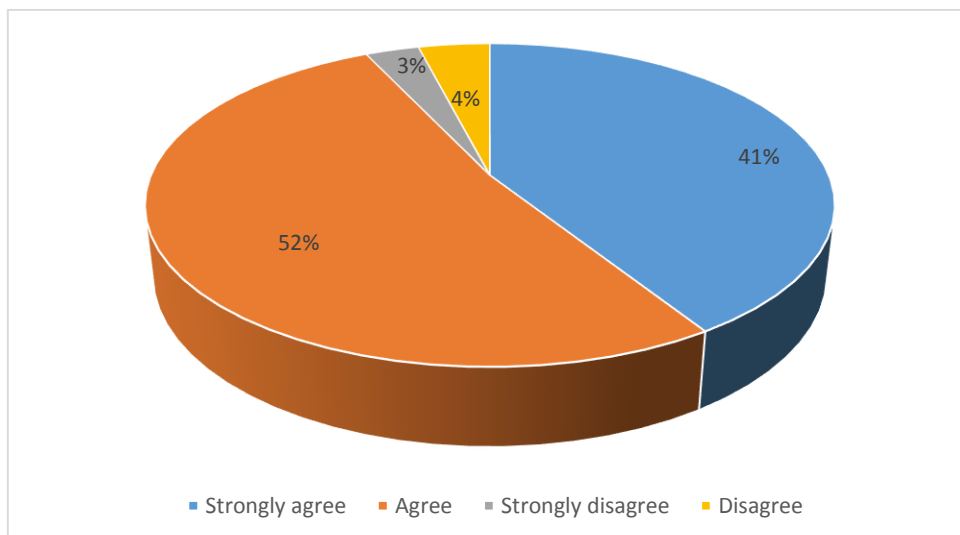
Graph 14: Culture and Language Teaching

The table above shows that a considerable number of students (41%) strongly agree that culture should be taught while teaching a second language. Furthermore, (52%) of them agree with the same idea. That is to say, they accept the fact that language cannot be separated from its culture and culture is the key element to understand any foreign language. On the other hand, (3%) strongly agree and (4%) agree with this idea. Which means, they refuse to be exposed to other cultures except their own.

3.3.3.3. According to you, what are the major goals of teaching culture?

Options	Participants	Percentage

Be able to react appropriately in social situations	10	10 %
Develop students' communicative competence	19	19 %
Increase students' cultural awareness	11	11 %
All of them	60	60 %
Total	100	100 %

Table 15: The Major Goals of Teaching Culture
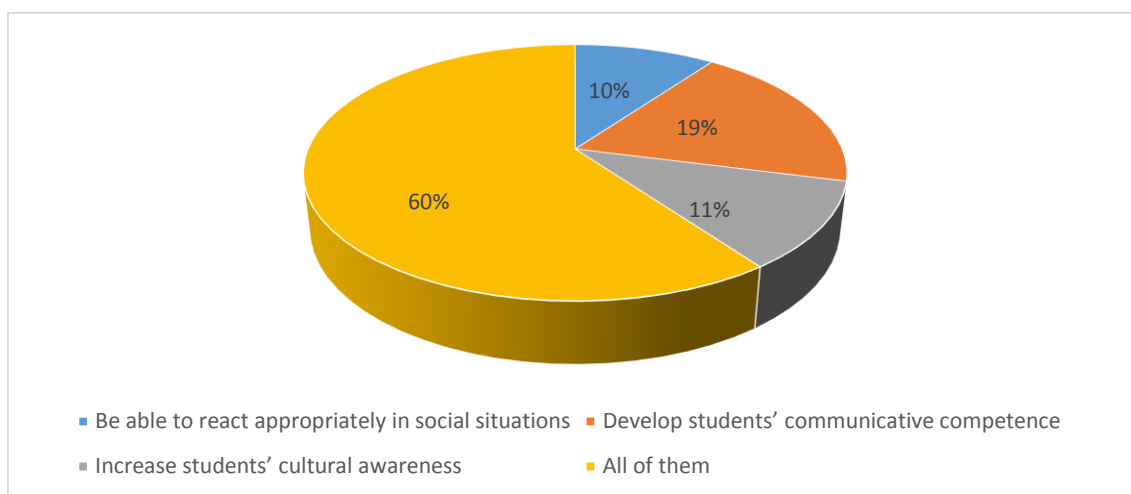
Graph 15: The Major Goals of Teaching Culture

The table above indicates clearly that (10%) of participants declared that the major goal of teaching culture is to make them able to react appropriately is social situations. (19%) of them are down with the fact that teaching culture contributes in developing their communicative competence. Additionally, (11%) of participants support the idea that teaching culture develops

their cultural awareness. However, their opinions appear to be almost equal as (60%) of students selected all of them.

