Cultural Texts, a Key to Communicative Competence in Third and Fourth Forms Secondary School in Goma

Cultural Texts, a Key to Communicative Competence in Third and Fourth Forms Secondary School in Goma

Ukobizaba Nduwayezu Babona

Assistant à l'ISC

GOMA

Abstract

Purpose: The work at hand examines the effects of cultural texts, integrated in the language teaching and learning, on students' communicative competence in third and fourth forms secondary school. It has been noticed that some teachers of English do not yet distinguish a literary (cultural) text from a scientific or technical one precisely while determining pedagogic purposes.

Methodology: To gather data in this research, an experimental study was conducted in third and fourth forms secondary school in Goma.

Findings: The overall findings have revealed that cultural texts influence both reading comprehension, retelling and interpretation skills, a real gateway to communicative competence enhancement. In other words, this study brings a new vision to the practice of communicative activities as currently carried out in Goma secondary schools.

Unique contribution to theory, policy and practice: It arises English teachers' concern not only for the message expressed by the text, but also for the exploitation of students' cultural values and schemata to heighten their communicative competence.

Keywords: *Integration, Cultural Texts, Language Teaching And Learning, Communicative Competence*

Résume

But: La présente étude examine les effets des textes culturels, intégrés dans l'enseignement et l'apprentissage de la langue, sur les compétences communicatives des élèves en troisième et quatrième années secondaires. Il a été constaté que certains enseignants de la langue Anglaise ne parviennent pas à distinguer le texte littéraire (culturel) de texte scientifique ou technique précisément lorsqu'il s'agit de déterminer les objectifs pédagogiques.

Méthodologie: Dans le but de recueillir les données nécessaires, une étude expérimentale a été menée en troisième et quatrième années secondaires à Goma.

Résultats : L'ensemble de résultats a révélé que les textes culturels influencent les activités ayant trait à la lecture pour compréhension, reportage et l'interprétation, sources réelles de renforcement des compétences communicatives. En d'autres mots, cette étude apporte une vision nouvelle quant à l'application des activités communicatives tel que pratiqué actuellement dans les écoles secondaires à Goma.

Contribution unique à la théorie, à la politique et à la pratique : Elle vient répondre aux préoccupations des enseignants de la langue Anglaise non seulement concernant le message exprimé par le texte mais aussi l'exploitation des valeurs culturelles des étudiants sans oublier leurs connaissances antérieures pour améliorer leurs compétences communicatives.

Les Mots Clés: *Intégration, Textes Culturels, L'enseignement Et L'apprentissage D'une Langue, Compétence Communicative*

INTRODUCTION

The present study intends to show the influence of cultural texts on students' communicative competence through reading for comprehension, recall, retelling and interpretation in third and fourth forms secondary school. The investigation attempts to answer the following questions:

a. How can cultural texts be integrated in the teaching and learning of English so as to improve students' communicative competence?

b. Which activities can better facilitate the integration of cultural texts in the teaching and learning of English?

c. How can communicative competence be improved through reading comprehension and interpretation of the text?

All formulated hypotheses revolve around the impact of integration of cultural texts in the teaching and learning of English, which may enhance students' communicative competence in third and fourth forms of secondary school.

Hypothesis a. Cultural texts can be introduced in the teaching and learning of English in a variety of activities such as reading comprehension, recall, retelling and interpretation of the text.

Hypothesis b. In inserting cultural texts in teaching reading for comprehension, recall, retelling and interpretation of the text, students are likely to heighten their communicative competence since they are given opportunity to talk about the culture related to their consciousness, thus their load memories are lightened and more developed.

Hypothesis c. Organizing and giving more time to communicative activities might improve students' ability to communicate; because the more they speak, the better they become language fluent users.

Willing to integrate cultural texts for communicative competence in third and fourth forms of secondary school, the data were collected mainly through the experimental approach.

The work will deal with two main points, namely literature review and application of communicative competence to cultural texts. The literature review will focus on the definition and clarification of key terms while the second point will illustrate the use of cultural texts in communicative competence skills.

1. LITERATURE REVIEW

The present literature review revolves around the explanation of key words namely culture, cultural texts, reading comprehension, retelling, interpretation, and communicative competence.

I.1. Culture

I.1.1. Definition

Culture is the full range of learned human behavior patterns. The term was first used in this way by the pioneer English Anthropologist Edward B. Tylor in his book, *Primitive Culture*, published in 1871. Tylor said that culture is "that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society." Furthermore, Culture is the features of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts. Culture also includes the way people think about and comprehend the world and their own lives.

