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Effective Teaching Methods in Developing EFL Reading Skill for Cultural Awareness

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of "Doctorat" in Didactics

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Dedications

I dedicate this Doctoral thesis to:

My beloved family members who were my source of inspiration during this long process: their words of encouragement and push for tenacity ring up to now in my ears.

My lovely father who has always done everything he could for my success since the first day I went to school and nothing would have been achievable without the support of my courageous mother who sacrificed her life for my education as well as the one of my brothers and sister.

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Abstract

Reading is rather a complex mental and intellectual activity as it is not an unconscious and simple process. This requires a systematic understanding of the nature of reading and of the importance of using efficient reading strategies, especially for English foreign language learners. Reading strategies can be taught to students, as to improve their performance, their comprehension, and the critical skills and then openness towards cultural issues. Indeed, language is intrinsic to the expression of culture, though in reality, the perception of the world for each society is different. So, learning a language means that the learner has to assume the perceived culture of that language as language and culture are closely related to each other. Furthermore, the concept of “intercultural awareness” has taken a central position in promoting foreign language learning and teaching as well as the reading skill, which plays a significant part in many domains of language learning and teaching. Therefore, the aim of the present work is to spotlight the different reading strategies in order to develop the EFL reading skill taking into consideration the cultural aspects. It also tends to promote English foreign learning fundamental skills and which approaches to be used in the case of learners’ reading strategies and intercultural awareness. The study took place at the English Department of Djillali Liabes University in Sidi Bel Abbas. It turns around relevant teaching methods to improve students’ reading understanding through a set of cognitive strategies which make them strategic and effective readers. Research instruments for data collection involved questionnaires addressed to teachers, Doctoral and Master students as well as interviews for some available teachers. The collected data were analyzed quantitatively and qualitatively to discover the students’ main reading difficulties and needs in order to enhance their vocabulary knowledge and their comprehension skills. The findings helped to establish some recommendations as guided reading with related comprehension skills and strategies in contextual frames for remedial work; reading both intrinsically and extrinsically in group work to share and exchange knowledge, using dictionaries to develop their autonomy to feel much self-confident. Yet, extensive reading is rarely done as it is not a cultural habit.

List of Acronyms and Abbreviations

- **ACTFL:** American Council of teachers of Foreign Languages
- **AMIDEAST:** American English Institution in the Middle East and North Africa
- **BC:** British Council
- **BEM:** Brevet d'Enseignement Moyen (Middle School Certificate)
- **BMD:** Bachelor .Master. Doctorat
- **CA:** Cultural Awareness
- **CNRSE:** National Commission for the Reform of the Educational System
- **DLU :** Djillali Liabes University
- **ECTS:** European Credit Transfer Systems
- **EFL:** English as a Foreign Language
- **ELT:** English Language Teaching
- **FL:** Foreign Language
- **FLT:** Foreign Language Teaching
- **ICTs:** Information and Communication Technologies
- **IETLS:** International English Language Testing System
- **LMD:** Licence, Master, Doctorat
- **MENA:** Middle East and North Africa region
- **T.D :** Travaux Dirigés (tutorial)
- **TEFL:** Teaching English as a Foreign Language
- **TOEFL:** Testing of English as a Foreign Language
- **TV:** Television
- **USA:** United States of America
- **USIA** the United States Information Agency
- **VGS:** Vocabulary Guessing Strategies

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GENERAL INTRODUCTION

General Introduction

One of the key concepts in language training in the modern time is the concept of research. This is an amazingly powerful but simple idea that seems like someone should have thought of it long ago. Research means just that: studying what is actually going on in classrooms and comparing techniques to results. In other words, experts actually observe or record classroom activities and then track student progress, including how much they go on to speak their second or foreign language, if they do at all, after the class ends. This sort of formal work is essential to cutting through anecdotal claims of teachers that their approach works, and of identifying portions of curriculums that are less or more effective than others.

It has often been said that one language skill students need most and retain throughout their lives is reading. In fact, learning English to be able to read various topics in English is the major goal of many English Foreign Language (EFL) students who wish to complete their university studies. Definitely, reading is part of the core of curriculum in all foreign language learning settings. It is not only a source of information or an enjoyable activity, but also a means of consolidating and extending one's knowledge of the language and the world. Yet, the teaching of reading at an advanced level is a difficult language task which is a part of many university programmes in different countries and for many years. However, it is noticed that in language pedagogy, little attention is devoted to this skill. Little literature seems to be available on reading at university level, and on the various strategies and methods used to deal with the reading problems faced by EFL students. Most teachers report that some students show a very limited ability to read systematically, autonomously and with full comprehension. This is probably due to bad reading habits or a poor vocabulary stock. Actually, vocabulary is central to language and of critical importance to the typical language learner. The prominent role of vocabulary knowledge in foreign

language learning has been increasingly recognized. In studying literature, learners will be learning how to read and write better, to communicate better. Literature is associated with language-based approach, which provides a secure set of procedures for developing language competence. It covers all the skills to be taught in a language as this idea is supported by many applied linguists stating that literature has much to offer to all language learners, a wide range of vocabulary, and developing the four main language skills.

As it is mentioned above, one of the main aims of teaching English at the Department of English is to prepare most of students to become autonomous readers and for this reason the university teachers attempt to give them a chance so that they may discover the language at different levels: cultural, social, and philosophical. It is also worth mentioning that acquiring cultural knowledge of a target language is often called the fifth skill (culture) in language learning. The fifth skill not only deserves as much attention as the other four fundamental skills, but is in fact the key to mastering the language. It is believed that teaching English language should not be isolated from its culture. In other words, what is expected from the students is not only to understand the dictionary meaning of the words, but to decipher what lies beneath the spoken or written discourse, bearing in mind that the use of culture can break down the psychological barriers that stand between the learners themselves and also between the teachers. Thus, culture can be considered as an adequate device that enhances the establishment of an affective classroom atmosphere that is favourable to language learning. The students can, then, profit from culture to explore the unusual syntax, the uncommon vocabulary. There are different reasons for the importance of culture; firstly in the teaching of English as a foreign language and secondly to discover the other language cultural differences since students are not expected to be neither writers nor poets but to learn the language to be able to decipher the connotative meanings of words. It also attempts to answer some questions related to how literature can be relevant to other modules, to train for further literary studies, for personal growth, and mainly how it can help students understand and vicariously participate in the target language.

Besides, culture contributes to open the readers' eyes towards understanding the other world, to read about the other culture and tolerate it. Culture paves the way for a peaceful acceptance of the other and teaches him/her tolerance through cross-cultural understanding.

Focusing on the four skills as reading, speaking, writing and listening can give a good linguistic background to the students. In this vein, they can have a good amount of vocabulary to be used either in their daily life or for professional reasons. However, for students in the Department of English, who are being specialized, they need an emphasis on reading and culture. Both are necessary because they complete the whole process of learning linguistically and culturally or extra-linguistically.

From this point of view, the present study aims at undertaking a preliminary investigation to design the effectiveness of the methods and strategies in particularly promoting the English foreign language (EFL) reading skill and the culture as well. As most learners display difficulties related to *understanding* a text, linguistically and then culturally. It is through reading that EFL learners can extend their grasp of the target language and their academic performance. Indeed, many current researchers highlight the outstanding importance of teaching methods and strategies.

Being educated at Licence, Master and Doctoral level at DLU of Sidi Bel Abbes, such a problematic was felt of great relevance, as most EFL students do not possess the adequate skills to "read" a text. Among other issues, as an EFL researcher, the researcher found it necessary to research on these pedagogical and learning aspects.

To investigate the above stated problematic, two research questions are formulated as follows:

- 1- To what extent do effective teaching methods and strategies contribute to the acquisition or development of the reading skill?
- 2- Does the reading skill affect the understanding of the target culture?

In an attempt to answer these research questions, the researcher formulates the following hypotheses:

- 1- Relevant teaching methods and strategies improve students' reading understanding through a set of cognitive strategies which make them strategic and effective readers
- 2- Efficient reading strategies might help reading intelligently, i.e. improve students' ability at getting the meaning of a text and its culture to some extent.

For the sake of triangulation, to crosscheck data to the above hypotheses, a variety tools were used to collect qualitative and quantitative data. The sample under study involves Master 1 and Doctoral students of Didactics and Literature at the English Department of DLU. Besides, the research tools include 2 questionnaires for teachers, Master and Doctoral students, 132 copies were handed to students and 20 for teachers whereas the interview was limited to only 6 teachers following their availability.

This study focuses on developing effective strategies as several theorists, as Eckert and Goodman assume that students may develop their reading proficiency if they think to employ realistic strategies such as the former one where much time will be spent on reading for understanding rather than stopping at unfamiliar words to make their meanings. Therefore, the research sets several objectives. Mainly, it wants to improve the reading skill by using effective guided strategies as well as to develop students' cultural awareness in order to meet students' needs. Moreover, this study may benefit novice teachers to know the different techniques for increasing the teaching efficiency and have a positive feedback for them to clarify their vision about the hindrances and difficulties that face their students while tackling a reading passage. In the same way, this it is also beneficial to students since the selection and development of reading strategies may improve their reading comprehension ability. In the short term, they will get rid of dictionaries and rely on their own capacities by developing realistic strategies to tackle reading passages. For a long term, they will first become

proficient and autonomous readers, secondly they will build an English background so that they may communicate easily, read about the targeted culture without much difficulties, get in touch with native speakers either while travelling or whatever, and then, develop a certain tolerance towards the other to avoid cultural clashes.

Four inter-dependent chapters constitute the thesis. Chapter One entitled: *Description of the Current Teaching and Learning Situation in Algeria* provides a general description of the target teaching situation in addition to the research methodological tools, research questions and related hypotheses. It sheds lights on the difficulties encountered, which can hamper the research.

Chapter Two named: *Literature Survey* deals with a thorough review of the different theoretical, research and pedagogical aspects linked to the relevant strategies used for the development of the reading skill and the fifth skill.

Chapter Three: *Data Analysis and Research Findings* analyses and interprets data gathered from the researcher's understanding supported by references in the field, the students and teachers answers to the questionnaires and the results of the teachers 'interview.

As to the last chapter, the title of which is *Pedagogical Recommendations and Suggestions*, it is mainly concerned with a set of recommendations and suggestions in order to facilitate, to some extent, the selection of appropriate reading strategies to improve language /functional literacy of EFL learners as well the acquisition of a cultural background to improve students' understanding of a reading text. It offers a practical example to be considered as a simple attempt to illustrate the significant value of the reading and culture skills.

The general conclusion checks the validity of the hypotheses and opens new paths of research connected to the reading and culture skills, i.e. intercultural communication skill and transfer of linguistic abilities from mother tongue or Modern Standard Arabic to the second foreign language, as English and Spanish.

It is worth noting that this research has been carried out for more than four years. The research lasted so long because the researcher devoted much of the time to the investigation trying to enquire deeply about the way students face the hindrances while reading and also how they conceive the cultural side of the English language.

CHAPTER ONE

DESCRIPTION OF THE CURRENT TEACHING AND LEARNING SITUATION IN ALGERIA

Chapter One: Description of the Current Teaching and Learning Situation in Algeria

1.1. Introduction

1.2. Language Policy and the Educational Context

1.2.1. Government Language Reforms

1.2.2. English Status in Algeria

1.2.3. Spread of English since the 2000s

1.2.4. English Rising Status

1.2.5. English Language Status at Secondary School

1.3. From Classical to LMD System

1.3.1. E.L.T within the L.M.D System

1.4. Reading Question

1.5. Research Methodology Design

1.6. Data Collection Tools

1.7. Research Sample Design

1.7.1. Population

1.7.2. Students' Questionnaires

1.7.3. Teachers' Questionnaires

1.7.4. Teachers' Interviews

1.8. Objectives of the Study

1.9. Limitations of the Research

1.10. Conclusion

1.1 Introduction

The first chapter deals with the empirical step of this Doctoral research and is an attempt at depicting briefly the prevailing characteristics of the Algerian educational context in general within the linguistic landscape, but with a particular focus on the teaching/ learning situation of the English language of the defined sample selected in this research in particular. It describes the aims and motives of ELT in the new LMD context, and identify the status of the Reading Comprehension module (official naming), as well as the methods and profile of teachers with a look at the students' needs. This research takes place at the Department of English of Djilali Liabes University in Sidi Bel Abbas, Algeria. To this end, research design and different methodological tools were described and the choice explained too to analyze the answers of the questionnaires administered to students and teachers as well as an interview meant for teachers only. It depicts the reading skill and associated issues of learners' low proficiency output and achievement in addition to the teaching methods regarding the reading skill in order to enhance language proficiency and intercultural reading competence.

1.2 Language Policy and the Educational Context

The government language policy has certainly impacted the Algerian educational system in general and EFL in particular. Learning a FL was specifically instrumental as described in the classification of the National Charter (1976), i.e. a linguistic tool used for research and technologies. Yet, with the implementation of the LMD system and under different political/economic pressures, English is given much importance and TEFL was reconsidered and adapted to new requirements and methodologies.

1.2.1. Government Language Reforms

To understand the Algerian Government language policy of today the researcher must, first shed some light on the educational system from 1962 independence. The post-independence period was deeply influenced by the Maghreb countries education systems, notably with the use of the grammar translation method. This method includes the use and the study of grammatical rules, practising grammatical structures and items; it was facilitated via translation into mother tongue, Modern Standard, Arabic or mostly Algerian dialects. During this period of post-war construction, the Algerian schools had no curriculum set because of the shortage of teachers, syllabus designers and of experts.

Chapter One: Description of the Current Teaching and Learning Situation in Algeria

With President Houari Boumediene¹ who pushed Algerians to get rid of the French issue, he enacted the “Arabization” language planning project² Arabic into a nation’s system, government, and media in order to replace a former language that was enforced into a nation due to colonization). Such a project was already prevailing in Arabic countries as Syria, Egypt or Jordan. In these countries English (sometimes French) was used for administrative purposes. Modern Standard Arabic was/is regarded as the language of the Arab world and thus, a rebirth of the Islamic culture. From 1968, Modern Standard Arabic was obligatorily the medium of instruction at schools and administrations. It was given 3 years of bureaucrats to “Arabize” themselves. 1976 saw the publication of Arabic textbooks with the contextualization of Modern Standard Arabic was given supremacy over French and other foreign languages. This period favoured the audio-lingual method and the behaviourism theory. The audio-lingual method (also called the Army Method) supported by Skinner or Fries , sees language instruction as habit formation where memory is important and lessons set on static drills. Consequent reforms in 1982, 1986 and 1991 gave birth to changes in education, though the 2006 established the so-named “fundamental” schools into middle and secondary schools. Thus, as it has been mentioned before, the government policy of “Arabization” also defined as “Orientalisation” has no real link with the Algerian reality and tries to promote Modern Standard Arabic, i.e. the kind of Arabic used in educational institutions, by the Medias and for intellectual production, following the path of the Arabic countries. On the one hand, the question of adaptation and modernization of Arabic, particularly for specific purposes, are key issues connected to the inextricable scientific terminology. On the other hand, the regional languages limited by the numbers of speakers and for a usage specifically oral are only recently submitted to attempts of codification and uniformisation (as the officialisation of Tamazight, which amended the article 3 of the Algerian Constitution). As to foreign languages, actually French possesses a double status: either recognized as the language of heritage and intelligentsia or the language of the colonizer who has “contaminated” Algerians with his culture. But it is used as a subject matter at schools and as the language of education in universities. Even private schools have designed specific syllabi in French though their status remains another matter of controversy.

¹Houari Boumediene : An army officer who became president of Algeria from 1965 to 1978

But English has acquired a status limited to foreign academic language beside French, but of growing importance. The following table of Tomlinson (2005) supports the idea.

Dhamija's List of English World Roles	Tomlinson's List of English World Roles
<ul style="list-style-type: none"> – English as a link language. – Medium of literacy and creativity. – Medium of science and technology. – Language of reference and research. – A source language or media language. 	<ul style="list-style-type: none"> – English as a conference language. – English as an academic language. – English as an internet language. – English as a business language. – English as a commercial language. – English as an industrial language. – English of arts and control. – English as a social intercourse. – English as a diplomatic language. – A language of sport, entertainment and popular song. – English as a travel language, migration and holidays. – English as an access of language of news. – English as a language of self-expression.

Table 1.1. English World Roles and Functions. (Tomlinson, 2005:139)

Consequently, the Algerian Ministry of Higher Education and Scientific Research stipulated the goals of adapting the international reforms on structure and teaching to update its educational system and respond to domestic and international new needs and challenges. The Ministry directives were expressed clearly:

- To provide quality training.
- Make a real osmosis with the socio economic environment developing all possible interactions between the university and the outside world.

- Develop mechanisms for continuous adaptation to changing jobs.
- Be more open to global development especially those of science and technology.
- Encourage diversity and international cooperation by most appropriate terms.

French was having a reduced importance vis à vis English: “in Arabic Maghreb despite the fact that French has had a strong foothold in Tunisia, Algeria and Morocco, it has been retreating and losing a lot of ground to English. In fact, the tendency of what can be termed a shift from French to English in these countries cannot be cancelled.” (Zugghoul 2003:122)

Besides, universities reported great dissatisfaction as to the classical system because of the centralized management of programmes and budget which did not meet teachers and students expectations regarding teaching and job issues.

1.2.2. English Status in Algeria

As mentioned previously, the world witnessed drastic changes during the 1980’s. Algeria had gradually taken on a new socio-economic ideology which was the shift from a directed economy to a market economy.

The new ideology was based on socio-cultural openness towards the world and therefore recognized the socio cultural diversity. Afterward, the teaching of foreign language gained a considerable importance; English foreign institutes had been mushrooming in Algeria especially in the main cities as Algiers and Oran, to cite: the British Council, the American School and the American Cultural Centre in order to improve the quality of education in Algeria through the promotion of English, the language of science.

According to Belmihoub (2018:4) and in order to reveal the realization, the British Council offered *Direct Teaching of English Cooperation in Algiers, which also helped with teacher-training and provided scholarship for study in Britain.*

Another major experience in the teaching of English was applied Also in September 1993 when the Ministry of National Education introduced English in the primary school had to choose between French and English as an additional language. This initiative did not last long as it was firstly applied in some pilot schools then in all primary schools. Two years later it has been abandoned. As a matter of fact, the Ministry of Education revealed that 71.07% of parents chose French while only 28.27% were for English

(BaalaBoudebia, 2012). Along the same line, Benrabah (2014) reported that the total number of those who chose English was varying between 0.33% and 1.28% (Benrabah 2014:51). This experimental policy was not successful as most parents chose French. Benrabah (2013) related this failure to the reality of the Algerian society which remained attached to French as more useful for Algeria's socio-economic prosperity (Belmihoub, 2018).

1.2.3. Spread of English since the 2000s

At the beginning of the 21st century, English language in Algeria education held a significant position; in fact, more changes and challenges have been experienced than any other period of time in Algeria. Benrabah (2007:226) reinforced the idea saying that a new step was taken as a turning point in the recognition of the foreign language education considered as a commodity in the globalized world. The period began in the early 2000s and corresponded to the era of total transition to the free economic market.

A closer view at English development in Algeria revealed that much greater height was the focus of education since the 2000s by the promotion of CNRSE (National Commission for the Reform of the Educational System) which was assigned to restructure the educational system and to value the teaching of foreign languages and more particularly to solve the different identified problems in the teaching of English. In accordance with the declaration of Ministry of National Education in 2003 which updated the attitudes toward the teaching of English, an English Education Reform Cell was established by the commission in the late 2004, the latter aimed at changing and improving English education in middle and secondary school. In order to achieve these goals, a number of foreign language policies had been developed, formulated and implemented including: pupils/student's curriculum, teacher training and language infrastructures.

Following the CNRSE suggestions, the Algerian government declared first the end of the fundamental school to fill the place for a new structure which comprises three stages: primary school which lasted five years, middle with four years and secondary comprises three years of instruction. Through the English curriculum revision, Benrabah (2007) said that from 2004, the teaching of English in public schools has shifted from grade eight to grade one at the middle school till the last year of secondary school.

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Hence, moving from the inclusion of EFL from the secondary to primary schools aims at providing a longer exposure to the foreign language, which rises pupils' interest and motivation towards the English language. As a matter of fact, the number of English classes at middle and secondary schools increased. The hourly volume of English lectures has reached 5 hours per week for third year students. The revision of the curriculum had gone along with the adaptation of the content of textbooks whose objectives were to expand the basic linguistic and communicative skills necessary for the development of learners' capacity in the target language. The following tables show respectively the hourly volume of English lectures in middle school and secondary schools.

	First Year		Second year				Third year			Fourth year				
English Lectures	Weekly	Annually	Weekly	Annually	Weekly	Annually	Weekly	Annually	Weekly	Annually				
	2h30	80h	2h30	80h	3h30	112h	3h30	105h						
	First Year		Second year				Third year							
English Lectures	ST	L	Phi	FL	Math	GE	S	TM	Phi	FL	Math	GE	S	TM
	3h		4h	5h	3h			4h		3h				

Table 1.2. Hourly Volume of English Lectures in the Middle School and Secondary School

The first reform dealt with the hourly volume of English at middle and secondary schools, the second one concerned teacher's role as a facilitator of the learning process. Indeed, the new strategies were proposed to meet both pupils and teachers social and global needs through the enhancement of teacher language proficiency and teaching skills. Moreover, teachers were asked to help pupils develop communicative performance, and promote positive values and attitudes towards English language learning. The objective of these directives was to offer special trainings and plannings in order to create an atmosphere of coordination between teachers and inspectors and hence to develop curricula and methods of teaching English as a foreign language and also to progress in this branch of knowledge. During the first years that followed the implementation of CNRSE, the Ministry of National Education gave high importance to English language teacher development. Indeed they used to organize seminars in the largest cities to ensure

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the in-service English Language Teacher Training and Development. Consequently, a great deal of the budget was spent on these workshops and it had an influence on the curriculum of the middle and secondary teacher training schools.

It is worth mentioning, the government's cooperation with local associations as the Algerian Association of Teachers of English or the Algerian English Language Teacher's Professional Network which were created to encourage mutual supports and coordination. There were also collaborations with foreign institution namely: the British Council (BC), the United States Information Agency (USIA) and the American English Institution in the Middle East and North Africa (AMIDEAST) in collaboration with British and American Embassies, to help facilitate the implementation process of the curriculum reform. The collaboration with the British Council was very fruitful; various seminars have been conducted since the 2000s in different cities in order to update teaching methodology and to aspire teachers of English who had little or no teaching background. In addition to the English Access Micro Scholarship Program which was a recent initiative offered by the USIA and AMIDEAST. The latter aimed at providing English Language Instruction for teachers who wished to improve their knowledge and skills as well as giving the opportunities to go to English speaking countries for language development and better teaching.

English language education in Algeria deals also with foreign language centres following the prominence of the English language which is increasing considerably in the world and Algeria in particular. According to a recent data published by HuffpostAlgerie (2016), Algeria included more than 47 centres based principally in Algiers but also in other cities as Oran, Annaba and HassiMessaoud offering programmes in basic English, General English, business English and Technical English.

The introduction of the foreign languages centres was an ambitious step; moreover learning foreign language, this initiative regrouped Algerians at different time volumes and from various levels. In the British Council's 2017 report, a comprehensive sociolinguistic profile of English in Algeria described the country to have one of the best registration rates in the Middle East and North Africa region (MENA). Each year, more than 3300 distinct adults, adolescent and young learners and close to 10.000 students obtain the Cambridge qualification degree. Since 2008, the Ministry of National Education and the Ministry of Higher Education and Scientific Research with the collaboration of the British Council have insisted on English teaching operations to support throughout the Algerian territory

the learning of the English language and its curriculum. Their statistics showed that they reached more than 5 million learners each year with English language content through Echourouk newspaper, along with two British radio and TV productions Word on the street TV program on BBC Arabic and English series Obla Air on Jil FM. They added to have half a million Algerian fans on Learn English in MENA Facebook pages and 350.000 users of English language sites which was the country's largest participation in MENA region. (British Council report: oct 2017)

1.2.4. English Rising Status

As it has been said previously, English is the foreign language the most spread in the European and Western countries and the means of technological advancement and research as well in Africa and in Algiers too. To understand better the language situation of Algeria and the difficulties faced by Algerian learners, the linguistic dialectal diversity must be taken into account through Berber and Algerian Arabic are mostly used in daily life and for informal usage, English is only used in the classroom. Learners/pupils have no direct contact with speakers of English outside classroom. As Krashen puts it: *the only input is teachers or classmates*. (1982:46). The problem is that learners have a limited exposure or lack opportunities to practise English. But, learning a foreign language is easier in environments where the learners can develop their language skills. Such a statement is supported by Spolsky when he says that: *social factors have even more importance in the case of second language learners' social context*. Despite this problem of language contact, English is the second foreign language in Algeria after French which is used in different domains as in administration with Arabic. English has to be learnt and practiced in class for educational objectives.

Thus, following the idea that a language must be practiced to develop communication skills, one of the major ways to promote English language learning is through reading. Reading is an outstanding skill which helps promoting the vocabulary knowledge but also gradually progressive language learning as it requires active and continuous reading and concentration.

As Algerian learners are not used to read for cultural or personal reasons, they have to make efforts as well as teachers since the latter are engaged in the learning process through motivation and awareness of their successful academic performance. The learners' awareness of reading strategies regardless of the length of their English learning

experience, must be acquired in conformity with assessment criteria of reading comprehension skills necessary to meet their learning objectives based on the type of texts studied or encountered.

1.2.5. English Language Status at Secondary School Level

Following what the researcher explained, English has officially the status of second foreign language. But, English is being given much importance not only in the world as a lingua franca, but also in Algeria as the Algerian Minister of National Education, BenbouzidAboubakr mentioned it: *English has become firmly established as the international language of music, literature, politics, technology and all sciences.* (2005:11).

In the secondary school for literary stream pupils, English is taught 4 hours a week and with a 3 coefficient while in scientific stream it has a 2 coefficient and studied only 3 hours a week. (Syllabus of English of 1st year 2005, syllabus of English of 2nd year 2006; syllabus of English of 3rd, 2011). In accordance with the Orientation Law on National Education n° 08-04(23 January 2008), any Algerian school. In 2006, he applied reform which changed fundamental to middle and secondary schools. Any Algerian school must perform 4 tasks' education, Training socialization and qualification, these requirements are also universal. But the new English curriculum was studied but educational experts who designed its features to meet these educational, social and professional requirements. On the one hand, during the three years of secondary schools, pupils develop their physical, mental and intellectual abilities becoming adolescents. On the other hand, ELT objective is to help pupils meet language difficulties while learning English. At the end of the secondary education, the Ministry of Education stipulates that pupils have:

- To understand, read and listen to English text, and recognize different types of texts.
- To Take part in different conversations and share discussions with their classmates using English
- To produce different types of paragraphs (letters, invitations, reports, articles...)
- To self-evaluate and measure their own progress through different assessments tasks.

- To pass successfully the Baccalaureate exam (Teachers, Handbook, Secondary School Education:4)
- The actual 3rd ELT Textbook is New Prospects for all literary and scientific streams pupils. It was first published in 2007 by the Ministry of Education and includes 6 units. The scientific stream deals with Ethics in Business, Advertisement and Consumer safety, Astronomy whereas the literary stream is concerned with Ancient Civilization, Ethics in Business, Education. Yet, the unit called Emotions and Feelings is common both streams.

Two fundamental sections are mentioned. The first section named language outcomes involves two parts, namely Listen and Consider, and Read and Consider. Both are related to receptive stage, language acquisition and related aspects as grammatical structures, vocabulary, spelling pronunciation .A guided written expression follows each section reading strategies are promoted only with one text, which is included in this section. As to the second section, called skills and strategies, it includes Listening and Speaking and Writing. The productive stage is the result of what has been acquired .Eight texts have to be read during the year (New Prospects, 2007:05) .Thus, pupils should master some skills, through from the first year to the last year at secondary schools; pupils are prepared for the Baccalaureate Exam. In reality, pupils have difficulties in reading comprehension due to their lack of vocabulary knowledge and cognitive reading strategies. Moreover, English as compared to Mathematics or other subjects at schools is less considered thus defined as a dropping module they feel deep reluctance to learn this second foreign language which should be taught during 06 years. It may be said that the failure in the exam and particularly in English can be attributed to the low level of reading proficiency and acquisition of vocabulary lists. (Melouk, 2008).

Teaching and learning a foreign language at school level is becoming more a preoccupation for certain educationists, politicians and individuals or parents in Algeria, as most learners are considering this foreign language of less importance than other subjects.

1.3. From Classical System to LMD System

The Algerian Ministry of Higher Education and Scientific Research had to pass through at time of severe changes, especially with the Arabization of higher education. Time proved that this 1971 reform was irrelevant and inefficient as first most teachers and students started lacking motivation because programs were not meeting socio-economic

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data, and second a reductionist view of culture and not cultures were imposed. It was then reported that the “classical “systems which consisted in 4 years Bachelor (Licence) , 2/3 years Magister and 4 years (or more) Doctorate did not meet the real needs of the society in Algeria and the evolving language and technological changes of most European countries as France or Germany. It was in 2001 that educationalists and policy makers announced that great changes had to be felt to respond to the new socio-economic demands of the time. It was made in conformity with Europe, as Algeria cannot stand outside the educational framework designed by Europe and Canada first. The solution was to reorganize following the LMD system. Besides, in conformity with the globalization process, Algeria passed through different educational reforms reflecting the changing requirements of the society and the labour market closely linked to the economy of the country and the world. It was in 2003 that this LMD system was implemented in all faculties, but the Medical Sciences have always had their own structure. The LMD system was in fact:

Initially designed in the Anglo-Saxon countries; it is spreading nowadays everywhere and the Algerian authorities decided to apply it in partial replacement of the current system. This degree changes the length of the studies, too: it reduces the degree from four to three years. The instructor wants to deploy it aiming at students’ mobility and recognition of the degree in every part of the country and even abroad (Lakehal Ayat Benmati 2008)

The researcher noted some similarities and differences between both systems as it is revealed in the table below:

LMD System		Classical System	
Degree	Time Spent	Degree	Time Spent
Doctorat	3	Doctorat	4+
Master	2	Magister	3
Licence	3	Licence	4

Table 1.3. Differences between Classical and LMD systems

Such a system is nowadays a global educational one: Bachelor (3 years) Master (2 years) and Doctorat (3 years) and is also called BMD and was implemented because of the Sorbonne- Bologna process where more than 45 countries were included.

Thus, the objectives of this new educational system emphasize mainly on the quality of university education and the mobility of students as well as the homogenization of curricula. As written above, the LMD system differentiates 3 steps Licence, Master and Doctorat linked with the defense of the thesis. Each year is divided into semester with exams held at the end of each one and each module needs a total of European Credit Transfer Systems (ECTS).

The opinions were divided. Some look to it as a fruitful bridge to better education and recognition at European level. Others regard it as additional costs and more time consuming for teachers being the dispatcher of knowledge, the mediator, the educator and the facilitator. The response of the Ministry of Higher Education and Scientific Research condemned such a negative understanding as follows: *Those stating that the LMD system has failed did not understand the real content of this system until today* (2011) and *the world has changed, so must the education system* (Miller, 2003) .Such a system is supposed to bring new pedagogical practices and ensure more employment.

1.3.1 ELT within the LMD System

The new LMD system implemented in the Algerian universities was *perceived to be more beneficial and valuable for both EFL students and teachers compared to the classical system applied previously. For students, it offers internationally recognized degrees and profound acquisition of English. For teachers, it endorses improving their professional pedagogical knowledge and skills* (Bouhadiba, 2012:190). Particularly, in the English curriculum, some differences are noticed as it is shown in the following table:

First Years LMD (Semesters 1&2)	
TeachingUnits	Hours / Week
FundamentalTeachingUnits	
Grammar	3h
Initiation to Literary Texts	
Initiation to Phonetics	1h30 min
Initiation to Linguistics	1h30min

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Oral Production and Comprehension	3h
Cultural Studies	
Written Production and Comprehension	4h30min
Methodology Teaching Unit	
Study Skills	3h
Discovered Teaching Unit	
Social and Human Sciences	1h30 min
Transversal Teaching unit :	
Foreign Language	1h30 min
Total	25h30 min
Classical System (first year licence)	
Teaching Components	Teaching Components
Oral / Listening Comprehension	Oral / Listening Comprehension
Written /Reading Comprehension	Written /Reading Comprehension
Grammar	Grammar
Phonetics	Phonetics
Linguistics	Linguistics
Cultural Studies	Cultural Studies
Arabic	Arabic

Table 1.4. Differences between Classic System and LMD System Teaching components for first year students

*the tables above show the distinguishing characteristics between Classical and LMD system for the first and second semester

Furthermore, the following semesters 3 and 4 constituting the second year. Students at that level (at the end of the second year) must choose their field of specialism to complete their degree. But in reality, they take the course available in their department. Before the students could choose between teacher training sessions at secondary schools or writing an extended essay. The sessions were validated by a pedagogical training

report. The essay was followed by a defense in front of jury with two or three members; but because of the excessive members of students, pedagogical training and licence defenses are not recurrent in most universities. The Master level is the following degree but with a selection of students in few universities. The last level is the Doctorate degree which requires a 3 year program at least, writing and defending thesis. All licence, Master and Doctorat courses depend on the organization and demand of the teacher, lecturer in charge of these studies. But the assessment procedures are based on a continuous form of evaluation as described by Weston. This evaluation system which contributes to the final mark of the modular exam must make students aware of the necessity of working regularly. T.D marks, verbal and written texts, attendance to courses, participation in class required. The teaching units necessitate an evaluation too. Each semester following a separate and compensatory mode in addition to the distinction between all modular courses that are included in the same unit where each module follows a semi-annual exam. The pedagogical materials are mainly teachers' belongings.

The traditional use of chalk disappearing and replaced by audio-visual means with PowerPoint presentations. Through in some universities, labs are available as fruitful tools for teaching and learning English, in DLU no session is made to improve the listening comprehension skill. Students practice mostly their English during the lectures or while watching films and listening to music or using socionetworks.

1.4. Reading Question

The previous brief description is essential to understand is essential to understand the Reading Comprehension course in the Department of English which becomes greatly essential in the first and second years. It is labelled "Comprehension and Written Expression" and for a time scale of three hours. Even at university level, the teacher is the pivotal element in teaching reading and reproduces the same intensive reading approach.

A tendency among foreign language learners is always to regard a text as an object for language studies and not as an object for factual information, literary experience or simply pleasure, joy and delight. Simensen (1987:41).

As to reading the level of the university, most students reveal a low performance and interest in reading. One reason was given by Nambiar:

Reading lessons are often in mechanistic manner with learners having to read first, underline difficult words and then use dictionary

to source the meaning of each word. Then the comprehensive questions are used to identify the important ideas in the text. A very popular method employed in school to get learners to identify main ideas in each paragraph and more often than not, these main ideas are usually in the first few lines of each paragraph Nambiar(2005; 67).

Such students are used to over reliance on textbooks with an intensive reading approach and a teacher centered approach. Motivation or interest is certainly reduced as topics are also not chosen by them too. Yet, the objective of teaching reading following the Ministry of Education is to equip students with necessary skills to read any text. Much has to be done or revisited as they are still facing difficulties. The process of reading entails the process of asking questions and trying to answer them:

To read we must ask questions, implicit questions... there are many kinds of text and many different purposes for reading. The one aspect of reading all have in common is that questions are asked of a text. Comprehension occurs when answers to these questions are found. Ibid (2005:68)

Most EFL teachers in Cultural Studies and Teaching Literature are committed to teaching practices where the medium of instruction is English. Some reading a text (literary) is done during a session though the focus is rather on the cultural component as it is not a question to imitate a native speaker (Kelly 2001:129). The twin objective is to read a text to grasp the meaning of text and to get the knowledge necessary to enter the target culture. (Byram, 1991:18)

English language proficiency requires intercultural communicative competence even through reading. During Cultural Studies and Teaching Literature courses students can give their opinions and interact, and it awakens their intellectual curiosity and do not push them to rote learning. Researchers are numerous... on awareness- raising and training in strategy instruction (Weden 1986, Shokrpour 2009) which shed light on the relevance of awareness rising beside routine teaching strategies. Awareness rising on learning develops learning proficiency mostly and reading particularly the following quotation emphasizes the fact that awareness is a perquisite tool for success.

The process of heightening learners' general awareness of some language learning strategies through the administration of a one-time 50 minutes session which includes interaction with the material involvement of students, use of higher order thinking skills and

accommodation of students social and affective needs (Flaitz, Feyten& La Rocca, 1999:37).

Such a pedagogical situation opens the door to question, the relevance and adequacy of teaching materials as well as teacher training. Teachers have to select different texts which fit the requirements and goals of reading courses as *the point of the reading course should be reading* (Eskey, 1983:130).

Furthermore, the students' reading background is almost poor as they display much anxiety or lack of interest. A few ones developed good reading habits and could participate actively in the class. But, it seems impossible to identify students' individual characteristics as language proficiency or expectations and needs or interest as classes are overcrowded (more than 50 students per group).

Closely related to teaching practices, is teaching cognition. This issue of outstanding importance in language teaching and teacher education. Teacher cognition refers to some aspects as knowledge, attitudes, beliefs, theories.... As noted by Borg: Teachers are active thinking , decisions makers who make instructional choices ,by drawing on complex , practically oriented personalized and context-sensitive networks of knowledge, thoughts and beliefs Borg (2003:81).

This previous quotation underlines the fact that the teacher cognition and classroom practices are interdependent. Thus, professional preparation, also called pre- or in- service teacher education provides better teaching results through professional development. The next section will describe the methodological tools and sample to investigate the issue of effective teaching reading

1.5. Research Methodology Design

The researcher tried to select introspective and retrospective instruments to test the hypotheses formulated as to the issue of reading particularly and teaching cultural awareness. No educational question can be analysed without referring to the language issue, which is the reason why the researcher finds important to explain the language

government policy. While gathering data for this research work, both quantitative and qualitative data have been collected. The questionnaire is mainly used for quantitative data, whereas an interview has been used for qualitative data. These tools are intended to verify, infirm or confirm the research hypotheses.

The use of methodological tools is to try and analyse research questions and confirm or infirm related hypotheses of any research project. But, *Research questions are not fixed at the start of the study, they may need to be significantly modified or expanded as a result of the changes in your goals or conceptual framework, or because of what you learn while doing the research* (Maxwell:104). Research methodology, as explained by Singh (2007:156-157) in the following:

The methodology consists of procedures and techniques for conducting a study... it involves such general activities as identifying problems, review of literature, formulating hypotheses, procedures for testing hypotheses, measurement, data collection analysis, interpreting results and drawing conclusions. Therefore, research is a systematic process of collecting and analysing information to increase the understanding of the phenomenon under study. Singh (2007:156-157)

Such a tentative definition supports the idea of testing and trying again and again:

Defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data hypothesis (cited in Kothari). It seems that interpretations cannot be generalized as:

*Any scientific is chaotic business stumbling along amidst red herrings, errors and truly, creative insights. Great scientific breakthroughs are rarely the work of a single researchers plodding slowly by inexorably towards some final goal. The crucial idea behind the breakthrough may surface a number of times, in different places, only to sink again beneath the babble of an endless scientific Discourse.*Gerald Milburn (2005: 236-237).

But, as an EFL researcher, we have to believe that: *research is a process for collecting, analysing and interpreting information to answer questions but to qualify as a research, the process must have certain characteristics: it must, as far as possible, be controlled, rigorous, systematic, valid and verifiable, empirical and critical* Williman

(2011). Though a scientific activity varies from one discipline to another subject, Williman (2011) claims that:

Common to virtually all research projects, whatever their size and complexity. And they can be very different. These differences are due to their subject matters; for example compare an investigation into sub-nuclear particles with a study of different teaching methods, differences in scales of time and resources, and extent of pioneering qualities and rigour. Some projects are aimed at testing and refining existing knowledge, others at creating new knowledge.
William (2011:67-68)

As any research inquiry, this doctoral research consists of the problematic, research questions, related hypotheses, research design, data collection, analysis of the findings, and a consequent summary.

Research design is defined as the systematic organization of the methods used to collect and analyse data in a way that assures pertinence as well as economy in research.

Much recently, Singh 2007 explains further that: *a design of research does not consist of an ordered sequential step by step procedure. It is a planning stage of research components is done keeping in view of the objectives of the research.*

These definitions stress the different steps as: *the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with frugality.*

The following Figure indicates the various components in the context of research design, which have to be ordered in a coherent and logical way.