3.3.3.4. According to you, to what extent a language learner should know about the target culture?

Options	Participants	Percentage
To know only the main and general things	54	54 %
To know everything in details	46	46 %
Total	100	100 %

Table 16: Students' Knowledge about the Target Culture
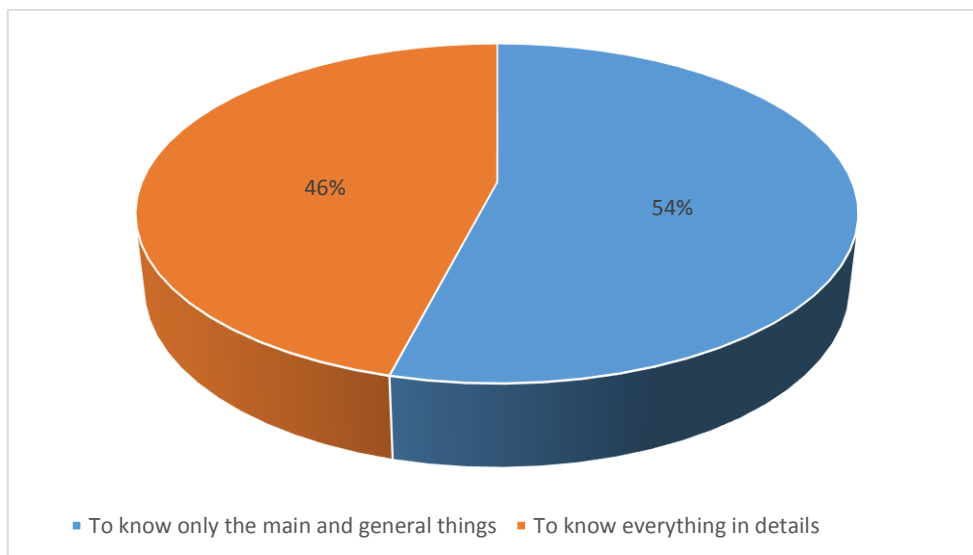
Graph 16: Students' Knowledge about the Target Culture

The obtained results show that more than of students (54%) said that a language learner should know only the main and general things about the target culture. That is to say, they do not prefer to be exposed deeply in the target culture and learn only the main things that helps them in developing their FL language competence. However, (46%) of students declared that language learners should know everything in details about the target culture. Which means they could be keen on discovering other cultures to improve their language knowledge.

3.3.3.5. Do you think that your thinking can change when you are introduced to a new culture?

Options	Participants	Percentage
Yes	85	85 %
No	15	15 %
Total	100	100 %

Table 17: Students' Thinking Changes
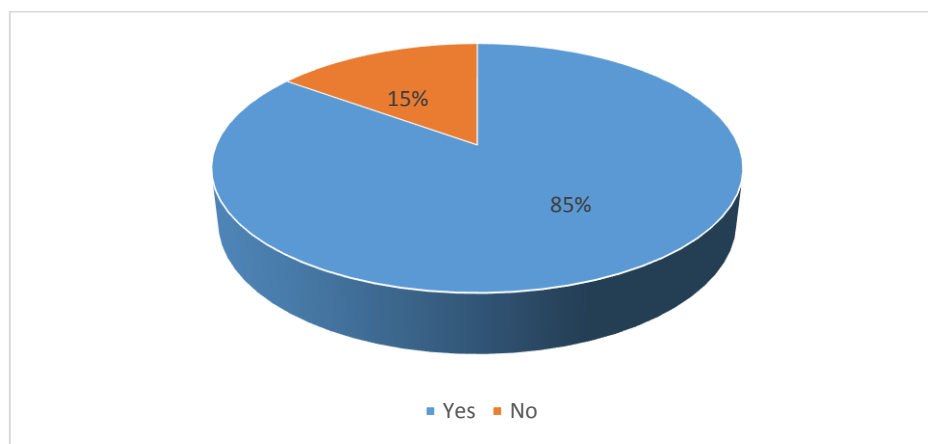
Graph 17: Students' Thinking Changes

The table above illustrates clearly that the majority of students (85%) said that their thinking can change when they are introduced to new cultures. On the other hand, the remaining percentage (15%) claimed that exposure to new cultures does not influence their thinking. The students' explanations were stated bellow:

- Being introduced to a new culture affects students' thinking in a positive way

- I have a strong personality so being introduced to a new culture cannot change my thinking

- Being introduced to new cultures is an effective way that helps FL learners to overcome their cultural superiority struggles

- Being introduced to new cultures help us to see life from different perspective

- Discovering other cultures support me to accept the diversity around the world

- Knowing other cultures teach us how to accept and respect other people' opinions

- Being introduced to new cultures support us to be more open to cultural diversity

- Discovering new cultures means the ability to break the barriers between our culture and other cultures

- Being introduced to new cultures can affect our thinking negatively and get influenced easily by their traditions and beliefs

3.3.3.6. Do you think it is important to know about the differences between your mother culture and the target culture?

Options	Participants	Percentage
Yes	88	88 %
No	12	12 %
Total	100	100 %

Table 18: The Importance of Knowing the Differences between the Native culture and the Target Culture
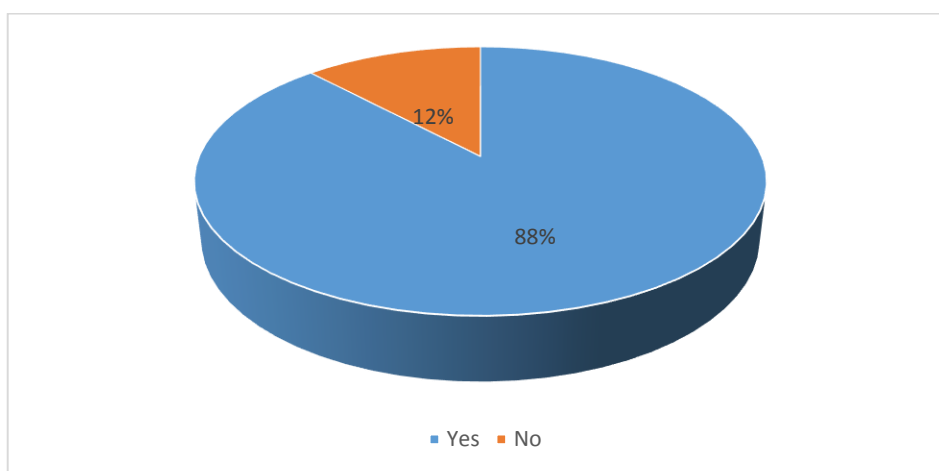
Graph 18: The Importance of Knowing the Differences between the Native Culture and The Target Culture

A considerable number of students (88%) agree with the fact that it is important to know about the differences between the native culture and the target culture. Therefore, this could help them to know how the two cultures differ and connect in order to develop their cultural competence. However, only (12%) of participants refuse this idea.