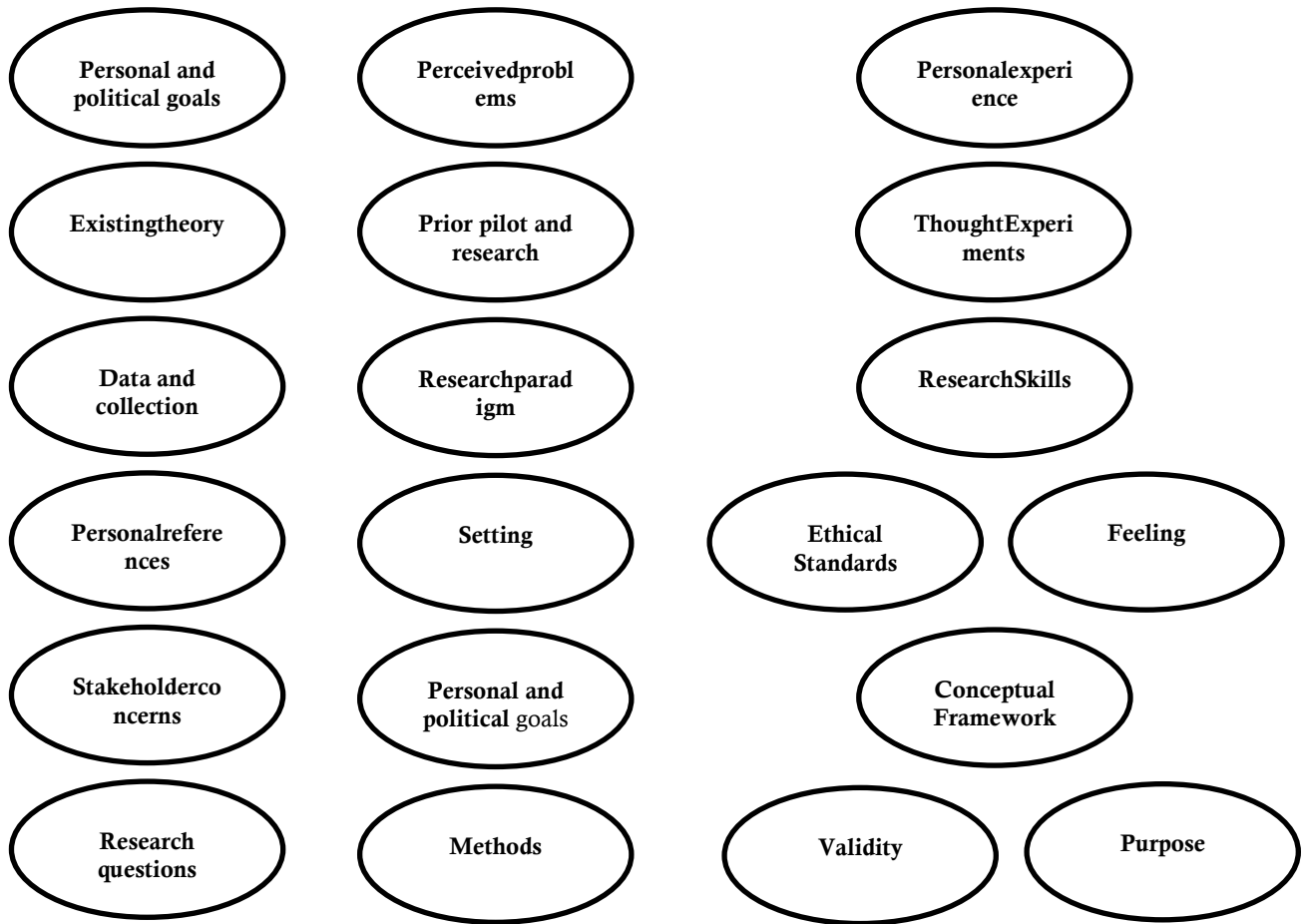


Figure 3.1. The context of research design (Maxwell & Loomis, 2003, p.07).

*This figure indicates the different parts that constitute a coherent a research design

But, it is not so easy, or the simple and direct implementation of direct rules of research. But more or less it is *a far cry from the conventional view, which sees research as a one-time act that is static, self-contained , an end in itself . Every researcher soon learns that genuine research yields as many problems as it resolves. Such is the nature of the acquisition of knowledge* (Leedy&Ormrod, 2010;p12).

The figure below summarises the evolving steps to lead a research which underlines the possibility of encountering problems while undertaking any research.

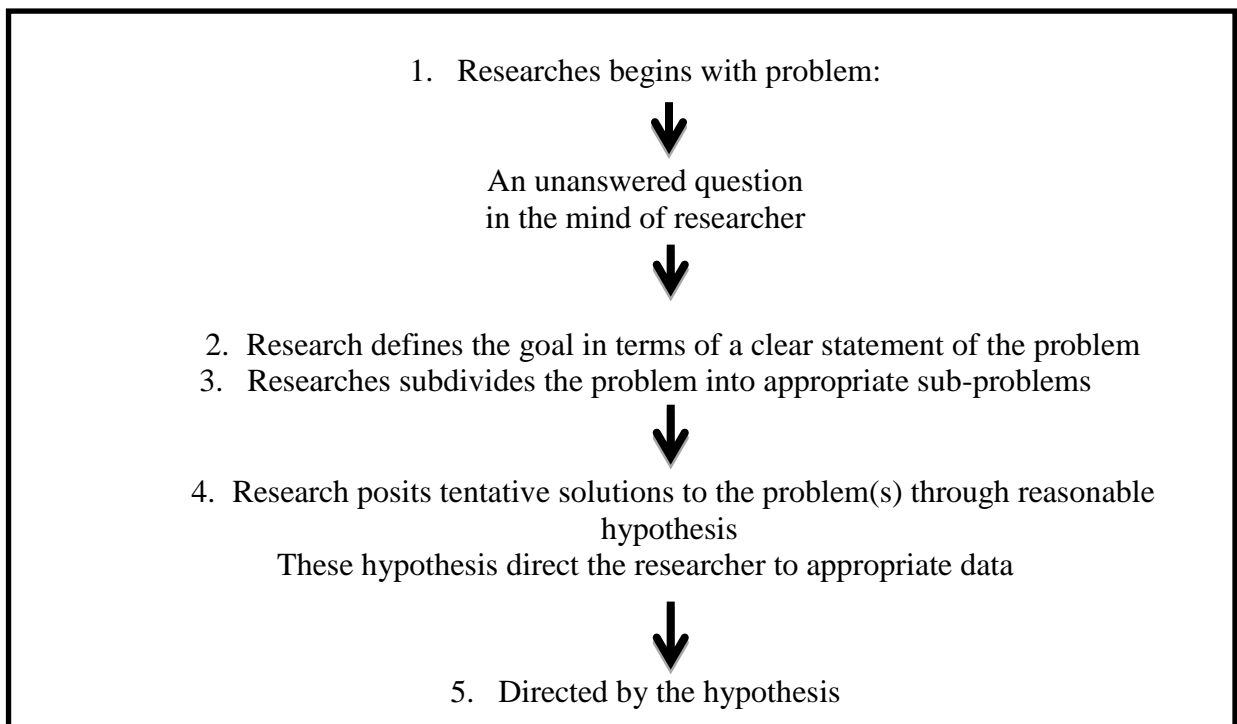
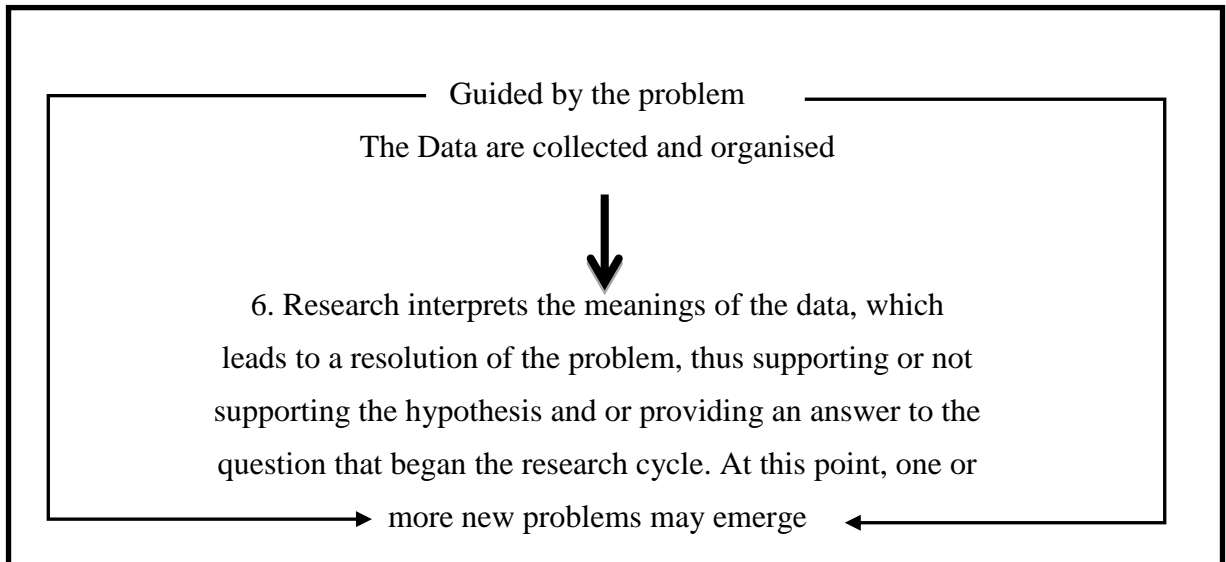


Figure3.2. The Research Process (Leedy&Ormrod 2010, p.07)

To become a more accurate and relevant research, mixed methods are supposed to be more appropriate, as maintained: *mixed method research studies use qualitative and quantitative data collection and analysis techniques in either parallel or sequential phases. This mixing occurs in the method section of a study.* Tashakkori and Teddie (2003).The following table reveals the importance of using mixed methods.

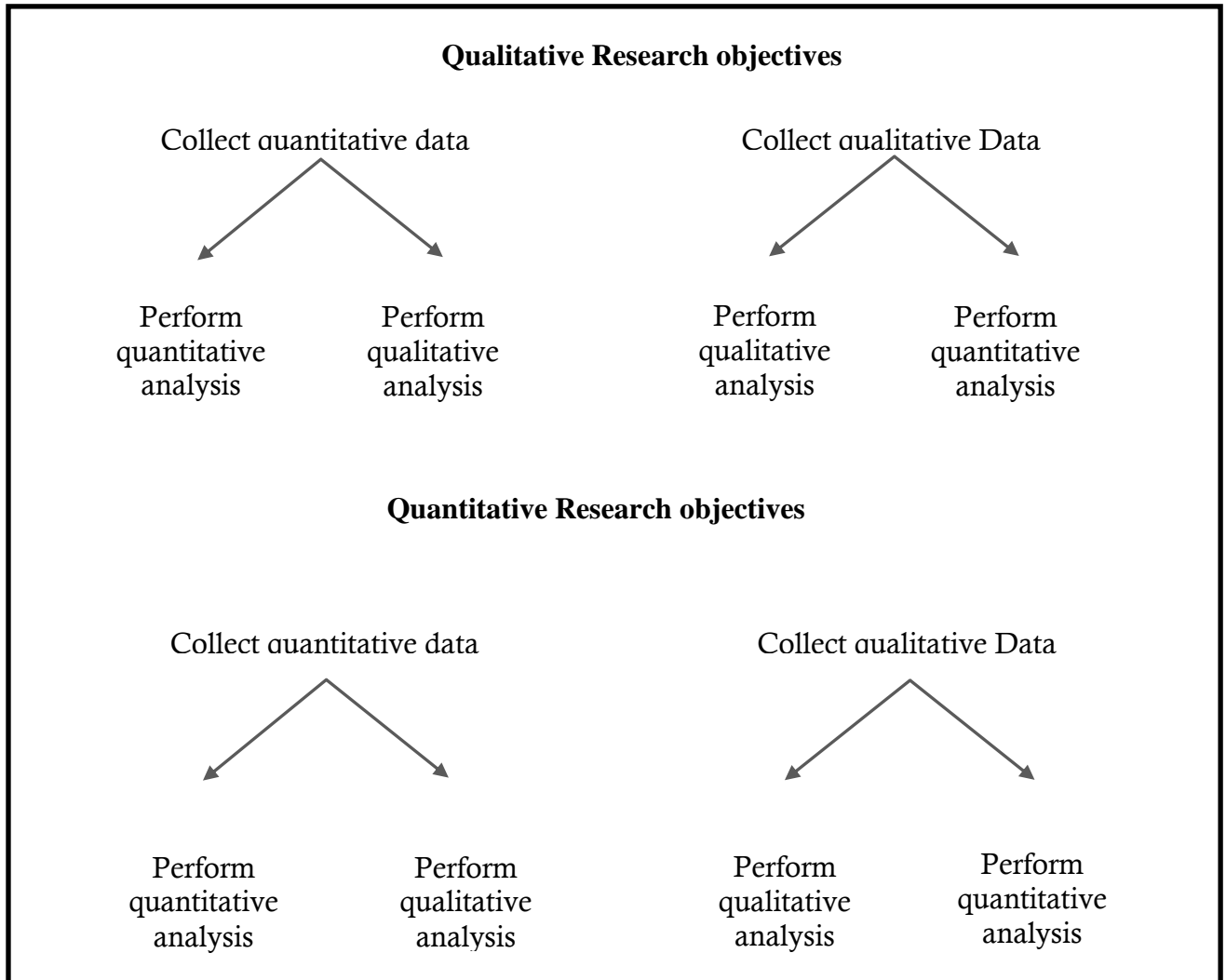


Figure 3.3. Mono-method and mixed model Designs (Adapted from Johnson et al.2004, p21).

In any research, *the case study method is a technique by which individual factor whether it can be an institution or just an episode in the life of an individual or a group is analysed in its relationship* (cited in Creswell, 2007, p113).The difference resides in that:" *quantitative research has typically been more directed at theory verification, while qualitative research has typically concerned with theory generation. While that correlation is historically valid, it is by no means perfect, and there is no necessary connection between purpose and approach.* (Cited in Tashakkori&Teddlie, p15).Going deeper, various data collection consists of qualitative research as inductive data analysis, interview which promotes the researcher understanding of the problem. Yet, qualitative

research is more flexible. There is an interactive process, as mentioned by Maxwell 2013 in the following figure. The latter helps building the research design and development.

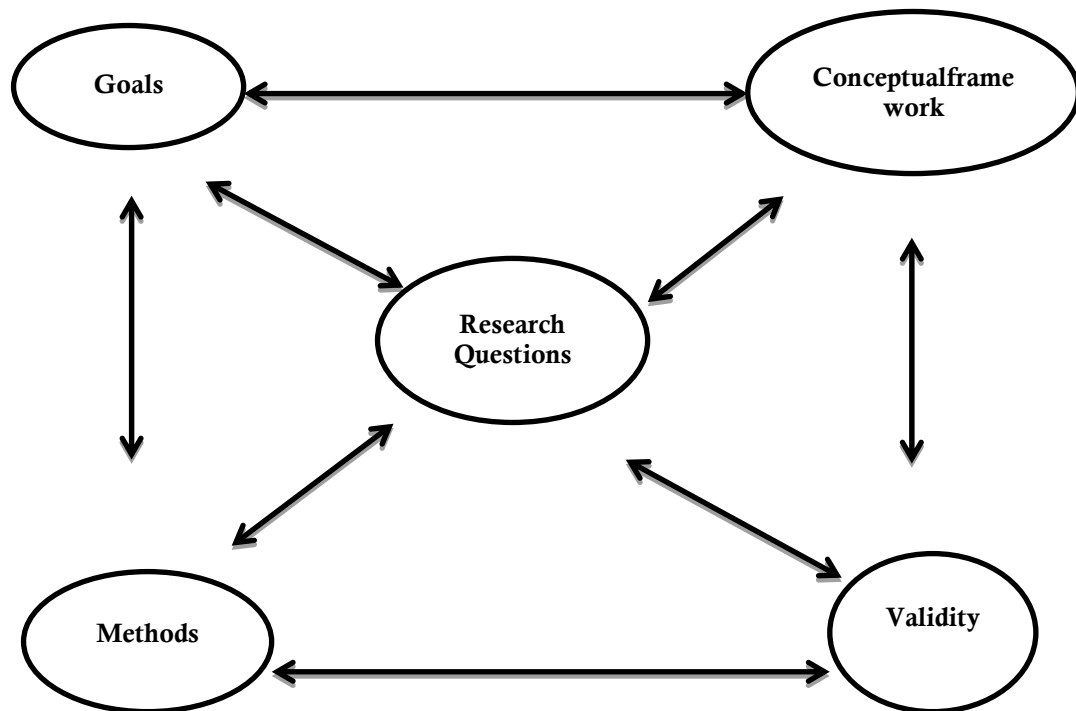


Figure.3.4. Interactive model of research design (Maxwell 2013, p.05)

1.6. Data Collection Tools

Data collection is: *an activity which follows those rules and guidelines for gathering data relevant to each of the types of data to be used.* (Rose et Al, 2015: 7). There is a difference between “the primary data ...which are collected afresh and for the first time, and thus happen to be original in character” and the secondary data “which have already been collected by someone else and which have already been passed through the statistical process”(Kothari, 2004: 95). As indicated in the following figure, collecting data is a very delicate process including various items appropriate to the time and material limits of the research study.

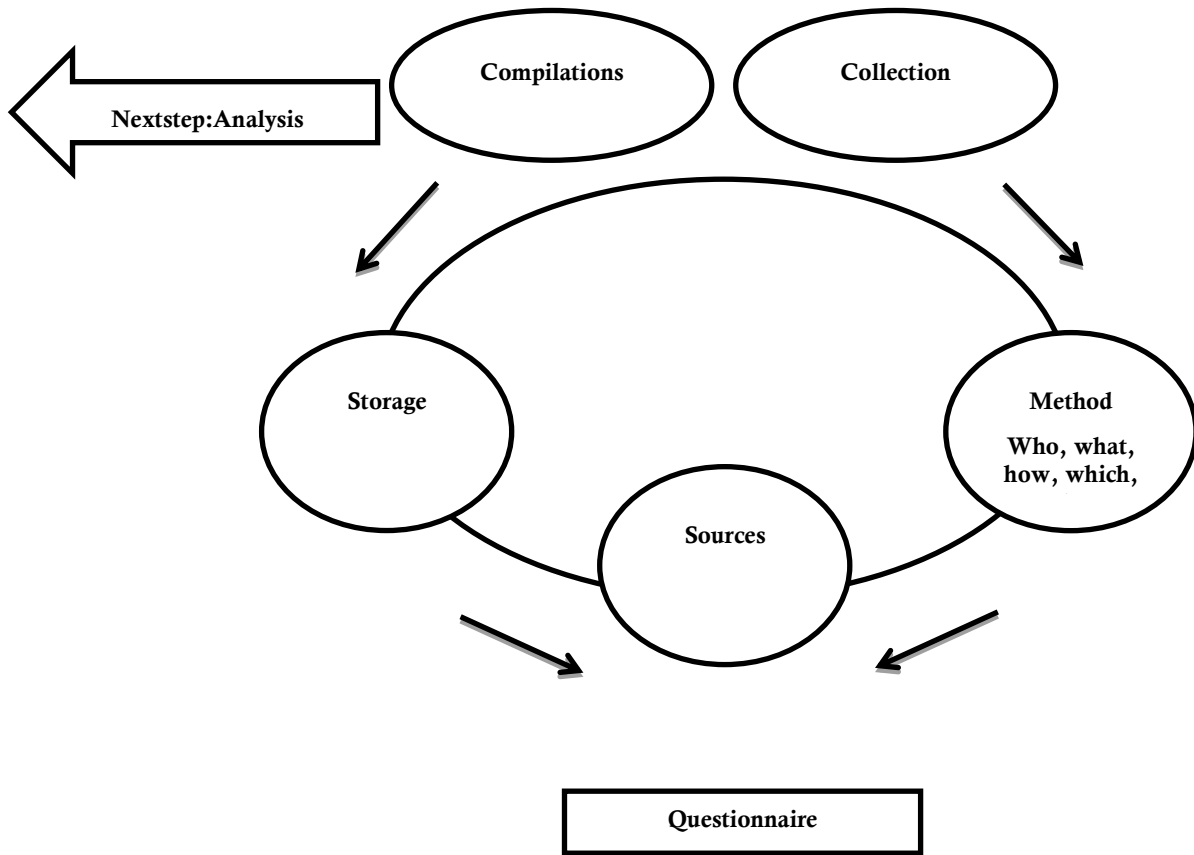


Figure 3.5. Managing the data collections Process (Adapted from “Introduction to Data Analysis Handbook”2006, p.18)

*The researcher has selected the data collection tools: questionnaires and interviews.

1.7. Research Sample Design

For any research methodology design, collecting data is time consuming and rewarding. It is a case study as stated by Odu: *a technique by which individual factors whether it be an institution or just an episode in this life of an individual or a group is analysed in its relationship to any other in the group*(cited in Yin, 1994:108) and is defined as a triangular research strategy which requires a set of data collection as in the case of this study: interview which is of a qualitative part and questionnaires which are of quantitative type. Thus, a case study aim is to quote Yin(2003): *explanatory, exploratory, descriptive and evaluative* as described in the following table.

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Sampling techniques	Techniques	Definition	Strengths	Weaknesses
Probability Sampling Category	Simple Random sampling	It is similar to a lottery method that provides everyone and equal chance to be picked as a sample	Easily understood Result projectable	Expensive assurance of representative
	Stratified	The population embraces a number of distinct categories based on relevant characteristic and then select randomly from each group (start).	Include all important sub-population	Expensive, difficult to select relevant variables.
	Systematic	Similar to stratified sampling	Increase representativeness	Can decrease representativeness
	Cluster	Similar to stratified sampling but the group are defined so as to maintain the heterogeneity of population	Easy to implement to cost effectiveness	Difficult to interpret results
Probability Sampling Category	Convenience	Involves choosing respondents of the researcher : the selection of the members should fit the purpose of the research itself	Least expensive Least time consuming	It often constitutes a less controlled version of quota sampling strategy
	Quota Sampling	Similar to stratified random sampling without random element. The population is first segmented into mutually exclusive sub-groups, then judgement is used to select the subject.	Sample can be controlled for certain characteristics	Bias, no assurance of representative
	Snowball Sampling	It involves hain's reaction whereby the researcher identifies a few people who meet the criteria of particular study. (Dorneyei,2007:98)		

Table 1.6. Sampling Techniques used in Research (Yin 2003:3)

1.7.1. Population

To better understand the choice and utility of the methodological tools and sample, the researcher will define the key notions. A *sample is a group of participants or informants whom the researcher actually examines in his empirical investigation* (Dorneyei 2007: 96). But, in any case the sample represents the whole population, only the *entire group that is of interest in a study* (Brown 1998: 114). In research methodology, 6 fundamental steps are considered, which help to attend objectivity and reliability of the results and avoid errors, to a great extent. The following diagram makes it clear though in reality it remains less easy.

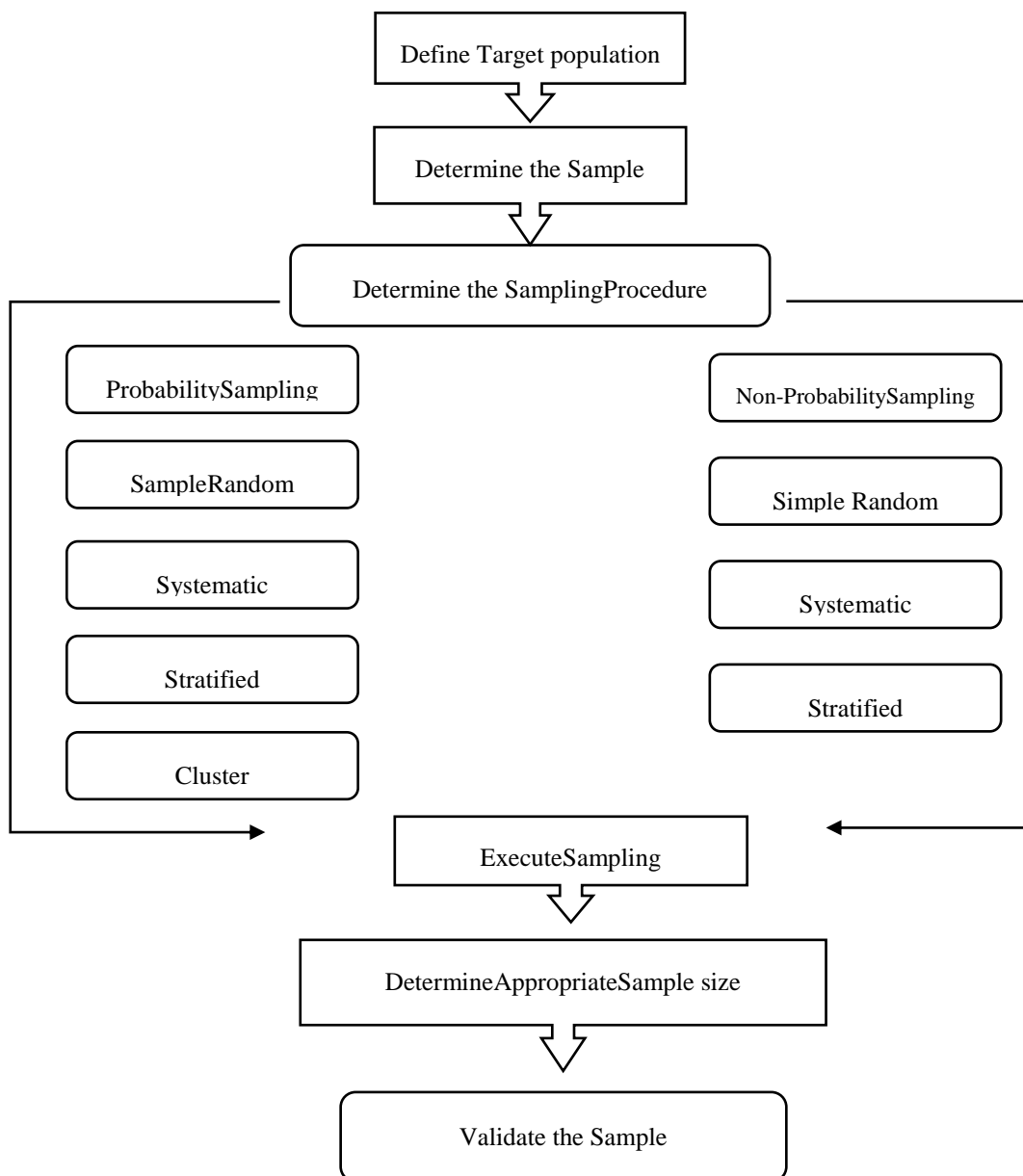


Diagram.2.2. Sampling Design Proces

Thus, selection and identification of the sample size are necessary to conduct the research. As to the sampling category, any researcher has to follow some scientific procedures. The choice of the research sampling technique and the size determines one step of the population sampling taking into account the nature of the inquiry, i.e. quantitative or qualitative based research. The latter need no large sample as supported by Dornyei (2007: 126)

It is not concerned with how representative the respondent sample is or how the experience is distributed in the population. Instead, the main goal of sampling is to find individuals who can provide rich and valid insights into the phenomenon under investigation. In addition, the researcher has to identify and choose sizeable sample to be able to iron out idiosyncratic individual differences ... quantitative proponents usually emphasize that at its best quantitative inquiry, is systematic, rigorous, focused and highly controlled, involving precise measurement and producing reliable data that is generalizable to other contexts (Dornyei 2007 : 126).

But, it is noteworthy mentioning the difference between a population and a sample... For the objectives of the Doctoral research, and precisely in research methodology, only a sample of the teachers and students population is considered. Dornyei (2007:96) defines it: *a sample is a group of participants of informants whom the researcher actually examines in his empirical investigation.* Beside the notion of population refers to the entire group that in terms of research methodology both concepts are interrelated and complex issues. As to methods, Federer (1995:28) reported that:

Research carried out several decades ago, concluded that students 10% of what they read, 26% of what they hear, 30% of what they see, and 50% of what they see and hear». The objective is to see or "an attempt to identify the gap between what the students know and what they can do at the present point of time and what they need ideally to be able to do in the target situation (Davies 2004: 674).

To understand the difficulties or weaknesses in EFL reading comprehension, the researcher established a questionnaire about their difficulties, preferences and interest. The questionnaire includes *inventories, forms, opinion test, batteries, checklists, seals, schedules, profiles or even simply sheets*"(Dornyei 2007:102) while the interview is easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible (Dornyei 2007:102).

It is important to mention that the research ambition did aim at generalizing that achieved findings of all the students and the teachers who were either interviewed or handed copies of questionnaires. In other words the researcher was not interested in how great a proportion of that group holds certain conceptions or beliefs, but in identifying qualitatively different cognitions. Significant nuances and variations might not have emerged, because the research group has been too homogenous. Though they are of different ages and social classes, they are still considered as homogenous as long as they have the same religion and share more or less many common traditions and beliefs. The goal when selecting respondents was thus to try to get a group that would be heterogeneous within certain limits of reference. To accomplish a strategic selection, Trust's (1997: 106-107) model is used. This involves finding a set of variables or characteristics that are theoretically significant, and then choosing categories or variable values. This results in a number of so-called blanks or cells, which are then filled with respondents. The more variables and the more variable values, the larger the amount of emerging cells. A cell may contain one or more interviewees, but some of them may even remain empty. The choice was made in accordance to the variable genders, teaching experience and time spent abroad as guidelines for the strategic selection. It was observed that girls and boys reflect differently upon their own vision and attitude toward life in general, and English reading particular or culture awareness/appreciation.

1.7.2. Students Questionnaires

The sample population of students included 85% females and the remaining 25% males, whose age range varies from 23 to 32 through 7 are adult learners working in different fields. They speak Algerian dialects and studied Modern Standard Arabic, but 5 students have different cultural backgrounds, the students' questionnaire provides factual, behavioural and attitudinal information. Open-ended questions are easy to answer and semi open ones guide the respondents who can give more information. As to the sample including students, they numbered 47 at Master level and 16 at Doctoral level. The choice of the students is based on the fact that they can better understand and answer to the questions. They master English better than licence students do. So the researcher could then arise their intellectual interest and curiosity. They reveal or express more enthusiasm or motivation to participate into the study.

The research was conducted in 2018/ 2019 at the Department of English at Djillali Liabes, Sidi Bel Abbes and Algeria. The researcher uses 2 methodological tools to

investigate the problematic of the thesis namely questionnaires and interviews to Master , Doctoral students and teachers at DLU to collect realistic answers and to identify the weaknesses, the limitations or the problems faced by both teachers and students on the one hand. On the other hand such instruments help the researcher collect data in authentic situations necessary for any descriptive and exploratory or analytical research. Master 1 students were chosen for different reasons: They have been studying the key skills during the past three years

- The Master program is more confined to the specialty of the course
- These students are supposed to be more mature and aware of the teaching they are given.

Master 1 students following the different specialties, i.e. Didactics and Literature constitute the sample. As to teachers, they were selected following their training, education and experience in teaching. These are the ones teaching cultural studies. Psychology, Communicative Practices, and Ethics and TEFL. Though the results obtained are only representative of the sample, any case study is worth noting to be related closely to the sample and corpus. The researcher gave questionnaire to students at DLU and teachers. *Questionnaires are relatively easy to prepare, they can be used with a large number of subjects, and they obtain information that is relatively easy to tabulate and analyse.* (Richards 2005:60). The questionnaires were short but focusing on the fundamental questions linked to the queries of the research to obtain insightful answers. The researcher tried to formulate simple questions and give much space to give their opinions on the issue formulated. But, no name was asked or required to protect students particularly from being judged or identified and criticized. Questions were given to participants in order to determine their attitudes toward the reading skill, foreign and first language cultures. All participants were asked to answer. The survey was composed of closed/opened-ended questions.

Other parameters were considered regarding students which influence their answer. Students have different learning and cognitive styles : "cognitive style deals with the "form" of cognitive activity (i.e. thinking , perceiving , and remembering)not its content ...Learning styles, on the other hand are seen as a broader construct , which includes cognitive along with affective and psychological styles"(Stash 2007: 4) while other theorists regard them as cognitive, affective, psychological traits that are relatively stable

indicators of how learners perceive interact with and respond to the learning environment (Keele 1979: 4).

1.7.3. Teachers' Questionnaires

Teachers' questionnaire was administered to understand the students learning difficulties too and their attitudes toward students' linguistic knowledge and their use of strategies. 11 teachers from the department of English were selected who taught reading and those who use reading texts too as in cultural studies and literature teaching or TEFL. It gives information on teacher's biography, experience, specialty, strategies used. In addition, teachers' questionnaire referred to age, experience gender, educational and training background, university status and module taught or in charge. Most of them were University Professors of teaching experience and thus could better explain their teaching method and students levels. Selected teachers who taught the Reading module at the level of Licence but who teach now other modules at Master level, and 2 streams of Master 1 students, from the Department of English in DLU, of Sidi BelAbbes, Algeria. The choice of the students level is motivated by the fact that they had reading comprehension courses in the previous years and probably much advances than Licence students. Such a statement is derived from Kennedy and Boliho (1983: 13-14): *the older the learner is the more likely he is to have his own definition ideas on what and why he is learning English.* Another tool was used.

1.7.4. Teachers' Interviews

Interview was defined by Nunann(1992:149) as being:

Characterized in terms of units degree of formality, and most can be placed on continuum ranging from unstructured through semi structured to structured. It was an unstructured interview as it: allows maximum flexibility to follow the interviewee in unpredictable directions, with only minimal interference from the research agenda. The intention is to create a relaxed atmosphere in which the respondent may reveal more than he/she would in formal contexts (Kvale 1996:5/6).

Face to face interviews are the most frequently used through it demanded more time because it requires additional scheduling and logistical planning. The advantages of these techniques are that it provides a free-exchange of ideas and lends itself to asking more

complex questions and getting more detailed responses at once. Some researchers use note taking or tape recording but in this research these tools were not really necessary as long as the researcher has been exchanging conversations with them every day and for many years, being a part time teacher at the Department of English and a former Master student.

Interviewing is one of the most effective tools to collect data from individuals through conversation to understand a given situation, or topic that the researcher may need for the analysis. A great emphasis was devoted to this tool because through interviewing the interviewer reveals natural and spontaneous reactions without being confined to space or time.

Interviewing provides a method for collecting rich and detailed information about how individuals experience, understand and explain events in their lives. This tip sheet offers an introduction to the topic and some advice on carrying out effective interviews.

As mentioned before, interviews played a major part in the research because they offer greater detail and depth than the standard survey, allowing insight into how people understand and narrate aspects of their lives. Additionally, interviews can be tailored specifically to the knowledge and experience of the interviewees, i.e. being a teacher of Literature, of Cultural Studies, of Civilization or of TEFL.

Interviews are very common with communicative approaches to foreign language teaching. Within the present approach, interviews are considered as a source which reflects the native speakers' reality, i.e. Algerians, usually; participants in an interview convey some cultural information about their social and geographical/ local identities, their values, assumptions and attitudes.

In addition, this one-to-one interview is a useful contribution as an interactive process, with no challenge or justification for the spontaneous answers made. But in the transcript phase some observational notes were put down by the researcher. The interview took place in the Department of English of DLU to avoid any discomfort or uneasiness and reticence. Seven questions were administered from somehow general to more specific issues related to the objectives of the researcher the researcher shares the view point of Cohen (2000) to identify interviewees' representative perspectives and to gather richer and more informative data than collected from other methods as reporting.

The respondents who participated in the study were informed that the data collected from their answers would be anonymous because the aim is to conduct a research and would not serve for any other purposes. This was done in an attempt to secure honest and accurate responses for them. At least, the researcher wanted to discover teachers', students' experiences, expectations and challenges in order to draw meaningful conclusions associated with attitudes and emotions or deficiencies and performances. That step was undertaken with enthusiasm as teachers were very helpful. Thus, the teachers' questionnaire helps the researcher to obtain a higher understanding of the teaching practices and perspectives while the students' questionnaires give qualitative and quantitative information on the situational reality. Prior to using the questionnaire a pilot study was undertaken in order to assess the suitability of the questions selected. Students were chosen to answer the tentative survey; they had difficulty in understanding some of the questions and they could not decide on what to answer or what exactly their attitude was. So that those questions were omitted.

1.8. Objectives of the Study

This research works seeks to promote reading strategies for cultural understanding and aims at conducting an investigation on students' habits and attitudes towards reading. Besides, it intends to recommend some measures to find out the appropriate reading strategies to be used in homogenous classrooms. Therefore, the objectives of the study might be stated as follows:

- Identifying students 'needs and the difficulties that lie behind the poor achievement in developing the EFL reading skill, especially those related to vocabulary recognition , by isolation one possible cause that is their lack of exposure.
- Presenting a systematic framework for the development of their reading skill by means of some strategies and tasks to promote effective reading and a cultural understanding.
- To stimulate the student's curiosity and to encourage her/his broad mindness to gain access to cultural values.
- Develop students' intellectual powers through the study of another language, i.e. development of general knowledge.
- To increase the students' personal culture through the study of the culture vehiculed by the language they are learning.

- To give students the experience of expressing themselves within another framework, linguistic

1.9. Limitations of the Study

As any research, this work had some limitations, which were beyond the control of the researcher. though it was planned for a greater number of participants whether teachers or students. The results showed less participants from both sides. Many students did not return their surveys. Besides, the academic year 2019/2020 was a special one because of corona 19 pandemic. Indeed, it was hard for the researcher to meet students although the questionnaires were already given back but it would have been better if the researcher could hand out more questionnaires in order to collect more data.

As far as the interviews are concerned with, it was not possible to meet teachers too. For this reason, the questions were sent via emails and teachers answered by send recording.

Classroom observations were also planned for and were considered as an important phase. However due to the sanitary circumstances they were not done and this was considered as a gap which could have improved the analysis of our problematic. Yet, as any results are only representative of the sample and corpus used, such a research remains relevant to undertake as at least 2 methodological tools are selected to carry on the investigation and analysis.

1.10. Conclusion

To conclude this part, this phase of work was not easy while trying to get in touch while interviewing and questioning the participants. The latter were randomly selected so that the researcher may have different point of views. But still the researcher's choice, was based on both gender whose age varied between 20 and 30. It must be said that some students and teachers accepted to answer though others responded negatively as they were busy. The method of research contrived for this study was the descriptive method, using a questionnaire. The descriptive research design with qualitative data from the open-ended section of questionnaire can provide useful information about the distribution of a wide range of characteristics and relationships between variables of the study, the purpose being to *Use questionnaires to collect data from participants in a sample about their characteristics, experiences, and opinions in order to generalize the findings to a population that the sample is intended to represent* (Gall, et al; 1996 :289). This approach

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of research can provide a basis for decisions that are significant for the evaluation of current educational practice (Patton 2002). Accordingly, these research tools contribute to the making of scientific results linked to the objectives of the following chapters.

CHAPTER TWO

LITERATURE SURVEY

Chapter Two: Literature Survey

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2.7.7. Professional and Intercultural Training

2.8. Conclusion

2.1. Introduction

This chapter is devoted to the exploration of the subject matter of the present study. It is dedicated to the survey the prevailing research literature which has relevance to reading and linked issues as cultural awareness and teaching in an EFL context. The review proposes the groundwork for the analysis and discussion of the research findings involved in the following chapter. Finally it tries also to provide tentative definitions and illustrations of fundamental key notions associated to the most important concerns developed in this doctoral research, mainly reading and culture teaching methods.

2.2. Reading Skill

Before starting defining the reading skill, it is necessary to explain what a skill is. Paris Wasik and Turner stress the difference between a skill and a strategy as follows:

Skills refer to information processing techniques that are automatic, whether at the level of recognizing phoneme-grapheme correspondence or summarising a story skills are applied to texts unconsciously for many reasons including expertise, repeated practice compliance with directions, luck and naive use. In contrast strategies are actions selected deliberately to achieve particular goals. An emerging skill can become a strategy when it is used intentionally. Likewise; a strategy can 'go underground' (...) and become a skill. Indeed, strategies are more efficient and developmentally advanced when they become generated and applied automatically as skills. Paris et al (1991: 611) as cited in Hudson (2007:106)

Some confusions remain evident as some theorists regard the reading strategies as *all the approaches that readers use to enhance understanding* (Roe 2009), while others think that they are *cognitive processes that are open to conscious reflections but may be on their way of becoming skills* (Grabe 2009 : 221). Thus, one fundamental interpretation is that *an emergency skill can become strategy when it is used intentionally. Likewise, a strategy can go underground and become a skill.* (Grabe 2008: 612).

Yet, if as Hudson (2007:77) claims it that skills are « automatized strategies », they have to be acquired through various skills, especially: word attack skills, comprehension skills, fluency skills and critical reading skills (2007: 79) which require different related sub-skills as reading which is a process which demands the interaction of background linguistic and cultural knowledge, comprehension skills, fluency skills which are the most

important ones to read a text quickly, accurately and with proper expression.(National Reading Panel, 2003: 3)

As this research focuses particularly on reading and culture, the students' social-cultural context outstanding to understand as the process of reading comprehension is closely linked and influenced by the cultural background they come from and the socio-cultural context within which they operate at home(Cohen and Cowen : 108).That simply means that *reading is a cognitive process but is socially and culturally constructed through interactions with others in different environments* (O' Brian, Moji 2001: 31).

Research on reading is still growing, but the researcher concentrates on the fundamental skills of such a cognitively complex process, as learners' cultural and educational background impact on their understanding of the language and related culture being learnt. Reading can never be considered as achieving one objective as well as reflecting one type of understanding; but multiple levels of reading and understanding. Thus, reading is perceived as an interactive process between language and thoughts:

Reading is a long-distance discussion between a reader and an author... there is an essential interaction between language and thought in reading... the writer encodes thought as language, and the reader decodes language to thought (Goodman, 1988:12).The problem noticed is that *reading is not at all an end in itself an activity that has no reliance to real knowledge and experience, and therefore no real reading.* (Widowson1980:180).

In order to teach with fruitful results, teachers and students need to see the reading course as a module or a process even laborious sometimes but not dull, interesting and which has to be improved through learning the language and its culture. There are techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and the what (Hyland 2006:73). For this reason and objectives, teachers have to identify the needs of the learners through it is time consuming and efforts demanding. Such a practice is named by Hundgren (202: 33-34) a holistic approach where teaching is necessarily becoming a cross-disciplinary pedagogy, i.e. learning the characteristics of the students and their subjectivity and promoting language learning and communication, to overcome cultural misunderstanding.

2.3. Defining Reading

The reading skill is one of the most intricate concept to define as it includes a multi-faceted and complex psychological process linked to personal and social, mental and intellectual aspects. *Reading is a multifaceted, complex skill made up of a number of psychological, physical and social elements. Just as there are many sides to knowing a language, so there are many aspects to effective mature reading* (Dubin, 1982:125)

Outstanding researches were made to describe and explain the process of reading in L 1 and L2, and to advocate the use of different reading strategies to various reading material. Day and Bamford, 1998, stipulated that reading enhances language learning and that FL learners need guidance that might stimulate their reading techniques.

Reading is a receptive language process. It is a psycholinguistic process, in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus, an essential interaction between language and thought in reading. The writer encodes thought as language, and the reader decode language to thought (Goodman, in Carrell, 1988:12)

Far from being passive, the reader of English for example, has to be cautious to letter level features Rayner and Bertera 1979 made an experiment which proved that the absence of one letter in a word can reduce reading speed by 50%. Such studies concluded of the essential part played by recognition skills in reading. Laufer reinforced the idea saying: *Reading may well be a psycholinguistic guessing game, but words are the toys you need to play it right.*(Laufer, 1997:32). In this respect, this complex linguistic phenomenon consists of a set of decoding and comprehension processes. *Reading is an active, fluent process which involves the reader and the reading materials in building meaning. Meaning does not reside on the printed page, nor is it only in the reader* (Anderson, 1999:1).Therefore, words and phrases are fundamental to reading in particular, and language in general. Reading requires the interaction of various components, as linguistic, cognitive and metacognitive or sociolinguistics. Such a statement was supported by Hudson (2007: 10-11): *reading involves basic decoding skills, such as aligning (or not aligning) oneself with an author's point of view.*

2.4. Reading Framework

Reading is an essential skill in everyday life. Learners have to acquire an arsenal of effective reading strategies to overcome their reading difficulties. Reading instructional methodology is useful to implement and facilitate this process.

2.4.1. Methodology in Reading

Following the tentative definitions and various aspects of the reading skill, we can say that the reading method is closely related to the audio lingual method and the communicative method, as reading is an act to obtain information, for studying or enjoyment. The first method is useful as it is connected to the act of reading while the second and third ones are essential to understand the teaching of EFL in secondary schools as these methods were the ones selected. The reading method emerged in the 1920s following the report made by a committee of American and Canadian educationalists chaired by Coleman. It stresses the fact that restricted time was allocated to language study at schools and consequently much focus was recommended to the reading skill as a fundamental skill to promote at school and outside the classroom and even after compulsory school education. Thus, this method disregards grammar texts and turned to original, simplified or adapted and modified texts or stories. Learners were not expected to translate but to promote autonomous silent reading and higher their reading rate, particularly they have to study basic word lists, usually structured and classified upon themes, issues or interest.

As to the audio-lingual method, which emerged from structuralism in linguistics and behaviourism in psychology, it considers the listening and speaking skills as the foundation of the reading and writing skills, with much focus on grammatical structures and vocabulary isolated items. Once the learners have studied orally and kept them in mind, they start reading what was memorised with the teacher's attention paid to the pronunciation and the reinforcement of their learning through texts related closely to these structures and vocabulary. This method is bound to give much importance to correct grammar, vocabulary and pronunciation.

On the contrary, the communicative method rejects the audio lingual method and turns to issues and content /contextualised language instruction, to message rather than form, as it relies much on humanistic or affective educational principles and thus the communicative goals of learners or needs and attitudes vis à vis the learning process and

content. A set of tasks is defined to improve both language proficiency and reading skills and strategies, which can interest learners. Such strategies include skimming, scanning, predicting or using background knowledge and critical reading to state some of them.

Like any methodology with its shifts and transitions, reading theories moved from the traditional perspective with its printed text to the cognitive view focusing on the reader's act and control of understanding the text. Day and Bamford 1998 recognize that the most cognitiveuseful model of fluent reading identifies automatic and precise word recognition. Similarly, Krashen 1993 stipulates that language acquisition is facilitated or takes place at once when messages are grasped and that extensive reading is of paramount importance in such a process. But, guidance and practice of useful reading strategies have to be considered even with extensive reading.

2.4.2. Reading Strategies

As mentioned previously in the chapter one where language is definitely fundamental to any learning and thus the mastery of the use of language is another skill essential to enhance our understanding and communication with others. The relationship between language and reading is outstanding and consequently, reading strategies are key elements to improve reading comprehension.

Though it might be seen obvious, reading is a complex process including word identification, comprehension, motivation/ interest and fluency. So it is a fundamental skill for both academic success and today's life. The most important reading skills include also strategic ways, i.e. three reading strategies to select for related informational objectives which render reading more productive and useful, namely

- Scanning which remains the easiest and quickest way of reading and does not require any focus on each detail of the printed text: scanning strategy is the strategy for quickly finding specific information in a text while ignoring its broader meaning (Brown, 2001)
- Skimming which demands to pull out the main points from a text : skimming a text for key information involves using a cognitive strategy, whereas assessing the effectiveness of skimming for gathering textual information would be a metacognitive strategy (Devine 1993:112). Reading for details to understand the main ideas of the writer of a given text.

These definitions are rather simplistic though researchers are still trying to find out instructional practices to promote the fundamental skill of reading with fluency. In fact, exploratory research undertaken by Koda provides information which is useful in reaching findings. *Reading strategies are characterized by three core elements: deliberate, goal/problem-oriented and reader-initiated / controlled* (Koda, 2005:205). In addition, further researches by Pang (2008) investigated on the reading skill which is identified as both a cognitive and metacognitive awareness of reading strategies and students' reading success (Cakiroglu 2007, Coskun 2011, Duman and Aرسال 2015).

Yet, Pang expanded the difference between good/ bad readers with respectively high/low scores, proficient/less proficient, skilled/unskilled, and fast/slow, among other factors as time and the complexity of the text. Research efforts toward the question of paramount importance "how to become better readers?" Lead to conduct studies on students' profiles. Good students have developed word recognition skills, read faster and are relaxed. Thus processing and automaticity are criteria for fluent reading. As to poor students, they display a lack of automaticity in word recognition and amount of vocabulary, i.e. they remain simply.

2.4.3. Strategic Readers

Strategic readers use the strategies to deal with a text to achieve a reading task whereas poor or low readers lack them; the important issue is to combine the strategy to purpose of reading types, as it is described in the table below:

Strategy Type	StrategyBehaviour
Cognitive	<ul style="list-style-type: none"> – Paraphrasing / Summarizing – Anticipating/ Predicting – Previewing text – Analysing – Using illustrations, titles and connectors – Repeating words
Compensation	<ul style="list-style-type: none"> – Guessing/ Hypothesizing
Memory	<ul style="list-style-type: none"> – Associating – Word grouping – Word associating

	<ul style="list-style-type: none"> - First language associating cognates
Metacognitive	<ul style="list-style-type: none"> - Monitoring - Connecting errors - Word recognition - Recognizing/important
Affective	<ul style="list-style-type: none"> - Self- encouragement
Social	<ul style="list-style-type: none"> - Clarifying - Verifying - Seeking feedback
Textual	<ul style="list-style-type: none"> - Reacting to text - Interpreting text - Emotional reaction

Table 2.1: Reading Strategies of UN/successful Reading (Salataci, 2002)

*the table above deciphers the different reading strategies as well as their respective behaviours

In the vein of the foregoing statements, the basic rationale behind experimental researches on how to interact effectively and efficiently with the written text, leads to the conclusion that students must be pushed to read extensively both relevant to their language proficiency and needs or interests. Even if theorists undertook efforts and researches, unanswered questions remain related to guidance and assessment

Strategic Readers	Poor Readers
Before Reading	
<ul style="list-style-type: none"> - Build up their own background knowledge about reading and the topic - Set purposes for reading - Determine methods for reading according to their purposes 	<ul style="list-style-type: none"> - Start reading without thinking about the process of reading or the topic - Do not know why they are reading but merely view the task as “ground cover”
During Reading	

<ul style="list-style-type: none"> - Give their complete attention to the reading task - Check their own understanding constantly - Monitor their reading comprehension and do it so often that it becomes automatic - Stop to use a fix-up strategy when they do not understand - Use semantic, syntactic , and graph phonic cues to construct meanings of unfamiliar words - Synthesize during reading - Ask questions - Talk to themselves during reading 	<ul style="list-style-type: none"> - Do not eliminate distractions from reading - Do not know whether they understand - Do not recognize when comprehension has broken down - Seldom use fix-up strategies to improve comprehension - Skip or ignore meanings of unfamiliar but crucial words - Do not integrate text with prior knowledge - Read without reflecting on meaning or text organization.
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After Reading

<ul style="list-style-type: none"> - Decide if they have achieved their goals for reading - Evaluate their understanding of what was read - Summarize the major ideas - Seek additional information from outside sources - Distinguish between relevant and irrelevant ideas - Paraphrase the text what they have learned - Reflect on and personalize the text - Critically examine the text - Integrate new understandings and prior knowledge - Use study strategies to retain new knowledge 	<ul style="list-style-type: none"> - Do not know what they have read - Do not follow reading with comprehension self-check - Rely exclusively on the author's words - Do not go beyond a surface examination of the text - Apply no conscious strategies to help them remember.
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Table 2.2.Strategic Readers vs. Poor Readers (Salataci, 2002).

*this table shows the different main strategies to deal with a text during the different reading stages

Three types of reading strategies are identified and classified into linguistic, semantic and paralinguistic ones

Types of strategies	Example
Linguistic	Using syntactic clues Recognizing cognates
Semantic	Using semantic clues Checking their own understanding
Paralinguistic	Using graph phonic clues Seeking additional information from outside sources

Table 2.3Types of Reading Strategies (Hosenfeld, 1977)

*Some examples are given to illustrate the different reading types classified by Hosenfeld

Besides, Flavell (1978), O'Malley and Chamot (1990) make the distinction between cognitive and metacognitive strategies. The first one focuses on a bottom up and top down process whose information is articulated at sentence level , and challenged according background knowledge, skimming...As to metacognitive strategies, they control cognitive strategies as explained by Devine 1993 and Flavell 1981 to extract textual information.

2.4.4. Reading Models

Reading comprehension abilities are dependent on a set of underlying processes which are dynamic while reading. Grabe (2002:20) established a number of these processes:Hosenfeld 1977 as mentioned in the Table as following

Lower-levelprocesses	High-levelprocesses
<ul style="list-style-type: none"> - Lexical access - Syntactic parsing - Semantic proposition - Working memory activation 	<ul style="list-style-type: none"> - Text model of comprehension - Situation model of reader interpretation - Background knowledge use and inferencing - Executive control process

Table 2.4Reading Processes (Grabe and Stoller, 2002:20)

*this table means that the low level processes refer to automaticity and the higher level process is linked to comprehension and background knowledge

The “bottom up model” is the process of reading from letters to sounds, to words and sentences, meaning and thinking, as explained by Adams 1990. To achieve meaning, the reader decodes in a linear way, as explained by Gough 1972, following a visual system. Once the words are identified, they are memorized and processed to extract the meaning. Beside Gough’ s process of letter by letter and word by word , LaBerge and Samuel introduced the notion of «automaticity» in word primary recognition as any process becomes familiar through practice and requires then less concentration or consciousness.

Bottom up model suggests that all reading follows a mechanical pattern in which the reader creates a piece by piece mental translation of the information in the text with little interference from the reader’s own background (Grabe and Stoller, 2002:3)

As to “phonemic awareness”, it demands the letter to sound decoding, and Kenneth Goodman 1994 even proclaims that skilled readers do not decode each word. The “top - down model”, to quote Eskey describes a cyclical reading where visual, syntactic and semantic cycles are constantly and closely associated and functioning, to construct a meaning. *What brain tells the eyes is much more important than what the eyes tell the brain* (Eskey, 1983:2). It focuses on appropriate schema in understanding a text.

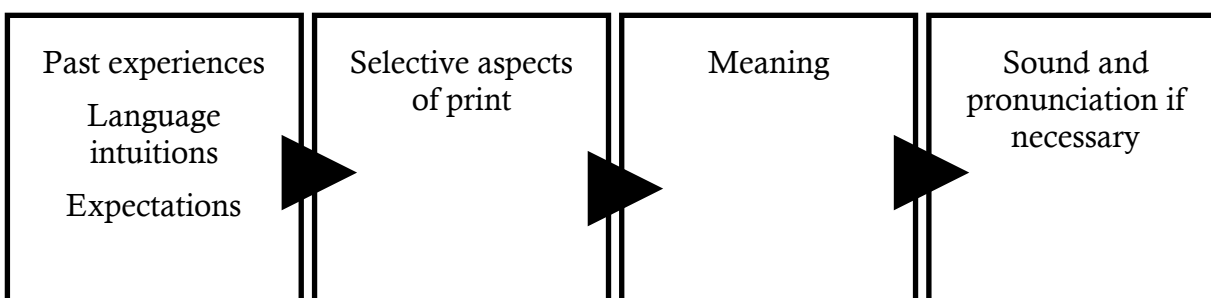


Diagram 2.1 The Top Down Aspect of Reading (Camburne, 1979)

*this diagram explains the steps to understand a text while reading.

The “interactive model” as defined by Rumelhart in 1977 and then in 1984, refers to simultaneous processing of information from different sources starting with the

recognition of the word related to its semantic and syntactic context in which it is used, as well as depending on prior knowledge and experience . This interactive aspect of reading can be well illustrated in the following diagram:

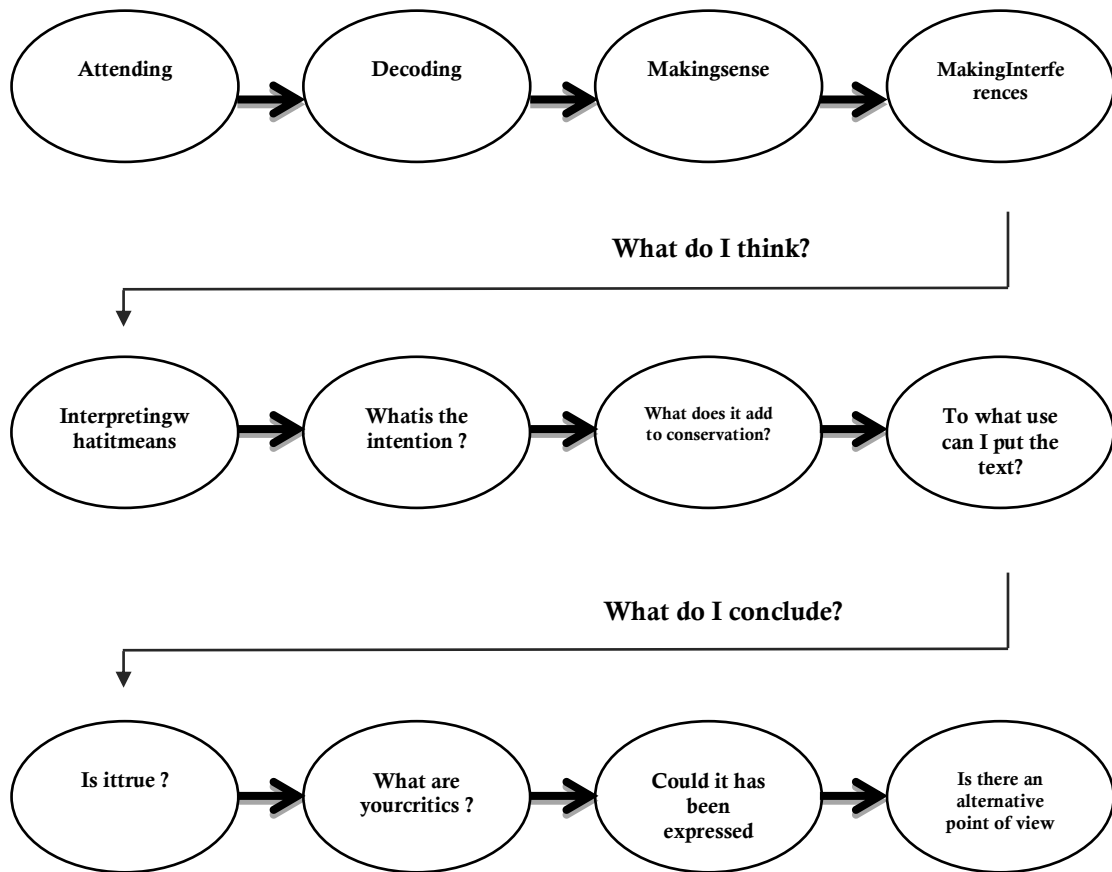


Diagram 2.2. Elements of the Reading Process: A Schematic Diagram (Neil Anderson,2013)

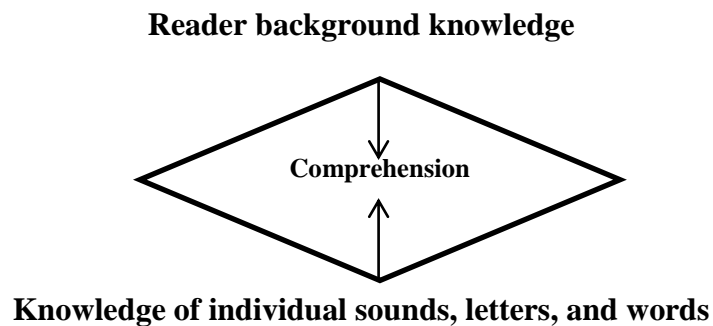


Diagram 2.3. Interactive Reading Instruction (Neil Anderson, 2013)

*this diagram details the interrelated elements in the reading act.

Davies (1995) rightly says: *All sources of knowledge come together at one place, and the reading process is the product of simultaneous joint of all knowledge sources* (Davies, 1995:65). Thus reading is both a perceptual and cognitive process *integrating information from different sources which include world-level knowledge, syntactic knowledge and different kinds of schemata that have been internalized* (Rumelhart, 1994:882).

The schema theory stipulates that background knowledge in reading comprehension acts in understanding a text. Nunan explains that:

Knowledge we carry in our head is organised into interrelated patterns. These are constructed from our previous experience of the experiential world and guide us as we make predictions about what we might expect to experience in a given context (Nunan, 1991: 68).

Cook (1985) confirms that *the mind, stimulated by key words or phrases in the text or by the context, activates a knowledge schema* (Cook, 1985: 69), though various types of schemata prevail. Content schema is linked to the reader's background which allows for comparison, (Pharis and Liberto 1989). Formal or textual schema which includes discourse level items as grammar, register, vocabulary..., linguistic or language schemata refers to the decoding of words and their use/function in sentences. Thus, the schema theory knowledge is involved in units or slots named schemata, as without it no understanding can be built. Carrell similarly stated that:

Readers attempt to provide schemata to make sense of texts, and they do so persistently. However, these efforts will fail if the reader cannot access the appropriate existing schemata, or if the reader does not possess the appropriate schemata necessary to understand a text (Carrell, 1988:88)

Reading comprehension as revealed by the above mentioned theorists is an intricate process which is also depending on affective factors as motivation or feelings which can stimulate the act of reading.

2.4.5. Reading Approaches

The following reading approaches constitute to illustrations enhancing reading abilities namely intensive and extensive reading. Intensive reading is defined as :

The careful reading of shorter, isolated texts with the goal of complete and detailed understanding. Intensive reading is also associated with the teaching of reading in terms of its terms of its components skills (Day and Bamford, 1998:6).

Intensive reading activities are essential for at least two chief reasons, as mentioned by Paran (2003:40): *To help learn comprehend printed texts*

- *To become aware of text organization to better comprehend*
- *To learn how to use effective reading strategies*

To develop general literary skills Thus, learners can develop strategies and skills which they transfer to extensive reading contexts. Teachers' task is to provide learners with opportunities to engage themselves in intensive reading through a careful and useful selection of the text to read; i.e. learners are then trained to cope with different texts through different strategies. *In class, the teaching begins by the teacher asking students to read aloud. The teacher will check pronunciation and intonation and ask some general comprehension questions. These are practiced in word study exercises involving pronunciation, translation, use of synonyms and paraphrases. Then there are comprehensive explanations of selected grammatical points and their functions in the text. (Colman 1996:183)*

Extensive reading underlines great amount of reading, defined as easy, interesting or for enjoyment and pleasure. Day and Bamford distinguish features prevalent in extensive reading programs.

- Students read as much as possible, perhaps in and definitely out of the classroom.
- A wide variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
- The purposes of reading are usually related to pleasure, information and general understanding, i.e. grasping the main idea (s) of a text. These purposes are determined by the nature of the material and the interests of the students.
- Reading is its own reward. There are few or no follow-up exercises to be completed after reading.

- Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words make fluent reading difficult.
- Reading is individual and silent, at the student's own pace, and, outside class time when and where the students choose.
- Reading speed is usually faster rather than slower as students read books and other material that they find easily understandable.
- Teachers orient students to the goals of the programs, explain the methodology, keep track on what each student reads, and guide students in getting the most out of the program.

The teacher is a role model of a reader for students – an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader. *Reading is an interactive process between the reader and the reading material... the reader brings the knowledge that he or she has about the world to interact with the text to create or construct meaning* (Day and Bamford, 1998:7-8)

Such a detailed program shows that learning is made through reading too in first or second language (Hills 1997). Nation (1990) among others describe the outstanding benefits of extensive reading: automaticity of word recognition, vocabulary knowledge building, fluency and consolidation of the fundamental skills.

As explained earlier, researchers proved that extensive reading enhances learners' knowledge, and closely related to the aspects of the reading skill. Halliday and Hasan (1976: 1-6) state that: *a text is best regarded as a semantic unit: a unit not of form but of meaning; a text has a texture and that is what distinguishes it from something that is not a text. It derives this texture from the fact that it functions as a unity with respect to its environment.*

Besides being a visual task, the reading skill is a multi-skill enterprise which denotes interaction with the text and author, the spatiotemporal dimensions and extraction of pieces of information from the printed text to construct its meaning for a sound understanding.

2.4.6. Vocabulary and Syntactic Knowledge

Vocabulary and syntactic knowledge are regarded as fundamental characteristics of the reading ability (Coady 1997) to become fluent readers (Nation1990). In addition to knowledge of large vocabulary and language structure, formal schemata or formal discourse structure knowledge, is important as to identify how a text is organised and impact on the comprehension of the text (Anderson1984). Content schemata or content and background knowledge regard prior knowledge of text related information (Anderson and Pearson 1984) and cultural knowledge (Roller 1992) respectively also influence reading comprehension.

- Statement emphasizes two features, i.e. cohesion and meaning, though coherence can be built by the reader.
- These two types of reading underline the importance that reading underline the importance that reading and vocabulary abilities can be enhanced through intensive and extensive reading practices.

2.5. Components Impacting on Reading

A number of investigations in the field expressed their concerns on the factors which impact on the process of reading.

2.5.1. Readability

The type of discourse of a text is its description including the social and communicative perspectives of the author named rhetorical devices as cause/effect argument, exemplification/ comparison. Any text consists of various ideas and the construction of meaning organised differently. There are informational texts (biographies, diaries, letters...), organised procedural texts (recipes, instructions...), narrative texts (fiction...), persuasive texts (influencing readers but requires reader's critical mind), others as brochures...

Word, sentence complexity and length, grammar, vocabulary together contribute to the most essential aspect of a written pattern which is readability. Readability differs from one text to the other as well as readers are different. The choice of the content in any reading context has to be chosen with delicacy as on the one hand, it can promote negative attitudes because of its complexity and lack of contextualization, while on the other hand it may motivate more learners to reading and thus enhancing their reading skill. On this

special aspect, Dubin and Olshtain (1986: 14) confirm that: *Learner's negative attitude can be detrimental to the success of the language program course designers need to place special emphasis on attractive materials, and involving tasks which readily help change learning process.*

Grasping the meaning is another complex issue while reading English texts as learners may meet certain difficulties linked to vocabulary, structural and cultural/content problems. Vocabulary problems include unknown or unfamiliar words, due to learners' lack of reading. As to the syntactic difficulties faced by some learners, they can be reduced via the encounter of basic syntactic structures and the treatment of lexical aspects. On this particular understanding, Eskey (1971: 16) mentions that: *Just as the meaning of individual words partly determines the meaning of the sentence, so also the meaning of the sentence as a syntactic structure partly determines the meaning of the words.* As to content difficulties, they are referred to cultural problems and reader's background knowledge. Cultural obstacles are sometimes provoked by the different perceptions of the world and the reader and writer. The content obstacle derives from the schemata weakness to build a certain meaning. *It is evident that cultural background and the reader's knowledge, appear to influence predictions and to shape initial predictions in quite powerful ways* (Davies, 1995:68). Indeed, lack of background knowledge and reading experience inevitably leads to a lack of learners' interest, motivation. Synthesis and evaluation strategies/strategies are nevertheless critical in reading comprehension as they both demand to predict and evaluate the information, and take a stance on the usefulness of this information.

Meta-cognitive knowledge and skills monitoring are components which include metacognitive knowledge or knowledge about cognition and self-regulation of cognition as considered by Brown and Baker 1984, and monitoring of cognition to identify problems with information. To achieve expected reading goals, readers have to use metacognitive skills effectively, as supported by Palinscar and Brown (1984).

The reading goals are various, ranging from personal to academic ones. Thus, motivation depends on the purposes of reading. Similarly to any communication, reading comprehension is regarded as a process of communication between the reader and writer. Among the various causes for reading, the most common are as follows. We can read for improving our content learning (new terms, facts...), language learning (vocabulary, pronunciation.) or for pleasure (stories, sounds of words.), though

the last reason is the achievement of extensive reading or desired goal of teachers of reading and literature. Thus, information and communication vary according to the material and reader level, tastes and requirements or needs and the use of these items. Learners' literacy abilities have to be adjusted to curriculum criteria (Langer1990) or to other specific purposes. Reading for literary experience involves the reader in different contexts and feelings though imagined, whereas reading for information requires the reader strategies to fit the purpose of reading on the basis of informational texts, based on aspects of the world. Needless to say those different strategies have to be adopted according to the purposes chosen.

The reading strategies allow readers or learners to reach the meaning of the text and achieve effective reading understanding. Though skill or strategies are used interchangeably, the common usage is to mean reader's activity chosen to reach their reading purpose. Paris, Lipson and Wixon (1983:611) tried to define these fundamental concepts:

Skills refer to information- processing techniques that are automatic, whether at the level of recognizing grapheme-phoneme correspondence or summarizing a story. Skills are applied to a text unconsciously for many reasons including expertise, repeated practice, and compliance with directions, luck, and naïve use. In contrast, strategies are actions selected deliberately to achieve particular goals. An emerging skill can become a strategy when it is used intentionally. (Paris, Lipson and Wixon, 1983:611)

To word it differently, strategies are skills which are consciously selected and numerous: skimming a text to obtain the main idea, scanning for having a special information, skipping unfamiliar terms or activating prior background knowledge ...Pressley and Brown studies confirmed the complexity or skilled reading. While novice readers look for decoding words, skilled readers are motivated to enhance their intellectual learning and go beyond first meaning. Anderson reveals that:

Successful second language reading comprehension is not simply a matter of knowing what strategy to use, but the reader must also know how to use it successfully and know how to orchestrate its use with other strategies, but a reader must also be able to apply themstrategically” (Anderson, 1999)

Theorists came to the conclusion that there is no good or bad strategy, as said by Kintsch(1998).*There are good and bad uses of the same strategy, the difference between a “good” use and a “bad” use of the same strategy is in the context in which they are used, how they are used and how they interact with other strategies* (Kintsch, 1998)

2.5.2. Comprehension

Comprehension supposes interaction between reader and author, on different levels. Without understanding, the learner is simply decoding. Thus, it is required to understand and apply fundamental basic skills as identifying important ideas or making generalizations...to construct the meaning of the text. There are essential aspects contributing to the development of a learner’s response to a text, especially prior knowledge, setting a purpose, questioning and prediction. Prior knowledge consists in the knowledge the learner has acquired before reading the text. Setting a purpose for reading brings a positive interest in the learner "s activity. As to questioning, it helps the learner concentrate on his experience for instance and relate it to the content of the text, bearing in mind that there is no right or wrong answer. The use of prediction strategies encourages the learners to participate even if they are not fluent readers. The cloze procedure demands the learner to supply the missing word to fit the meaning of the text. Summarizing is a rewarding exercise as well as supporting details to the main idea, among other topics, reflecting examples of functional language experiences and academic development. Thus, reading comprehension is a skill which can be divided into sub skills, especially being able to paraphrase, summarizing, knowing the vocabulary, making inference, though reading between the lines can take place even.

Indeed reading is a complex process as claimed by Lundberg 1991, in which the reader is a dynamic participant who with his knowledge background constructs the meaning. As Kintsch maintains it, reading is considered as a linguistic skill that has a cognitive activity. Though not really concerned in our thesis with literature studies, reading is closely associated with learning oral and written discourse. Yet, to the question of is there any best method of teaching reading, the answer is combined with material, teacher, cultural context (Rosenshine and Stevens 1984), on the one hand, and on the other hand, time allotted to informal literacy as mediated technologies via internet. Stimulation in the educational and home settings play a fundamental part in increasing interest in reading and greater opportunities to interact with others. Teachers’ requirements are to develop the skills to help students learn from hard texts. But, often students show a

bad or negative attitude even before the lecture starts as they think that issues tackled in the course are far from the reality. Barriers as time restrictions, lack of interesting text, and belief in the inefficiency of reading are constraints to literacy activities. Thus, teacher's knowledge of content reading strategies is desirable and linked to students' expectations and real world. Teachers are regarded as both role models and mentors by some students. But, teachers' explanations of processes are only mechanistic as readers /learners become aware of the skills which fit their reading purposes. An essential aim of direct instruction according to Baker and Brown:

Is to make the reader aware of the active nature of reading and the importance of employing problem- solving, trouble-shooting routines to enhance understanding. If the reader can be made aware of (a) basic strategies for reading and remembering, (b) simple rules of text construction, (c) differing demands of a variety of texts to which his background knowledge that he may have, he cannot help but to become a more effective reader. Such self-awareness is prerequisite for self- regulation, the ability to monitor and check one's own cognitive activities while reading (Baker and Brown, 1984:376).

As to the question of the best method, it seems to be related to informal literacy socialisation as home background and conditions.

2.5.3. Reading Fluency

Reading fluency is the ability of supposed readers to read and understand fast and with no effort. Yet, educational programs do not give much consideration to the matter of reading fluency development and thus it remains the neglected matter. Researchers as those of Allington (1983) describe and analyse the effectiveness of methods and approaches to improve reading fluency for non-fluent/ poor readers, especially repeated reading, echo reading and chunking. *Fluency is the ability to read a text quickly securely with proper expression (National Reading Panel, 2000:3)*

In strategic teaching of fluent reading the teacher sets up first the goal of the lesson. In the method of repeated reading, speed and accuracy are fundamental criteria as described by Moyer and Dowhower (1987). Thus, the word by word readers acquire the enhanced ability and familiarity to cut the text into meaningful phrases, as repeated reading practice has proven to be effective. As to echo reading, less skilled readers are helped by the teacher who echo reads problem sentences (Aull 1977). Teacher support is also recommended in chunking, i.e. segmenting a text into meaningful phrases which

develops reading comprehension giving less importance to single words but more to phrases of meaning (Brozo, Schmelze and Spires 1988). The effectiveness of chunking resides in the fact that both text and background knowledge of the reader are involved. Among fluency approaches, "reading while listening" includes the learner to read a text and simultaneously listen to a tape recording for example, till they gain independently in fluency (Chomsky 1976, Carbon 1978). As to Hoffman (1987), he refers to "oral recitation lesson", and demonstrated that teacher modelling, repeated readings and classroom discussion can significantly increase reading fluency. Learners readers switch from word identification to comprehension of the text.

Koskinen and Blum (1986) promoted the "paired repeated approach" whose focus lies on repeated readings and cooperative pairing of learners. In such an approach, readers grew much responsive and supportive listeners, though the teacher remains fundamentally a role model and a direct instructor.

The instructional methods activate learners reading performance and thus fluency is a criterion of effective reading, though behaviours can affect fluency. Reading fluency is also dependent on learner style and motivation. Thus, an important aspect related to reading fluency in particular, is the learning style, i.e. how the individual learner might learn best and how teachers can help learners in the most efficient way, as different types of learners exist depending on attitude, time management, motivation, affect, concentration or expectations and interest beside other personal features. Thus, modes of preferred learning impact on performance levels and adaptation to various styles of instruction. These learning styles help to identify how learners study and how teachers can adapt their lectures to motivate learners in their learning in order to reduce their anxiety or fear which are considered as an impediment to their own learning, and in our case in reading.

As to Motivation is that feeling which pushes and stimulates learners or individuals to read. Motivational activity is highly considered, especially when it comes from within the learners, referred to as intrinsic motivation which is the wanted goal. Motivation *is a critically important variable* (Newman 1985), yet external motivation as giving praise and attention is less obvious. Thus, reading in interest area must be encouraged to promote reader's motivation and provide a sense of value and worth within learners or readers. Reading material and interest area must be at the level of the reader though some need guidance within the educational setting or in the libraries to select the adequate books. Reading below or above the level results in a lack of interest whereas progress can be felt

in academic achievement when learners read a language experience story that reinforce their learning. Besides, time allotted to learners, encouragement, note taking, underlining and summarizing or other techniques can help to read and understand. But, reading for purpose is rewarding as it combines imagination and motivation. It is not surprising that readers become more self-independent and confident in their own reading abilities.

2.5.4. Language Skills Transfer

Reading supposes that the goal is to understand a text (Snow,2002) and that probably the fundamental way to improve skills and knowledge. It requires to master the orthography to decode terms and get the meaning from the text, but comprehension rests also on background knowledge and cognitive strategies. So; proficiency in reading in L1 impacts on proficiency In L2. Thus; the cross language transfer of reading ability is another parameter to note, as the transfer of skills influences reading at large. It is supposed that reading in L1 means being capable of reading in L2. Readers have in L1 acquired large amount of words and syntactic structures.

The main elements transferred from the student's training in native language reading are a certain comprehension of what reading is about, an appreciation of the organization of a written text and a certain awareness of the importance of letter and words combination
(Rivers, 1981:262).

Nevertheless, L2 which is English in our study case, has from Modern Standard Arabic, a different orthographic script, sounds, word order and cultural images and idiomatic expressions. Nunnan stated that:

Though Devine (1984) and Sarig (1987) maintained that un/successful reading strategies might not always lead to un/successful reading comprehension, Anderson's researches of 1991 concluded that the higher score on comprehension is obtained by readers using different strategies. In the same line of thought, Kintsch (1998) replied that there is no good or bad strategy, but effective one depending on metacognition and motivation beside other individual variations..The researchers show that reading strategies are interwoven into reading for meaning as a fundamental goal and the development of cognitive abilities to become fluent readers to some extent.While word reading fluency is a common component of reading, text reading fluency seems to be more language specific in its relationship to reading comprehension, knowing that L1 reading ability in the cross

language transfer to L2 reading ability occurs in two languages with quite different orthographies.

The reader processes each letter and thus, these letters or graphemes are matched with the phonemes of the language, which is it assumed the reader already knows. These phonemes, the minimal units of meaning in the sound system of the language are blended together to form words; the derivation of meaning is the end process in which language is translated from one form of representation to another. Nunnan(1991:64)

Yet, Presley and Afflerbach (1995) maintain that skilled readers are conscious of strategic reading and use relevant strategies to extract the meaning of the text. They do not restrict themselves to literal meaning, but interpret and argue whereas novice /poor/slow readers limit themselves to decoding simple terms and cannot come to terms with the text and fail to improve comprehension as they have not adapted effective reading strategies.

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Beside reading and its most effective methods and techniques, the following part is devoted to the relevance of inculcating culture to develop intercultural awareness and understanding through teaching.

2.6. Reading Culture in the Target Language

The following sections focus on language and culture in FLT. Language without cultural appropriateness is somehow irrelevant. Integrating the fifth skill promotes the

learners 'capability to understand and perceive or tolerate different cultural patterns. Researchers demonstrated that the 3R model of reading strategies, namely Recognize, Research and Relate are fundamental components to promote background knowledge about the target language. Thus, the path to reading comprehension through intercultural competence in the target language necessitates potential strategies and negotiation/commitment processes in the intercultural world in which we live. As for the terminology, in Algeria we often turn to French; the only possible adjective for this field is 'intercultural', whereas in English there are both 'intercultural' and 'cross-cultural'. Some almost avoid 'intercultural' as if it were a case of vocabulary interference with French other use the terms interchangeably. In this thesis the researcher prefers to use "Intercultural Communication", because like many theorists as Byram involved in this field, the distinction between these two terms seems obvious. "Cross-cultural" applies to something which covers more than one culture. For example "a cross-cultural study of education in Western Europe" would be a comparison of chosen aspects of education in various countries or regions, but would consider each country or region separately and would not suggest any interaction between the various educational systems. On the other hand, the term "intercultural" implies interaction. From an intercultural perspective, it would be possible to study the experiences of students or teachers who move from one educational system to another, or to examine the interactions of students from different countries enrolled in a specific class or program. "Culture shock" and "cultural adaptation" are thus intercultural notions.

2.6.1. Defining Culture

Each group, community or country has its own identity which is preserved by people through generations. This variety makes the complexity of the definition of the word "culture". As a matter of fact, different scholars, sometimes within the same field of study, look at it differently. Within the field of foreign language teaching, for example, teachers, syllabus designers, educationists and even foreign language learners themselves view and perceive culture differently.

To start with, a range of different research disciplines have "culture" as their object of study. Ethnography, Anthropology, and Cultural Studies are all concerned with the study of culture but each looks at it from a different angle. Anthropology investigates how membership of a particular social group is related to particular sets of behaviour; ethnography seeks to explore and describe how the speech systems and behaviours of

groups are related to their social structures and beliefs; and Cultural Studies tries to understand and interpret the ways members of a group represent themselves through their cultural products (poems, songs, dances, graffiti, ...etc.) . Scholars in these disciplines have worked out different definitions, each one emphasizes on the many aspects of culture. The result is a diversity of definitions which show that culture has resisted any kind of agreement among scholars (Byram, 1989). It is, therefore, not easy to adopt one definition and try to adapt it in this research because this may be contested within the field of foreign language teaching.

The vagueness of the term culture (Nelson, 2000) has its origin in the difficulty as to which elements of society and / or human behaviour are /are not to be included within its realm. In addition, scholars tend to think of culture in terms of the functions it performs in human society rather than delimiting its essence. One may therefore agree with Hinkel when he says:*as many definitions of culture as there are fields of inquiry into humansocieties, groups, systems, behaviours and activities.* (Hinkel 1999:1). In an attempt to work out a definition appropriate to the importance of culture in foreign language teaching, the subject matter of this study, mention of some definitions given by different scholars which seem necessary as culture is ever changing and not static. The simplest definition, is the one given from a normative perspective and which usually distinguishes between a small “c” culture which refers to the total way of life of a group of people, and a big “C” culture which refers to the products and contributions of a society (Chastain , 1988).

A more complex definition of culture and perhaps the most quoted definition is the one given by Tylor which goes as follows: *Culture is.....the complex whole which includes knowledge, beliefs, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society.* (Tylor, 1871:1).

This anthropological definition of culture refers to the total characteristics of human society in general. But the facet of human society which is given more importance is the socially patterned behaviour which human beings are not born with but learn within their own society. This view of the term culture was debated for years in an attempt to state more clearly what is meant by ‘complex whole’ included in Tylor’s definition. Shaules, (2007:26) for example, stated that this ‘complex whole’ is linked to “the shared knowledge, values and physical products of a group of people”. For others as Geertz (1973:89), culture is *historically transmitted pattern of meanings embodied in symbols,*

a system of inherited conceptions expressed in a symbolic form by means of which men communicate and develop their knowledge about attitudes towards life. (Geertz, 1973:89). Inherent in this definition is the idea of knowledge.

Such knowledge, partly inherited and partly acquired or learnt, is expressed through customs, traditions, norms and the overall societal rules to which individual members of a society must conform. It is this whole network of elements which establishes different patterns of meanings and makes an individual member within the same society able to act and to react in established appropriate ways in different social settings. Action and reaction, according to Geertz (1973:123), are meaningful only to those who share the same...*socially established structures of meaning in terms of which people engage in social action.* Seen from this perspective, a person's actions and reactions are just various ways of saying things that can be interpreted like any other verbal actions in a particular cultural context. This interpretation, in the light of the present research, represents one aspect in the teaching of culture in foreign language classrooms.

Other thinkers believe that culture is something learned, transmitted, passed down from one generation to the next, through human actions, often in the form of face-to-face interaction, and, of course, through linguistic communication" (Duranti's, 1997: 24).