3.3.3.7. Being aware of the foreign language culture helps improving students' knowledge about that language

Options	Participants	Percentage
Strongly agree	48	48 %

Agree	50	50 %
Strongly disagree	2	2 %
Total	100	100%

Table 19: FL Cultural Awareness to Improve Students' Knowledge
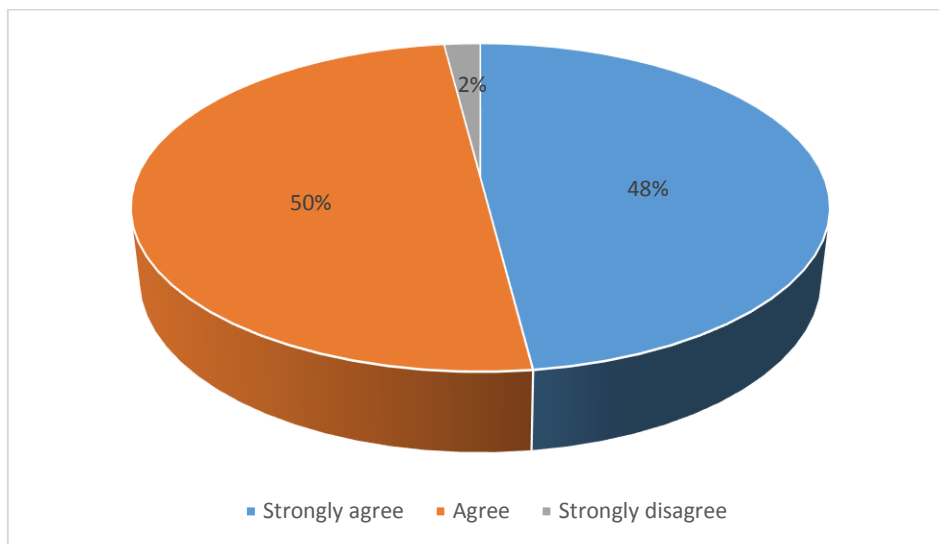
Graph 19: FL Cultural Awareness to Improve Students' knowledge

The table above demonstrates that (48%) of students strongly agree with the fact that cultural awareness helps improving students' knowledge about that language. Additionally, (50%) of them agree with the same idea. Which means that learning a second language involves not only learning about its grammatical structure but also their cultural characteristics and aspects. However, only (2%) of students strongly disagree with this idea.

3.3.3.8. Would you consider yourself to be aware of the cultural differences between your own culture and the target culture?

Options	**Participants**	**Percentage**
Yes	78	78 %
No	22	22 %
Total	100	100 %

Table 20: Students' Cultural Awareness
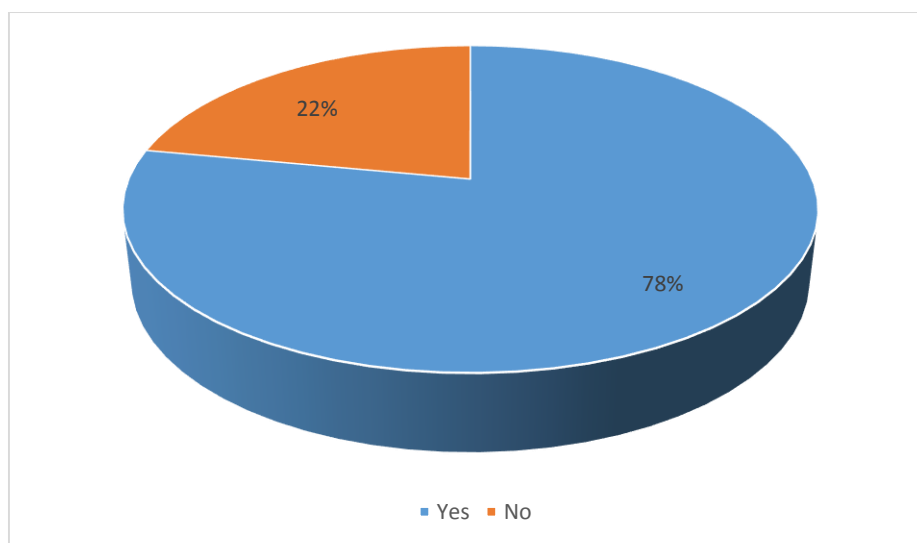
Graph 20: Students' Cultural Awareness

The table above shows clearly that the majority of students (78%) considered themselves aware of the cultural differences between their own culture and the target culture. That is to say, they could be culturally competent and this enables them to appreciate and understand the target culture. While only (22%) said that they are not culturally aware. Which is, may be due to the influence of their own culture.