Culture, accordingly, is that which is learnt and transmitted among individuals within a particular environment. Of crucial importance in this definition is the interpersonal relationships and the medium (language) used to communicate that 'which is learnt'. More importantly, to be a member of a particular culture group means to share the same knowledge and similar rules of inference with the other members of the group. The knowledge aspect of culture, as far as teaching a foreign language culture is concerned, is the one about which there is much disagreement. Another closely related view about the close relationship of culture to language is the one given by Goodenough

As I see it, a society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members. Cultures, being what people have to learn as distinct from their biological heritage, must consist of the end-product of learning knowledge in a most general sense of the term. (Goodenough 1957:74)

Goodenough's view is based on the assumption that culture is a kind of knowledge consisting mainly of rules which individuals must know in order to operate successfully within their society or which enable them to operate in a manner acceptable to members of their society. Goodenough even went further and compared rules of culture to rules of grammar and stated that culture is a 'blue print for action', a system of rules for behaviour. In this sense his definition is much like the one given by Kramsch (1993). She identified two aspects of culture. The first refers to the ways social groups represent themselves and others through their works of art, literature, social institutions, or artifacts of everyday life (what is usually known as the civilisation aspect of a society's culture), and the ways these are produced and preserved throughout history and the means used to achieve them. The second one considers a social group's attitudes and beliefs, ways of thinking, behaving and remembering which are common to all members of a speech community. It is this second type of culture which makes the functioning of the members of a particular language and culture community possible.

2.6.2. Understanding Culture

A close look at the aforementioned definitions of culture reveals that they all turn to one way or another to different facets of human life. They all encompass some of the following elements: knowledge, beliefs, morals, laws, meanings, attitudes toward life, conceptions, literature, arts, customs, habits and traditions, humans' behaviour, history, music, folklore, gestures, social relationship, beliefs and achievements. All issues considered, culture has been the subject matter of a variety of disciplines and each looks at it from its own frame of reference.

All issues considered, culture has been the subject matter of a variety of disciplines and each looks at it from its own frame of reference. Basically, two main views can be distinguished: the humanistic approach to culture and the anthropological one. The former looks at culture as 'heritage', literature, fine arts, history, music ...etc., and the latter refers to culture as a community's way of life. But for the purpose of the present study what matters most is how culture is defined from the point of view of foreign language teaching and learning. The various aspects of culture which may be involved in foreign language teaching were discussed by Robinson, G.L. (1985) and are briefly summarised herefrom:

A behavioural view, culture is considered as observable human behaviour and includes customs, habits and rituals particular to a specific group. In relation to language

teaching this can be realised through teaching daily practices of native speakers such as doing one's shopping. From a functionalist view, culture is seen as forms of rule governed behaviour. The rules underlying a person's behaviour are to be inferred from her/his observed behaviours. In relation to teaching culture this can be realised through understanding why a native speaker acts or behaves in a particular way in a particular situation. From a cognitive view, culture is seen as a set of mental processes ranging from memorisation to interpretation of incoming data much similar to data processing by computer programs. In teaching culture this can be realised through helping the learners to get an insider's view of the target culture.

From a symbolic view, culture is seen as a non-static system of symbols and meanings. These meanings arise from an individual's conception of the world around her/him. In culture teaching, this calls for a union between the learners past experiences (native culture) and new experiences (target culture) in order to create meaning. On the basis of these aspects, a definition of culture may be phrased as follows: culture refers to the specific and general learned knowledge about manners of behaviour, skills, beliefs, values, norms and attitudes which guides individuals and inclines them to function as a group. This knowledge is required for effective communication and interaction among individuals from the same culture. Culture is dynamic, pervasive and constantly changing. It engages an individual member of a particular group or society cognitively, behaviourally, mentally and affectively.

The term culture, as used in the present research, refers to something beyond art, literature and history (civilisation). It encompasses the system of values, beliefs and behavioural patterns or lifestyles of a society or group of people. According to Moran (2001:5), it refers mainly to "the ability to enter other cultures and communicate effectively and appropriately, establish and maintain relationships, and carry out tasks with people of these cultures". The word "implicit" in this definition concerns the researcher's belief that foreign language teachers will probably do better if they go beyond background studies or what are customarily called "civilisation modules" in the implementation of the English course syllabus.

2.6.3. Culture: Working at Target

Many books were published, and most of them dealt with practical methods of teaching about culture in relation to intercultural communication. Among these was Ned

Seelye's book "Teaching Culture: Strategies for Foreign Language Educators" published in 1974. In this book, Seelye described and recommended a number of techniques for teaching about culture differences and intercultural communication. The general view about the teaching of culture adopted in that book was one that can be described as a historical. Seelye apparently equated culture with observable behaviour. For him teaching students a foreign language culture, as can be inferred from the techniques mentioned above, consists mainly of understanding the different forms of behaviour within a particular social group and then let them behave appropriately in that group. In Europe, the scene was characterised by many political and social changes. The European Common Market was in the making which engendered many changes in peoples' views of foreign language teaching. The labour movements and the new economic needs within Western European countries created a need for more knowledge about other countries. This in turn imposed a change in the content of foreign language syllabi and led to a relativisation of the national stereotypes of the late fifties and the sixties. Following that new trend, the European Council set in 1971 a platform to further the development of the communicative approach to foreign language teaching. The new platform aimed at meeting the learners' new needs but still was confined to such areas as language functions (Van Ek, 1975), notions, categories and situations (Wilkins.1976). In Kramsch's terms (1996:5) the *cultural component of language teaching came to be seen as the pragmatic functions and notions expressed through language in everyday ways of speaking and acting*. Yet, no mention, whatsoever, of teaching culture or cultural knowledge was made. Reference to the term 'culture', though in an ambiguous way, was first made in Germany. Scholars like Manfred Erdmenger and Hans-Wolf Istel in 1985 were involved in the teaching of English as a foreign language assigned 'Landeskunde' a different function: that of helping a foreign language learner to achieve communicative competence. In this vein Manfred wrote: *It is the global aim of foreign-language teaching in terms of the Landeskunde aspect... to help the student attain communicative competence in the situations arising from his future roles as consumer of real and ideal products of the foreign country, as a traveler abroad and as someone who has contact with foreigners in his own country, and to awaken in him a willingness to adopt an attitude and to negotiate.* (Manfred et.al, 1973:40)

Thus, everything within foreign language teaching during the seventies, both in Europe and America, worked within the confines of the language system. Apart from the

interest to know foreign languages and about foreign countries, little attention was given to teaching culture within language. Foreign language learners had to wait for another decade before teaching culture became part of their foreign language programs. This took place towards the end of the 1980s when the teaching of culture revolved around the anthropological concept of culture. Due to the technological developments during that decade, the visual aspect of culture became as important as its interpretive aspect which dominated the debates about culture in the 1970s. Video technology made it easy for language teachers to present the learners with films and documentaries. Learners at that time were given the opportunity to see culture in action, i.e., more visible aspects of culture were at play in the foreign language classrooms. Among the leading figures at that time were Melde (1987) in Germany, Zarate (1986) and Galisson (1991) in France, Byram (1989) in Britain and Damen (1987) in America. Helped by the significant developments of anthropological studies in the USA, these scholars and others came to realise the close relationship between language and culture and many claimed that the only way to realise this interrelationship was through language teaching.

2.6.4. Congruency between Language and Culture

In order to incorporate the target culture in English language teaching teachers in this global age should realize that they are responsible for helping students to communicate inter-culturally. As cultural beings living in a multicultural world, we need education that helps students acquire intercultural communication skill which is now a necessity for everyone (Selyee, 1993). Incorporating culture into language teaching is obviously important. However, this may not be acknowledged by everyone taking part in this field. The inclusion of culture in the foreign language curriculum has gained in popularity and respectability despite those who either ignore the concept or deny its validity (Valdes, 1990 in Harrison, 1990). According to Reid (1995, cited in Onalan, 2005), only one third of [language teaching programs] offer a course in culture. The reason has been that language teachers are more interested in practical aspects of communication. Even if they are aware of the importance, there is still a problem regarding how to incorporate culture in the language classroom. As stated by Byram&Kramsch (2008) while language teachers agree with the idea of teaching language as culture, they find it difficult, if not impossible, to implement.

There is also debate on which culture that should be used in ELT, whether it is the home culture, target culture, or both. Those in favour of this view consider the use of

home culture can facilitate learners apply their background knowledge in reading comprehension, express their feelings and ideas when writing essays, and overcome the problem of students having to write in a genre that is absent from their culture (Ariffin, 2009). However, the use of students' home culture also presents problems, such as the unavailability of books featuring the home culture and that it does not help to prepare EFL students to travel and live in a target language country. On the other hand, the use of target culture is believed to be able to solve the problem teachers face when using home-language culture. Robinson (1985, cited in Ariffin, 2009) suggests the use of reading materials emphasizing the target language culture to help students view the cultural differences. Another reason is that doing this way can create a sense of awareness for students when they write their paper. For example. By knowing the English writing style they will not be accused of plagiarism, because students from certain cultures might think that it is alright to quote others' opinion without citing the source. Besides, knowing the writing style will make them write as it is expected by English speaking people. As Kaplan points out, there is a tendency of difference in thinking style (linear vs circular) which is reflected in the writing style of English people which tend to be direct compared to Asian style which tends to be indirect (beating around the bush). (*Kaplan, 1966*)

One of the problems resulting from the use of the target culture in ELT is the fear that the students will be influenced by the target culture and lose their own identity since this may be categorized as linguistic imperialism. Some authors have suggested using both home language and target language culture to deal with the limitations of exclusively using one of the cultures. This is, according to Ariffin (2009), excellent because learners are encouraged to discover similarities between their culture and the target language culture, which could bring about common understanding and tolerance. The importance of incorporating culture in language teaching has been addressed by international and national foreign language associations, such as TOEFL and IETLS that has stipulated the first goal in EFL Standards to study in an English-speaking country is to use English in socially and culturally appropriate ways. ACTFL (American Council of teachers of Foreign Languages) also determines the standards based on 'knowing how, when and why to say what to whom.'(Onalan, 2005). Implementing culture-based instruction is not as easy as it sounds.Seelye (1993:30) suggests that teachers help the learners develop interest in who in the target culture did what, where and when, and why. Further, learners can be assisted to evaluate some aspects about the culture and to find out more about it. Some

other experts have proposed several ways of incorporating the target culture in English language teaching which can be summarized below:

1. Providing more authentic materials involving target cultural and social elements
2. Giving lectures or having discussion on culturally-related linguistic aspects
3. Using pictures, maps, realia, posters, etc. to help learners develop a mental image
4. Comparing and contrasting home and target cultures
5. Role plays, where learners can learn the difference of attitudes/values of different characters associated with the culture
6. Design a project where learners can have an exchange with people from different culture

There are of course abundant sources of information on techniques for incorporating culture in ELT which teachers can modify depending on the context they are teaching.

2.6.5. Inter/cultural Awareness Strategies

As to, Cultural awareness it underlines the recognition and understanding that we possess different values related to our various cultural backgrounds which construct our opinions and feelings or attitudes and perceptions. Respect and tolerance toward cultural diversity are considered as fundamental components to develop inter/cultural awareness. Thus, a set of skills, attitudes and areas of knowledge are called competencies to develop successful inter-communication. Hymes (1972), the initiator of the notion of communicative competence, established the relationship between linguistic and socio-cultural competences as he saw language as another form of presumed cultural knowledge to express speakers' perception of life. Similarly, Gómez (2012) claims that "intercultural communicative competence should be understood as the ability to identify cultural issues that are necessarily expressed through real language in use" (p. 51). The following table summarizes the nuances in the definitions of communicative competence claiming that language proficiency necessitates competence and performance.

Name	Focus	Definition of communicative competence
Chomsky (1965)	Dichotomy of competence and performance	“(…) a fundamental discussion between competence (speaker-hearer’s knowledge of his language) and performance (the actual use of language in concrete situations)” (Chomsky, 1965:4)
Hymes (1972)	Natural communication	“(…) to use language to communicate successfully requires much more than linguistic competence. One must be able to translate intentions into words and do so in such a way that those intentions will be recognized by the recipient” (Holtgraves, 2008:207)
Allen and Brown (1976)	Strong and explicit relationship between competence and performance	“competence in this perspective, is tied to actual performance of the language in social situations” (Allen and Brown 1976:248)
Wiemann (1977)	Successful accomplishment of communicative goals	“ the ability if an interactant to choose among available communicative behaviours” (Wiemman, 1977:198)
Larson et al (1978)	Context and appropriateness	“ the ability of an individual to demonstrate knowledge of the appropriate communicative behaviour in a given situation”(Larson et al 1978:16)
Bachman (1997)	Three components of communicative competence; language and strategic competence and psychophysiological mechanisms	“knowledge or competence and the capacity of implementing , or executing that competence in appropriate contextualized communicative language use “ (Bachman,1997:84)

Table 2.5.Definitions of Communicative Competence (Springer, 2017)

*the table refers to the different definitions of communicative competence by the main theorists in the domain

Strategies refer to learners' techniques for capitalizing on the principles of successful learning (Brown, 2001: 208). Herrell (2008:5) defines strategies as approaches that support students' learning. Generally, the teaching of English is rather restricted to master the linguistic system as grammar, pronunciation or vocabulary, despite the teaching methods available to teach English communicatively. But, it is rather impossible to teach English in some subject matters or modules as Cultural Studies or literature without referring to the cultural context. Awareness of FL culture is regarded as an essential concern of learning/teaching EFL and requires to consider cultures as equal and possessing a large knowledge of one's own culture and that of the target language. Teaching culture is seen as the fifth skill in language teaching/learning and promotes cultural understanding and cultural awareness strategies can be efficient on teaching language skills as reading. To better understand what intercultural awareness is, Baker proposes a set of definitions as follows:

Level01: Basic Cultural Awareness
<p>An awareness of :</p> <ol style="list-style-type: none"> 1. Culture as a set of shared behaviours, beliefs and values 2. The role culture and context play in any interpretations of meaning 3. Our own culturally induced behaviour , values and beliefs and the ability to articulate this 4. Others' culturally induced behaviour, values, and beliefs and the ability to compare this with our own culturally induced behaviour , values and beliefs
Level02: Advanced cultural Awareness
<p>An awarenessof:</p> <ol style="list-style-type: none"> 1. The relative nature of cultural norms; 2. Cultural understanding as provisional and open to revision; 3. Multiple voices or perspectives within any cultural grouping including cultural ones ; 4. Individuals as members of many social groupings including cultural ones; 5. Common ground between specific cultures as well as an awareness of possibilities for mismatch and miscommunication between specific cultures.
Level03: Intercultural Awareness
<p>An awareness of :</p> <ol style="list-style-type: none"> 1. culturally based frame of reference, forms and communicative practices as being related both to specific cultures and also as emergent and hybrid in intercultural communication ; 2. Initial interaction in intercultural communication as possibly based on cultural stereotypes or

<p>generalizations but an ability to move beyond these through;</p> <p>3. A capacity to negotiate and mediate between different emergent socioculturally grounded communication modes and frames of reference based on the above understanding of culture in intercultural communication</p>
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Table 2.6: From Cultural Awareness to Intercultural Awareness (Baker, W. 2009)

*These 12 tentative definitions describe the necessity of understanding the cultural context for promoting intercultural communication.

So, how can we teach reading texts effectively through using inter-cultural awareness strategies, particularly culture capsule, culture clusters, self-awareness strategy, culture-quest among others (Kramersch , 1993 : 1), as reading per se does not automatically lead to cultural understanding. Several approaches have been described for teaching culture for intercultural awareness. Their use and efficiency depend on the outcomes they will produce as time allocated, student participation, size of class and emotion/affect which are involved with so many cultural issues

Culture Capsule is one of the most used methods for teaching culture being a short depiction of some theme of the target language culture, as wedding ceremony or rituals. But, such an aspect is compared with that of the cultural background of the learner and performed orally with the teacher providing some elements supported with visuals as images or slides. As to a Culture Cluster, it combines two or more culture capsules on linked issues, as receiving grants and university studies. Both culture capsules and clusters are chosen to explain and give much information and intellectual knowledge about the selected cultural aspects.

The Self-awareness Method (Chastain 1988: 311) serves as a goal to raise students' awareness of fundamental beliefs that regulate their values, behaviours and actions using the language and culture connections that prevail. Chastain (1988: 310) sees the main advantage of the culture assimilator method as useful to create an insight into and tolerance of cultural diversity. The Culture Quest is a web-based activity, which requires students in inquiry-based classroom projects on the exploration of peoples and cultures with technological skills. As to the Web Quest (Brabbs 2002: 39-41), it is another inquiry-oriented activity done by learners who extract information from the Internet in a great range of topics and consequently saves teacher's time (2002: 41). Such techniques, ranging from short activities to more time-consuming student research and internet-based

activities, help readers become more reflective and critical readers. With the development of awareness, students will develop themselves as strategic and self-regulated readers.

Teachers “should” encourage learners to use texts of different genres and their active engagement in interaction. Particularly, literature reading touches the cultural aspects and helps EFL learners or readers understand the literary writing, but also raises the awareness of the reading process, develop language skills, promote intercultural study and communicative competence. Despite the difficulty which lies on identifying all the cultural aspects, EFL readers can have a beneficial experience in intercultural communication skills building through literature reading. Reading literature texts help cultivate intercultural communicative competence, as readers do not consider the cultural differences while reading. Though it is important not to generalize, literature is said to have outstanding and successful advantages, and among them to promote critical reading and raise foreign language learners' intercultural awareness.

2.7. Teaching Culture through Reading

Research and practice on the inclusion of culture in the field of TEFL were abundant and proved to stimulate learners' level in reading comprehension and intercultural awareness.

2.7.1. Culture Teaching Premise

The resulting move toward a more practical conception of culture was underway and theme based language teaching was then initiated. That approach presented skills in the context of a particular societal or cultural theme that was relevant to the lives of the learners who were then required to get involved in critical discussions. That anthropological approach focused less on language structures and more on cultural meanings. Evidence for this change can be found in the newly published books about the teaching of language and culture. Notably was Louise Damen's Book entitled Culture Learning: The Fifth Dimension in the Language Classroom in which a holistic functionalist view of culture was adopted which in turn led to a new 'rapprochement' between language and culture. The move toward a holistic and functionalist approach in the teaching of culture in the USA did not leave European academic debates unaffected.

At roughly the same time, the traditional European terms 'civilisation' and 'landskunde' were replaced by new terms like 'culture'. This change in terminology was mainly motivated by the ongoing process of European integration. Evidence for this

change can be seen in reference made by European scholars to the anthropological findings reached in America. American anthropologists like Geertz (1973) and his emphasis on the natives' self-perception and symbolic systems were often cited by the active members of the European Council for Languages. This change in terminology, together with the empirical research projects on the cultural dimension of language and the learners' needs and attitudes, contributed to a change in foreign language teaching. These projects, mostly carried out by active scholars within the European council for languages such as Van Ek (1986 and 1987), marked the end of the aforementioned 'banal nationalism' which had characterised Europe in the preceding two decades. Teaching foreign languages then became more culture oriented.

Interest in culturally oriented language teaching gained stronger grounds during the 1990s. Teaching culture pedagogy became part of foreign language pedagogy and made a breakthrough in governmental agendas. The result was the number of the European Council's publications on foreign language and culture teaching, the number of conferences held in different European countries and the transnational workshops organised by member states of the European Council for Languages which devoted their efforts to the teaching of culture (AILA congress in Amsterdam 1993 and the project entitled language Learning for European Citizenship implemented during the 1990s.

One of the most influential documents published by the Council of Europe which has had an immense influence on foreign language teaching policies in Europe is the Common European Framework of Reference for Languages (CEF, 2001). Expressed in that document is the view that language is integrative and pragmatic in orientation. This document was later on supplemented by a transnational project entitled The European Language Portfolio which aims, among other aspects, to promote intercultural learning and the development of intercultural awareness and intercultural competence (CEF, 2001). Among the scholars, who through their work, contributed to this state of affairs were Kramsch with her book Context and Culture in Language Teaching published in 1993, Byram with his book Teaching and Assessing Intercultural Communicative Competence published in 1997 and Starkey with his article 'World studies and foreign language teaching' published in 1990. These three scholars helped to give foreign language teaching a pragmatic, contextual and cognitive orientation.

The dimension of teaching culture within or along foreign language teaching is deeply rooted within the western academic tradition. Culture in foreign language teaching started with a 'language for reading' (Grammar Translation Method), moved to a 'language for travelling' (direct method, audio lingual Method and the communicative Methods) and ended with a 'language for intercultural citizenship' as stated by Byram (1997). In the course of this short historical account, two approaches were explored. The first viewed teaching culture as a pure linguistic discipline and the second approached it from an interdisciplinary point of view by relating it to other disciplines such sociology and anthropology. These differences in conception and practices in teaching culture were summarised by Stern as follows:

The perspectives of language instruction have changed along with the role of languages in society and changes in the intellectual climate ...Language teaching is principally an art which through the ages has pursued three major objectives: artistic-literary, and philosophical. Those broad aimshave, in different periods in history, been emphasised to varying degrees. Stern (1983:81)

Accordingly, the teaching of foreign languages was approached from a variety of perspectives. It was taught as linguistic analysis, as a vehicle for artistic creation and appreciation and as a form of communication.

2.7.2. Cultural Turn in Foreign Language Teaching

In the 1970s a growing awareness that the aim of foreign language teaching should go beyond the development of the learners' dialogic competence of the audio lingual and direct methods towards the development of their communicative competence was underway. Mastery of the linguistic structures of a foreign language was no longer considered as the only necessary requirement for the achievement of communicative competence. Learners had to also learn how to express certain language functions using different language structures according to the situations where they found themselves. This move was mainly the result of the social and economic conditions in Europe at that time. In the multicultural Europe of the 1970s and the 1980s when economic and cultural exchanges were growing rapidly people found themselves obliged to live in a country culturally different from their own and to meet and talk to people with different social and cultural values.

It was therefore necessary for language educationists to find new ways to keep pace with that situation. The first step made in that direction was a symposium held in Switzerland in 1971 where an agreement to work toward a common European syllabus for the teaching of foreign languages was reached. That agreement stipulated that foreign language teaching had to set itself the aim to develop the learners' communicative competence and was reflected in a number of meetings and published articles. That new direction in the teaching of foreign languages is known in the literature as the communicative approach. This approach is based on the view that Language is mainly used for communication and that linguistic competence, the knowledge about linguistic forms and their meanings, is just one part of the general concept of communicative competence.

The other equally important aspect of communicative competence is knowledge of the different functions language is used to fulfill in different social settings. Hence the social aspect of language, a long neglected component of communicative competence, is now granted a high importance. Learners within this approach are taught how to use appropriate functions in appropriate social situations and settings which indirectly gives them some knowledge about the native speakers' culture and their everyday lifestyles. Nunan succinctly described the communicative approach and listed five basic characteristics of communicative language teaching:

- *An emphasis on learning to communicate through interaction in the target language.*
- *The introduction of authentic texts into the learning situation.*
- *The provision of opportunities for learners to focus not only on the language but also on the learning process itself.*
- *An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.*
- *An attempt to link classroom language learning with language activation outside the classroom.* Nunnan (1991:279)

In practice, however, the teaching of culture within this new framework remained on the margin. The only visible sign of culture presence in foreign language teaching was the replacement of the traditional literary texts with the so called

authentic or non-literary texts. These were usually texts from magazines and newspapers which centered on daily life themes. Unlike literary texts, the understanding of these new texts called upon some kind of knowledge of the outside world and outside language. That new look at old things paved the way for theme based language teaching and allowed culture a step inside the foreign language classrooms. On the other side of the Atlantic, a number of scholars were working toward more culture oriented foreign language teaching programs and a new approach was launched but this time from Montpelier in US during the Northeast Conference which had as its central theme 'Language-in-Culture'. The final report of this conference was a direct call for the teaching of culture. Dodge wrote in the report:

The Board of Directors of the Northeast Conference on the Teaching of Foreign Languages ...was aware of the general surge of interest among class-room teachers in more complete, accurate and realistic presentation of the "whole" language they teach. To teach what words mean to people we must teach what the worlds of those people are like. Dodge (1972: 10-11)

2.7.3. Culture Teaching Relevance

The teaching of foreign languages in Europe during the first half of the twentieth century was nationally shaped. The British social psychologist, Michael Billig, in his book Banal Nationalism explained how each European nation state at that time struggled for the preservation and survival of its identity through the ideological habits which enable the established nations...to be reproduced Billig (1995:6). One way therefore for the emerging countries in Europe to express their national identity was through their languages. Each national language was conceived as an expression that permits speaking about oneself and society positively. The aim of foreign language teaching, then, was to convey a good image of the country where the language is spoken, its people, its literature and its history. The teaching of French for example was directed toward France and the teaching of English was directed toward England. The teaching of language and culture in this sense was carried out as if they had little in common. At this juncture, it is important to mention the different terms then at use to refer to the teaching of culture along with language in different countries. In Britain, for example, the term used to refer to such area was cultural studies or

background studies. These studies made reference to any kind of knowledge which helps and supplements language learning and concentrated mainly on information about customs and daily life with some and behaviours and, thus, concentrating on daily life. In France the reference to social institutions in Britain.

The term culture was used in the USA to consider learning about customs term used was civilisation. It includes in a broad sense, the way of life and institutions of the concerned country. In Germany, the terms Landeskunde (knowledge of the country) and interkulturelles Lernen (culture learning) were used alternatively. In some other countries, the term area studies in higher education were coined to refer to courses which do not deal exclusively with literature (Byram,1989).In these courses, students acquired language skills; knowledge of the target society; and an introduction to the methodologies used in a variety of different disciplines. A general characteristic associated with these courses was their emphasis on factual knowledge transmitted to the learners which as mentioned above led to the formation of stereotypes about each of the countries where these courses were given and helped to consolidate the notion of “nationalism”. In brief, language programmes in Europe, as Stern (1992:207) puts it, were backed by knowledge outside language.

...before W.W.I and in the interwar years it was beginning to be recognized that in order to make sense of a particular language some systematic knowledge of the country and its people was needed(Stern, 1992:207)

Following this line of thought, the teaching of culture in Europe was largely equated with the teaching of the history, geography and literature of the target language and the great achievements of the target community. It was regarded as a means to boost the national character and was largely associated with the country’s character, people, nation, land, geography and history. The aim was to develop the learners’ awareness and understanding of the historical, cultural, artistic, and literary events that shaped the target language country and to give the foreign language learners a good image of that country. It was believed that this kind of knowledge would help learners to associate themselves with the native speakers of the foreign language. The dominant approaches then linked teaching culture with knowledge about the related country.

In the US, on the other hand, the teaching of culture in relation to foreign language followed a different path because of the progress made within the field of anthropological studies and the nature of the American society characterised by ethnic diversity, racial and political conflicts. Educationists in America called for the expansion of traditional foreign language curriculum by injecting it with issues related to race, class, and gender in order to make the students aware of the unique historical realities that shaped United States culture (Mullen, 1992). The American view of teaching culture pedagogy can be traced back to 1957 when Robert Lado published his book 'Linguistics across Culture' where the influence of cultural anthropology and linguistic anthropology is quite apparent. For him culture was a structured system of patterned behaviour (Lado, 1957:52), an idea implicitly embodied in the work of Lee Whorf of the 1930s. Another American linguist who dealt with the teaching of culture properly was Nelson Brooks whose book 'Language and Language Learning' published in 1960 included, among other issues, a chapter on the close relationship between language and culture. He wrote: *Language is the most typical, the most representative, and the most central element in any culture. Language and culture are not separable.* Nelson Brooks (1960: 85)

Throughout Brooks' Book, the author emphasized the importance of culture not for the study of literature but as a supplement for language learning. He explained the different meanings of the term culture and insisted that foreign language teaching should concentrate on culture as patterns and modes of living. In a later article published in 1968, Brooks explained his conception of culture and emphasised the anthropological view of the study of culture. For him culture has both a humanistic side in the form of 'great books', 'great ideas', and 'artistic endeavours' and an anthropological side which refers to "the individual's role in the unending kaleidoscope of life situations of every kind and the rules and models for attitude and conduct in them" (Brooks, 1968:205). Brooks insisted on the necessity to demarcate culture in foreign language teaching from the teaching of the foreign language geography, history, folklore, sociology, literature and civilization. He also attempted to make language teachers aware of this new frontier in foreign language teaching.

Another parallel view to Brooks was expressed by Howard Lee Nostrand (1966) for whom the aim of foreign language teaching is twofold: intercultural communication and intercultural understanding. Accordingly, the socio-cultural view of

language started to gain ground in foreign language teaching and the American view of culture was given an anthropological touch.

Up to the 1960s, then, the teaching of culture in Europe concentrated heavily on literature, history and geography whereas in America it was anthropologically oriented and, consequently, more importance was granted to everyday culture. This divergence in the views about culture led to two different understandings of the term culture known in the language teaching literature as culture with a big 'C' and culture with a small 'c' (Chastain, 1988). The former refers to any artistic production, history, geography...etc. and the latter refers to norms of behaviour, values, beliefs... etc.

2.7.4. Teaching Language with Culture

Starting from the beginning of the twentieth century, the teaching of culture within the foreign language was a practice implicitly used by the advocates of the Grammar Translation Method which had been in use long before that date. The teaching of foreign languages according to this method is seen as a means to gain access to the great works in literature and philosophy of the Greeks and the Romans. Emphasis within this method was laid on the formal study of language forms embodied in different language texts with which foreign language learners were presented. Spoken discourse was completely discarded from foreign language classrooms. Teaching a foreign language was often done with the help of the learners' native language. In brief the main principles as summarized by Al Fallay are:

- The main aim of learning a foreign language is to be able to read literature written in it. Literary language is superior to spoken language.
- The main objective is for students to be able to translate each language into the other. The ability to communicate in the target language is not a goal of foreign language instruction.
- The primary skills to be developed are reading and writing.
- Little attention is given to speaking and listening, and pronunciation was completely discarded.
- It is possible to find native language equivalents for all target language words.
- Learning is made easy through attention to similarities between the target language and the native language.

- Deductive application of an explicit grammar rule is a useful pedagogical technique. (Al Fallay (2007: 11- 22))

The previous methods concentrated on the functional aspects of the language. One of the main drawbacks of the Grammar Translation Method as stated by Rivers (1981) is related to its overemphasis on the grammar rules which are of no pragmatic value. In addition, learning the classical languages was limited to the study of their classical literature and fine arts. Culture is viewed as consisting of literature and the fine arts (Larsen Freeman, 2000). Culture, raising culture awareness and social variation of language use were not among the concerns of the Grammar Translation Method. The learners were exposed to classical cultures through reading books. One, therefore, can assume that although culture in its present day anthropological sense, i.e., culture of the small ‘c’ type, was not dealt with within the realm of the Grammar Translation Method, still some forms of culture of the big ‘C’ type were clearly integrated.

This above situation prevailed for a long time until the emergence of the reform movement (White, 1988) which paved the way for the present concern of mediating culture and language in more than one respect. Pioneers of this movement insisted that foreign language teaching should have language use as its primary aim. According to them, focus is to be laid on authentic texts the aim of which is to provide the learners with knowledge about the target language country and people and not to offer them practice in language forms. The interest in authentic texts was not motivated by linguistic aims in the sense that they were not treated as resources of grammar but as resources of knowledge about culture. This was clearly visible in Jespersen’s book, How to Teach a Foreign Language, published in 1904, a leading reformer as quoted by Wilga M. Rivers (Op.Cit.). This book was a breakthrough from the Grammar Translation Method. Jespersen (Op.Cit.) advocated that learning a foreign language is similar to learning one’s first language, a method which later on became known as the direct method. The direct method called also the Natural Method was a response to the Grammar Translation Method where all the teaching is done in the target language. One of the main premises of this method is that learning a foreign language must be an imitation of the first language. The oral skills are therefore given priority at the expense of the other skills. The language to be taught is everyday language because it is fundamentally seen as a means of communication. This new direction in the field of foreign language teaching was stirred up by the Industrial

Revolution then underway. During that time people direly needed to travel and to do business with people from different cultures and with different cultural background, and many of them expressed the need to learn foreign languages for communication purposes. As far as the cultural dimension of the foreign language is concerned, proponents of the Direct Method did not make significant progress on the route towards the inclusion of the cultural component in the foreign language classrooms. In a typical class run according to this method, the students are taught culture consisting of the history of the people who speak the target language, the geography of the country or countries where the language is spoken, and information about the daily lives of the speakers of the language. As can be inferred from Rivers' comments on Jespersen's book, the teachers' efforts were limited to teaching high culture and an introduction to a foreign society. Rivers wrote: *The highest purpose in the teaching of languages may perhaps be said to be the access to the highest thoughts and institutions of a foreign nation*. Rivers (1984:314).

The weakness of the Direct Method is that a second language cannot be learnt in a similar way as the first one, through the focus is on listening and speaking target language use for all learners and use of visuals to illustrate meaning. Following peoples' dissatisfaction with the achievements of the Direct Method and the condemnation of its techniques, a new method deeply rooted in behaviourism started to develop in the United States during the 1940s and saw significant developments during the 1950s and the 1960s.

This is known as the Audio Lingual Method. Initially, the method started as language training for World War II troops who needed quick training for basic communication. Drawing on the theories of American linguists such as Leonard Bloomfield and Charles Fries, the Audio-Lingual Method is based on the premises of structuralist linguistics and revolves around the principle that language learning is habit formation. As claimed by its advocates, its main objective is to achieve quick communicative competence. The method emphasises the use of daily speech which is presented to the learners in the form of conversational dialogues. It is based on the conception that language cannot be separated from culture. Cultural information is contextualized in the dialogues or presented by the teacher. Compared to the previous methods, advocates of the Audio-lingual method seem to have an anthropological conception of culture. Accordingly, culture is not only literature and the arts as

evidenced in the writings of Larsen Freeman (2000: 46) who stated : culture consists of the everyday behaviour and daily lifestyle of the target language people.

Language teaching, according to the proponents of this method, consists of the acquisition of a practical set of communicative skills (Stern, 1983). The teacher's role within this method is, like that of the orchestra leader, to direct and control the language behaviour of her/his students. Yet, it was reported that this methodology did not show an outstanding improvement in communicative ability.

2.7.5. Teaching Culture along with Language

Nelson Brooks, an anthropologist by training, has a particular view of culture and language that insists on the close relationship between the two. This is quite apparent in his view of culture as 'patterns of living' and his conception of the relationship between language and culture, *Language is a segment of and a bearer of culture and should be treated culturally and used by the students with concern for the message it bears*. Brooks (1971:58). More importantly, his distinction between the anthropological and humanistic conceptions of culture took the lead in recognising the teaching of culture in the anthropological sense. He was among the first scholars to emphasise the idea of dealing with culture in foreign language teaching and to suggest that the concept of culture *must be developed according to the needs and insights of those immediately concerned* (1968:204). In dealing with culture in foreign language teaching, (Brooks 1960, 1968) developed two models for the teaching of culture: a profile of ten-point culture and a paradigm of meanings of the term culture. As far as his profile of culture is concerned with, Brooks presented it in the form of a scheme which includes the following: symbolism, value, authority, order, ceremony, love, honour, humour, beauty and spirit. According to him, these are the "focal points...in the fabric of a culture's makeup" (Brooks, 1968:212). He assumed that the teaching of culture should revolve around these because they are "matters that appear central and critical in the analysis of a culture" (ibid). In other works, Brooks (1960) suggested a list of topics which he thought are both representative of a particular culture and would be of interest to second language learners. His list involved, among other issues, greetings, patterns of politeness, verbal taboos, festivals, folklore, music, medicine, hobbies, learning in school, meals, sports, careers...etc. With regard to their presentation in foreign language classrooms, Brooks (1964:123) suggested that *knowledge of culture is best imparted as a corollary ... to the business of language learning*. Phrased differently,

teaching culture is approached as a transmission of facts about the target culture. In addition, Brooks' paradigm of meanings of the term culture consisted of five types:

- Biological growth
- Personal refinement
- Literature and the fine arts
- Patterns for living
- The sum total of a way of life

The aspect which he considered most suitable for teaching culture in a foreign language class is the one related to patterns of living. According to Brooks, patterns of living embrace what had been referred to earlier as small "c" culture. He emphasised the importance of culture not for the study of literature but for language learning" (cited in Steele, 1989: 155). He believed that culture in language teaching is neither geography, history, folklore, sociology, literature nor civilization. What constitutes a central issue in teaching culture are an individual's role and his daily life behaviour. He wrote:

...the interchange and the reciprocal effect of the social pattern and the individual upon each other ... what one is "expected" to think, believe, say, do, eat, wear, pay, endure, resent, honour, laugh at, fight for, and worship, in typical life situations. Brooks (1968: 210)

Brook's model, as can be understood, is based on a society's everyday life and the interaction between an individual person and his immediate social environment. This anthropological conception of teaching culture which focuses on the importance of culture not for the study of literature but for language learning stems from his strong belief that culture resides in the very fabrics of peoples' daily life. His model of teaching culture views culture as a highly variable and a constantly changing phenomenon.

Furthermore, his five types of the meaning of culture can be equated with two main phases in the teaching of culture. The obvious beginning phase, for Brooks, stresses teaching culture as 'patterns for living' within the target language society. At higher levels of language teaching, there would be more in-depth teaching of culture and would include the other types of meanings. The model for the language learner in this

approach is a person from the target culture of the same age and status as the learners. This model combines the teaching culture as facts and behaviour with an expectation of knowing about the target language.

As pointed out before, the views that social practices are shaped by linguistic structures (Sapir, 1970) and that language use is the result of social practices (Hymes, 1972) showed that language and culture are closely related. These views incited foreign language teaching practitioners to make a move from teaching culture along with language to teaching culture within language or as culture. To gain more insights in the matter, this part gives an account of two approaches used in teaching cultures. One is associated with the old trend of teaching culture along with language, (Brooks 1964), (Rivers, 1981), and (Chastain, 1976); the other is associated with the new trend of teaching culture within language, Byram and Morgan (1994) Kramsch (1993). The former approach is based on the theory which stresses the close relationship between language and culture, sees language as a means of communication and emphasises the teaching of the target culture. The latter involves much greater attention to teaching the intercultural dimension of language. It gives more importance to the understanding of the foreign language people, society and culture, and the learners' own culture. The aim is to develop the learners' intercultural competence.

2.7.6. Teaching the Intercultural Dimension of Language

Another figure who favoured the integration of teaching culture in the language classroom is Claire Kramsch. Culture for Kramsch is 'facts and meanings' (Kramsch 1993: 24) and language is seen as social practice. She (ibid: 9) believes that as language users *everytime we say something, we perform a cultural act*. Seen from this perspective, linguistic practice is fed with cultural meaning and can, thus, be seen as cultural practice. According to her, the teaching of culture is not a fifth skill in foreign language classrooms but a central component. She (ibid: 1) penned *culture in language learning is not an expendable fifth skill, the ability to be aware of cultural relativity. It is always in the background, right from day one*. Intercultural awareness, according to Kramsch is not a fifth skill. It is a combination of skills and attitudes which together make up intercultural competence. Learning a foreign culture therefore requires the learners to develop an intercultural awareness of that culture and how it relates to their native culture.

In addition, Kramersch believed that contact between cultures results in conflict and concluded that the essence of culture is the ‘conflict’ which results from this contact. For her, the primary focus in teaching culture should be laid on differences rather than similarities between the native culture and the target culture. These differences are to be taught through dialogues:

It is through dialogue with others ... that learners discover which ways of talking and listening they share with others and which are unique to them (Kramersch,1993: 27), i.e., what is universal between cultures and what is culture specific. Besides, awareness of these differences enables the learners to disengage themselves from their usual frame and see from the other's perspective (ibid: 231) .This will enable them to understand others, to make themselves understood and to understand themselves.

Another important aspect of Kramersch’s approach is the importance she attaches to context. She holds that the core feature of teaching culture is the cultural context. She (ibid : 13) wrote :

Foreign language teaching takes cultural context as its core. The educational challenge is teaching language ‘as context’ within a dialogic pedagogy that makes context explicit, thus enabling text (oral or written) and context to interact dialectically in the classroom. (Kramersch,1993:27)

This interaction between text (oral or written) and context enables the learners to interpret cultural phenomena and to mediate between their culture and the foreign culture. Hence, culture is seen “as a place of struggle between the learners’ meanings and those of native speakers” (Kramersch 1996:206). The result of this struggle is the creation of a « third culture », a sphere of interculturality. Within this sphere, the learners’ culture and the target culture are put side by side. Understanding this sphere requires the comparison between the learners’ culture and the target culture. Kramersch (1996:206) firmly believes that understanding a foreign culture requires putting that culture in relation with one’s own”. Her approach is thus based on comparing cultures and cultural experiences and favours differences rather than similarities. This is because *understanding a foreign culture requires putting that culture in relation with one's own* (Kramersch, 1993:205). She believes that culture should be taught as difference which is seen as the outcome of a comparison and to which Kramersch refers to as ‘third place’

culture. Within this type of culture, meaning is created through language in discourse which enables the learners to look at their own culture from the point of view of their own culture, to be aware of how their culture is seen from outside by people from other cultures, to understand or see the target culture in the native speakers' lens and to be aware of how they see the target culture. Thus, it enables them to take both an insider's and an outsider's view on their native culture and the target one. Learning a foreign culture involves the learners' exploration of their own culture; the discovery of the relationship between language and culture, the learning of the techniques for analyzing and comparing cultures.