3.3.4. Part Four: The Impact of Culture on Reading Literary Texts

3.3.4.1. Do you think that FL culture has an impact on students' reading comprehension?

Options	Participants	Percentage
Yes	84	84 %
No	16	16 %
Total	100	100 %

Table 21: The Impact of FL Culture on Students' Reading Comprehension
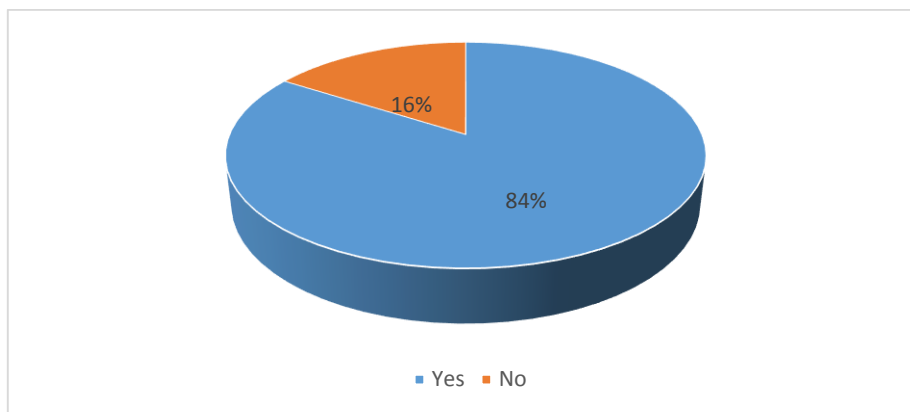
Graph 21: The Impact of FL Culture on Students 'Reading Comprehension

Concerning the table above, the majority of students representing (84%) declared that foreign language culture affects their reading comprehension. That is to say, students face comprehension problems when they the reading material contains unfamiliar topics different from their own culture. However, only (16%) of students said that L2 culture has nothing to do with reading comprehension. Thus, they could have the appropriate cultural schemas that enable them to process the texts easily.

3.3.4.2. Do you think that students' cultural background affects their reading comprehension?

Options	Participants	Percentage
Yes	90	84 %
No	10	16 %
Total	100	100 %

Table 22: The Effect of Students' Cultural Background on Their Reading Comprehension
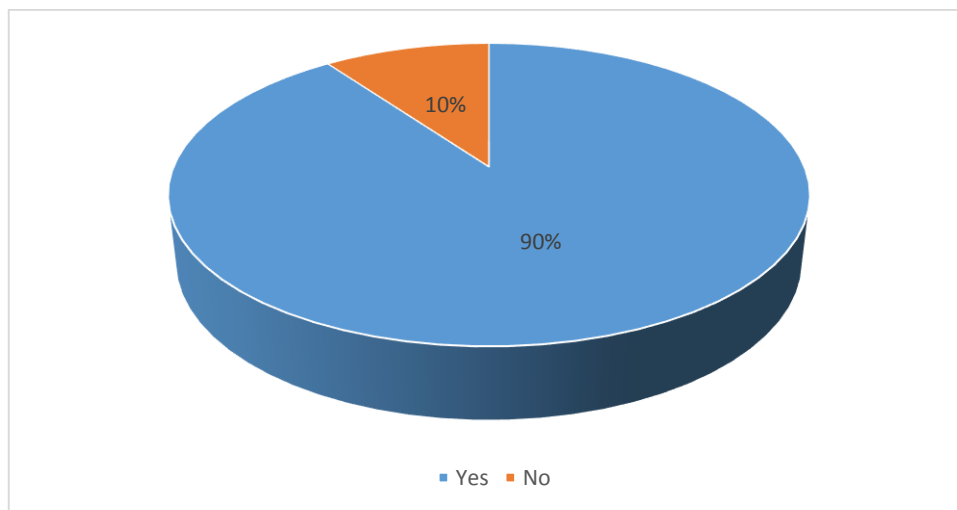
Graph 22: The Effect of Students' Cultural Background on Their Reading Comprehension

From the obtained results, it seems that the majority of participants (90%) stated that the students' cultural background affects their reading comprehension. That is to say, they could have issues in decoding the texts' meaning due to interference to their mother tongue. While the remaining percentage (10%) said that students' cultural background does not have an impact on their reading comprehension. Which means, they could be competent readers and they do not recall their native language while reading.

3.3.4.3. Do cultural differences affect your interpretation of literary texts?

Options	Participants	Percentage
Yes	18	18 %
No	82	82 %
Total	100	100 %

Table 23: The Effect of Cultural Differences on Students' Interpretation of Literary Texts
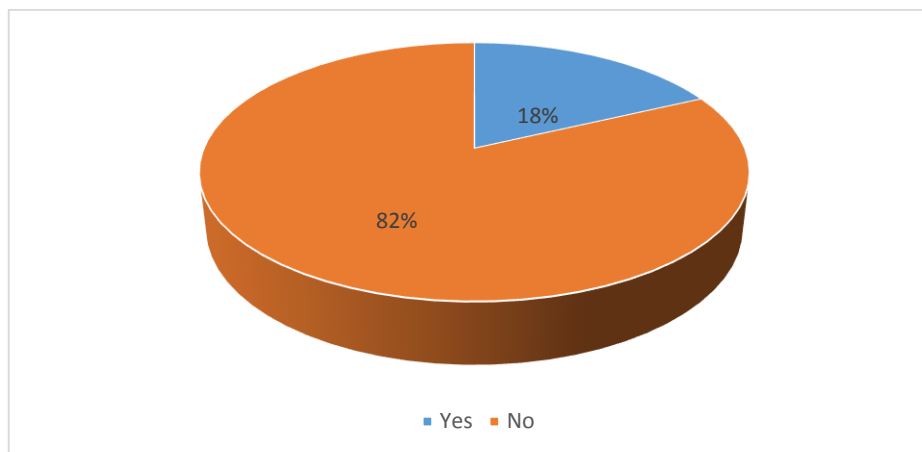
Graph 23: The Effect of Cultural Differences on Students' Interpretation of Literary Texts

The results indicate that (84%) of students declared that cultural differences do not affect their literary texts' interpretation. That is to say, they are aware enough of the differences between their own culture and the target culture. On the other hand, only (18%) of students said the opposite. this could be due to their transfer from L1 to L2.

3.3.4.4. Do you impose your own culture and beliefs while reading literary texts?

Options	Participants	Percentage
Yes	56	56 %
No	44	44 %
Total	100	100 %

Table 24: Students' Cultural Imposition
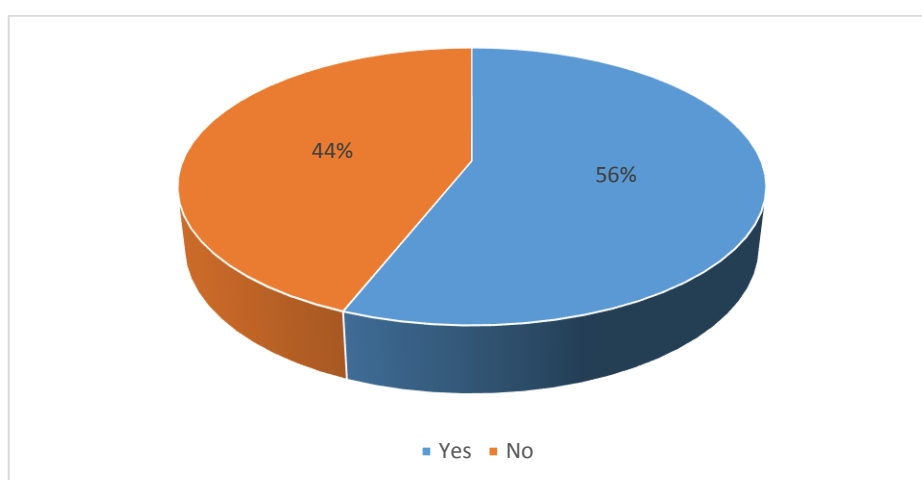
Graph 24: Students' Cultural Imposition

The aim of this question is to check weather third year students impose their own beliefs and culture while reading literary texts. The table above shows that more than half of students (56%) impose their own culture. This means, they could be narrow-minded and have struggles to embrace other cultures. However, (44%) claimed the opposite. Therefore, they have tolerance towards cultural diversity as well as they are capable to deal with the amount of different opinions and perceptive in literary texts.

3.3.4.5. Have you ever experienced culture shock while reading literary texts?

Options	Participants	Percentage
Yes	66	66 %
No	34	34 %
Total	100	100 %

Table 25: Students' Culture Shock Experience
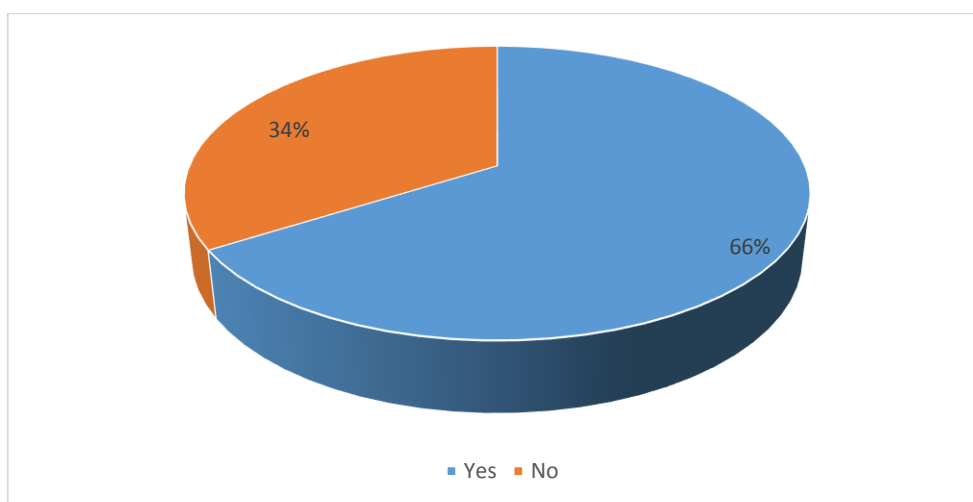
Graph 25: Students' Culture Shock Experience

A considerable number of students (66%) said that they have experienced a culture shock while reading L2 literary texts. This is not surprising since they are Arab Muslims students. In other words, when students exposed to unfamiliar culture aspects for the first time, they may get confused and disoriented because they are naturally carried out their background with them. On the other hand, the remaining percentage (34%) declared that they have never

experienced a culture shock. That is to say, they have the ability to perceive and adjust to other cultures.