Teaching a foreign culture requires an *approach which is more interested in fault lines than in smooth landscapes, in the recognition of complexity and in the tolerance of ambiguity, not in the search for clear yardsticks of competence or insurances against malpractice* (Ibid:2). In practical terms, this 'third place' is created in a foreign language classroom through discussion and exchange of ideas which involves the following:

- The recreation of the context of production and reception of the text within the foreign culture.
- The construction of the learners' own context through finding a similar phenomenon in his native culture.
- The examination of the two contexts in both the native and the target culture through dialogue between the teacher and the learners and between the learners themselves. (Kramsch, 1992: 124)

As it can be understood, perception and production are two key elements in the creation of meaning through dialogues. The learners' attempts to communicate are viewed as communication acts. Culture, accordingly, is exemplified by ways in which people act and interact with each other. Developing a learner's intercultural competence is a process through which learners decentralise themselves from their own culture. Teaching culture therefore consists of exposing the learners to different ways of looking at the world and enabling them to be flexible and independent from their native single linguistic and conceptual system through which they are used to see the world. Cultural knowledge is not measured in terms of the amount of knowledge learned but in terms of successful engagement with it. Within this approach, the native speaker considered as a

standard to be reached is questioned and replaced to some extent by a new norm, that of the intercultural speaker. Consequently, the objective in teaching a foreign language is not the development of a native like intercultural competence but a successful cultural mediator between two cultures. Phrased differently, the focus is on the interaction between intercultural actors. In brief, teaching culture, as perceived by Kramsch (1993:205-206) involves the following principles:

Setting up a sphere of inter-culturality: to relate first culture to foreign culture and to reflect on conceptions of first culture and foreign culture. Teaching culture as an interpersonal process: to present not only cultural facts in a structural way, but to present understanding processes, values, beliefs or attitudes. Teaching culture as difference: culture is not only national traits, but race, gender, social class, etc.

Crossing disciplinary boundaries: in order to carry out this approach, teachers need to have wider knowledge on subjects related to culture such as ethnography, psychology, sociology, or sociolinguistic. Then, one may say that culture has been the object of study of many disciplines; hence, there is a myriad of definitions. Different scholars, each from her/his perspective, have attempted to work out a definition appropriate for the profession of foreign language teaching. This interest in culture, as an important component in foreign language teaching syllabuses, stems from the close relationship between language and culture and is deeply rooted within the profession of foreign language teaching. Most of them recognise the need to integrate culture within the teaching of foreign languages. It was also shown throughout this chapter that different teaching approaches and methods have dealt with the issue of teaching culture according to the aims and objectives of each. Some of these were criticised for their neglect of the issue of teaching culture and others for their unsatisfactory handling of culture integration within foreign language teaching.

An increased interest in the integration of culture in teaching foreign languages was also surveyed and the end two models for the teaching of culture were investigated. As the importance of intercultural communication competence is highlighted, teachers of FL have to be trained adequately

2.7.7. Culture as a Fifth Skill

The language of texts was the object of careful historical explication and interpretation in terms of the age and culture to which it belonged. Since language, literature and c

ulture are closely connected, one could say that philology represented a genuinely interdisciplinary approach to the study of texts. However, much of this general cultural orientation was lost in the period between the 1930s and the 1960s, which saw the emergence of strictly formalist and structuralist modes of thinking with. Teachers tended to ignore, or perhaps even deny, the importance of the sociocultural context for the understanding and acquisition of the language. Having learnt the distinctive features of phonology and grammar, the student is expected to understand and use the language correctly.

In other words, general structural laws were thought to ensure the necessary *Linguistic Competence (LC)*, which became the unquestioned aim of every FL teacher. After the 1950s, two main disciplines emerged within FL studies at universities: linguistics on the one hand, and literary study on the other. According to Brøgger,(1992:12), both fields were highly professionalised and kept strictly separate. As known speaking, listening, writing and reading were highlighted as the four language skills that every student had to acquire. Interestingly enough, these are still today often listed as essential objectives in curricular documents. At that time, however, the recognition of the social dimension of language was missing. Doyé (1999: 11) refers to such conditions as setting, communicative intention and the relationship between the interlocutors, which were not considered significant, until the so- called Pragmatic reform in the latter half of the previous century. This new paradigm entailed a shift in the overall aim of FL instruction from Socio-Linguistic Competence to Communicative Competence. Teachers realised that it was not enough for the students to be able to produce grammatically correct phrases if they lacked the skill of using these phrases in real communicative context. This was thus the time when manuals of grammatical structures were replaced by list of language functions in curricular texts. The term Communicative Competence, as pointed out by Lundgren (2001: 53), is vague and has been interpreted in different ways by teachers. The term derives from Hymes (1972) and Habermas, but it is above all Van Ek who has applied communicative competence to foreign language teaching. In his thorough analysis, Van Ek (1986) presents six partial or superordinate abilities, which should be seen as different aspects of one and the same concept:

- Linguistic competence (vocabulary and grammar)
- Sociolinguistic competence (how language is used in various contexts)
- Discursive competence (rules for how a discussion is built up)

- Strategic competence (strategies for how to cope when one runs out of words and expressions)
- Social competence (ability and willingness to interact with others)

Sociocultural competence and skills related to communication, but says very little about what the communication is about. Since this “something” is always embedded in the context of a particular culture and cannot be separated from it, one has to strive towards a higher goal in FL teaching.

The “communicative turn” in language teaching, particularly in EFL, has in fact been criticized by Byram, among others, for emphasizing speech act and discourse competence, rather than cultural competence. However, the understanding of culture now regained recognition as an important component of foreign language studies, intended to contribute to the students’ communicative competence Brøgger 1992: 12).

Doyé (1999: 11) talks about a renaissance, which was named renaissance, which was named “Cultural Studies” or “Culture Studies” by their Anglo-Saxon experts.

To sum up, culture today is no longer seen as something external to the activity of language learning itself. It is not an expendable fifth skill tacked on to the teaching of speaking, listening, reading and writing, but should always be in the background, right from Philippa Baker: (2006) strengthens the idea saying: I contend that the fifth skill not only deserves as much attention as the other four, but is in fact key to mastering the language. As pointed by Byram at international symposium Language as Culture Tensions in Times by Byram at international symposium Language as Culture Tensions in Time and Space in November 2003 in Vaasa (country) We have focused too much on skills and too little on values. The ongoing research into Political and Cultural Education is now of great importance as a means to clarify in the objectives of EFL teaching and how these objectives are implemented in the classrooms. The present study may be regarded as a contribution to this debate. The sociocultural competence was added to the list at a later stage. Van Ek realised that a person cannot be regarded as communicatively competent unless he or she possesses a certain insight into the sociocultural context of which every language is an integrated part, and which tends to function as a frame of reference for its speakers. A third phase thus began in the development of FL instruction, which focused

on the content dimension of language use. As Tornberg (1997: 42) points out, the communicative competence is indefinite as far as the subject matter is concerned. It consists of a set of knowledge.

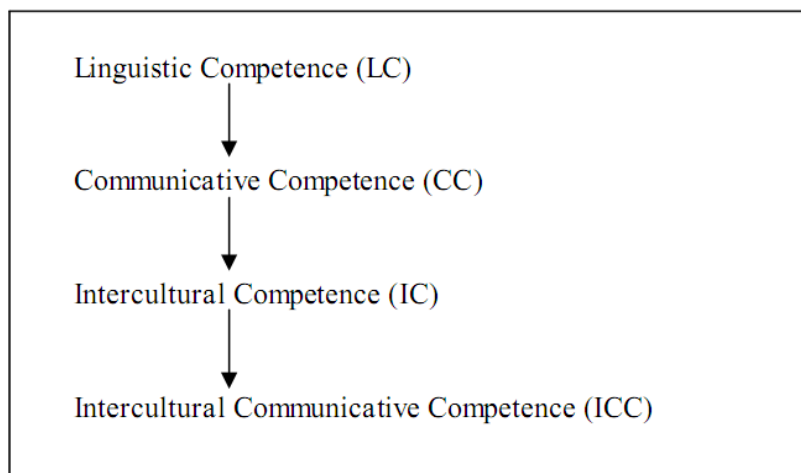


Figure 4. 3. The development of aims in foreign language teaching

*This Figure 4.4 resembles the complexity of human beings. No result comes out of the blue but it is the output of various steps.

As suggested in the figure above, the different competences adopted by FLT can historically be seen as a continuous chain, in which all competences are integrated. ICC, or international understanding, as Lundgren prefers to call it (2002: 33-34), switched to a holistic approach to FL education. This is by no means an easy undertaking, since it entails going beyond the traditional borders of linguistics, including applied linguistics, and moving into a cross-disciplinary area. The holistic view of learning means that the whole personality of the learner is involved in every learning situation. The learner is thus not simply a thinking and knowing individual, but also a feeling and acting one. FLT must hence be regarded as a new FL pedagogy, with clearly interdisciplinary ambitions. Furthermore, intercultural FLT requires that a much greater emphasis be placed on subjectivity than in the FL education of the 1970s and 1980s.

Finally, Focusing on the four skills, notably reading, speaking, writing and listening can give a good linguistic background to the students. In other words, they can have a good amount of vocabulary and use either in their daily life or for professional reasons or

else. But, for students in the Department of English, who are being specialised, they need an emphasis on “culture”. The latter is necessary because it completes the whole process of learning bearing in mind that all dictionary words in isolation will not help for a better comprehension of a literary text, as a sound understanding requires both functional and cultural literacies.

2.7.8. Professional and Intercultural Training

No doubt, teaching is more than a profession but a craft viewed as a continuous process devoted to increase one’s knowledge and teachers must have the required qualities and relevant experience for this responsible task; it would be unrealistic to say that the training of teachers alone can solve the problem of competence, so, those who have to train teachers aware of the great duty they have to assume in special training institutions.

Besides, among other fundamental functions teachers have to perform are to have an “expert” knowledge on the subject he/she teaches, a lifelong researcher to update his/her teaching to develop students’ motivation and interest in learning and to evaluate in an objective way students’ exams. But, we owe much to the teaching profession and King rightly said that: if teachers do not come in sufficient strength, teaching programmes by radio and T.V and other mechanical forms of assistance will advance from merely aiding to leading the business of teaching and learning (Edmund J.King 1965:171 quoted in Lester Smith 1961: 145).

So, the teacher’s function is to be a cultural mediator between the student and the society, as education in a democratic society channels “(a) vocational educational, (b) cultural education, and (e) education in citizenship “(Oliver, 1943:11). In addition, a teacher in a democracy must however, be trained to recognize the functions his (students) will be called on to fulfil as members of the democracy and these requirements of society will affect the aims toward which his methods are directed (Ibid : 12). Such complex issues are relevant while considering the quality of education and the training of teachers. Furthermore, the principles of democracy include the religious issue which takes into consideration brotherhood, the individual and freedom to look to the truth to some degree. Key skills for university students as written and verbal communication skills, critical thinking and interest in learning are requirements to achieve a worthy education linked to values of respect and tolerance.

Today, university education has a critical part to play in providing literacy but also with the help of teachers to maintain understanding and peace in the country and intercultural communication .as we live in a “global” village, education is a tool for intercultural communicative whose agents are becoming “global” teachers (Steiner 1996) with “global” perspectives and new technologies and new approaches to teaching and learning. Teachers are doomed to be models to initiate and trust. But reading as already mentioned is more than a passive process but a real process of decoding and interpreting graphic symbols and language cultural messages. Noteworthy to mention that teachers are regarded as « knowledgeable about learners’ multiple literacies » and act as bridges between academic literacy and literacy based on « different types of print-texts , novels and magazines, non-print eg : media, music, television and film » (Hull, Mickulecky and Kerker 2003 : 12), on the one hand and on the other hand, new literacies as electronic literacy or cyber literacy (Knobel 2003 : 33).

Such an idea is not new (Widdowson 1979) or Ludo (1961). Novice teachers and experienced teachers need to have continuing training as claimed by Jackson (1992: 64) « surely, the most obvious way to contribute to teacher development is to tell teachers how to teach or, if they already know how, by telling them how to teach better than they are presently doing ... In any event, help of this kind takes the form of advice that basically says ‘do this’ or ‘don’t do that’ or ‘do this rather than that ». The problem noticed is that reading is not at all « an end in itself an activity that has no reliance to real knowledge and experience, and therefore no real reading » (Widowson 1980:180).

In order to teach with fruitful results, teachers and students need to see the reading course as a module or a process which laborious sometimes but not dull, interesting and which has to be improved through learning the language and its culture, there are techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of course » (Hyland 2006:73). For this reason and objectives, teachers have to identify the needs of the learners through it is time consuming and efforts demanding. Such a practice is named by Hundgren (202 : 33-34) a holistic approach where teaching is necessarily becoming a cross-disciplinary pedagogy , i.e learning the characteristics of the students and his/her subjectivity and promoting language learning and communication, to overcome cultural misunderstanding. In addition, teachers are sometimes preoccupied as teaching reading means also to develop different insights and probably modify some moral values.

So, teachers must be trained to feel respect toward students' sensitivity and avoid undermining students' culture and set the target culture in a higher status, i.e. early as a foreign modern language greatly used in the world for research, business and intercultural communication. Certainly, as Ross and Ray (1998 :107) explain that culture is reflected in language while literature is explained through language, thus, it must be studied and analysed taking into consideration « the social contexts in which a given text was written , and under what conditions it was- and is- produced disseminated , and read » (Templeton 1992 :19)

Thus, teacher training is among the key factors which impact on effective reading teaching in particular, extensive reading strategies.

Professional development is important in order for teachers to obtain adequate information on reading comprehension strategies to distinguish the most effective strategies suitable for different students (NRP, 2000:19)

No doubt, there is a wide range of intensive linguistics teacher training courses in U.K universities in general and in Ecole Normale Supérieure in Oran or Algiers, which provide trainees and teachers focused and constantly improving teaching methods. But, teacher training needs time and money among other financial means.

2.8. Conclusion

To conclude with this reading part, it is noteworthy stating that learners need techniques for improving their reading skills. No doubt the knowledge of the target culture can impact their understanding of vocabulary. Vice versa linguistic competence improves their discourse competence, i.e. use of language in specific social contexts. As to culture, the necessity to integrate culture within the English course syllabus is stressed. It is made clear that language cannot be separated from its social and cultural contexts of use, that culture is a critical dimension of understanding language in use and that there are valid and sound reasons why there is a need to teach language as culture. Through the review of literature on the importance of culture-integrated foreign language teaching, reference to some modern trends in foreign language teaching aimed at highlighting the nature and scope of the cultural component in foreign language teaching. A theoretical framework for the analysis of the research instruments used in the present study is also outlined. The different scholars cited in this chapter have stressed the need not to reduce the teaching of culture to factual knowledge about English

speaking societies. A further aspect dealt with in this chapter relates to the dangers of not teaching culture. One of these problems is the phenomenon known as intercultural pragmatic transfer. The various studies mentioned in this chapter on the influence of the native culture on learning a foreign language have revealed that the native culture is a real obstacle to the development of the learners 'intercultural communicative competence

Following what has been said, it was considered fundamental to refer to the reading and fifth skills to prepare students for dynamic literate environments. The next chapter then will study the answers to the methodological tools on current approaches to learning and teaching reading and culture at the Department of English of DjillaliLiabes University in Sidi Bel Abbas, Algeria.

CHAPTER THREE

DATA ANALYSIS AND RESEARCH FINDINGS

Chapter Three: Data Analysis and Research Findings

3.1. Introduction

3.2. Research Methodology and Data Collection

3.2.1. Data Collection Tools

3.2.1.1. Questionnaires

3.2.1.2. Interviews

3.3. Research Population

3.4. Research Design

3.5. Questionnaire Results

3.5.1. Students' First Questionnaire Interpretation

3.5.2. Discussion

3.5.3. Students' Second Questionnaire Interpretation

3.5.4. Discussion

3.5.5. Teachers' First Questionnaire Interpretation

3.5.6. Teachers' Second Questionnaire Interpretation

3.5.7. Discussion and Findings of Teachers' Questionnaires

3.6. Analysis of Teachers' Interviews

3.6.1. Discussion and Findings of Teachers' Interviews Results

3.7. Conclusion

3.1.Introduction

In this section, some theoretical facts already stated in the previous chapters will be put into practice. In addition, this chapter attempts to find answers to the questions related to the present research dealing with teaching methods in developing the EFL reading skill for cultural awareness. At the same time it will shed light on the students' attitudes towards the target culture.

Therefore, it must be mentioned that the researcher has presented two different research tools during all the data collection phase in order to cross-check the results and validate them, namely, interviews and questionnaires designed for both teachers and EFL students . The objective behind this practical phase is to obtain empirical evidence concerning the research problematic. The results are presented in tabular and chart forms so that to ensure that all findings can be easily understood.

3.2. Questionnaires

Questionnaires are arguably viewed as popular data collection instruments. In his definition Dorny& Taguchi (2010) introduced the main features of well-structured questionnaire by contending: *although the term questionnaire is one that most of us are familiar with, it is not a straightforward task to provide a precise definition for it. To start with, the term is partly a misnomer because many questionnaires do not contain any or many real questions that end with a question mark* (p.03).

Questionnaires are referred to as inventories, opinionnaires, tests, checklists, surveys and other names. Brown (2001) views questionnaires as any *written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers* (cited, in Dorny&Taguichi, p.04).

This data collection method is usually used in large enquiries. It is composed of a set of questions given to individuals who are able to read, understand the issue and answer the questions on their own. The questionnaire can be structured or unstructured and the questions are introduced to all the respondents with the same wording and the same order.

(Kothari, 2004:100)the questions' form may be open ended or closed-ended:

A distinction is generally made between open-ended questions or questions in which response categories are not specified, and fixed

alternative or closed-ended questions, in which the respondent selects one or more of the specific categories provided by the researcher (Bailey, 1994, p.118).

This doctoral thesis uses open-ended questionnaires for teachers and students which is prepared in advance with the aim of getting free responses. Geer (1991) states that in everyday life, people are often asked open-ended rather than closed-ended questions. He yet argues that: *Open-ended questions measure the important concerns of respondents, and urges pollsters to use more open-ended questions in public opinions surveys (Bailey, p, 121).*

The questionnaire is structured which includes concrete and pre-determined questions:

A highly structured questionnaire is one in which all questions and answers are specified and comments in the respondent's own words are held to the minimum. When these characteristics are not present in a questionnaire, it can be termed as unstructured questions (Kothari, p.10)

In addition, the questionnaire method is described by Krosnick & Presser (2009:02) as:

The heart of a survey is its questionnaire, drawing a sample, hiring and training interviewers and supervisors, programming computers and other preparatory work is all in service of the conversation that takes place between researchers and respondents. Survey results depend crucially on the questionnaire that scripts this conversation "irrespective of how the conversation is mediated, e.g. by an interviewer or a computer" to minimize response errors, questionnaire should be crafted in accordance with best practices.

Indeed, the questionnaire method constructed the study's first data collection method. The aim of the questionnaire is to investigate the interrelationship between the variables of the research. The questionnaires of our study are divided into sections, each one tempts to look for answers to the research questions and proves each of the research hypotheses; most of them are open-ended and few are closed-ended.

3.3. Interviews

The interview method is very useful for the aim of collecting data and solving the research problems. It helps the researcher enormously as compared to the other methods. For the efficient implementation of the plan of the interview, a tentative schedule should

be prepared and interviews be held with well-chosen sample participants to complete and verify the data collected.

For gathering further information about the research problem, the questionnaire can be followed by a second research instrument which is the interview. The two instruments affect the researcher's belief that the strengths of one instrument might repay the weaknesses of the other, leading to the collection of evident data which portray the "real" picture of the problem under investigation. Jonker and Pennink (2010, p.92) claim that: *"Careful and alternating use of both research approaches can indeed offer valuable insight, more opportunity for the development of hypotheses, an improved comprehension of existing theoretical insights and, what is more, a direct practical benefit.* The structured interview method is also referred to as standardized interview by Babbie (2007). According to him structured interviews schedule consist of explicit questions that are asked in the same worded form and the same order to all the respondents. (Cited in Coughlan, 2009, p.310). The structured interview demands a comparison between the respondents' answers. As Berg (2009) explains it, standardized interviews are formally structured and are similar in nature to a questionnaire survey whereby there are no deviations from the sequence of questions or the language used. They may also be used in the case of literary difficulties. For example, if the respondent does not have the ability to read a questionnaire.

Standardized interviews generate predominantly quantitative data but may also incorporate some qualitative questions (Cited in Coughlan, p.310). Gilliam (2000) states that: *Interviewing is time consuming "the time cost is a major factor in deciding what place interviewing should have in your study. If large numbers of people are involved, then for the lone researcher in particular, interviewing all of them is out of the question*

He also claims in some interviews, the researcher can select a small number as a main representative and can use interviewing as a research method in conducting individual case studies. (Gilliam 2000:61). Interviews is more concerned with ideas collection than with data collection. The researcher focuses more on how to be aware of how to construct suitable questions and categorize them in a logical manner and this is more typical. Oppenheim (1992:45) states:

Unlike most other techniques requires inter-personal skills of a high order, putting the respondents at ease asking questions in an

interested manner, noting down the responses without upsetting the conversational flow, giving support without introducing bias.

Indeed, operating the psyche of the interviewee and make him feel at ease during the interview process will assure a normal flow of the conversation with more concentration from the part of the interviewee. Maxwell (1965) tries to illustrate the evidence of qualitative research interview: *interviewing someone can only tell you what that person thinks or feels or values about what they think is real, it can never tell you what is actually real now or was actually real in past* (cited in . Wengraf, 2002:57).

Maxwell, in fact explains the argument the interview evidence exponents whom he refers to as “realists” and “instrumentalists”. He makes a comparison between the two opponents by claiming the following:

Instrumentalists...prefer to stick to what they can directly verify. Realists in contrast do not assume that research questions and conclusions about feelings, beliefs, intentions prior behaviour, effects and so on need to be reduced to, or reframed as, questions, and conclusions about the actual data that one uses. (Cited in Wengraf, 2002:57)

Most significantly, collecting data through the interview method requires an interviewer who asks questions face-to-face contact to the other individuals for the sake of collecting ideas about the issue or the subject. This method can be used either through personal interviews as well as telephone interviews

The method of collecting information through personal interviews is usually carried out in a structured way. As such we call the interviews as structured interviews. Such interviews involve the use of a set of predetermined questions and of highly standardized techniques of recording (Kothari, 2004:97)

In this study, the researcher tempts to collect data using the structured interview through her interaction with the interviewees by recording their responses and taking notes at the same time. After having interviewed the participants, teachers and students, notes and records are reviewed and re-written as direct quotes to be used for the analysis section as they are saved to be stated in the interview schedule (Appendices F&G).

The structured interview was conducted in a secure environment and the respondents felt comfortable welcoming all the questions of the interview after having their permission to record their voices as they respond to the questions. The researcher assured them that the information they provide would be treated in supreme confidence.

Both questionnaires and interviews provide therefore complementary information on the problematic.

3.4. Research Population

The research population or sampling can be divided into two main kinds, probability and non-probability sampling. While a sample can be selected at random in a non-probability sample units are deliberately selected to reflect particular features of or groups within the sampled population. The sample is not intended to be statistically representative: the chance of selection for each element is unknown, but instead, the characteristics of the population are used as the basis of selection (Richie & Lewis, 2003, P78). It is important then that the sample is appropriately chosen, because as Shenzhen et al (2012:155) say:

If a sample does not represent what it is supposed to, erroneous decisions and conclusions will invariably follow, no matter how precise the subsequent analysis. There is a need for balance between the integrity of the physical materialization of a sample, its representatively, and the precision of the analytical technique used.

A distinction must be made between sequential and cluster sampling. In this vein, Kothari, 2004, defines them in his own terms:

- **Sequential Sampling** : *the size of the sample is fixed according to mathematical decision rules based on information capitulated as survey process*
- **Cluster sampling**: *the total population is divided into small subdivisions which are themselves clusters of smaller units, and then some of these clusters are selected randomly to be included in the overall sample. (pp. 65-67)*

In our study, the sampling or research population includes both gender, Professors, teachers, Master and Doctoral students from the English Department, Faculty of Letters, Languages, and Arts at DjillaliLiabes University of Sidi Bel Abbas.

3.5. Research Design

The main purpose and major interest of this study are to determine how EFL reading skill and intercultural awareness can be promoted at the department of English at DjillaliLiabes University of Sidi Bel Abbas. This will enable the researcher look for effective, relevant data that will be of a great help in gaining deeper understanding about the different reading methods and strategies to promote EFL reading skill and intercultural awareness.

3.6. Questionnaires Results

A questionnaire is one of the most important techniques to collect data. It is a common experience that many studies focus on similar objective and theme but have entirely different questionnaires. It is extremely important for a researcher to know the importance of a proper questionnaire and whether it measures what it is intended to measure. Composing of a questionnaire is always much more complex than expected and great attention is required to its flow, format and length. Making an individual question is a tedious task and validating this questionnaire is another challenge which at times is overlooked. Consideration should be given accordingly on whether the questionnaire will measure quantitative or qualitative data, and what would be its mode of administration. Therefore, *the questionnaire is an approach that is effective for pedagogical, political as well as research reasons* “Johns, (1981). It is often referred to” *a self-report method*” Weir and Robert, (1994); which is used to tap into the knowledge, opinions, ideas and experiences of learners, teachers or whatever. In other terms, the questionnaire serves to elicit the students’ attitudes towards a teaching method, reading skill and culture. In the present investigation, the questionnaires have been directed to both students and teachers to reveal students’ difficulties in the reading lectures in addition to their attitudes towards the host culture and try to find some solutions to overcome difficulties and challenges. In this study, the researcher formulated four questionnaires, two for teachers and two for students dealing with reading comprehension strategies and culture respectively.

3.6.1. Students’ First Questionnaire Analysis

A questionnaire was addressed to master one students at the Department of English of DjillaliLiabes University, Sidi Bel Abbas who were specialized in Didactics and Literature. 72 questionnaires were handed out, but only 52 have been given back. Through this questionnaire, the researcher aims to elicit the participants’ views about reading, and collect more information about their reading model, and their attitude towards unfamiliar words while reading.

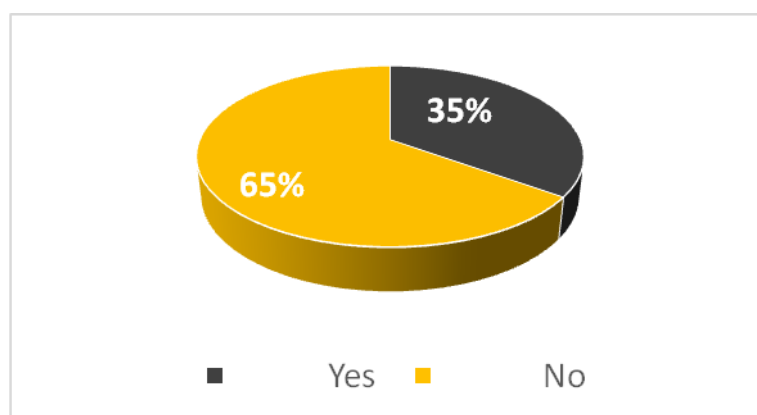
Question 01: I apprehend reading English texts because of encountering unfamiliar words.

Items	Number	Percentage
Yes	18	35%
No	34	65%

Table 3.1. Students' Attitudes towards Unfamiliar Words

Facing unfamiliar vocabulary during reading is quite “normal” for skilful readers. However, for EFL students this may cause negative attitudes towards the reading skill and learning the foreign language itself. The aim behind this question is to have an idea about students' attitudes towards unfamiliar words before reading. The table below reflects the results:

As it is expressed above 65% of the students state that they do not apprehend facing unknown vocabulary, whereas 35% of them confirm that unfamiliar words hinder their text comprehension.



Pie-chart 3.1: Students' Attitudes towards unfamiliar words

*This figure indicates the percentage of students' responses about one of the main causes of reading difficulties which is unfamiliar vocabulary beside their attitudes towards it before reading.

Question 02: When I read a sentence in English, I read it word by word to understand its meaning

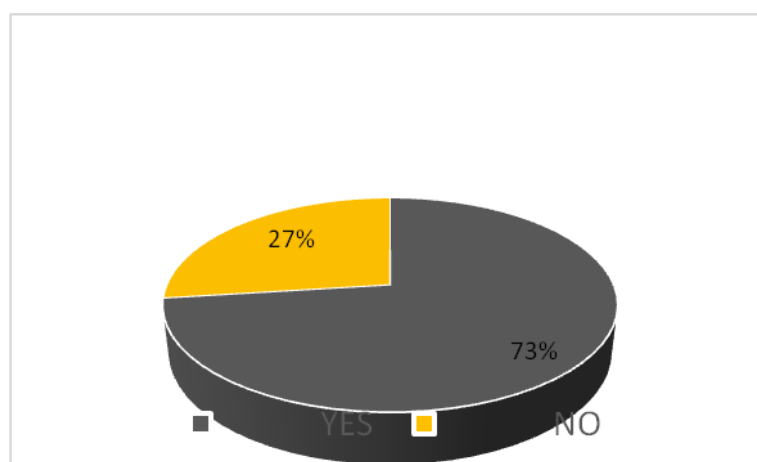
Following psycholinguistics, learners are different by various factors. Consequently they have different types for making sense of reading materials. The answers of this

question show the type of the reading process, which is a bottom-up reading model. The table below demonstrates the students' answers.

Items	Number	Percentage
YES	38	73%
NO	14	27%

Table 3.2: Students' Reading Model

The results indicate that 73% of the informants use the bottom-up model. This method is difficult while encountering unknown words. Students who say NO use of other model by simply disagreement to the former question; no one reveals the model he/she uses.



Pie-chart 3.2: Students' Reading Model

*This figure illustrates the percentage of students' answers about their preferable reading model.

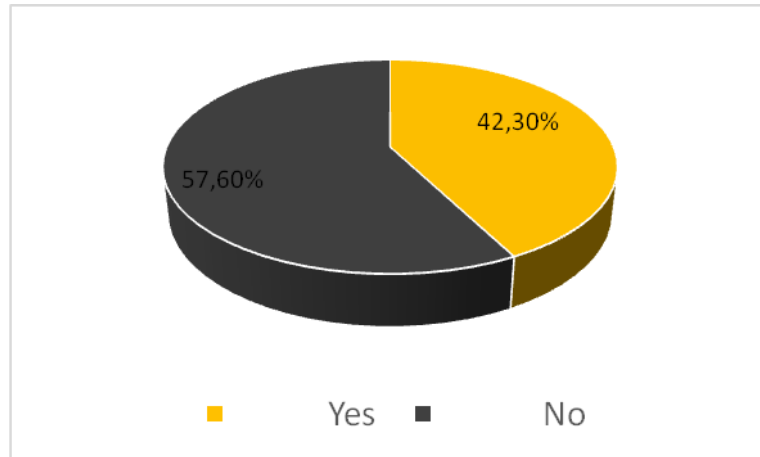
Question 03: I need teacher's help to understand an English text

The objective behind such a question is to measure the degree of autonomy of readers from However, 30 of them say that they do not need teachers' help. Their teacher.22 students reveal that they rely on teachers' help to understand an English text.

It means that more than the half of the respondents are autonomous readers. The students' answers are expressed in the table below.

Items	Number	Percentage
Yes	22	42.3 %
No	30	57.6 %

Table 3.3. Students’ Reading Autonomy



Pie-chart 3.3. Students’ Reading Autonomy

*This figure illustrates the percentage of students’ answers about their readiness for being autonomous.

Question 04: The dictionary is my primary resource for checking the meaning of unknown words.

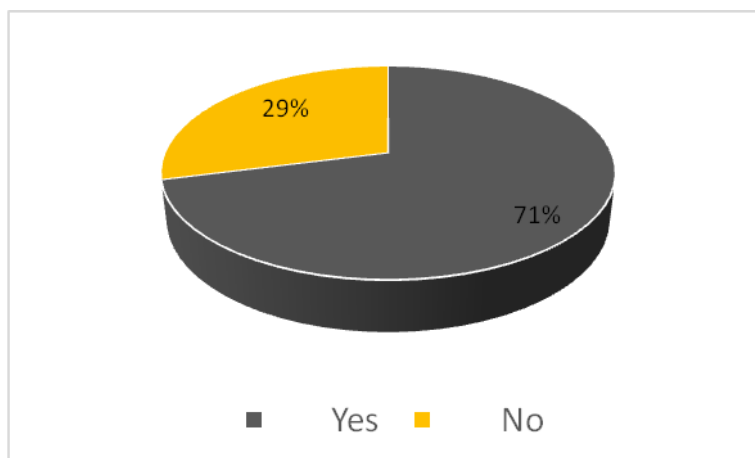
The aim of this question is to see whether students use dictionaries while reading to increase their vocabulary knowledge as well as their reading autonomy.

Items	Number	Percentage
Yes	37	71%
No	15	29%

Table 3.4: Students’ Use of Dictionaries to Discover the Unfamiliar Words

Chapter Three: Data Analysis and Research Findings

The table above report that the majority of students use dictionaries to check the meaning of the unknown words, only 29% of them do not make use of dictionaries; this category may use other strategies to unearth the definition of unfamiliar words.



Pie-chart 3.4: Students' Use of Dictionaries to Discover the Unfamiliar Words

*This figure demonstrates the percentage of students' responses about their use of dictionary as their primary source of vocabulary knowledge

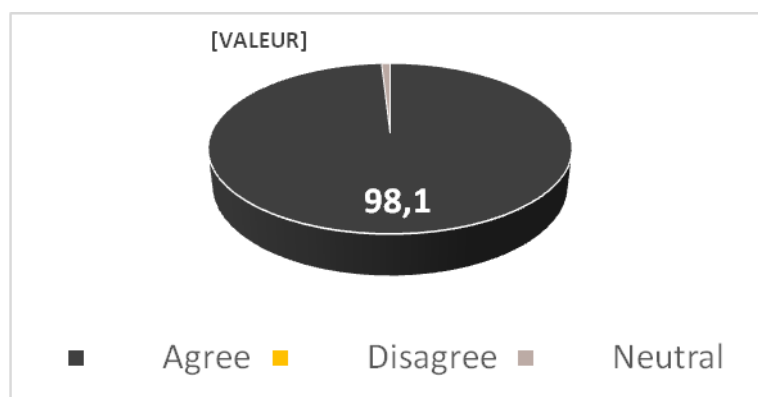
Question 05: Learning ways and techniques to deal with unknown words is beneficial for my studies in general and learning English specifically.

This question attempts to discover the degree of awareness of students towards learning strategies, which is useful for them since language learning is a lifelong process.

The answers reveal that the majority of students express a great enthusiasm to learn strategies to encounter difficult words: no one disagrees and only one participant stands neutral.

Items	Number	Percentage
Agree	51	98.1
Disagree	00	00
Neutral	01	0.9

Table 3.5. Students' Awareness towards Learning Techniques



Pie-chart 3.5: Students' Awareness towards Learning Techniques.

*This figure represents students' attitudes regarding the techniques to face difficult words.

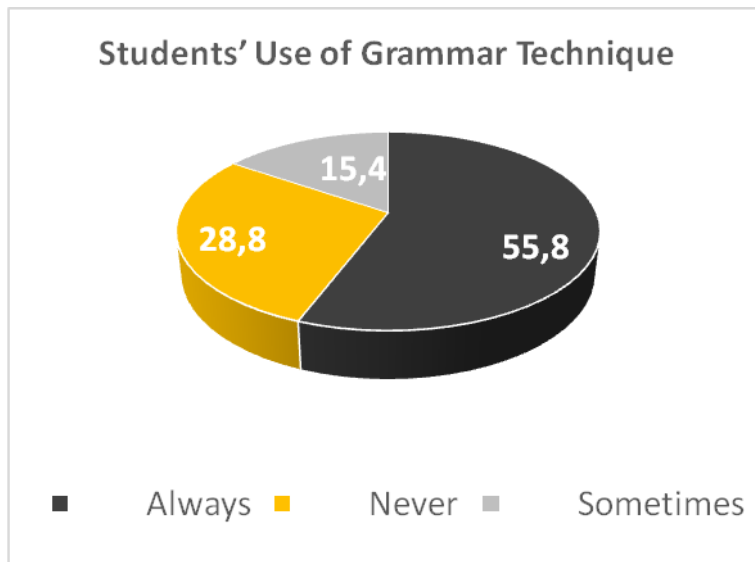
Question 06: I check the *grammar function* of the unknown words, e.g. verb, noun, adverb...

The purpose of this question is to see whether the participants rely on grammar strategy to guess the meaning of the unknown vocabulary.

Items	Number	Percentage
Always	29	55.7
Never	15	28.8
Sometimes	08	15.3

Table 3.6: Students' Use of Grammar Technique

As far as this question is concerned, 55.7% of the participants never use the grammar strategy to reveal the meaning of unfamiliar words. This is probably due to the lack of language aptitude. On the other hand, (28.8%) of them confirm that they always use it. While only a limited number of the participants (15.3 %)



Pie-chart 3.6: Students' Use of Grammar Technique

*This graph shows the students' frequency answers about the use of grammar technique to reveal the meaning of unfamiliar vocabularies

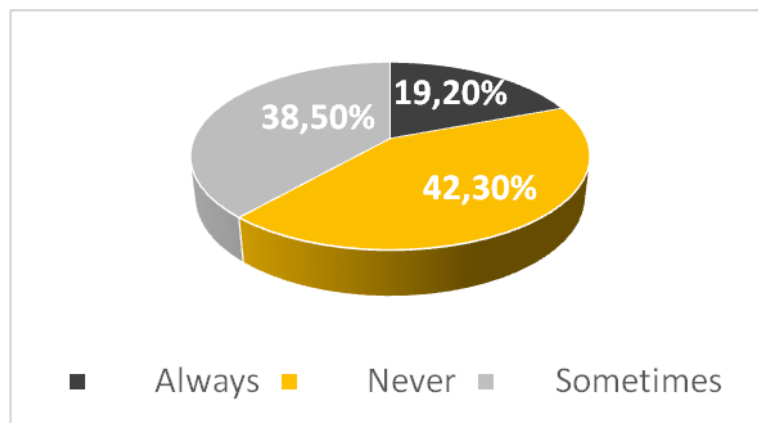
Question 07: I check the *affixes* in the word

The objective behind this question is to discover whether the participants use the word part strategy to guess the meaning of unfamiliar words.

Items	Number	Percentage
Always	10	19.2%
Never	22	42.3%
Sometimes	20	38.5%

Table 3.7: Students' Use of Word Part Technique

The answers are shown in the table above, 22 students never use word part technique. On the other hand, 20 of them say that they always use it. The rest of the students answers sometimes.



Pie-chart 3.7: Students’ Use of Word Part Technique

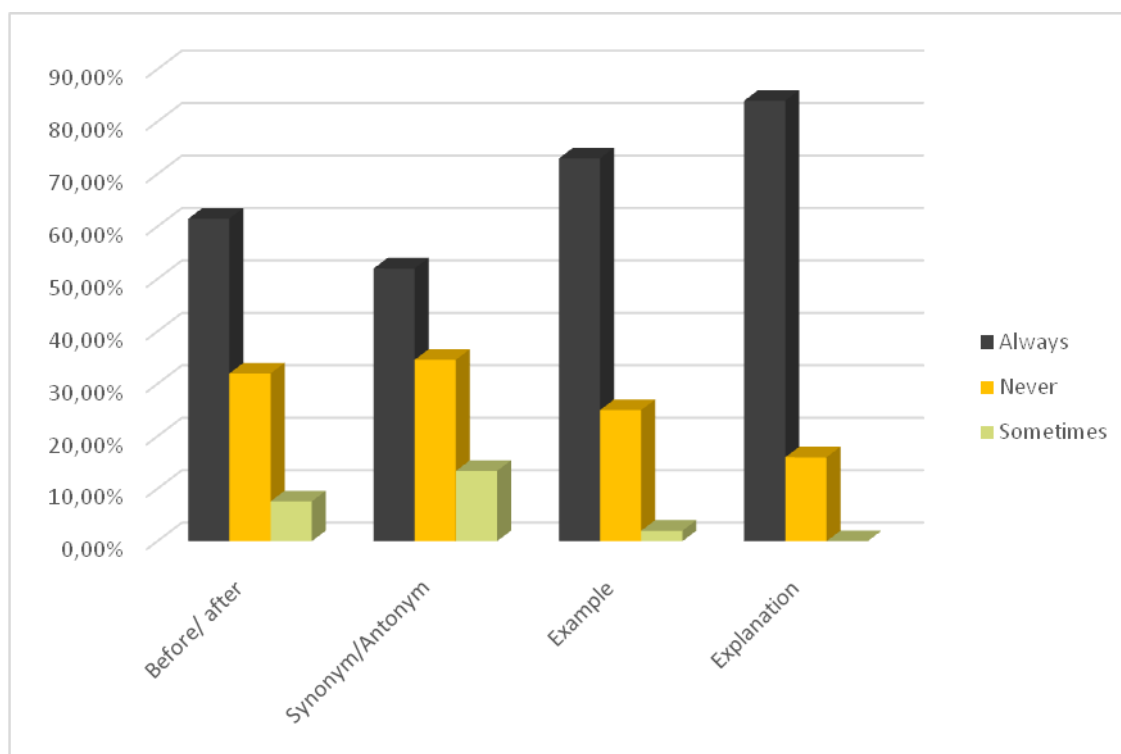
*This graph demonstrates the students’ frequency responses about the use of word part analysis technique to construct the meaning of unfamiliar words.