3.3.4.6. How do you react towards the amount of cultural differences in literary texts?

Options	Participants	Percentage
Be tolerant and accept other cultures	82	82 %
Be close-minded and impose my own culture	18	18 %
Total	100	100 %

Table 26 : Students' Reaction towards the Amount of Cultural Differences in Literary Texts
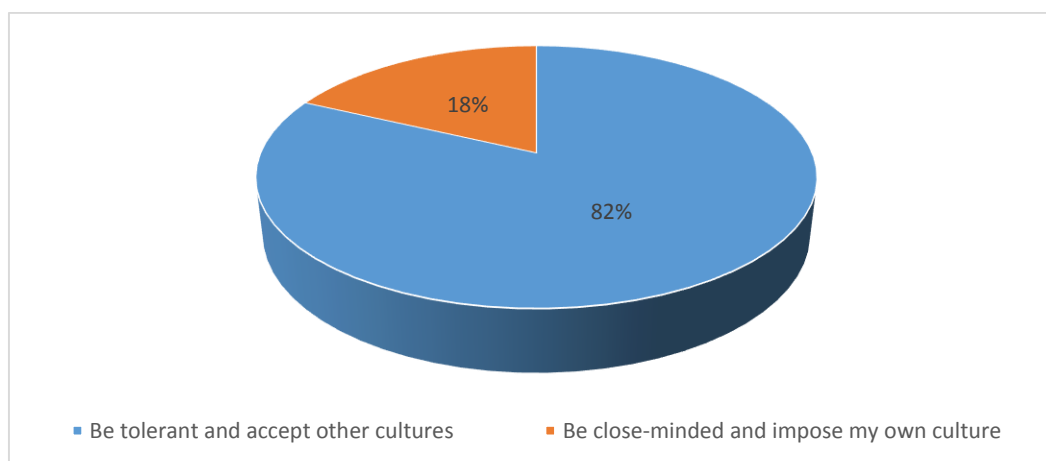
Graph 26: Students' Reaction towards the Amount of cultural differences in Literary Texts

This question aims to figure out third year students' reaction towards the amount of cultural differences in literary texts. The table above demonstrates that the majority of participants representing (82%) are tolerant and accept other cultures. that is to say, they learn how to respect and appreciate cultural differences. While only (18%) of participants declared that they are close-minded and impose their own beliefs. This could be due to either religion matters, or they are afraid to get influenced negatively by the target culture.

3.3.4.7. Foreign language students can develop their cultural awareness through reading literary texts?

Options	Participants	Percentage
Strongly agree	41	41 %
Agree	51	51 %
Strongly disagree	2	2 %
Disagree	6	6%
Total	100	100%

Table 27: Developing FL students' Cultural Awareness through Literary Texts Reading
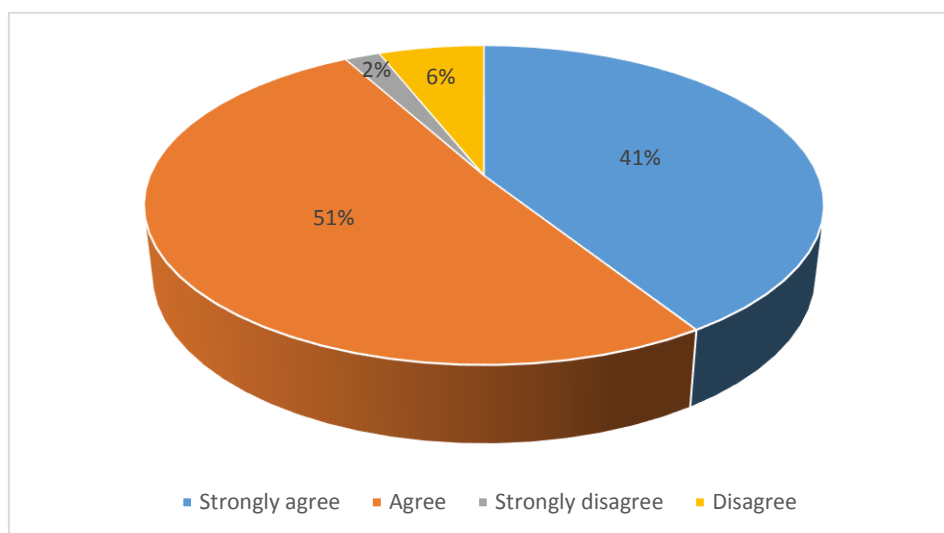
Graph 27: Developing FL Student's cultural awareness through Literary Texts Reading

From the obtained results, (41%) of students strongly agree that FL students can develop their cultural awareness through literary texts reading. Moreover, (51) of them agree with the same idea. This means, they consider literary texts as an effective element that exposes them to the target culture and encourages them to be aware of the cultural differences. On the other hand, (6%) disagree and (2%) strongly disagree with this idea. Thus, they are possibly not interested in reading and literature.

3.3.4.8. What do you suggest to your teachers in order to help learners in developing their cultural awareness?

The aim of this question is to give third year English students the opportunity to suggest to their teachers some methods and strategies for the sake of developing cultural awareness. Thus their suggestions can be summarized below:

- To support students to learn more about other cultures

- To encourage students to talk with native speakers

- To encourage students to read more books

- To provide students with novels and short stories that deals with cultural diversity aspect

- To provide students with books and ask them to make reviews

- To foster their tolerance towards the target culture

- To point out the similarities and differences between their own culture and other cultures

- To teach students how to respect and adapt the target culture

3.4. Discussion of the Main Findings

After analyzing the students' questionnaire, some conclusions are depicted on what concerns students' perception about cultural imposition in the context of L2 literary texts reading. This part is devoted to give us answers about the research questions. The findings are going to be summed up in the point that follow:

➢ The majority of third year English students agree that culture should be taught while teaching a second language.

➢ The results reveal that (90%) of students claimed that FL culture affects their reading comprehension of literary texts.

➢ About (84%) of students declared that their cultural background has an impact on their reading comprehension of literary texts.

➢ A great number of students (78%) considered themselves aware of the cultural differences between their own culture and the target culture.