Question 08: I try to guess the meaning of words by checking the discourse analysis clues

The objective of this question is to discover the use of discourse analysis clues and to reveal the most practiced strategy. The results are illustrated in the table below so that the reader can discover the answers easily.

Strategy	Before/ after		Synonym/Antonym		Example		Explanation	
	Number	%	Number	%	Number	%	Number	%
Never	17	32%	18	34.6%	13	25%	08	16%
Always	32	61. %	27	52%	38	73%	44	84%
Sometimes	04	07. %	07	13.4%	01	02%	00	0%

Table 3.8: Students' Use of Discourse Analysis



Pie-chart 3.8: Students' Use of Discourse Analysis

*This graph illustrates the students' frequency answers about the use of discourse analysis technique to get the meaning of unfamiliar words.

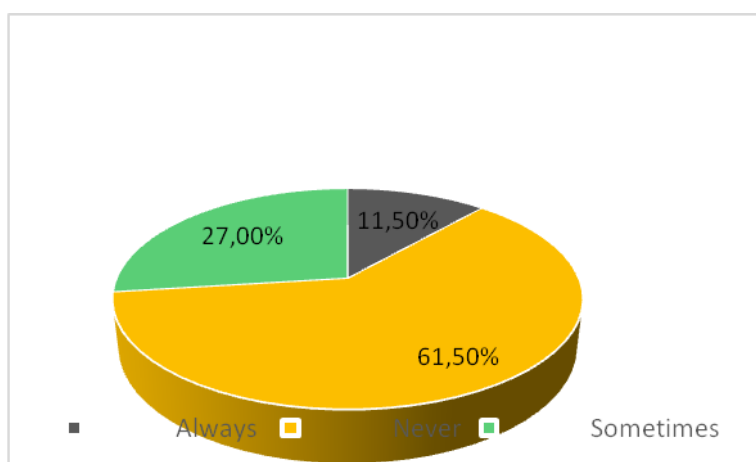
Question 09: I use my background linguistic knowledge to guess the meaning if the words.

This question aims at unveiling whether students make use of their knowledge or not. The study notes that more than the half of the students never uses their background knowledge, but only 6 of them say that they always use such a technique to guess the meaning of the unfamiliar words while 14 students report that they do it from time to time. The researcher presents a table to illustrate the answers in order to clarify the interpretation for the reader.

Items	Number	Percentage
Always	06	11.5 %
Never	32	61.5%
Sometimes	14	27%

Table 3.9: Students' Use of Background Knowledge.

*The table above is represented in the following pie-chart in order to illustrate the results to make them clearer for the reader.



Pie-chart 3.9: Students' Use of Background Knowledge

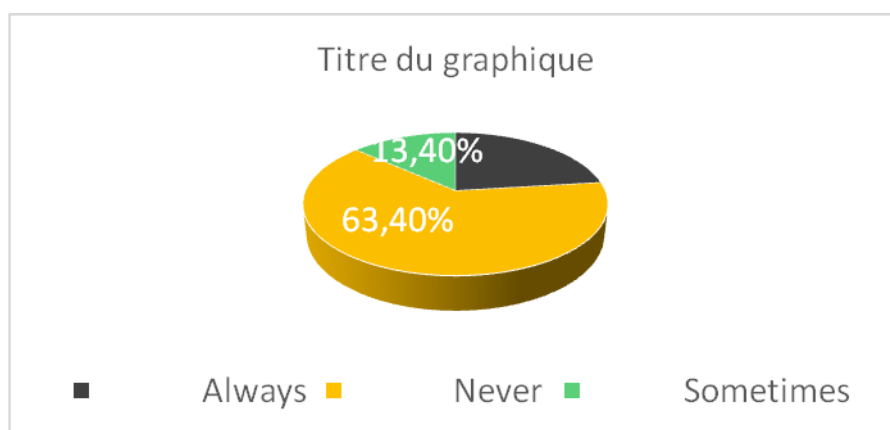
*This graph represents the students' frequency answers about the use of word knowledge technique to reveal the meaning of unfamiliar words.

Question 10: I check other language that may have the same word

The purpose behind this question is to see whether the informants use extra-lingual strategy while reading to increase their reading comprehension as well as their vocabulary knowledge. The study reveals that the use of extra-lingual technique is not very frequent as only 12 students use this strategy to unveil the meaning of unfamiliar words. On the other hand, 33 students confirm never using this strategy. This is probably due to the lack of knowledge of other languages as French and 7 of them mention that they sometimes use it. The percentage of the findings is expressed in the following page:

Items	Number	Percentage
Always	12	23%
Never	33	63.4%
Sometimes	07	13.4%

Table 3.10: Students' Use of Extra-Lingual Technique



Graph 3.10: Students' Use of Extra-Lingual Technique

*This graph shows the students' frequency is using Extra-Lingual Technique

3.6.2. Discussion of Students' First Questionnaire

The aim behind such a study is to reveal students' deficiencies related to the reading skill which could be at the level of their reading autonomy, reading weaknesses and more specifically the unfamiliar words, their motivation, their background knowledge and the strategies they select to overcome the unknown vocabularies. After collecting students' questionnaires, their answers are "carefully" analysed through different tables and graphs.

Although the majority of students state that they do not apprehend facing unknown vocabulary, their answers reveal the opposite to some extent. As a matter of fact, the results show that students tend to use the bottom-up model during their reading. This model has certainly advantages like learning new vocabularies and language structures. However, the main drawback is that students need to be enough skilful to know

approximately all the words in the texts which is not the case of most of students. As a result, reading deficiency appears as readers make gaps whenever they encounter unfamiliar words. Thus comprehension cannot be achieved. Thus, students need to vary their reading models between bottom-up, top-down and interactive models.

For teachers' assistance, half of them express dependencies on their teachers during the reading sessions while autonomous students are responsible for their learning process. These students have the willingness to learn outside the school, and are skilful enough to begin learning independently from the teacher. Therefore, this kind of students may step up to become extensive readers. The results also explain that a great number of students do not consider the dictionary as their primary source of vocabulary knowledge. This demonstrates "clearly" the students' dependency on teachers.

In addition, they consider them as free and automatic source of knowledge who should obey their claim. After a careful investigation, the researcher finds that the latter contain on "their shelves" a lot of bilingual dictionaries (English-Arabic) and just two or three monolingual ones. For learning ways and techniques to deal with unfamiliar words, results show that the majority of the participants feel a great need to master such strategies in order to use them in their studies. Accordingly, the successful use of vocabulary guessing strategies has certainly several advantages. It allows them to learn vocabulary without teachers' assistance. Also with this strategy, they can continue reading without stopping to consult a dictionary, which allows them to develop their vocabulary knowledge and their reading rate throughout extensive reading. To conclude with, the informants do not succeed in their guesses frequently, because they use only one strategy which is the discourse analysis technique and ignore the other strategies such as: grammar, word knowledge and extra-lingual techniques. As a result, teaching vocabulary guessing strategies with its five techniques: is fundamental to the students as to improve their reading comprehension.

3.6.3. Students' Second Questionnaire Analysis

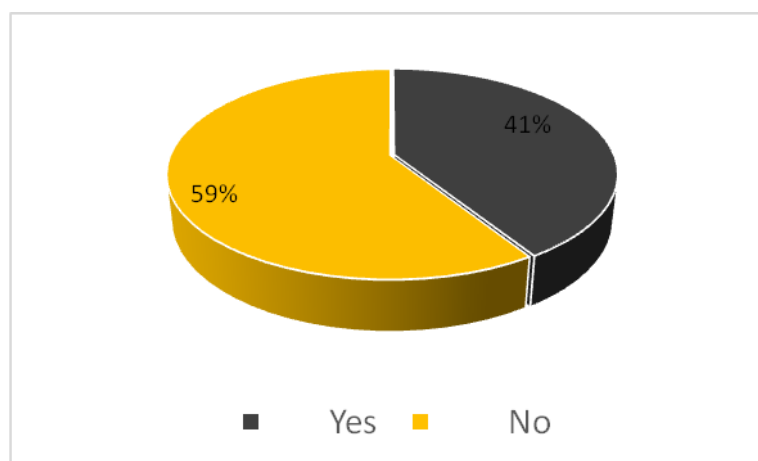
The aim of this questionnaire is to gather as much information as possible about their attitudes towards the other cultures. Sixty questionnaires were handed to the students. Unfortunately, not all the students responded because only forty four questionnaires were handed back which represents 73 % of the participants.

Question 01: “Have you ever been in an English speaking country?”

Items	Numbers	Percentage
Yes	18	41%
No	26	59%

Table 3.12: Students’ visit of English Speaking Countries

Twenty six (28) students said YES, which represents 40% of the participants. In fact, Travelling is costly for a medium class student. If the latter does not have financial support, travelling abroad cannot be thought of. The answers are also illustrated in the pie-chart below:



Pie-chart 3.11: Students’ Visit of English Speaking Countries.

*This figure demonstrates the percentage of students who have already visited an English speaking country

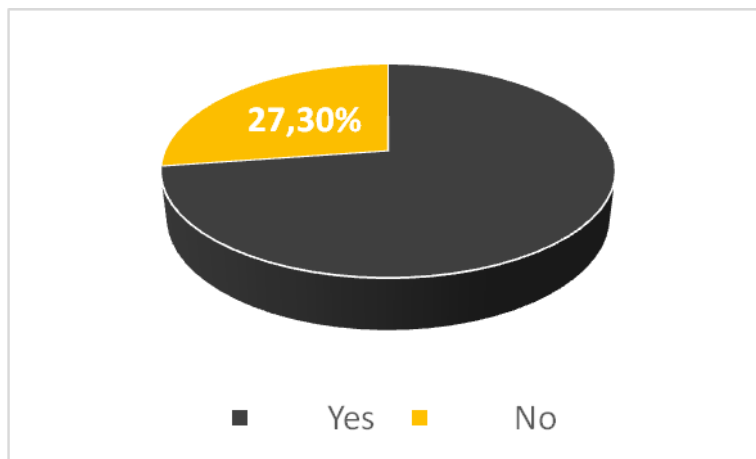
Question 02: “Do you think that reading depends on language competence?”

Thirty two (32) students replied YES and twelve (12) said NO but no one justified his/her answers. It may be obvious for those who said “yes” that skilled reading is a language-based ability and its development depends on linguistic knowledge and processes that initially develop for speaking and listening.

Items	Numbers	Percentage
Yes	32	72.7 %
No	12	27.2 %

Table 3.13: Students’ views about the reading skill

This table reveals the percentage of students considering that the reading skill is dependent on language competence.



Pie-chart 3.12: Students’ View about the Reading Skill

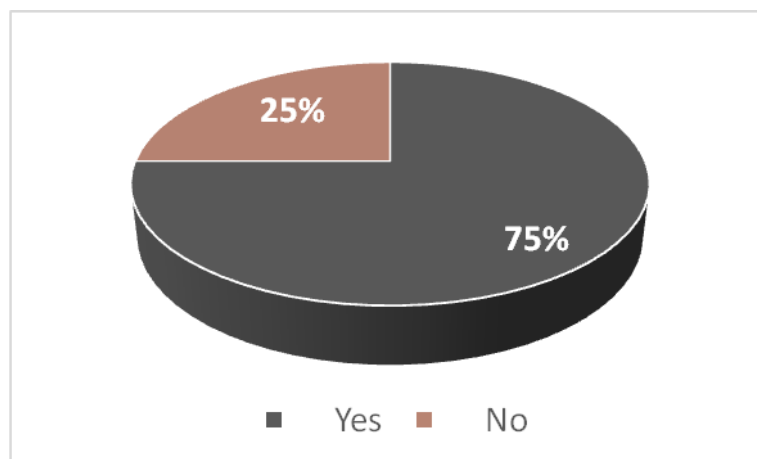
*This figure shows the percentage of students considering the reading skill

Question 03: “Is the cultural knowledge of the target language essential to the understanding of a given language?”

Items	Number	Percentage
Yes	33	75%
No	44	25%

Table 3.14: Students’ Perception about Cultural Knowledge

Thirty three (33) students said YES, i.e. 75% of the respondents believe that understanding a given language depends on the cultural knowledge of that culture. In other words, students need not just knowledge of the grammar of the language but also the ability to use the language in socially and culturally appropriate ways. The following pie-chart illustrates the students' awareness about cultural needs.



Pie-chart 3.13: Students' Perception about Cultural Knowledge

*This figure describes the percentage of students who have cultural knowledge and those who do not have any.

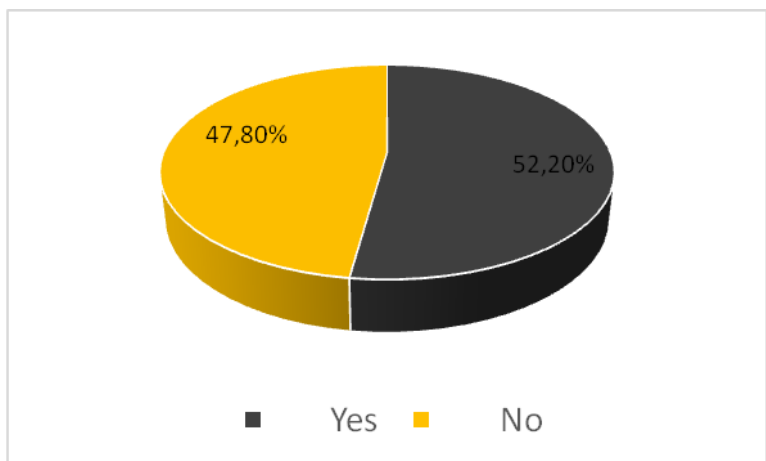
Question 04: "Do you have difficulties in understanding cultural images?"

While twenty three (23) answered YES, twenty one (21) said NO. We can notice that the responses are quite equal. The answer depends on the students' knowledge and awareness towards culture. In other words, the more the student is exposed to a given culture, the better he/she will understand its images.

Items	Number	Percentage
Yes	23	52.2 %
No	21	47.7%

Table 3.15: Students' Attitudes towards Cultural Images.

The table above includes data dealing with students' views about cultural images, they are also expressed in the following figure: through the filter of cultural experience.



Graph 3.14: Students’ Attitudes towards Cultural Images

*This graph illustrates students’ difficulties in understanding cultural images.

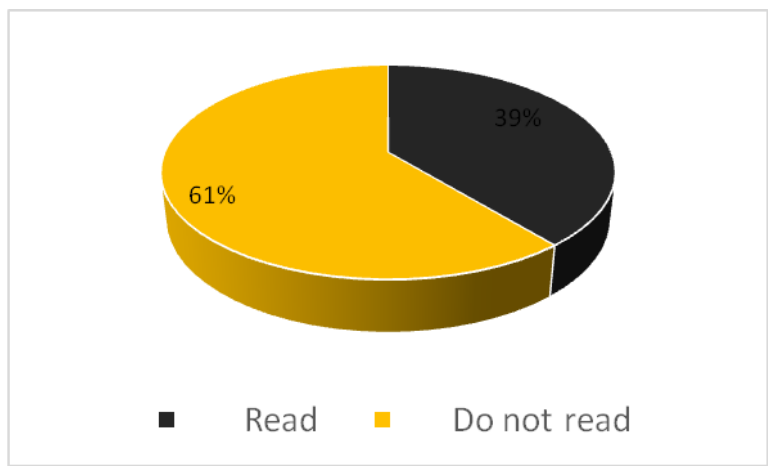
Question 05: “Do you read in English? “

Twenty seven students (27) read in English while seventeen do not: which represents 39% of the respondents. This rate remains too high for EFL students who are supposed to read in the target language in order to improve t

Items	Number	Percentage
Read	27	39%
Do not read	17	61%

Table 3.16: Students’ Reading in English Frequency

This table displays data related to students who reads in English and those who do not. To simplify more, this pie-chart has been drawn as follows: Their reading skill and language acquisition as well.



Graph 3.15: Students’ Reading in English Frequency

*This graph demonstrates the number of students reading in English

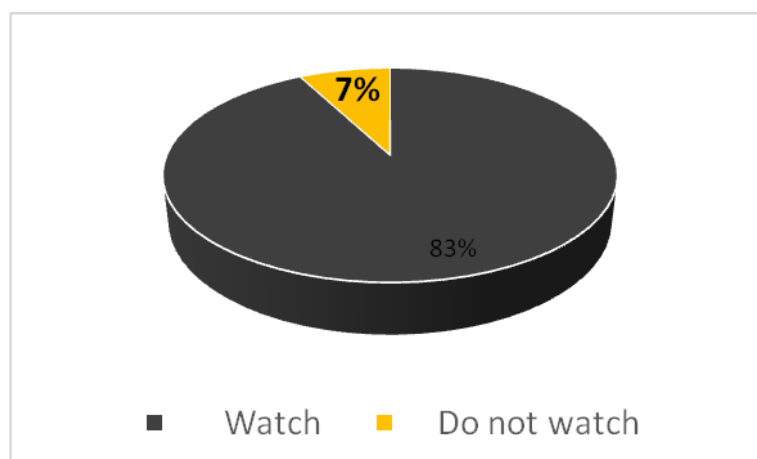
Question 06: “Do you watch movies or documentaries in English?”

A great number of students who watch movies in English have been reported: 83%. Comparing to the previous question, we can notice that students prefer watching rather than reading in English, certainly because the new generation of students is more exposed to ICTs and seek for effortlessness.

Items	Number	Percentage
Watch	36	83%
Do not watch	08	07%

Table 3.17:Students’ WatchingMoviesFrequency

The following pie-chart illustrates the number of students watching movies in English:



Pie-chart 16: Students' Watching Movies Frequency

*This figure represents the percentage of students who watch movies in English

Question 07: "How can teachers help students to read in English or any foreign language beside mother tongue?"

The answers varied from one student to another, notably the choice of the topics and titles, activities that enhance reading, course preparation, internal and external motivation knowing that the great challenge for teachers is not simply getting students to read but getting them to enjoy it, if possible.

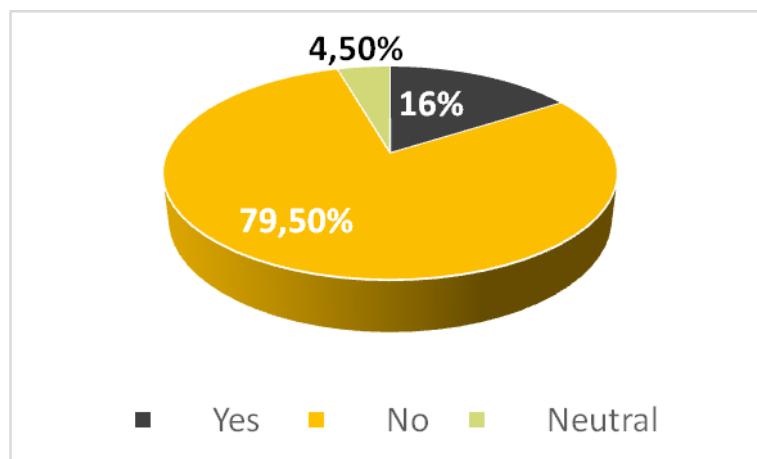
Question 08: "Do you think that time allocated to the subject matter of cultural studies or literature is sufficient?"

Items	Number	Percentage
Yes	07	16%
No	35	79.5%
Neutral	02	4.5%

Table 3.18: Students' view about Time Allocation to Cultural Studies Literature

The objective of asking such a question is to determine the importance of the reading skill in learning/ teaching language. Rivers (1981) states: “*reading is the most important activity in any language class*” (Rivers, 1981:259). As a consequence, students’ answer will show their awareness. A great number of the informants (35) said NO. They show a high concern about the importance of reading. However, only seven (7) consider that time allocated is sufficient, and think that other language skills such as writing and speaking have more priorities than this skill. Two of them say that they prefer to stand in the neutral side.

The preceding table represents how much students consider cultural studies, the answers are also illustrated in the following pie-chart:



Pie-chart 3.17: Students’ Perceptions of Time Allocated to Cultural Studies

*This figure reveals students’ views about time allocated to literature and cultural studies.

Question 09: “Mention other causes which facilitate or hamper the acquisition of the reading and culture skill.”

The responses were quite similar. Most of the students believe that the acquisition of the reading and culture skills depends on their motivation. As a matter of fact, motivation is the essence of any action. Motivated readers read more, use more complex cognitive strategies and thus become better readers. Other students said that the teacher had a pivotal role in enhancing the reading acquisition by providing opportunities to read and using the appropriate strategies to foster the love of reading so that it becomes a passion and not a task when possible largely.

3.6.4. Discussion of Students' Second Questionnaires

The answers show that students are realistic. They do not travel because of the high cost of airline tickets and accommodation. A few number went to an English speaking country because they might have relatives living there or belong to a wealthy family. They had thus the opportunity to meet authentic situations, speak with native speakers of English, and experience the related culture. As to reading competence related to language competence, such given answers confirm the relationships between both. Spoken language skills are essential requirements to successful reading. In some cases, cultural knowledge is important to avoid misunderstanding or incorrect use of idiomatic expressions. Cultural images (metaphor was not used, as some students might not understand the meaning of this word) need to be encountered, learnt and understood. Otherwise, wrong comprehension might arise. On the one hand, students are not used to read outside the classroom, on the other hand, books are expensive or not available with their level of English: reading in English is rather neglected. Easiness is the solution to improve English as they are reluctant to read which takes time while watching allows the improvement of the listening and speaking skill. Visual clues facilitate the verbal message and concentration. Thus, teachers can help students select books to read and watch film adaptations. Moreover, time is a fundamental question, as some modules need more explanations and students' involvement in understanding debateful points, particularly connected to culture. Reading in classroom is led by teachers who give guidance and advice when necessary. But, it is a mental and intellectual process which requires time, learning, practice and training. Probably, students fear this continuous process or skill because reading requires a mixture of skills including also writing and critical thinking.

3.6.5. Teachers' first Questionnaire Analysis

The first questionnaire was administered to 32 teachers who teach or have already taught reading, as it dealt with reading and its strategies rather than culture.

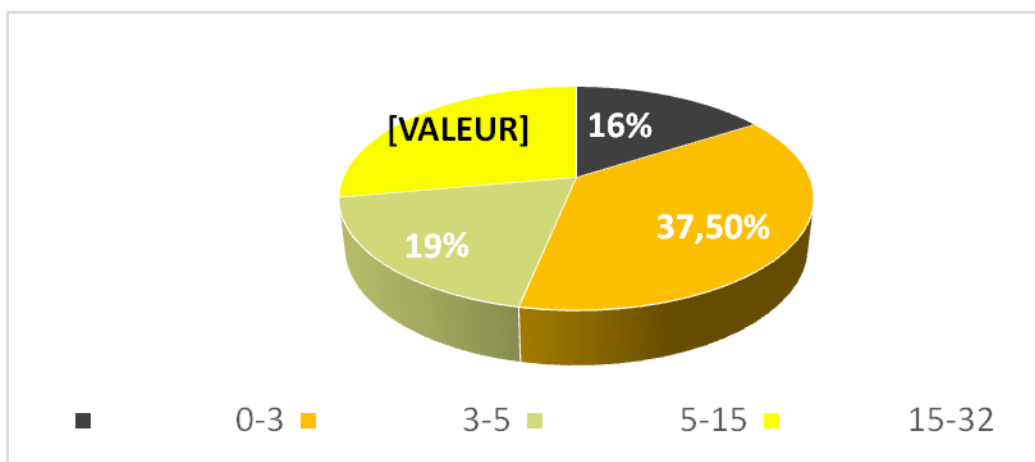
Question 01: How long have you been teaching?

The questionnaire started with teachers' experience since skilled teachers would have knowledge of the subject matter and qualifications and experience. The latter plays an important role in the teaching field and has the ability to summarize all the teachers' problems, challenges and solutions. The aim behind this question is making the teachers answers' more specific. The answers are revealed in the following table:

Teaching experience (years)	Number	Percentage
0-3	05	16%
3-5	12	37.5 %
5-15	06	19 %
15-32	09	28 %

Table 3.19: Teachers’ Experience

As we can see, more than half of the informants are novice teachers. While twelve teachers have experience between 03 to 05 years, only six belong to the category of 5-15 years of experience, which represents 56% of the participants, only nine teachers are considered to be skilled.



Pie-chart 3.18: Teachers’ Experience

*This figure represents the experience of the respondent teachers

Question 02: How many texts (books’ chapters, articles, journals) do you teach to your students during an academic year?

The researcher asks this question, to know whether the informants use enough reading texts during the academic year.

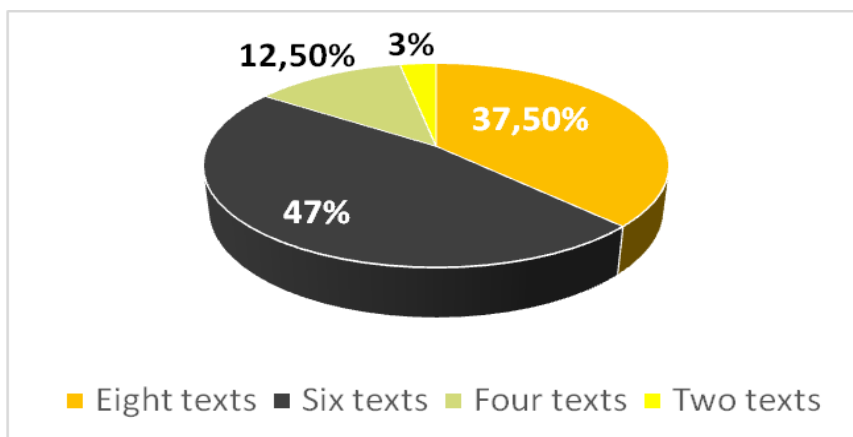
12 teachers said **eight** texts which represent a good average for one academic year. 15 teachers answered **six**, which is an average of three texts per semester while 04 teachers answered only four texts. Only one teacher replied **two** texts. This teacher seems to be less

aware about the importance of the teaching reading skills, being probably a novice teacher or a part time teacher.

Items	Number	Percentage
Eighttexts	12	37.5 %
Six texts	15	47 %
Four texts	04	12.5 %
Twotexts	01	03 %

Table 3.20: Number of texts taught by teachers

The preceding results represented in the table are also illustrated in the following figure:



Pie-chart 3.19: Number of texts taught by teachers

*This figure shows the number of texts students read during an academic year.

Question 03: Which strategy do you use more while teaching reading?

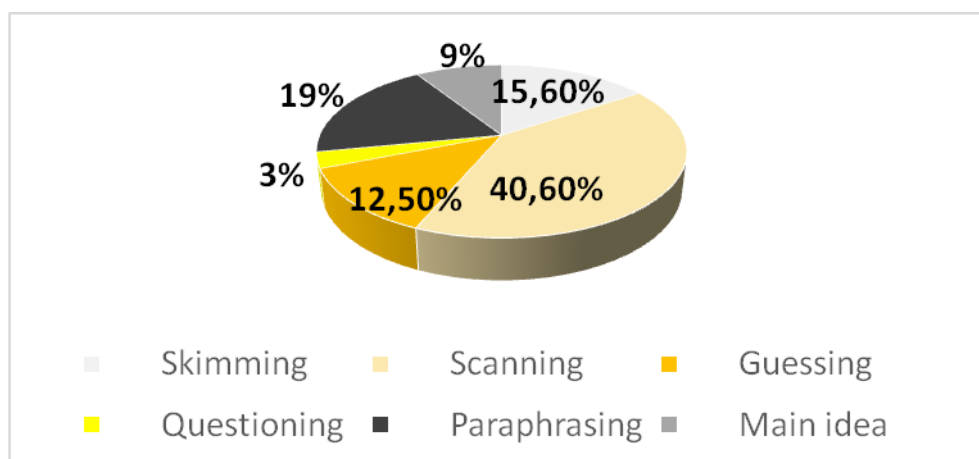
The objective behind this question is to see whether teachers are aware about the effectiveness of the reading strategies. At the same time their answers show which ones are most used in their daily teaching routine.

A great number of participants use the scanning strategy (13), whereas only 05 of them use the skimming one, 03 teachers prefer generating the main idea and 06 uses paraphrasing. Yet one teacher uses the questioning strategy. As we can notice only six strategies among eleven are used by our informants.

Items	Number	Percentage
Skimming	05	15.6 %
Scanning	13	40.6 %
Guessing	04	12.5 %
Questioning	01	03 %
Paraphrasing	06	19 %
Main idea	03	09 %

Table 3.21: Teachers' Use of Reading Strategies

Teachers use various strategies while teaching reading, the figure below shows the different strategies used as well as the percentage of each one:



Pie-chart 3.20: Teachers' Use of Reading Strategies

*This figure represents the strategies used by teachers to enhance reading comprehension.

Question 04: During your teaching experience, when your students encounter unknown words you intervene to:

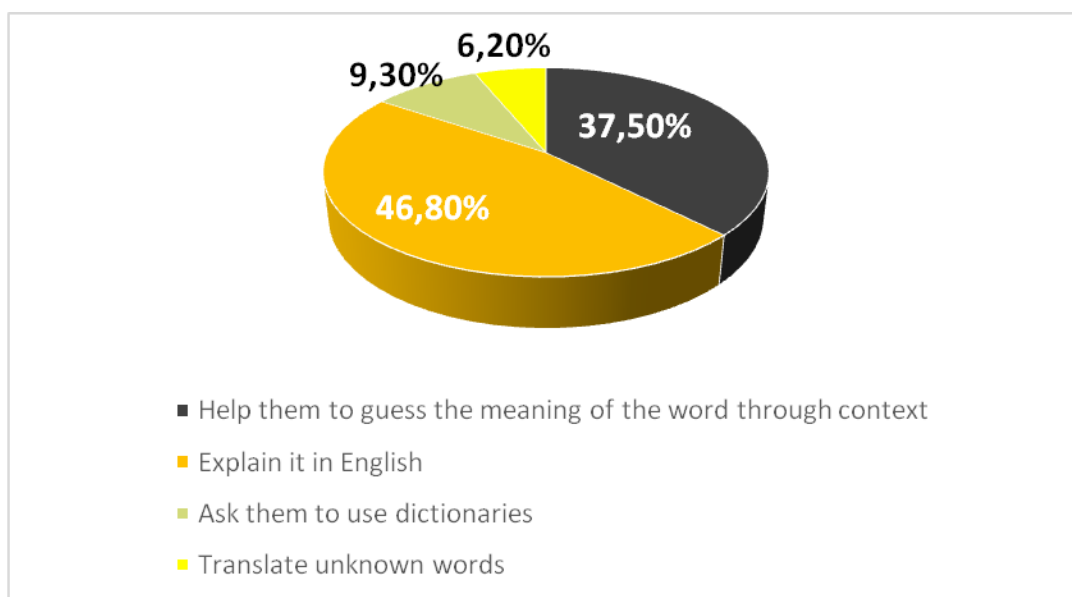
- Help them to guess the meaning of the word through context
- Explain it in the English language
- Ask them to use dictionaries
- Ignore their claims
- Translate unknown words

This question deals with teachers' behaviour during the reading sessions. At the same time, their answers will show the best strategies that are selected to face unfamiliar words in reading texts. The answers are illustrated in the table below:

Items	Number	Percentage
Help them to guess the meaning of the word through context	12	37.5 %
Explain it in English	15	46.8 %
Ask them to use dictionaries	03	9.3 %
Translate unknown words	02	6.2 %

Table 3.22: Teachers’ Intervention about Unfamiliar Words

*The table above displays the different techniques teacher use while encountering unfamiliar words.



Pie-chart 21: Teachers’ Intervention about Unfamiliar Words

*This figure shows how teachers act while students encounter unfamiliar words

Following the results illustrated in the table above, the researcher noticed that nearly half of the informants explain the unknown words by either synonyms/ antonyms or examples in English. In addition, 37% of the participants revealed using context to help students guess the meaning of the word, whereas only 3 teachers ask them to use dictionaries and 2 of them translate unknown words. This goes hand in hand as most of them use bilingual dictionaries.

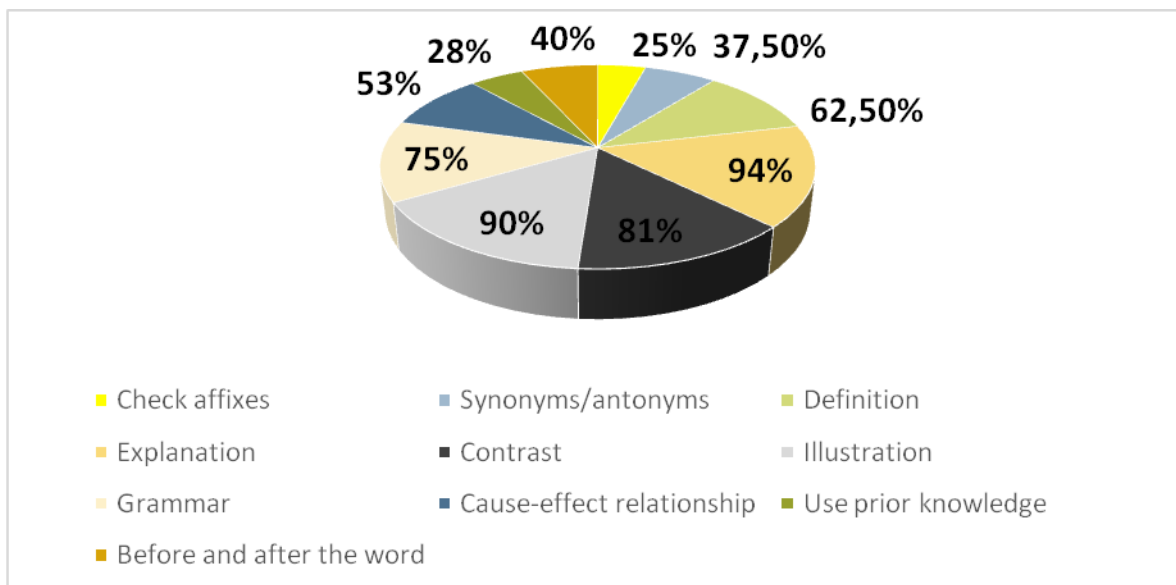
Question 05: what kind of techniques do you teach your pupils to face unfamiliar words in reading?

This question is deeply related to the present research as it attempts to discover the most recurrent techniques that are taught by teachers.

Technique	Number	Percentage
Check affixes	08	25%
Synonyms/antonyms	12	37.5 %
Definition	20	62.5 %
Explanation	30	94 %
Contrast	26	81 %
Illustration	29	90 %
Grammar	24	75 %
Cause-effectrelationship	17	53 %
Use priorknowledge	09	28 %
Before and after the word	13	40 %

Table 3.23: Teachers' Techniques for Guessing Meaning of Unfamiliar Words

Numerous are the techniques used by teachers for guessing meaning of unfamiliar words, in the following pie-chart, the researcher tries to illustrate the ones cited by the informants while questioning them.



Pie chart 3.22: Teachers’ Techniques for Guessing Meaning of Unfamiliar Words

*This figure reveals the techniques used for guessing unfamiliar words.

The answers mention that teachers do not use one single technique, but they use different techniques depending on the situation. Even though, there are some techniques which are more used than others. Indeed, the table above reveals that the majority of teachers ask their students to use discourse analysis strategy to get meaning of the unfamiliar words. (for example, 94 % of them teach explanation techniques, 90% of them teach illustration techniques, 81% of them teach the contrast technique , 62% of them teach definition technique and 40% make use of context). Besides, a great number of informants use grammar strategy (24), 28% of them ask their students to use prior knowledge to unearth unfamiliar words and finally, eight informants teach them the word part strategy (check affixes).

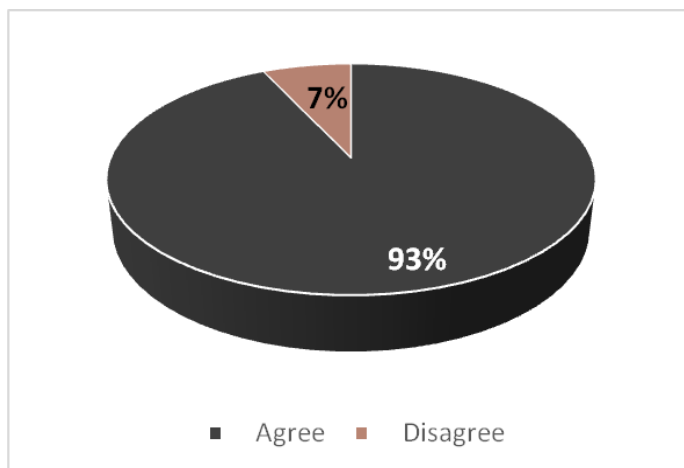
Question 06: Teachers need training in Vocabulary Guessing Strategies (VGS)

The purpose of this question is to discover the degree of teachers’ awareness and readiness for training in VGS. Their responses showed the importance of this strategy for reading comprehension. The majority of them (93%) admit that VGS is necessary for teachers. On the contrary, 02 teachers believe that VGS is not important.

Items	Number	Percentage
Agree	30	93%
Disagree	02	07%

Table 3.24: Teachers’ views about V.G.S

The figure below reveals the degree of interest of teachers in V.G.S:



Pie-chart 3.23: Teachers’ views about V.G.S

*This figure draws a picture about students’ perceptions about V.G.S

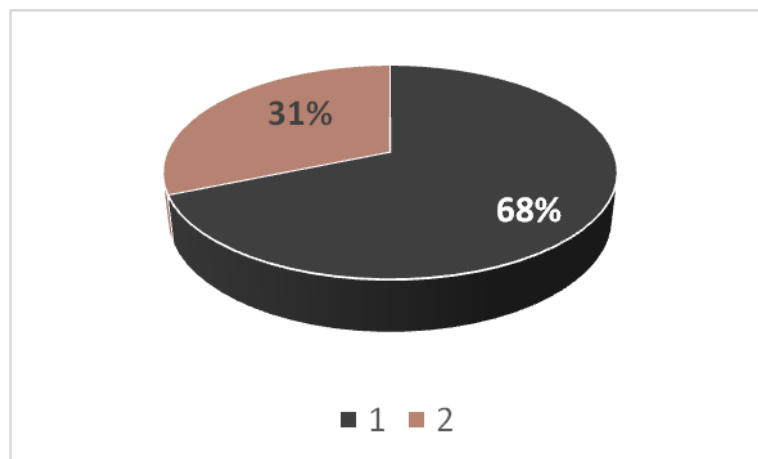
Question 07: Students, who claim that they cannot understand English texts because of unknown words, are just making excuses.

The aim of this question is to determine whether unknown words represent an impediment for reading skill acquisition.

Items	Number	Percentage
Agree	22	68 %
Disagree	10	31 %

Table 3.25: Teachers’ View about Unfamiliar Words

The following pie-chart deciphers to what extent unfamiliar words represent a hindrance for reading acquisition according to teachers:



Pie-chart 3.24: Teachers' View about Unfamiliar Words

*This figure shows whether teachers consider unfamiliar words as a hindrance or not

The teachers' answers revealed that the majority of them believe that unknown words hinder text comprehension. In other words, students are victims of these words, and if they have a certain vocabulary size, they will understand the text much successfully.

3.6.6. Teachers' Second Questionnaire Analysis

In this line of thought, 22 teachers were exposed to answer all the seven questions related to reading and culture.

Question 1: "Have you ever been in an English speaking country?"

The majority of the selected respondents says YES, but only two teachers have never been to an English speaking country. Indeed, DjillaliLiabes University grants financial support to researchers for a training period in an English speaking country, if they are selected for such a grant, particularly for doctoral students who are also full time teachers.

Question 2: "Do you think that reading depends on language competence?"

The second question aims at having an idea about the degree of teachers' awareness towards the importance of reading .Following the answers, all the respondents approve that reading depends on language competence, and thus we can say that awareness is somehow achieved, but what about practice?

Question 3: "Is the cultural knowledge of the target language essential to the understanding of a given language?"

This question is asked to reveal teachers' perception about culture, and the role it plays in language comprehension. The answers diverge in terms of vocabulary used. But the idea expressed by the majority of the respondents remains the same saying that language and culture are bond together. While language learning allows effective communication, culture on the other hand facilitates intercultural communication and understanding.

Question 4: “To what extent can we teach intercultural understanding as culture is not static and teachers have different ideological stances which cannot be regulated? Explain”

This question gives the teachers the opportunity to express their suggestions for the implication of intercultural education and training.

Approximately, all the respondents believe that teaching intercultural understanding is something that the teacher cannot deny or neglect. Nevertheless, the teacher has to select the appropriate subjects in order to understand social and cultural norms. Whereas one answer is quite different from the others when a teacher says that “*different cultures share some common grounds and universal principles, emphasis should be put on what unite human beings*”. The respondent seems to be different in terms of principles and beliefs, and is a teacher of literature or cultural studies probably.

Question 5: “Intercultural competence is debatable as we know that preconceived ideas hinder cultural understanding. So how can teacher challenge stereotypes? Explain”

As it is deemed essential to overcome stereotypes, the question is asked to unearth the different techniques used by teachers. The answers were various and fruitful: nineteen respondents suggest including something in the syllabus while two of them do not perceive teaching culture as a challenge but as an issue motivating for learners which helps them broaden their perspectives and improve their critical thinking . The last one recommends to teach the learner being tolerant and getting the habit of accepting the other, regardless of religion, culture or colour and nationality.