➢ The findings reveal that a considerable number of students (84%) are tolerant towards other cultures and accept the diversity. whereas, only (18%) of them are intolerant.

➢ Finally, there is an agreement that FL students can develop their cultural awareness through literary texts reading.

3.5. Pedagogical Implementations

Depending on the obtained results, some suggestions are planned to bring light for both teachers and students to take them into consideration.

✓ Culture should be taught as a fifth skill since language cannot be separate from its culture.

✓ It is highly recommended to add a reading module in EFL classrooms.

✓ Teachers should provide their learners with books and motivate them to read more.

✓ Teachers should expose their students to the target culture and support them to be more extrovert towards the target culture.

✓ Students should be aware of the importance of reading in learning a second language.

✓ Students should be more motivated to read in order to improve their language competence.

✓ Students should vary in reading literary genres to minimize their reading comprehension difficulties as well as to improve their reading ability.

✓ Students should increase their knowledge about the target culture but also they should be aware about any negative influence that this FL culture may bring.

3.6. Limitations of the Study

The present study has faced some difficulties which limited our investigation. These problems are listed in the following points:

➢ Time pressure due to Covid-19 pandemic.

➢ Difficulties in collecting data because some students left some questions without being answered.

➢ The inaccessibility of some sources in our university.

Conclusion

This chapter analysed the field work of the study. It discussed the students' perception about cultural imposition in the context of L2 literary texts reading. The students' questionnaire illustrates that the majority of students are culturally aware and accept the target culture. Furthermore, a considerable number of students agree with the integration of FL culture in EFL classrooms. Concerning their reading ability, they encountered some obstacle in reading comprehension due to the influence of both the FL culture and their native culture. Consequently, the obtained results answered the research questions.

General Conclusion

Literary texts are seen as a reflection of culture presenting people's thought, experience, beliefs, values, attitudes and habits. The present study is set out to investigate students' perception about the effect of cultural imposition on their L2 literary texts reading and understanding. This research seeks to highlight the importance of culture teaching and the significant role of literary texts reading in EFL classrooms as well as the use of literary texts in raising students' cultural awareness and changing their negative attitudes towards the target culture.

This work is divided into three main chapters: the first two chapters are theoretical in nature while the last part is devoted to the practical part. The first chapter deals with the concepts of culture and language and the importance of the integration of culture in EFL classrooms. Whereas, the second chapter sheds light on literary texts reading and understanding with an emphasis on the issue of reading comprehension and interpretation of cultural contexts in literary texts to end up with the third chapter which includes the analyses of data obtained from students' questionnaire and it also involves a discussion of the main findings and provides some recommendations.

From the gathered data, it was revealed that the integration of culture in EFL classrooms is beneficial for FL students in order to develop their communicative competence and become more flexible and tolerant towards other cultures. And also culture teaching is regarded as a significant element that promote students' understanding and appreciation of literary work. In addition, the majority of the selected population agree with the fact that they can raise their cultural awareness by reading literary texts. Furthermore, a huge number of third year English students declared that they considered themselves aware of the differences between their own culture and the target culture. The results also show that a considerable number of students are tolerant and accept the cultural diversity which is a positive point. Despite the fact that the

majority of students declared their tolerance towards the target culture, the opinion of the remaining students should not be ignored. In other words, even if only few categories develop negative attitudes towards other cultures and impose their own culture; it is still an issue that should be taken into consideration.

All in all, teaching and learning a second language is not an easy task. Since language and culture are inseparable, teachers and students should work together to develop a cultural environment in classrooms. Moreover, Teachers should be more supportive and encourage their learners to read more in order to help them decrease their L1 interference and reduce their own cultural imposition while reading literary texts. At the end, it is hoped this humble work get more attention and open the door to future investigations.

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Appendix

Students' Questionnaire

Dear students,

This questionnaire is part of a study that aims to investigate the imposition of FL culture in literary texts. You are kindly invited to fill in the following questionnaire. Please, tick (✓) the appropriate answer and justify it whenever it is possible. We pledge that the answers you provide will be kept anonymous and confidential. Thank you in advance for your precious cooperation.

Part One: Students' Background Information

1- Gender: Male ☐   Female ☐

2- Age:

3- How long have you been learning English?

……………………………………………………………………………………………

4- How do you see your English achievement?

Excellent ☐   Good ☐   Average ☐   Poor☐

Part Two: Literary Texts Reading and Understanding

5-How do you evaluate your reading ability?

Excellent ☐   good ☐   Average☐   Weak☐

6-What kind of literary texts do you read?

 Novels ☐   Short stories☐   Poems ☐   Plays ☐

7- How often do you read literary texts?

Always ☐   Often ☐   Sometimes☐   Rarely☐

8- Reading is an essential component in a foreign language class

Strongly agree☐   Agree ☐   Strongly disagree ☐   Disagree☐

9-What is your purpose from reading literary texts?

- Improve your language skills ☐

- Expand your mind and thoughts ☐

- Develop your cultural awareness ☐

- read for pleasure and entertainment ☐

- All of them ☐

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

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

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

10-Do you face reading comprehension difficulties while reading literary texts?

Yes☐　　　　　No☐

11-According to you, what are the reasons behind these difficulties?

-Lack of reading habit ☐

-Lack of time ☐

-The difficulty of the text ☐

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

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

12-What do you usually do when you cannot understand what you read?

-Take notes ☐

-Use translators and dictionaries☐

-Predicting meaning ☐

-Stop reading ☐

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

……………………………………………………………………………………………….

Part Three: Cultural Imposition through the FL Material

13- **Language and culture are inseparable**

Strongly agree ☐   Agree ☐   Strongly disagree ☐   Disagree ☐

14- Culture should be taught while teaching a second language?

Strongly agree ☐   Agree ☐   Strongly disagree ☐   Disagree ☐

15- **According to you, what are the major goals of teaching culture?**

- Be able to react appropriately in social situations ☐

- Develop students' communicative competence   ☐

-Increase students' cultural awareness   ☐

-All of them   ☐

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

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16- According to you, to what extent a language learner should know about the target culture?

-To know only the main and general things ☐

-To know everything in details   ☐

17- Do you think that your thinking can change when you are introduced to a new culture?

                    Yes ☐   No ☐

Explain**………………………………………………………………………………………..**

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

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18- Do you think it is important to know about the differences between your mother culture and the target culture?

Yes☐   No ☐

19-Being aware of the foreign language culture helps improving students' knowledge about that language.

Strongly agree☐   Agree ☐   Strongly disagree ☐   Disagree☐

20- Would you consider yourself to be aware of the cultural differences between your own culture and the target culture?

Yes☐   No ☐

Part Four: The Impact of Culture on Reading Literary Texts

21- Do you think that FL culture has an impact on students' reading comprehension?

Yes☐   No ☐

22- Do you think that students' cultural background affects their reading comprehension?

Yes☐   No☐

23- Do cultural differences affect your interpretation of literary texts?

Yes☐   No ☐

24- Do you impose your own culture and beliefs while reading literary texts?

Yes☐   No ☐

25- Have you ever experienced culture shock while reading literary texts?

Yes☐   No☐

26- How do you react towards the amount of cultural differences in literary texts?

-Be tolerant and accept other cultures ☐

-Be close-minded and impose my own culture ☐

27- Foreign language students can develop their cultural awareness through reading literary texts

Strongly agree ☐   Agree ☐   Strongly disagree ☐   Disagree ☐

28-What do you suggest to your teachers in order to help learners in developing their cultural awareness?

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الملخص

تهدف الدراسة الحالية إلى التحقيق في إدراك الطلاب حول تأثير الفرض الثقافي على قراءة وفهم نصوصهم الأدبية في اللغة الثانية. في الواقع، تحاول تسليط الضوء على تأثير كل من الثقافة المستهدفة والثقافة الأصلية على مهارة فهم المقروء بين الطلاب. بالإضافة إلى ذلك، يهدف العمل الحالي إلى إبراز أهمية تعليم الثقافة كمفتاح لتحسين الفهم الثقافي للطلاب. علاوة على ذلك، تحاول هذه الدراسة الكشف عن صعوبات الفهم المقروء والعقبات التي يواجهها الطلاب كما تركز على أهمية الدور الهام لقراءة النصوص الأدبية في تنمية الوعي الثقافي للطلاب. ولتحقيق هذه الأهداف، أجريت دراسة حالة مع طلاب السنة الثالثة للغة الإنجليزية في جامعة ميلة. تشير النتائج إلى أن غالبية الطلاب يوافقون على دمج معرفة الثقافة الأجنبية في فصول اللغة الإنجليزية كلغة أجنبية وكذلك عدد كبير من الطلاب ادعى ان الثقافة الاجنبة تؤثر على الفهم المقروء لنصوصهم الأدبية. بالتالي تتيح لنا نتائج البيانات التي تم جمعها من استبيان الطلاب تأكيد فرضية الأطروحة كما تقدم إجابات على أسئلة البحث. وفي نهاية هذا العمل، قُدّمت بعض التوصيات من أجل تعزيز الوعي الثقافي لدى طلاب اللغة الإنجليزية كلغة أجنبية وتحسين تعلمهم للغة الأجنبية بشكل عام.

الكلمات المفتاحية: الثقافة، الفرض الثقافي، قدرة إدراك الطلاب، القراءة، النصوص الأدبية، فهم المقروء.

Résumé

Notre travail de recherche vise à étudier la perception des étudiants quant à l'effet du phénomène de l'imposition culturelle sur la lecture et la compréhension des textes littéraires en L2. Nous essayons de mettre la lumière sur l'inter-influence à la fois de la culture cible et de la culture source sur la compréhension dans la lecture des apprenants. De plus, ce travail vise également à souligner l'importance de l'enseignement de la culture comme clé pour améliorer la compréhension culturelle des étudiants. Par ailleurs, notre travail tente aussi de révéler les difficultés de compréhension dans la lecture et les obstacles rencontrés par les étudiantes. Il met également l'accent sur le rôle important de la lecture de textes littéraires pour développer la leur conscience culturelle. Pour atteindre ces objectifs, une étude de cas a été menée auprès d'étudiants de troisième année d'anglais à l'Université Abdelhafid-Boussouf Mila. Les résultats indiquent que la majorité des étudiants sont d'accord avec l'intégration des connaissances de la culture FL dans les cours d'EFL ainsi qu'un grand nombre d'étudiants a affirmé que la culture FL affecte la compréhension de leurs textes littéraires. Par conséquent, les résultats obtenus à partir des questionnaires confirment l'hypothèse de l'étude et apportent des réponses aux questions de recherche. Au terme de ce travail, quelques recommandations ont été formulées dans un souci de sensibilisation culturelle des étudiants EFL et d'amélioration de leur apprentissage de la langue étrangère dans son ensemble.

Mots clés : culture, imposition culturelle, perception des étudiants, lecture, textes littéraires, compréhension en lecture