Question 6: “Though at international level intercultural understanding is promoted in educational institutions, how can we explain violence among youngsters at schools where multicultural education is taught as in UK or USA? Explain

Education is to perpetuate learning to read and write, to think critically. Nowadays, violence is probably due to individual frustration, mental imbalance, financial or mental deprivation or dissatisfaction with life, including politics and religion. The focus in teaching in a multicultural context is to understand cultural differences and thus tolerate them.

Question 7: How can teachers push students to read in English or any foreign language beside mother tongue

? Explain

Reading is a question of necessity or taste. Nowadays, some students prefer to read on screen but most of them choose to watch films or listen to music to improve their language knowledge. Teachers can select some books which are famous in the world, short and easy to read, and close to their life experiences and dreams.

3.6.7. Discussion of Teachers' Questionnaires

From the analysis of the teachers' questionnaire, the researcher can deduce that reading proficiency is out of being achieved in the Algerian educational context, especially in the current time.

This reality is "clearly" reflected in the teachers' answers. In fact, most of the EFL teachers are used to test students' reading comprehension rather than help them understand it successfully. Thus, they are not in favour of teaching VGS since the majority of them ignore the appropriate techniques and prefer teaching other strategies, which are more practical in the examinations. Surprisingly, the majority of EFL teachers express greater awareness of the importance of reading in English sessions. Nevertheless, the number of texts or hours devoted to reading insufficient.

Among eleven guided reading strategies, EFL teachers use only six strategies with various frequencies. The researcher categorizes them according to their use (the most used strategies are: scanning, skimming, and generating the main idea). Then, the second category includes: guessing, questioning and paraphrasing strategies. Teachers are more pragmatic in their teaching reading sessions, because they attempt to use only the frequent strategies that students need during their exams, like skimming and scanning the text to answer the reading activities. Unfortunately, their answers reveal that they still belong to

the traditional schools and use test reading comprehension than help their students improve their understanding and comprehension remains.

The researcher notices also that a great number of participants use translation techniques to help their students understanding unfamiliar words. It is probably due to the “bilingual” situation in Algeria, as most are already familiar with French. Yet, other teachers prefer to explain unfamiliar words in English by providing synonyms or antonyms as they consider the former technique (translation) as a sign of weakness. Half of them help their students guess the meaning of the unknown vocabularies through context. As mentioned previously, vocabulary guessing strategies include five techniques: grammar, word part analysis, word knowledge, and extra-lingual. According to the data, teachers focus on discourse more than the other strategies (synonyms/ antonyms, definitions, illustrations, explanation, contrast, cause-effect relationship and before/after the word). EFL teachers ask their students to divide words to stem and affixes for the sake of revealing the meaning of unfamiliar ones.

However, only a few of them use grammar strategy for guesses because they regard the latter as a hindrance and not as effective. Finally, world knowledge technique is considered as the last chance for students. They are asked to use their prior knowledge about the subject. In fact, this strategy is useless for weaker students as they have limited word knowledge. The teachers’ responses related to the training in vocabulary guessing strategies are quite interesting since the majority of them admit the importance of the latter to enhance their teaching reading skill. Unfortunately, throughout their answers, the researcher concludes that EFL teachers do not master this strategy enough to teach it to their students because a great number of them believe that this strategy means context strategy. Yet, it is considered as one of the five techniques. Therefore, training for such a strategy is “highly” recommended.

The last question is asked for both teachers and students, so, as to determine their perspectives, and to compare them. For teachers, the findings demonstrate that the majority of teachers agree that unfamiliar words are not considered as hindrances for their students. These types of words are not essential for understanding. For instance, in a text of 150 words, three or four unknown words will not affect students’ reading comprehension.

3.6. Analysis of Teachers' Interviews

Teachers' interview provided information about their beliefs, attitudes and concerns linked to reading and literacy instruction. Because of pandemic, it was hard to meet teachers for the interview. Therefore, the questions were sent by email to five teachers who accepted to answer. Two women teachers concerned with teaching Literature and Civilisation, three male teachers concerned with Linguistics , oral and written expression and Didactics. They recorded their answers and sent them by email.

- As an English teacher, how do you see the role of teaching culture in EFL classrooms?
- How much do you think your students are tolerant vis a vis the target culture?
- What are your beliefs about reading strategies?
- Could you define your role in reading instruction and selection of materials?
- Do you think that building background knowledge is important?

3.7.1 Discussion and Findings of Teachers' Interviews Results

The results of the teachers' interview indicate that the majority of the interviewees believe that the need for teaching the target culture for successful language learning is essential. While interviewing a teacher of civilisation, the latter said, *“Language and culture are two inseparable entities. One’s mastery of the linguistic elements does not guarantee he will be able to communicate through a language”*. In the same vein, another teacher of linguistics said: *EFL teachers should not just draw learners’ attention to facts about other cultures, but should teach in such a way as to make it clear that communication is more than the exchange of information and opinions”*. At any rate, the interviewees agree on the fact that teaching culture increases students’ awareness and develops their curiosity towards the target culture and their own.

Concerning the degree of tolerance of students vis a vis the target culture, the answers were quite similar since the majority of the interviewees tried to give a positive image of their students regarding the target culture. However, an answer drew the researcher's attention when an interviewee teaching literature said that the tolerance issue depends on students’ linguistic mastery and background knowledge of the English culture beside their interest in learning English. Indeed, the latter chose the appropriate terms to describe students’ attitude towards the target language; hence, positive attitude comes through empathy, tolerance, openness and sensitivity.

Following teachers' answers, finding teaching strategies that are effective for all students is indeed an art; it represents a key element in developing student comprehension. However, the majority thinks that successful students have a repertoire of strategies to draw upon, and know how to use them in different contexts. As to struggling students, they need explicit teaching of these strategies to be familiar with and then become better readers to a certain degree. About teachers' role in reading instruction and selection of materials, the majority of the interviewees admitted that the role of teachers was crucial and it was not as easy as we can imagine, bearing in mind, that one single classroom includes different students at different levels, regarding competence, interests, learning styles or background knowledge. Consequently, the teacher tries to be a facilitator by selecting the appropriate materials to cope with any situation on the one hand. On the other hand, s/he acts as a guide making relevance to reading strategies according to the text objective and level of requirements of the students.

As far as the importance of building background knowledge is concerned with, it seems obvious that a student with a rich background knowledge is a halfway successive student. The interviewees reinforced the idea; following their answers, students learn more effectively when they have familiarity with the content they are about to learn. Indeed, when teachers link prior knowledge with the new concepts to be introduced, they stimulate student interest, motivation and curiosity. In the same context, a teacher of linguistics said, *"it is important that teachers activate students' prior knowledge as a first step, it will give them a sense of purpose for learning"*. In other words, activating prior knowledge means both eliciting from students what they already know and building initial knowledge that they need in order to access upcoming content. Though a tiny number of teachers was included in the interview, the results confirm that efficient reading strategies are useful to understand a text firstly, and then secondly the culture aspect of language becomes a relevant issue to take into consideration in some disciplines as literature, Civilisation or sociolinguistics.

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3.7. Conclusion

This chapter tackled the practical side of this doctoral research. The findings explain that Students' and teachers' answers support that reading is a difficult skill to acquire and teach as it is time consuming and in permanent evolution. Students are not “really” engaged in learning/reading. Teachers are convinced that students are not motivated enough to develop good reading habits which are fundamental to language learning. Otherwise, poor level of reading can provoke low-self-esteem, isolation and lack of educational disadvantages. Learning and reading in mother tongue/ L1 and in foreign language in general, enhance general knowledge but also explore intercultural competence, i.e. to think and communicate with respect across different cultures for better understanding and tolerance.

The following chapter will suggest some steps to increase one of the most important skills, i.e. reading for academic achievement and life. (Long learning).

CHAPTER FOUR

**PEDAGOGICAL RECOMMENDATIONS AND
SUGGESTIONS**

Chapter Four: Pedagogical Recommendations and Suggestions

- 4.1. Introduction**
- 4.2. Pedagogical Implications**
 - 4.2.1. Improving Language Skills in Reading**
 - 4.2.2. Using ICTs**
 - 4.2.3. Printed vs. Digital Reading**
 - 4.2.4. Group Work and Task-Based Learning**
 - 4.2.5. Promoting Motivation**
 - 4.2.6. Developing Word Recognition and Comprehension Skills**
 - 4.2.7. Enhancing Fluency**
 - 4.2.8. Different Updated Techniques and Ways of Including Recent Technology in Reading**
 - 4.2.9. Improving Morphological Strategic Analysis**
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 - 4.4.5. Building Vocabulary Knowledge**
 - 4.4.6. Teacher's Roles**
 - 4.4.7. Learner's Roles**
- 4.5. Conclusion**

4.1. Introduction

This chapter is devoted to present suggestions and their pedagogical implications as a remedial work that would help students to face their challenges dealing with reading comprehension and cultural issues. Thus raising cultural awareness through reading comprehension is seen as essential for both teachers and learners. Besides, reading autonomy is tackled in this chapter since the supreme goal of any education system is making autonomous learners. Other realistic suggestions are given, such as the choice of reading materials to be selected and other useful techniques to enhance reading comprehension. Another section is “highly” recommended: motivation which is the essence of any action as it plays an important role since the learner needs to be highly motivated to keep learning the target language at both classroom and home sides.

4.2. Pedagogical Implications

Through the researcher is a doctoral student, she is convinced that a successful learning is closely related to appropriate and fundamental reading habits. Therefore some suggestions need to be implemented to make reading more effective.

4.2.1.Improving Language Skills in Reading

Though reading cannot be taught or learnt separately from the remaining fundamental language skills, the reading skill has to be connected to content. As Grabe affirms it:

It would seem appropriate that reading instruction be taught in a content centered integrated skills curriculum. Content provides learners with motivation and purposeful activities; the integration of skills reinforcing learning(Grabe, 1991:336)

This quotation confirms that the interdependence between the essential skills and the importance of practising them and in our case, mostly speaking and listening. The writing skill, though defined by some learners as the most difficult one because it requires them to process word meaning in an efficient and active way, is time consuming. But, it considerably improves reading abilities as it demands vocabulary knowledge and critical mind too. Teachers have to find out ways to facilitate this reading process through giving various opportunities to learners, among them to integrate reading and writing as they are closely interdependent. Such a reflection is not new and even now reveals: the facilitating

effects of reading practice upon writing practice and of writing practice upon reading skills (Applebee 1977 in Scott and Piazza 1987: 32). Following what has been experienced and explained, some easy tasks can be designed as followed:

- ✓ Asking questions and requiring answers: at this step, the teacher would ask questions related to the reading text in order to interest and motivate learners.
- ✓ Summary: though a less easy task, as to identify words and their meaning, sentence structure... learners are demanded to give the main ideas of the reading text within a number of words defined by the teacher. This summary writing process as a twin objective: on the one hand to check and evaluate words knowledge and understanding while on the other hand, to develop learners' cognitive skill through practicing written summarising.
- ✓ Writing a diary or book report: it is a higher intellectual activity which takes much time, structure and word understanding.

The above mentioned activities underline the relationship between reading and writing but also the combination of both to improve them.

4.2.2. Using ICTs

As nowadays most learners have developed a strong interest in internet, another way to stimulate them reading, is the use of ICTs. In our globalised world, internet stands as a relevant and functional instrument of knowledge and research or communication and exchange.

Even if many educational institutions are not technically provided with internet access and audio visual equipment, teachers have to include their teaching with these modern technological components to motivate learners to read even outside classrooms. Those learners are mostly using internet to write emails and make researches for *exposés* or enhancing their knowledge linked to the lectures given by their teachers in different modules. Faculty libraries or bookshops did not possess many varied books or journals, so they are obliged to surf on the internet to explore language teaching and learning resources available. Websites incorporate a multitude of information free or including fees.

But, teachers can help them selecting or guiding their researches. Therefore, reading can be improved with the acquisition of the techno literacy skill as a modern tool used in daily life, also termed as information technology skill, including computer usage. Among

the related skills are: word processing skills, web-browsing skills which at the same promote English language learning and culture in addition to greater learners autonomy and time management. Therefore, teachers can stimulate learners' ongoing reading process using internet: *teachers must create interactive activities, which involve WWW, for example can also work in pairs of groups to do research projects via WWW* (Frizler 1995:55). Internet can be used as a pedagogical tool to promote information and task-based reading, as mentioned by Magoto (1995).

4.2.3. Printed vs. Digital Reading

In today's globalised world, printed material is neglected to be replaced by digital material which means a change in communication, learning and reading. As to the question of validity of choice, Jabr (2013), for example explains the advantages and disadvantages of each type of material.

The disadvantages of print material include: expensiveness of books, time and distance to go to library or bookshops...As to the advantages, print material can be ready at hand, take notes, and feel much pleasure when in direct tactile contact. Naomi S. Baron(2015) in her Words on Screen confirms this preference based on an action research. But, digital reading material displays various opportunities linked to time gain, light availability, easiness of access, internet enjoyment... as declared by Woody et al (2010).

Nevertheless, the disadvantages are associated with eye contact deterioration because of the blue light, headaches, and expensiveness of digital devices.

Therefore, the best is to alternate as both present drawbacks and benefits because the importance is *the ability to go beyond the words, to understand the ideas conveyed in the entire text*" (Seyed et al, 2010: 376).

Yet, the increasing number of e-books means that students are more techno-literate and use their computer. *The web has created a solid textual environment on screen, thereby producing an enormous increase in on screen reading* (Giffard, 2009).

In sum, what is important is that reading from print or digital material has to be promoted and teachers must push students to use both satisfactory materials to develop their reading comprehension skills in particular, and increase their academic achievement in general.

4.2.4. Group Work and Task-based Learning

Negotiation (Newton 1995) of uncommon or unknown vocabulary is a useful way to develop group discussion and exchange without heavy dependence on the teacher. Even lower proficiency learners who rely on more autonomous and responsible learners, they will expand their vocabulary knowledge and cooperate. Group work give learners the opportunity to express their thoughts even in few words and encourage them to give their instant feedback on their work.

4.2.5. Promoting Motivation

The lack of motivation for reading is revealed by some learners who feel no interest or preference to reading text. Therefore, it is fundamental to select a vocabulary - building material to promote their motivation for reading. Positive attitudes are important factors for the construction of understanding and attainment of satisfaction of enjoyment for reading. Reading in L1 can motivate learners to read in L2, though most learners do not possess the culture of reading books or newspapers. But, with ICTs, learners seem to be more able to read via internet or e-Books or texts because of language learning requirements or through personal desire.

4.2.6. Developing Word Recognition and Comprehension Skills

Accuracy or automaticity in word recognition is essential in reading comprehension. Therefore, a weakness in word recognition provokes a weakness in reading comprehension. Word recognition exercises can promote reading strategies and level of reading fluency. As maintained by Stricker et Al., (1998: 299):

As automaticity in word recognition develops, students read faster and have greater opportunity to gain meaning from the text. Difficulty in recognising individual words hampers the ability to gain meaning from the text... Thus, accuracy alone is not enough; accurate word recognition must be completed rapidly for fluency to occur.

4.2.7. Enhancing Fluency

It requires frequency of occurrence or repeated processing of texts as affirmed by Dekeyser (2001) Fluent reading can be attained through word identification and understanding linked to speed or automaticity of greater amounts of words.

Harris and Hodges (1995: 75) determine fluency as the freedom from word identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading or automaticity. Therefore fluency can be defined as both accuracy and freedom from word identification problems, and automaticity or quick decoding. In this vein, related and guided reading activities contribute to the promotion of fluency. This can be achieved through different integrated tasks, such as writing, discussing topic issues. Lexical understanding and reading fluency are also dependent on instructional techniques. Consequently, lack of fluent word recognition inevitably carries a disinterest in reading.

Thus, the fundamental features of fluency inevitably underline the importance of using and meeting new words in different communicative contexts. It can be done through different tasks, as reading or writing. Besides, the development of lexical access can be promoted through the guidance of the teacher who can give instructional techniques to enhance students' reading. As Snow et.al (1997:7) rightly said: *Because the ability to obtain meaning from print depends so strongly on the development of word recognition accuracy and reading fluency, both should be regularly assessed in the classroom.* A lack of involvement of interest in reading is partly due to a lack of word recognition and reading experience which will inhibit automatic word recognition. In this vein, Adams confirms that: *“more generally, repeated reading of text is found to produce marked improvement in word recognition, fluency and comprehension”*(1990:153).

4.2.8. Different Updated Techniques and Ways of Including Recent Technology in Reading

As already mentioned, for any reader, word processing is essential to comprehension. With the development of technological components, students have to cope with these today advances as they become powerful items for developing reading, knowledge, information...It is said that students are more techno-literate, so introducing these means is quite relevant.

The simplest item is the use of video in teaching vocabulary (and culture) which tends to facilitate vocabulary knowledge as well as pictures "improve sentence production for many words” (Gildea et al.:1990:25).

4.2.9. Improving Morphological Strategic Analysis

Mochizuki and Aizawa (2000) affirmed that morphological awareness, in other words, the knowledge of morphology is greatly dependent on word recognition and impact on the students reading ability. Consequently, reading training or practice promotes knowledge of morphology and teachers can help students to fill in their weaknesses explaining for example the part played by morphemes, base words and affixes or the use of synonyms and antonyms. The morphology complexity of the English language is developed across grades. For students, it means then to have or acquire a good knowledge of morphological units which enable the fluent use of words in various reading contexts.

4.2.10. Promoting Basic Vocabulary

Promoting vocabulary knowledge is a time consuming and demanding process and is greatly related to reading practice and mastery of word spelling and meaning, in both oral and written communication. Ideally students would build their word power acquisition through reading regularly, using electronic dictionaries or paper dictionaries, though the last one offers opportunities to know other related words instead of having only a word to word translation. Reading practices of various texts in form and structure or content is rewarding. As to teachers, different activities can be made available from filling in the blanks to using right word in the right place...Knowing words roots for example reduces the difficulty of decoding unfamiliar or new words. They can also vocabulary instruction and select approaches ranging from keyword method (Mastropieri ET al.1990) to semantic mapping or features analysis (Bos et al. 1990) completed with writing activities. Such "word attack skills", to use Neutral's expression (1982), promote effective reading.

4.2.11. Inculcating Word Attack Skills

Firstly, teachers have the responsibility to select the types of texts useful to promote vocabulary knowledge, in accordance with the requirements of the module and year of study included in the syllabus. Vocabulary recognition activities help students to cope with new words and understand the overall meaning of the text, if not the unfamiliar word itself. They include guessing word meaning from context, types of morphological information as word structure, or grammatical categories as word classes (noun, verb, adjective, pronoun...)"'. Various kinds of dictionaries, as bilingual, monolingual, etymological, crossword, rhyming, or thesaurus... can be used effectively.

Here are some selected activities meaningful to promote reading strategies for a better understanding of words in isolation and context which give to the students or readers much freedom and self-reliance, are proposed as follows:

- **Morphological analysis**

Activity: find the roots in the following word list: hopeless, carefully, breakable, enjoyment.

Objective: the student will understand the concept of root words

- Task: explain to your students that the root words is the main word in a longer word. Work through examples, and provide your students with a list of complex words for them to practice identifying root words.
- **Context clues:** to create a joyful atmosphere in the classroom, teachers can suggest funny activities such as the Tic-Tac-Toe game that students can play with a partner. On one side of the card students read a sentence containing challenging or unfamiliar words; on the other side of card students choose the meaning that best fits the sentence. After checking the answer key, if the student is correct, he/she can place a marking ship on the tic-tac-toe board. It's simple and effective.
- **Context Guessing:**
Learning how to guess unfamiliar words is an important skill. Nobody wants to look every word up in a dictionary , if students learn how to guess the unfamiliar words in sentences, then he/she won't have to read with your dictionary open all the time

Example sentence: The snake slithered through the grass. When he was hunting.

Context clues: to create a joyful atmosphere in the classroom, teachers can suggest funny activities such as the Tic-Tac-Toe game that students can play with a partner. On one side of the card students read a sentence containing challenging or unfamiliar words; on the other side of card students choose the meaning that best fits the sentence. After checking the answer key, if the student is correct, he/she can place a marking ship on the tic-tac-toe board.

You must discover what “slithered ” means by using logic.

Here are your choices, and the analysis:

- A) Stopped moving INCORRECT: the sentence above says THROUGH the grass. 'Through' means there is some movement.

B) Slept in the grass INCORRECT: the sentence above says he is hunting. Snakes don't sleep when they hunt.

C) Ate something

4.3. From Theory to Practice

Reading cannot be promoted alone as a skill. Teachers can help reducing the reading weaknesses of students with improving students’ background knowledge which means their grammar and lexical amount using special types of activities which have to be practiced regularly and associated with different sub-skills of writing (and speaking).

Text selection: to improve vocabulary knowledge in context, through the use of context clues, in which students are engaged in activities, such as:

Guessing from context : the reader gives examples of sentences where the students have to select the right word to put in the right sentence,

Adjectives	Prefix (es)	Suffix (es)	Nouns
Appropriate	(In) appropriate		Appropriacy
Useful		Useless	Use

Table 4.1. Suffixes and Prefixes

Vocabulary cards and wordlists are also very interesting activities to improve students’ reading knowledge related to lexical acquisition and consequently, promote their autonomy .The tasks that follows are suggested to be used:

Morphological analysis : where the students add negative prefixes to words which fit to the meaning of the sentences or students have to complete ending “full” suffixes to adjectives as it is illustrated in the following table:

- **Task 01:** teachers can introduce vocabulary cards as an efficient way to speed up the initial process of lexical acquisition. Many teachers value the explicit study of vocabulary and vocabulary cards which are a potentially self-initiating activity that can promote autonomy.
- **Task 02:** when designing the task, words that the teacher hopes the students will learn would be incorporated into the list of features because they are more likely to

receive more attention than words in the introduction. For example: reliable, loyalty, abstinence, etc.

Finally, word identification activities are also proposed through the tasks below:

- **Task 01** :Learners are provided with many sentences with underlined words and asked:
 - Select among the following words, the one that is closest in meaning the underlined one
 - Justify your choice

E.g.: I heard it from a reliable source

a) Honest b) corrupt c) unknown
- **Task 02**: learners are asked to read a passage and underline the difficult words or unfamiliar vocabulary. Then, they have to complete the following table :

Word	Grammatical category	Context	Probable meaning
The obedient child always follows her mother’s requests	Adjective	Followshermother’srequest	Good, respectful

Table 4.2. Grammatical Category

Some strategies could be selected, namely context clues, morphological analysis, and contextual guessing.

The easiest strategy is the first one named: using context clues which is dependent on the reader language knowledge. Particularly how the language functions means structure of sentences, place of words, paragraphs building...As to vocabulary association, it is linked to the understanding of both meaning of words, but of those ones which have a close meaning and relationship, or to be aware of the “polysemous” characteristics of each word in different contexts and texts. It can be facilitated when the reader shares the author's experience through his/her characters or stories. Therefore, such a strategy is about guessing the meaning of words.

The second strategy refers to the morphological or structural analysis which is about the identification of the formation of words, especially roots, prefixes or suffices...Theorists as Hill (1988), explained that the knowledge of cutting down words

Chapter Four Pedagogical Recommendations and Suggestions

into roots and suffixes or prefixes reinforce their understanding of the construction of words as well as to deepen their learning.

The following tables determine morphological changes and help understand different word parts.

Stem	Meaning	Example
Adv	Recommend	Advice , adviser , advise
Dic	Speak	Verdict , contradict , predict
Port	Carry	Import, transport, export
Loc	Place	Locate, dislocate
Prefixes	Meaning	Examples
Bi	Two , twice, double	Bilingual
Inte	Between	International
Super	Above	Supervisor
Ultra	Beyond a particular limit	Ultra-modern

Table 4.3. Tables Representing Morphological Changes (Prefixes, Meaning and Examples)

But, with the contextual guessing strategy, which involves inferring meaning of words following the contents, is also another way to improve word knowledge and understanding. Following the level of learners or readers, it is better to start with easy texts and progressively to choose more difficult ones. This strategy focuses on for example modifying word and phrases, as suggested by Williams (1986). Steps can vary from guessing the meaning of a word from its root, seeing its relationship with words within the text and in broader context, using one's experience to deduce its meaning which is brought by his/her knowledge and imagination. Representing Morphological Changes (stem, meaning and examples). When the students are not always inferring the meaning of words, they use dictionaries which can be helpful according to their researches or objectives.

Such a strategy has better results when students work in groups or pairs and not individually.

Sentences	Meaning of words	Context that helped me to guess
The writer is expressing his own hard experience	The author has a difficult life	The writer suffered and showed it through his novel

Table 4.4:Meaning of words

Following the easy suggestions developed before, some practicing patterns are identified and determined concerning the choice of adequate reading texts and appropriate related reading activities.

Choice of texts as a prerequisite for any reading ability and vocabulary knowledge. Though the choice of texts can vary from simplified or modified to authentic ones, the fundamental requirement of selection is connected to the reading level of the learners and their profile. It is supposed to be a twin decision, by the teacher and students as the latter must be interested in and motivated by the chosen text.

Theorists as Pardede, and educators or experienced teachers as Harmer whose expertise is based on reading issues, have focused on a number of specific principles: complexity of the language, variety of reading material, and learners' strategy selection.

As to the complexity of the language, it must relate to the learners' linguistic competence to help them cope with the grammatical and semantic requirements of the text, on the one hand. On the other hand, it helps them to be aware of new structures or words and enhance related skills, as critical thinking or writing skills.

The variety of reading material is dependent on learners' interest, motivation and curiosity, as well as linked to paper and technological means, from the simplest to the most sophisticated ones, namely audio visual textbooks as today learners are more competent with technological and numerical tools which can improve greatly their abilities and abilities.

Chapter Four Pedagogical Recommendations and Suggestions

A set of reading activities can be chosen to adopt to promote learners reading performance including vocabulary knowledge development and understanding to become fluent readers.

In this type of activity, learners may be provided with sentences with a gap to fill as it is shown in the examples below:

- The year... I was born, television did not exist.
- Do you ... in God?
- English has become a sort of universal language, it is... longer the property of United Kingdom and the United States of America.
- The difference..... the two is very slight

For activities related to morphological analysis, the following activities may be used:

Task 01: Negative prefixes: the learners are provided with a list of negative prefixes, then, they are asked to use the correct prefix to make negative forms of some words in sentences. E.g. use the correct prefix from the list (il- , dis- , de- , im-)

- He is **il**logical in his line of thought.
- Never try to fix a broken machine without **dis**connecting it from the electricity supply.
- She put down the phone and **de**coded the message
- His behaviour was **im**mature

Task 02: the learners are asked to give the opposite of words keeping the same root. As it is illustrated in the table below:

Word	Opposite	Word	Opposite
Personal		Service	
Official		Harmful	
Legality		Allow	
Appear		Order	

Table 4.6. Table Representing Suggested Activity to Promote Reading Comprehension

4.3.1 Enlarging Students' Reading Lexical Knowledge

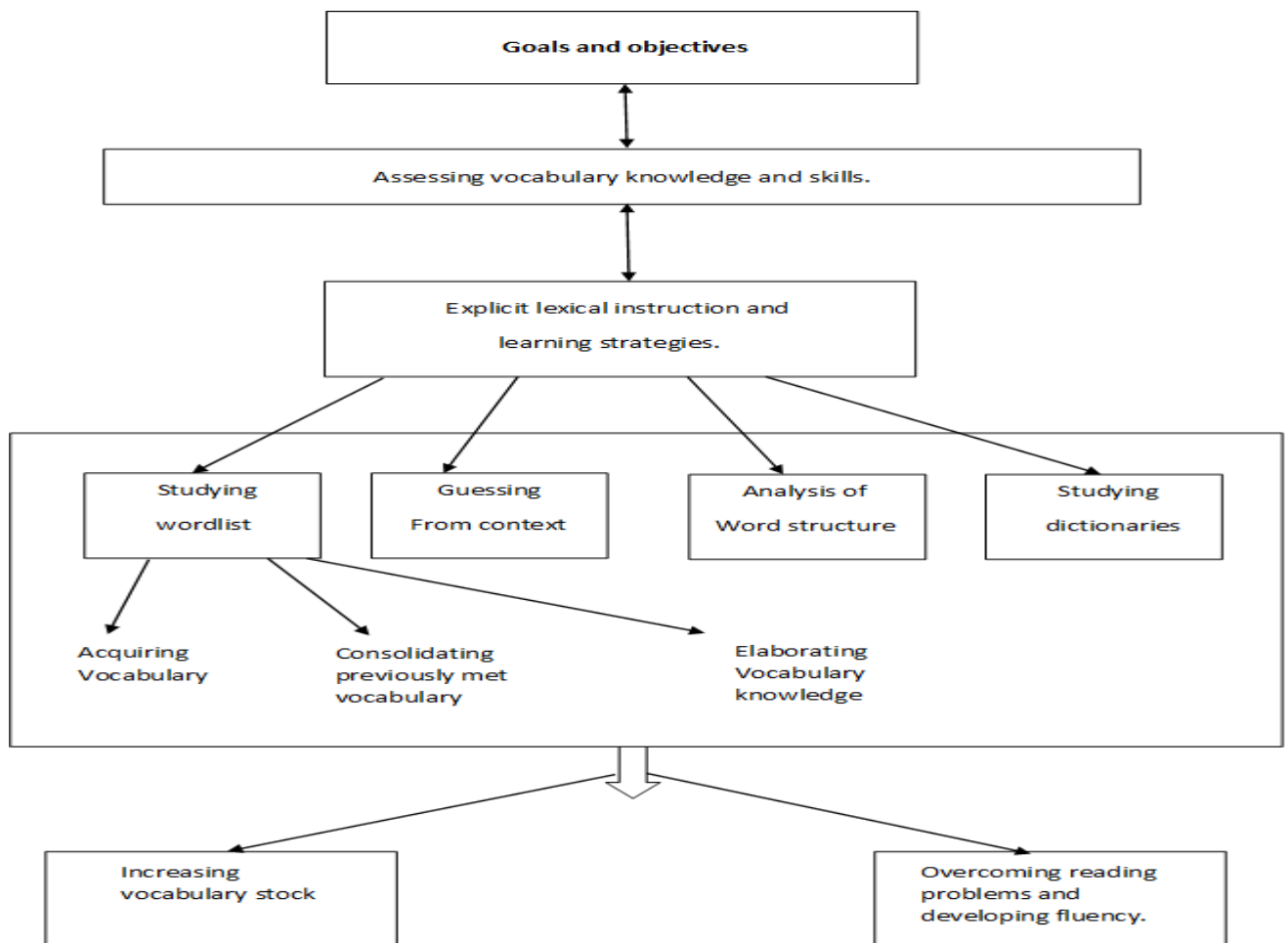


Figure4.1. Promoting Students' lexical knowledge

*The figure explains the process relating these items from receptive to productive status

Trying to promote any skill requires frequency and practicing vocabulary reading strategies. A reading text can be chosen with some vocabulary exercises to which students can use strategies for vocabulary building. On the one hand, strategy instruction is greatly appreciated by students who are motivated and therefore show positive attitude towards reading as affirmed by Yamashita(2004). On the other hand, others are less independent and thus need more time and help. Wordlists can give much initiative to students and increase their autonomy in learning. Their main strategy is guessing through context which is helpful, as Nagy (1998:64) reported it:

The main criteria of motivation include beliefs, values and goals which are themselves closely linked to self-confidence and efficiency as well as expectations of success. *When students believe they are efficacious at a given activity, such as reading they do better* (Schunk and Pajares, 2009: 35).

In this vein, it is essential to distinguish that “intrinsic motivation relates to long-term engagement in achieving activities”(Ryan and Deci, 2009; 171). While extrinsic motivation which aims at obtaining a reward. Reading is thus associated to motivation and therefore to comprehension as the following figure shows it, by Guthrie and Winfield (2005: 189):*What a word means on many given occasions is mediated by the many contexts in which it is used and such contexts provide considerable input from which language users clearly pick up huge amount of vocabulary knowledge.*

4.3.2. Developing Students’ Motivation

Though this chapter is confined to offer some suggestions and pedagogical implications with the view to be considered as eventual remedial illustrations, the researcher is aware that being an EFL Doctoral student cannot cope with the students’ weaknesses as a whole. Therefore, it must be said at least, that teachers among other attempts to help them promote students’ knowledge is to raise their awareness in reading motivation which stands as a fundamental goal with achieving much autonomy . The teachers must explain the most important dimensions of reading to increase reading achievement through values and goals.

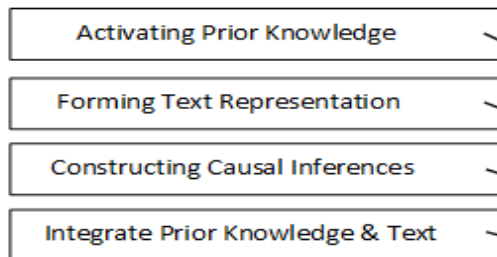
For Guilloteaux and Dornyei (2008), reading challenges can be overcome more easily, if students are highly motivated to read, as mentioned below:

Motivation provides the primary impetus to initiate second or foreign language learning and later the driving force to sustain the long and often tedious learning process. Without sufficient motivation, individuals with the most remarkable abilities cannot accomplish long term goals. Also appropriate curricula and good teaching are not enough on their own to ensure student achievement.(Guilloteaux and Dornyei, 2008:56)

Reading motivation is the key factor to any activities. Such an idea was underlined in the students’ answers. Since students are rarely in contact with native speakers in Algeria, their only opportunity to face intercultural situations, is through watching TV,

listening to news or music or reading an authentic text. As already mentioned before, students are not used to read outside classrooms. Therefore it is during teaching and learning sessions, that they can develop their reading experience and strategies. At the long run, they become able to choose their own types of reading texts.

Cognitive Processes



Motivational Processes

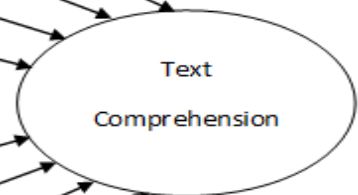
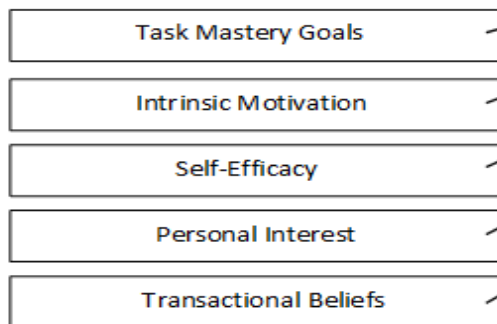


Figure 4.2. Motivational-cognitive model of reading (Guthrie & Wigfield, 2005:189)

*this figure shows the motivational factors that lead to text comprehension

Teachers must challenge their students' different dimensions of reading. First, they must show them that they have to get *the belief that one can be successful at reading* (Baker and Wigfield, 1999: 453). Second, they have to challenge. Any reading texts as *the willingness to take on difficult reading material* (ibid) is a move to progress. Third to forget the idea of connecting any reading goal to a negative impact as a teacher' punishment, for instance. Besides, though it is hard, teachers have to sensitise students that reading is both a sole activity for" the enjoyment of experiencing different kinds of literary or informational texts...It refers to the pleasure gained from reading a well written

book or article on a topic one finds interesting"(Wigfield,1997: 422).Teachers can also push, their students to work on a competitive basis which is stimulating through "the desire to be superior to classmates and peers in reading tasks, activities and standards"(ibid: 334) and because "the process of sharing the meanings gained from reading with friends and family"(ibid: 422), is also a classroom and social engagement

4.3.3. Reading Autonomy

In the present study, the researcher has asked participants whether they need their teacher's assistance to get the meaning of the unfamiliar words during reading lessons. The majority of them show greater dependence which is obviously a contradictory characteristic of learner autonomy. Thus it is necessary to tackle this point as a suggestion. According to Luu (2011) illustrates that when a learner asks his or her teacher for assistance in terms of explaining the meaning of a new or unfamiliar word after referring to a dictionary or other sources of reference, it is considered as learner autonomy. Little (1991) defines the latter as follows:

A capacity – for detachment, critical reflection, decision- making, and independent action... the concept of autonomy ...implies that the learner enjoys a high degree of freedom. But it is important to insist that the freedoms conferred by autonomy are never absolute, always conditional and constrained (Little, 1991:4)

Therefore, Dafei (2007) states that the relationship between autonomy and the development of language proficiency , mainly reading proficiency has become a critical debate in recent years since researchers have become aware of the fact that effective learning is strongly affected by independent self-directed learning . The other reason is that the global concern in education to promote learning autonomy. Within the area of language learning, the success of autonomous learners depend on their activation and use of meta-cognitive knowledge and metacognitive strategies in every skill. Also, Dafei believes that in order to promote autonomy in language skills, the learners could extend their strategies of learning from teacher-guided to self-guide and independent learning.

4.3.3.1. Promoting Students' Reading Autonomy

Included in educational and pedagogical tasks, teachers have the extremely difficult responsibility to develop students 'reading autonomy.

Little (1991) defines the latter in following:

A capacity – for detachment, critical reflection, decision- making, and independent action... the concept of autonomy ...implies that the learner enjoys a high degree of freedom. But it is important to insist that the freedoms conferred by autonomy are never absolute, always conditional and constrained (Little, 1991:4)

Reading autonomy is tightly linked to the promotion of language proficiency and therefore to learning autonomy. Autonomy in language skills can be possessed only from a teacher centered and guided learning to become to some degree a student centered and independent learning. Teaching autonomy is a complicated question as *yet no theories exist which sufficiently describe and explain how people accomplish the complete task of reading real-world texts* (Moorman and Ram: 1994: 646). So, when students have difficulties in decoding a text: probably reduced vocabulary stock and background knowledge. The teacher must help students promote their ---vocabulary size as Spencer and Hay (1998) mention it: *It is the teaching of reading through reading ... there is no overt focus on teaching reading. Rather it is assumed that the best way for students to learn to read is by reading a great deal of comprehensible input*(Day, 1993:19). In opposition to intensive reading , extensive reading helps students to promote vocabulary knowledge and building comprehension skills, and therefore they become able to read more freely, any text, anywhere and at any time as well as to read according to their own speed and interpret words to shape their understanding.

4.3.3.2. Teaching Reading Autonomy

Moorman and Ram (1994) state that although much of the researchers have been conducted on teaching reading yet no theories exist which sufficiently describe and explain how people accomplish the complete task of reading real-world texts (Moorman and Ram; 1994:646). In the same context, Grabb (2000) poses an important question why learners face difficulties in moving to the fluency stage despite the fact that they have had basic decoding skills. She identifies two main barriers, which are the limited vocabulary size and lack of background knowledge. Besides Orasanu (1986) states the knowledge a reader brings to a text is a principal determiner of how that text will be comprehended, and what may be learned and remembered (Orasanu, 1986:32).

Hence, the key aspect of reading fluency is the expansion of vocabulary knowledge throughout a large exposure of the target language to become skilful readers. As Spencer and Hay (1998) note that: *Word recognition is an essential component in the mastery of reading... and considerable evidence suggests that the major difficulty confronting the beginning reader is the development of rapid , automatic word recognition skill... efficient readers use a variety of orthographic data to recognize word units , such as individual letters , letter clusters, morphemes , word stems , and word patterns. (Spencer and Hay, 1998:222)*

Besides teaching reading, textbooks and reading materials could be built on word frequency which according to Hedge (2003) includes about 2000 head words that are useful to foreign language learners. Moreover, most researchers focus on presenting vocabularies in context since isolated ones do not fit the learners' needs because it is often misleading as Spencer and Hay (1998) assume it .In particular, children with reading difficulties need to see the high frequency words in context if they are to better comprehend how written language works. Once children have mastery of even a few automatic words they should be exposed to more text that will support and utilize that group of known words. (Spencer and Hay, 1998:224).

Drucker (2003) also explains that teaching vocabulary before reading a text may create a cognitive load that triggers learners' attention. Then, teachers could give their students a vocabulary list in advance which contains the frequent and unfamiliar words in the unit. As a matter of fact, it would be more beneficial if teachers could promote an extensive reading culture on parallel while dealing with vocabulary activities. In this way learners can be prepared for reading lessons.

4.4. Practical Suggestions

The selection of reading activities and reading material/text are essential to promote learner autonomy in reading and vocabulary knowledge to facilitate reading skills acquisition.

4.4.1. Variety of Texts

The selection of type of texts is dependent on the objective of the teaching session, and students' profile. Though teachers select simplified or modified texts, researchers as

Mcnamara and Smith, identified the importance of choosing authentic texts (original author's style). These authentic materials can be in the form of print, video, or audio visual.

Thus, the teachers have to take into consideration some fundamental aspects:

- ✓ The reading material has to be diversified (textbooks, visual aids...) and to include not a great number of new difficult words, to stimulate students' interests in an interactive way (ask questions, predict issues...)
- ✓ Teachers have to make clear the types of activities students can select, as

Drucker (2003) explains it :

...Relate the passage students are going to read to something that is familiar to them. Next, provide an overview of the section they are about to read. Name the selection, introduce the characters, and describe the plot (up to, but not including, the climax). Last direct students to read the story and look for particular information (Drucker, 2003:23)

These activities promote students' knowledge morphologically speaking (related to sound, spelling, uses and meaning in context)

- **Task 01:** very easy one: questions are given to which answers are false or correct in a spoken or written form. These questions can promote students' interaction and confidence
- **Task 02:** students are asked to give the opposites of the words keeping the same root.

E.g.: Legal polite organized possible
Personal relevant experienced responsible

- **Task 03:** This type of activity focuses on suffixes where students are required to odd out inappropriate word from the list :

E.g.: which of the following words cannot use the suffix- ous?

Use_ danger_
Continu_ anonym_

E.g.: which of the following words cannot use the suffix –ic?

Fantast_ artist_
Debat_ systema_

E.g.: which of the following words cannot use the suffix- ty?

Intercommuni_ proprie_
Diversi_ econom_

- **Task 04:** students have to put in the correct rubric the unfamiliar words after having read a text :

Word	Grammatical category	Context	Probable meaning
.....

Table 4.6. Grammatical Category

Task 05: students are asked to fill in the gaps with the appropriate words as shown in the following examples:

- Smoking has disastrous on people’s health.
 1. Consequences
 2. Causes
 3. advantages
- France is the second ... popular country people visit
 1. Most
 2. More
 3. Many
- **Task 06 :** true/ false activities

After a reading session, students are given index cards on which is written a statement. Half of the cards will contain statements that are true, half false. Students decide if there is one of the true statements or not, using whatever means they desire. Variation: designate half the room a space for those who think their statements are true, and the other half for false

4.4.2. Classroom Management

Though the researcher is an EFL doctoral student and is aware of her professional limits, some practical recommendations are given to facilitate and improve reading abilities of EFL students and reduce their weaknesses. The classroom atmosphere is a fundamental component in the learning process. Cleanness and other material commodities have an impact on the learning process.

Teachers have to create an attractive and safe milieu which is not teacher centered. Though a teacher is much the provider of knowledge but acts as a guide to enhance

communicative skills where students can express themselves as they are most often shy, not motivated or have a poor background knowledge, any teacher has to remember that students and teachers are humans and emotional. The choice of texts must cope with the demands of good readers, but also less proficient readers and therefore exhibit various types which can fulfil needs of all students.

Following Byram's answers on how teachers push students to read in English or any foreign language beside mother tongue, it seems that it is beneficial to find the books and other reading materials that interest them, to not insist they should read 'great literature' until they are ready for it. Actually, Byram suggests to read Harry Potter to help learners read in English even though it is not great literature and some learners may want to find out more about their hobbies by reading in another language. In accordance with Byram, any topic that interests the learners is worthwhile.

Teachers' and students' roles are complementary. As cited by Nunnan (1999) the curricula are concerned with making general statements about language learning, learning purpose and experience, evaluation and the role of relationships of teachers and learners... (Nunan, 1993:3). Reading is a process which may raise students' awareness not only about their learning but also in an EFL context, of different cultures. Risager analyses this relationship of language and culture from three perspectives :

First, linguistic practice or the sociological perspectives, where language and culture are separable- people use the same language in different contexts to refer to and express different contents- this is most evident in the use of English and Englishes but it is also found in other languages. Second, linguistic resources or the psychological perspectives where, in the life of the individual person, language and culture or, better, cultural experience, are inseparable for that individual and are ultimately unique to the individual

Risager (2006:08).

Therefore, the curricula must equip students with intercultural reading issues. To this extent, as said Wallaes (2001) and to provide EFL students with much confidence on themselves and less on textbooks or already prepared works on the internet, as they become passive receivers of as to reading comprehension, teachers cannot evaluate students' understanding in an EFL context as feelings are connected to cultural background, what they have to do is to help their students to reduce reading and

comprehension difficulties. Through much time is required and despite the great number of students, teachers try to expand students' knowledge in general and explain the intercultural exposure they face while reading an authentic text in the target language. Byram Michael reinforces the idea saying that *students must understand that any language can be separated from a specific culture and used to express/articulate another culture e.g. Spanish is used in Spain but also in Latin American countries which have different cultures. It is essentially the same language but culture specific meanings can be attached to it. Karen Risager discusses in detail in her chapter on the language-culture nexus*

4.4.3. Extensive Reading Culture

Extensive reading (ER) generally refers to the quantity of reading materials that language learners are exposed during a short period of time. It is a continuous process and often practiced with pleasure by readers who are intrinsically motivated. Day (1993) defines it as follows: *It is the teaching of reading through reading ... there is no overt focus on teaching reading. Rather it is assumed that the best way for students to learn to read is by reading a great deal of comprehensible input* (Day, 1993:19)

Extensive reading (ER) has been proved to include a lot of benefits to learners as well as teachers. First, in extensive reading, there is no restriction to the volume of materials that learners can read, and this gives them sufficient exposure to a given language without any pressure.

A second benefit of ER is, to help all first, second, and foreign language learners to acquire fluency, by increasing one's knowledge and mastery of vocabulary. Grabe (2009) assumes that through ER, individuals may develop their capability to remember new words (about 10% of all new vocabulary is learnt throughout reading exposure), make meanings, and develop their cognitive skills. This clearly explains the relationship between ER and vocabulary growth knowledge.

Beside the increasing vocabulary knowledge and building comprehension skills, ER is a very effective language instruction approach due to its flexibility. For instance, the idea of giving learners freedom to choose genre of material to read, is in itself motivational because it addresses the needs and interests of individual learners. In addition to this, ER is considered as the cheapest and most effective way of building learner autonomy because it helps individuals obtain and foster spoken and written fluency in a

language. It also acknowledges and supports the fact that reading is an individual task which allows them to learn anywhere and anytime they choose at their personal rate depending on their level of proficiency (Nation, 1997). These advantages help learners interpret and visualize the material they read according to their own understanding. Moreover, the frequency use of dictionary has a strong correlation with learner autonomy, Gairns and Redman (1986) emphasise the following: a learner who makes good use of dictionary will be able to continue learning outside the classrooms, and this will give him considerable autonomy about the decisions he makes about his own learning (Gairns and Redman, 1986:79). Therefore, teachers need to encourage their students to tap efficiently into the information provided in a dictionary because it is one of the best ways to train them to be independent, autonomous, lifelong language learners.

4.4.4. Monolingual and Bilingual Dictionary Use

It seems, most students seem to use monolingual but prefer bilingual dictionaries. The researcher Dziapa (2001) confirms that *the latter consists of reliable, contextual and updated words which reinforce the stock of vocabulary knowledge. So the, advantages of bilingual dictionaries are obvious.*"

The debate whether monolingual dictionaries are more useful or effective than bilingual dictionaries and vice versa was a central point for many studies. For instance Nation (2003) assumes that bilingual dictionaries seem easier for second or foreign language learners since they provide synonyms, and are also known to be misleading due to the use of basic one-word translations. On the other hand, Laufer and Melamed (1994) believe that monolingual dictionaries are more helpful and richer as they contain a wealth of useful information and more accessible for lower proficiency language learners. The definitions provided are often within a frequent vocabulary covering approximately 2,000 words families. As to Baxter (1980), he notes that more encouragement could be accorded to the use of monolingual dictionaries, because, apart from providing the words' definitions, they also try to match definitions of lexical items with context. In addition, through the intensive use of monolingual dictionaries, learners may develop strong vocabulary knowledge due to its use of reliable and contemporary sentences as examples and consequently fluency by offering varying definitions in context. Yet, bilingual dictionaries often stick to single-word translation which may not be contextually appropriate. Moreover, according to research made by dictionaries are more advantageous to beginners. But fluent readers commonly use monolingual dictionaries as a strategy. In

contrast, students may display a distinct preference for bilingual dictionaries: They believe that although the latter frequently provide inaccurate misleading definitions, they seem to give the security of a concrete answer by relying on their native language. On the other hand, monolingual dictionaries force them to guess the meaning, adding more doubts to the already existing ones. Thompson (1987) claims:

The grammatical structures employed in monolingual dictionaries complicate comprehension, in that the structures make understanding of the given word meanings or definitions difficult, and drew a conclusion that " monolingual dictionaries are simply not cost-effective for many learners in terms of rewards (correct choice of words) versus effort (Thompson, 1987:284)

Yet, according to Laufer and Melamed (1994), foreign language learners, even those who have attained a good level of proficiency in the target language and who have been taught academic skills such as dictionary use, still rely on bilingual dictionaries as long as they use dictionaries. They state (1994) the following *if this the consumer reality, then a hybrid dictionary which contains the two types of information (monolingual and bilingual) seems to be the most appropriate product of lexicographers' effort (Laufer and Melamed, 1994:566).*

Hence a hybrid use of the monolingual dictionary and the bilingual dictionary appears to be an appropriate compromise, and studies have shown that bilingualised dictionaries serve to bridge the gap between monolingual dictionaries and bilingual dictionaries, and allow users to immediate access to information in their native language. While this may work towards increasing learners' confidence, it does not plunge learners in the target language as much as monolingual dictionaries do. However, the use of dictionaries whether bilingual, monolingual, or hybrid is useful unless they are presented in parallel with appropriate reading materials according to students' linguistic proficiency and reading activities that promote comprehension and vocabulary knowledge as well. As mentioned previously, dictionaries are the most used learning tool in language. The following tables provide examples of the advantages and disadvantages of monolingual and bilingual and bilingual dictionaries.

- **Monolingual Dictionaries**
- **Bilingual Dictionaries**

Advantages	Disadvantages
<p>They can be used to build and elaborate learners' vocabulary knowledge using up-to-date and reliable sentence examples drawn from corpus data that provide information about meaning, grammar and usage (Harvey and Yuill, 1997)</p> <p>They are very essential to build spoken versus written lexis, frequency, collocation and association</p>	<p>Their major weakness is that learners must know 2,000 words or more to understand their definitions</p> <p>Some monolingual dictionaries omit multiword items from frequency counts (Kilgarriff, 1997)</p>

Table 4.8. Strengths and Weakness of Monolingual dictionaries. (Adapted from Hunt et al. 2005:36)

Advantages	Disadvantages
<p>Learners value them</p> <p>They can improve the reading comprehension of lower proficiency EFL learners</p> <p>They assist vocabulary learning at all levels of proficiency (Hulstijn et al; 1996).</p> <p>Their definitions are usually short and relatively easy to understand.</p>	<p>They may include too little information in their entries.</p> <p>They can contribute to an over reliance on one-to-one word translation (Tang, 1997)</p>

Table 4.9. Bilingual Dictionaries

*The tables show that both the monolingual and bilingual dictionaries are useful and complementary

4.4.5. Building Vocabulary Knowledge

Promoting Vocabulary Knowledge can be done by providing learners with instructional strategies too:

- Explicit instruction: deals with pre-teaching vocabulary before reading, explaining words having prefixes for example (roots, suffixes...)
- Implicit instruction : gives the freedom to use different types of reading materials
- Multimedia instruction: is much concerned with the introduction of the semantic map. Capacity method is valuable as it gives learners the possibility to build

bridges with words they already known and the ones not yet encountered or understood

Following these strategies, it is recommended not to give a heavy text, loaded with new difficult words, with hard pronunciation. As memory is limited or has to be trained, it is better to repeat words, give synonyms or antonyms. Warm-up is also a useful one as learners have to identify, place words in suitable categories. Fluent word recognition and understanding are promoted with the help of the teacher's expertise who continuously devise and checks reading strategies and purposes, though it requires time and less numerous students within one classroom.

4.4.6. Teachers' Role

As a matter of fact, the teacher plays a fundamental role in both reading as a word identification and comprehension process. Though reading classes are sometimes teaching centered, it is preferable to be learner-centered, to some degree.

Teacher's part must always be improving or modifiable as learners' competencies and profiles are variables. Though it is not an easy task, to assess learners' needs or preferences, as classes are overcrowded and teaching sessions short, a teacher has to assume essential responsibilities, as:

- A counsellor to build an atmosphere of safety and reliance
- A supporter to help learners promote their autonomy
- A manager to promote learners' awareness and interest in reading in the classroom and outside it.
- A monitor to advise or answer to learners' questions to promote their reading strategies (Nunan , 1991:54)

All in all, teachers have the task to motivate learners to read and discuss, i.e. to be involved in building their strategies for an effective reading. Teacher's role is also *to inform and show learners how cultures change over time so they know that what they learn is not fixed and that culture specific meanings can be attached to language.* (Byram: 2019)

4.4.7. Learners' Roles

Closely linked to teacher's role is learners' role. One fundamental issue is to respect and follow the advice provided by the teacher for promoting the reading process. As already said, the atmosphere of the classroom is of paramount importance as the autonomy of learners cannot be achieved without the awareness of their learning weaknesses and perspectives. It can be facilitated in group work which necessitates much efforts and exchange from the learners. In addition, as said by Nagy *et,al* (1994:46) *skilled readers depend not just knowing a large number of words , but also on being able to deal effectively with new ones* . Therefore, learners have to look for the meaning of new words and memorize their related meaning in their own ways (writing for example) to construct appropriate vocabulary knowledge and become more responsible for their learning in general. In this way Byram added: *It seems obvious that reading is dependent on language competence* (Byram: 2019).

4.5. Conclusion

To conclude with, the previous suggestions and recommendations are dependent on the variety of teaching and reading background knowledge to his students to promote the reading skill, which is closely related to some reading sub-skills as, explained in the previous section.

The ultimate goals in EFL reading are to promote students reading comprehension, i.e. expand knowledge, but also to get students involved in reading outside the classroom for much information and enjoyment if possible. The reading tasks are selected by teachers to enhance students' vocabulary learning, self-reliance, to act as risk-takers and active learners in order to reach a greater level of language and intercultural competence.

The challenge is great as on the basis of the questionnaires, students seem to lack the habit of reading as they are not motivated. Including various types and genres of texts could be a worthy attempt to achieve students' language reading requirements.

This Doctoral thesis shows also that a tight inextricable link prevails between reading and culture which has to be consolidated and promoted by EFL teachers in charge of the following the following modules: Civilisation , Literature and Reading, as some weaknesses or gaps are recorded between teaching practices and learning goals.

GENERAL CONCLUSION

General Conclusion

Whenever dealing with didactics, famous researchers like Harmer, Bern, Ellis and Nunan, place actually teaching within interdisciplinary subjects due to their interwoven issues that are closely associated to each other and because of the outstanding aspect of triangulation, notably teacher's roles, the learner and the content within a class. In Algeria, the foundation on which the whole structure of teaching relies is the teacher. Therefore, the conception of "a good" teacher is a fundamental element who can create a good atmosphere. For learners, the teacher must play various roles, such as a guide, mentor, psychologist an assessor, a tutor and transmits knowledge as he/she is the fount of experience. Such a "good" teacher can cope with changing situations as he /she possesses personality skills which help to be calm, open and patient.... Even more, any Algerian teacher is required much to give guidance and help to learners. He/she contributes greatly to the learners' cognitive and affective development, maturity, ability, motivation, learning styles, needs, interests as they are used to do it from primary school level. In this light and from a pedagogical perspective, one question may be raised: how can teachers help the less effective learners in their overcrowded classroom? Certainly, the question may yield to several circumstances specific to the teacher as the latter represents the core of the language learning process especially. Proficiency and expertise are defined by learners only if teachers have an appropriate behaviour which means efficient teaching and a smooth learning. If they facilitate learning and understanding to learners, they are considered "good", otherwise they will be portrayed as "bad teachers". As a matter of fact, learners go to university with less confidence though they should have been used to become less dependent from one year to the other while acquiring relevant knowledge. Teachers and learners know that the main objectives are to help any learners to become more autonomous but they prefer readiness and easiness.

The Algerian language proficiency and expertise of teachers are debatable as in any educational institution in the world. The researcher examines the question, as the Doctoral research is linked to this issue; she tries also to highlight the supporting theories stated in the different fields that are helpful to draw a panorama image of the complexity of the reading process in EFL.

This Doctoral thesis tried to investigate effective teaching methods in developing EFL reading skill for intercultural awareness. Reading is an essential skill contributing greatly to the development of vocabulary knowledge, progressive language learning and successful academic performance. Teachers need to teach the reading skill accurately and appropriately to enhance students reading achievements. The investigation on students' awareness of reading strategies and their appropriate selection beside language/ culture interdependence forms the main focus of this research.

Thus, on the basis of the results obtained, chapter four presented some pedagogical and practical recommendations concerning the teaching of the reading skill that could help teachers in selecting appropriate reading materials and strategies. The research findings proved that the reading skill should be supported by a set of activities for remedial work. Indeed, students should follow some steps in their learning process. For example, when they get involved in reading tasks, they should be engaged in reading both intrinsically and extrinsically. They may also favour group work as the latter plays a major role in sharing and exchanging knowledge and experience between them. Moreover, it helps students develop their autonomy as they do not rely on teachers' assistance and feel much self-confident. Extensive reading is also considered as an effective solution when students are asked not to stop at each new or unfamiliar vocabulary while reading. In the same vein, students are expected to increase their vocabulary knowledge by using note-books in which they copy down words within complete sentences in order to remember their meanings in context. Finally, using vocabulary guessing strategies and dictionaries are also considered as alternative solutions that could reinforce vocabulary building, since students cannot be fluent readers without vocabulary knowledge, i.e. it means that the

reader must recognize the word morphologically, different meanings and the use of that word in contextual frames.

Besides, today the use of ICTs is a prerequisite to the modernization of the education system and learning methods in our Information also called Digital or Computer Age. The internet provides authentic materials and helps students to be better in communication as they can be in contact with native speakers and their culture. Both teachers and students have to learn and acquire relevant technological skills. Education, particularly foreign language teaching has to adapt and renew itself to be compatible with the globalized requirements in Algeria. Thus, it is greatly recommended to use ICT in foreign language teaching and learning even if its implementation in teaching constitutes integration challenges for our society. Knowledge is not only an aspect of communication competence, but an educational objective in its own right. Any effective communication is also more than a matter of language proficiency and that, apart from enhancing and enriching communicative competence, cultural competence can also lead to empathy and respect toward different culture as well as promote objectivity and cultural perspicacity. Therefore, to behave in a cultural appropriate manner, to understand the target people, and their way of life, and to gain successful intercultural communication, the concomitant target cultural references in terms of verbal and non-verbal forms to the language choices become a very important issue while teaching any foreign language.

In addition to the fundamental purpose of this Doctoral thesis, it becomes inevitably clear to the students to consider the differences between two cultures, to examine the role of prejudices, clichés and stereotypes, to illustrate the problems of generalising knowledge which is culturally or nationally specific, and to set in motion an active process of perception and reflection in all those taking part. Thus, those students as future teachers in general will be better able to help their own students to develop their intercultural communicative competence and intercultural understanding.

Certainly, the aim of teaching culture is ‘to increase student’s awareness and

to develop their curiosity towards the target culture and their own, helping them to make comparisons among different cultures. Our perception of the world does not develop only because of our culture as many other factors contribute to the development of our individual views. We also need to remember that culture is dynamic and as the needs and values of individuals change through time and space, the cultural patterns will also change. We need to allow and develop more diversity (of thought, vision and attitude) which could help people tolerate, accept and/ or understand to some degree the spectrum of identities we may find or encounter in the world or within any society.

Undoubtedly, the exchange of information is dependent upon understanding how and what one says or writes, perceives and interprets, especially in another cultural context. Therefore, intercultural literacy is necessary in a foreign language context as this would develop the level of tolerance and respect of each other. Closely related, to a certain extent, is the issue of stereotypes which students might perpetuate or reject. At a younger age, language learners have to be prepared for an intercultural understanding and tolerance through meeting different cultural contexts while reading.

Indeed, the researcher must confess that this thesis is far from being complete. It is still a tentative and modest contribution to research, which needs much elaboration. There are still unanswered questions regarding the effective methods in developing EFL reading skill for inter-cultural awareness. It is hoped that this work would be regarded as a stepping stone in this area of research and would concurrently stimulate further researches in foreign language learning and teaching not only in TEFL but also in teaching a second language both in countries where English is a FL as in Algeria, but also in multicultural countries, as Australia or elsewhere. As to extensive reading which is reading for pleasure, i.e. not approached in the language class, there are greater opportunities for students to improve their reading proficiency. Yet, it is a real challenge to encourage most students to read to consolidate their knowledge as an enjoyable activity which will strengthen their involvement in learning English as most have no cultural habit of reading.

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APPENDICES

List of Appendices

Appendix A : Teachers' questionnaire + sample

Appendix B : Students' questionnaire + sample

Appendix C : interviews

Appendix D: Personal Email Answers from Michael Byram

APPENDIX A

Teachers' First Questionnaire

Dear Teachers,

I am writing my doctoral thesis on the reading skill and intercultural education at Djillali Liabes University of Sidi Bel Abbes, Algeria. Could you answer the following questions, please? Your answers will be part of my thesis, analysed in the third chapter and located in the Appendices.

Question 01: Have you ever been in an English speaking country?

Question 02: Do you think that reading depends on language competence?

Question 03: Is the cultural knowledge of the target language essential to the understanding of a given language? Explain.

Question 04: To what extent can we teach intercultural understanding as culture is not static and teachers have different ideological stances, which cannot be regulated? Explain

Question 05: Intercultural competence is debateful as we know that preconceived ideas or à priori hinder cultural understanding. So how can teacher challenge stereotypes? Explain

Question 06: Though at international level intercultural understanding is promoted in educational institutions, how can we explain violence among youngsters at schools where multicultural education is taught as in UK or USA? Explain

Question 07: How can teachers push students to read in English or any foreign language beside mother tongue? Explain

Thank you for the time devoted to my short questions

Teachers' Second Questionnaire

Dear teachers,

I would be grateful if you please devote a part of your time completing this questionnaire dealing with the reading strategies used during your teaching experience

Question 01: How long have you been teaching?

Question 02: How many texts (books' chapters, articles, journals) do you teach to your students during an academic year?

Question 03: Which strategy do you use more while teaching reading?

Question 04: During your teaching experience, when your students encounter unknown words you intervene to ?

Question 05: what kind of techniques do you teach your pupils to face unfamiliar words in reading?

Question 06: Teachers need training in Vocabulary Guessing Strategies (VGS)

Question 07: Students, who claim that they cannot understand English texts because of unknown words, are just making excuses. Explain?

Thank you for your help

Sample of Answered Questionnaire

First Teacher Questionnaire

Dear Teachers,

I am writing my doctoral thesis on the reading skill and intercultural education at Djillali Liabes University of Sidi Bel Abbas, Algeria. Could you answer the following questions, please? Your answers will be part of my thesis, analysed in the third chapter and located in the Appendices.

1- Have you ever been in an English speaking country? **Yes, I have for many times**

2-Do you think that reading depends on language competence? **Yes to a large extent**

3-Is the cultural knowledge of the target language essential to the understanding of a given language? Explain? It is very essential to understand , exchange ideas and feelings particularly when it comes to Customs, habits and traditions

4-To what extent can we teach intercultural understanding as culture is not static and teachers have different ideological stances which cannot be regulated? Explain

We can teach subjects like cultural studies that deal with beliefs, cultures habits and traditions

5-Intercultural competence is **debatable** as we know that preconceived ideas or à priori hinder cultural understanding. So how can teacher challenge stereotypes? Explain

There must be something included in the students syllabus that deals with culture in subjects like civilization , on the other hand students should be aware of intercultural competence to have a positive attitude towards the differences that may exist between different languages.

6-Though at international level intercultural understanding is promoted in educational institutions, how can we explain violence among youngsters at schools where multicultural education is taught as in UK or USA? Explain

This has to do the second and third generations of immigrants and their problem of integration; in addition to their belief of being always second class citizens. Moreover, humans are more attracted by differences than by similarities.

7-How can teachers push students to read in English or any foreign language beside mother tongue? Explain

Motivating students by giving marks, like asking them to prepare book report and the like

Sample of Answered Questionnaire

Second Teacher Questionnaire

Dear teachers,

I would be grateful if you please devote a part of your time completing this questionnaire dealing with the reading strategies used during your teaching experience

Question 01: How long have you been teaching?

I have been teaching for five years

Question 02: How many texts (books' chapters, articles, journals) do you teach to your students during an academic year?

For ESP around 15 articles and journals whereas for EFL two novels maximum.

Question 03: Which strategy do you use more while teaching reading?

Skimming and summarizing for literature module

Question 04: During your teaching experience, when your students encounter unknown words you intervene to ?

Yes I have to intervene to clarify hard words both in ESP and literature

Question 05: what kind of techniques do you teach your pupils to face unfamiliar words in reading?

Using dictionary or predicting the meaning according to the sentence looking for the general conception

Question 06: Teachers need training in Vocabulary Guessing Strategies (VGS)

Yes it is important to reinforce such trainings because even teachers face difficulties regarding vocabulary

Question 07: Students, who claim that they cannot understand English texts because of unknown words, are just making excuses. Explain?

Not excuse but hindrances yet sometimes they just do not like making efforts in reading. Some have troubles like dyslexia

Thank you for your help

Appendix B

Students' First Questionnaire

Dear student,

You are kindly requested to answer the following questions by crossing the appropriate box and expressing your comments if necessary.

- **Question 01:** I apprehend reading English texts because of encountering unfamiliar words. **Yes** **No**
- **Question 02:** When I read a sentence in English, I read it word by word to understand its meaning **Yes** **No**
- **Question 03:** I need teacher's help to understand an English text
Yes **No**
- **Question 04:** The dictionary is my primary resource for checking the meaning of unknown words **Yes** **No**
- **Question 05:** Learning ways and techniques to deal with unknown words is beneficial for my studies in general and learning English specifically
Agree **Disagree** **Neutral**
- **Question 06:** I check the *grammar function* of the unknown words, e.g. verb, noun, adverb... **Agree** **Disagree** **Neutral**
- **Question 07:** : I check the *affixes* in the word
Always **Never** **Sometimes**
- **Question 08:** I try to guess the meaning of words by checking the discourse analysis clues **Always** **Never** **Sometimes**
- **Question 09:** I use my background linguistic knowledge to guess the meaning if the words. **Always** **Never** **Sometimes**
- **Question 10:** I check other language that may have the same word
Always **Never** **Sometimes**

Thank you for your collaboration

Students' Second Questionnaire

Dear students,

This questionnaire is a part of my doctoral research focusing on teaching strategies in developing the EFL reading and cultural awareness , The objective behind the following questionnaire is to gather as much as possible information about your attitudes towards the other cultures , so I would be thankful if you could answer to the questions.

Question 01: Have you ever been in an English speaking country?

Yes No

Question 02: Do you think that reading depends on language competence?

Yes No

Question 03: Is the cultural knowledge of the target language essential to the understanding of a given language?

Yes No

Question 04: Do you have difficulties in understanding cultural images?

Yes No

Question 05: Do you read in English?

Yes No

Question 06: Do you watch movies or documentaries in English?

Yes No

Question 07: How can teachers help students to read in English or any foreign language beside mother tongue?

Question 08: Do you think that time allocated to the subject matter of cultural studies or literature is sufficient?

Question 09: Mention other causes which facilitate or hamper the acquisition of the reading and culture skill

Thank you for guidance

Sample of Answered Questionnaires

First Students' Questionnaire

Dear student,

You are kindly requested to answer the following questions by crossing the appropriate box and expressing your comments if necessary.

- **Question 01:** I apprehend reading English texts because of encountering unfamiliar words. **Yes** **No**
- **Question 02:** When I read a sentence in English, I read it word by word to understand its meaning **Yes** **No**
- **Question 03:** I need teacher's help to understand an English text
Yes **No**
- **Question 04:** The dictionary is my primary resource for checking the meaning of unknown words **Yes** **No**
- **Question 05:** Learning ways and techniques to deal with unknown words is beneficial for my studies in general and learning English specifically
Agree **Disagree** **Neutral**
- **Question 06:** I check the *grammar function* of the unknown words, e.g. verb, noun, adverb... **Agree** **Disagree** **Neutral**
- **Question 07:** : I check the *affixes* in the word
Always **Never** **Sometimes**
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Students' Second Questionnaire

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Question 02: Do you think that reading depends on language competence?

Yes No

Question 03: Is the cultural knowledge of the target language essential to the understanding of a given language?

Yes No

Question 04: Do you have difficulties in understanding cultural images?

Yes No

Question 05: Do you read in English?

Yes No

Question 06: Do you watch movies or documentaries in English?

Yes No

Question 07: How can teachers help students to read in English or any foreign language beside mother tongue?

By reading comprehension tasks and practice

Question 08: Do you think that time allocated to the subject matter of cultural studies or literature is sufficient?

No a session per week is not enough

Question 09: Mention other causes which facilitate or hamper the acquisition of the reading and culture skill: hard words and less of practice make it difficult while the use of technology in reading and dictionary facilitate the matter.

Appendix C

Interviews

The interviewee answered orally and in a written form too.

- **As an English teacher, how do you see the role of teaching culture in EFL classrooms?**

It is quite relevant particularly when we teach Literature and Civilisation , i.e. language and culture literacies are essential to become a fluent speaker

- **How much do you think your students are tolerant vis a vis the target culture?**

It depends on students linguistic mastery and background knowledge of the English culture beside their interest in learning English

- **What are your beliefs about reading strategies?**

I think that students need them to improve their vocabulary size and understand their target culture, and according to their objectives, they will select the necessary ones

- **Could you define your role in reading instruction and selection of materials?**

When I was teaching oral expression, I focused on the choice of reading materials, selecting those of interest to the students level and authentic texts linked to the target culture on the one hand ,on the other hand I acted as a guide making relevance to reading strategies according to the text objective and level or requirements of the students , but at that time classroom was less crowded .

- **Do you think that building background knowledge is important?**

Certainly, it is fundamental as the learning process is facilitated by prior language and culture acquisition, and background knowledge too, and students can compare their own experience or at least be involved in their reading text , with much critical thinking or intellectual curiosity .

PS: because of the pandemic safety measures, the oral responses were recorded separately and saved in a USB

Appendix D

Personal Email Answers from Michael Byram

Michael Byram has been Professor Emeritus since October 2008 at Durham University. He is an influential theorist of foreign-language education and intercultural education whose thinking has helped to shape policies for and research on pedagogic curricula and the practice of teaching and learning of language all over Europe. Byram Michael took the time to answer to the questions dealing with intercultural understanding

To what extent can we teach Intercultural Understanding as culture is not static and teachers have different ideological stances, which cannot be regulated?

There are two questions here:

- To the question of whether cultures not being static hinders intercultural understanding:

When intercultural understanding is based on intercultural competence i.e. skills which help people to enquire, compare, evaluate, (and not or hardly at all on static knowledge about a culture) then the dynamic nature of culture does not matter; intercultural competence is the ability to analyse the changes which constantly happen, sometimes quickly, sometimes slowly

- To the question about ideological stances: I am not sure what you mean but I guess you mean that teachers teach knowledge about a culture and this can be affected by their ideology. But if teachers teach intercultural competence, they do not teach knowledge (or only a minimum to help learners get started in their own analysis) and so their ideological stance has minimal effect. Furthermore, when learners learn to be critical in their evaluations this also means they are critical (i.e. analytical) about what their teachers say.

-Intercultural competence is debate as we know that preconceived ideas or priorities hinder cultural understanding.

This is why intercultural competence includes the notion of critical cultural awareness and the focus of this is on self-analysis and analysis of one's own culture(s); this means that one's own prejudices come under scrutiny.

-Though at international level Intercultural Understanding is promoted, how can we explain violence among youngsters at schools where multicultural education is promoted, where there is violence, it means either that intercultural understanding has not been taught or not taught successfully BUT it also means that other influences and structures outside the school are more powerful than what education can achieve. See the following attached document.

<https://owa.dur.ac.uk/owa/redir.aspx?C=oU99kDOcyMw91prLmVnCRhFWy7C0NIt2dl-JZqwoDRWTW-w79rHTCA..&URL=http%3a%2f%2fwww.multilingual-matters.com%2fdisplay.asp%3fisb%3d9781783096541>

GLOSSARY

Glossary

- **Accuracy:** producing language with few errors.
- **Active Learning:** techniques that are actively engage students in learning, these may include inquiry and problem based learning activities.
- **Aims vs. objective:** aims are rather imprecise, general statements reflecting the underlying ideology of the curriculum. Objectives are more precise than aims. They break down aims into smaller units learning, and typically describe learning in terms of observational behaviour or performance.
- **Attitude :** according to Allport (1994)an attitude is a mental state of readiness organized through experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related
- **Audio-lingual Method:** in this method, the emphasis is not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue. These patterns are elicited, repeated and tested until the responses given by students in the foreign language are automatic (drills).
- **Authentic text:** Natural or real teaching material; often this material is taken from newspapers, magazines, radio, TV or podcasts.
- **Automaticity:** It is the ability to do things without occupying the mind with the low level details that are required. It is usually the result of learning, repetition, and practice. The main process by which a learner develops automaticity is overlearning or overtraining. The development of automaticity involves a reduction in brain activity, i.e. automaticity reduces the load of the working memory by 90%. So, the more often an activity is done, the more automatic it becomes.
- **Background knowledge:** information which is needed for a learner to understand new information. Background knowledge comes into play when learners connect what they already know to new learning, use their personal knowledge and experiences to access new ideas and situations, and bring past learning experiences to mind to help guide them with new challenges.
- **Behaviourism:** The belief that learning should be based on psychological study of observable and measurable psychology.
- **Bilingualised dictionaries (hybrid dictionaries)** combine the main two features of monolingual and bilingual dictionaries , i.e. the bilingualised dictionary provides the information of monolingual dictionary which

contains definition and examples at the same time a translation to the mother tongue is given like.

- **Curriculum:** is a very general concept which involves consideration of the whole philosophical, social, and administrative factor which contribute to the planning of an educational programme. The main components of the curriculum are purposes, content, methodology and evaluation.
- **Direct method:** also known as the “oral” or “natural” method, appeared in the 1990’s as an alternative to the grammar translation method. The method focuses more on good pronunciation, with spontaneous use of the language, no translation, and little grammar analysis. Consequently, there is a lot of oral interaction.
- **Ethnography:** It is the systematic study of people and cultures.
- **Feedback:** reporting back or giving information back, usually to the teacher; the feedback can be verbal, written or non-verbal in the form of facial expressions, gestures, behaviours; teachers can use feedback to discover whether a student understands in learning and likes an activity.
- **Fluency:** the easy flow of native speech of learners. Brumfit (1981) defines it as *the ability to communicate spontaneously and effectively*
- **Globalization:** the spread of products, technology, information, and jobs across national borders and cultures.
- **Grammar translation method:** is a traditional teaching technique that was used to teach Latin and Greek and was particularly in vogue in the 16th century. It focuses on the translation of texts, grammar and rote learning of vocabulary. There was no emphasis on speaking and listening comprehension because Latin and Greek were taught more as academic subjects than as means of oral communication.
- **Grammatical competence** is how well a person has learned that features and rules of the language. This includes vocabulary, pronunciation, and sentence formation. The main question is: how well does a person understand English grammar?
- **Grapheme:** it is the symbol of a phoneme. It is a letter or group of letters representing a sound. For example, a two letter grapheme is in leaf where the /i: / sound is represented by the letters ‘ea’.
- **Historicity:** whether the language has grown up or grew up through use by some ethnic or social group.
Hybrid /'haɪbrɪd/. (Noun): a thing made by combining two different elements, for example television tele- from Greek, vision from Latin. A car with a petrol engine and electric motor, each of which can propel it.
- **Interculturality :** aspect of interaction between cultures

Keyword method: to construct a visual image that connects the target word and a familiar concrete words that shares some common feature. For example, in the word *carlin* which means *old woman*, the keyword *car* might be used to have the student generate the image of an old woman driving a car. when asked to recall the meaning of *carlin*, the student retrieves car because of its acoustic , similarity to *carlin* , and then recalls the visual image and the meaning of *carlin*

- **Language acquisition:** it is the subconscious effortless assimilation of linguistic knowledge. It is more often applied to the child's mastery of a first or native language as opposed to the adult's mastery of a second language.
- **Language autonomy:** whether or not the language is accepted by the users as being distinct from other languages.
- **Language vitality:** whether the language possesses a living community of native speakers.
- **Meta-cognitive knowledge:** the understanding and awareness of one's mental or cognitive processes... The American developmental psychologist John H. Flavell (1976) defined it as the knowledge about cognition and control of cognition. The meta-cognitive knowledge include: 1- content knowledge (declarative knowledge) which is understanding one's capabilities, such as a student evaluating his/her own knowledge of a subject in a class. 2- Task knowledge (procedural knowledge), which is how one perceives the difficulty of a task which is the content, length, and type of assignment. 3- Strategic knowledge (conditional knowledge) which is one's own capability for using strategies to learn information.
- **Meta-cognitive strategies:** strategies refers to methods used to help students understand the way they learn; in other words, It means processes designed for students to "think" about their "thinking". As students become aware of how they learn, they will use these processes to efficiently acquire new information, and consequently, become aware of an independent thinker.
- **Phoneme:** the smallest unit of sound that can be heard within a word. The word phoneme refers to the sound, not the letter(s) which represent the sound in writing. For example, in the word 'gate', there are three phonemes (g-long ay-t).
- **Reading comprehension:** is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with a written language. Comprehension entails three elements: the reader who is doing the comprehending , the text that is comprehended , the activity in which comprehension is a part (the purpose of reading)

- **Semantic feature analysis:** to identify whether a class of objects have or do not have identified semantic features, e.g. whether maple, orange, and pine trees have features such as being evergreen, coniferous, and fruit/ nut bearing.
- **Semantic mapping:** to establish relationships among new and old words by having students brainstorm, categorize, label the categories, and discuss words (concepts) related to a target word.
- **Skill:** it is the ability acquired by training or practice to perform well
- **Standardization:** whether or not the language possesses an agreed set of codified norms which are accepted by the speech community and form the basis of the formal teaching of the language, whether as L1 or L2.
- **Stereotype:** a standardized mental picture given in common by members of a group and that represents an opinion, prejudiced attitude or judgment.
- **Strategy:** a deliberate action or a particular technique adapted and monitored to improve one's performance in learning. In this sense, a reading strategy is a systematic plan which is used to assist the learner in his/her reading. Strategies can become automatic through practice and repetition , i.e. , they may be skills that have been taken from the contexts for closer inspection (Paris, 1983)
- **Structuralism:**a method of interpretation and analysis of aspects of human cognition, behaviour, culture, and experience, which focuses on relationships of contrast between elements in a conceptual system.
- **Syllabus:** it is a more detailed and operational statement of teaching/learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level. A syllabus is therefore a statement of what should be taught year by year (a record of what actually happens at the classroom level).
- **Target language:** the language under study by training or practice to perform well
- **The communicative approach:** it is the product of educators and linguists who were dissatisfied with the audio-lingual and grammar translation methods of foreign language instruction. Communicative language teaching makes use of real-life situations that necessitate communication, i.e., it is based on the idea that learning language successfully comes through having to communicate real meaning.
- **Vocabulary guessing strategies:** include five techniques: grammar, word part analysis, discourse analysis, world knowledge, and extra-lingual.
- **Word frequency :** are lists of language's words grouped by frequency of occurrence within some given text corpus , either by levels or as a ranked

list, Nation states (1997) that A word list by frequency “provides a rational basis for making sure that learners get the best return for their vocabulary learning effort (Nation 1997). It addresses mainly the curriculum designers and teachers and not directly for learners. Frequency lists aim to provide a sort of checklist to ensure that common words are not dropped out. Word counting dates back to Hellenistic time. Thorndike&Lorge, assisted by their colleagues, counted 18,000,000 running words to provide the first large scale frequency list in 1944. (Nation 1997).

carlin, the student retrieves car because of its acoustic, similarity to *carlin*, and then recalls the visual image and the meaning of *carlin*

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- **Standardization:** whether or not the language possesses an agreed set of codified norms which are accepted by the speech community and form the basis of the formal teaching of the language, whether as L1 or L2.
- **Stereotype:** a standardized mental picture given in common by members of a group and that represents an opinion, prejudiced attitude or judgment.
- **Strategy:** a deliberate action or a particular technique adapted and monitored to improve one's performance in learning. In this sense, a reading strategy is a systematic plan which is used to assist the learner in his/her reading. Strategies can become automatic through practice and repetition , i.e. , they may be skills that have been taken from the contexts for closer inspection (Paris, 1983)
- **Structuralism:**a method of interpretation and analysis of aspects of human cognition, behaviour, culture, and experience, which focuses on relationships of contrast between elements in a conceptual system.
- **Syllabus:** it is a more detailed and operational statement of teaching/learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level. A syllabus is therefore a statement of what should be taught year by year (a record of what actually happens at the classroom level).
- **Target language:** the language under study by training or practice to perform well
- **The communicative approach:** it is the product of educators and linguists who were dissatisfied with the audio-lingual and grammar translation methods of foreign language instruction. Communicative language teaching makes use of real-life situations that necessitate communication, i.e., it is based on the idea that learning language successfully comes through having to communicate real meaning.
- **Vocabulary guessing strategies:** include five techniques: grammar, word part analysis, discourse analysis, world knowledge, and extra-lingual.

- **Word frequency** : are lists of language's words grouped by frequency of occurrence within some given text corpus , either by levels or as a ranked list , Nation states (1997) that A word list by frequency “provides a rational basis for making sure that learners get the best return for their vocabulary learning effort (Nation 1997). It addresses mainly the curriculum designers and teachers and not directly for learners. Frequency lists aim to provide a sort of checklist to ensure that common words are not dropped out. Word counting dates back to Hellenistic time. Thorndike&Lorge, assisted by their colleagues, counted 18,000,000 running words to provide the first large scale frequency list in 1944. (Nation 1997).