I.1.2. **Relationship between culture and language**

Culture and language are inseparable and can be described as two sides of the same coin; because understanding of culture is very important for understanding any language. Language is a means of expression. We express our feelings, emotions, thoughts, desires, needs etc. in words, gesture and symbols which are considered as language. Culture determines the characteristics of a particular group of people, defined by everything from language, social habits, religion, folklore, music and arts. In other words, culture finds its expression in language; so, learning a new language without familiarity with its culture remains incomplete.

Language is the mirror of the culture behind it. Mitchell and Myles (2004: 235) go ahead arguing that: "language and culture are not separate but acquired together, with each providing support for the development of the other". Language and culture are extricabley connected. Gleason (1961) indicates that languages are not only the products of cultures, but also symbols of cultures. The growth of a language frequently affects its associated culture, and cultural patterns of cognition and custom are often explicitly coded in language. Moreover, language also is a social institution, both shaping and being shaped by society (Armoun-Thomas & Gopaul-Mc Nicol, 1998). In other words, language is not an independent construct but social practice both creating and being created by the structures and forces of social institutions in which we live and function.

I.1.3. **Role played by culture in language teaching**

In Oguro's study (2008) it is criticized the ignorance of the role the culture in ELT, in this study it is also mentioned as one of the problems. In Sardi's (2002) study the cultural elements in course books also mentioned and it emphasizes the importance of providing authentic materials to the students. In this study the importance of authentic materials are also emphasized. Ilter and Guzeller (2005) also put an emphasis on the motivating role of culture in EFL classes. The goal of language education is not native speaker competence in target language. Rather, it is intercultural communicative competence in students through culture incorporation culturally based teaching practice connects language to its natural counterpart i.e. culture, raises stimulus and develops intercultural competence in learners, enabling them to appropriately interpret and understand culturally-induced behaviors.

CARI
Journals

www.carijournals.org

Learning a foreigner language means more than just grasping its grammar, vocabulary and phonology. 21st century people cresses borders confidently, each new day exploring the most hidden parts of our planet and bringing changes even into the class. Successful cress-cultural communication needs culturally aware communicators those who respond appropriately in a given social context, show sympathy, tolerance, and openness towards other communicators.

I.2. CULTURAL TEXTS

I.2.1.DEFINITION

A simple text could be a sentence, a paragraph, an image, a story, or a collection of stories. Cultural texts refer to sign systems, storytelling tools and symbols that contribute and shape a society's culture. They have underlying cultural meanings. They either require certain cultural knowledge to be understood, they are produced through a certain cultural context or, as most texts do, become representative of a culture and its values. But cultural texts are not one-dimensional. A text is not simply representative of on culture, it does not belong to one culture, even if purposefully excludes others semiotically. Cultural texts are multi-dimensional, they are dynamic. A cultural text is perhaps better understood as having cultural layers of understanding. Where groups differ in age, race, nationality, sexual orientation may read and understand a collection of signs in different ways. Depending on the producer or the audience, the text itself has a kind of flexibility in meaning to different people when it starts to operate culturally. Cultural texts are not influenced not only by the cultural backgrounds of the audience but the producer as well or the storyteller.

I.2.2. TYPES OF CULTURAL TEXTS

There are four types of cultural texts: narrative, descriptive, argumentative, and expository.

- Narrative text is a type of writing that tells a story or recounts a series of events. It can be fiction or non-fiction and often includes characters, a setting, a plot and a conflict. Narrative texts are typically written in a chronological order and may include descriptive language and dialogue to bring the story to life the reader.
- Descriptive text is a type of writing that aims to provide a detailed and vivid description of a person, place, object, or event. It uses sensory language and vivid imagery to create a clear and vivid picture in the reader's mind. Descriptive texts often appeal to the reader's emotions and senses, creating a strong emotional connection and evoking a specific mood or atmosphere. This type of writing is commonly found in literature, travel writing, and creative nonfiction. The purpose of a descriptive text is to paint a rich and detailed picture for the reader, allowing him/her to experience the subject through the author's words.
- Argumentative text is a type of writing that aims to persuade the reader to adopt a particular viewpoint or take a specific action. It presents a clear and logical argument supported by evidence, examples, and reasoning. The author takes a stance on a controversial issue and uses persuasive language to convince the reader of the validity of their position.

Argumentative texts often address counterarguments and anticipate potential objections in order to strengthen their own position. This type of writing is commonly found in opinion pieces, editorials, debates, and persuasive essays.

.   Expository text is a type of writing that is meant to inform, explain, or describe a topic. It presents facts, details, and information in a clear and organized manner, often using examples, statistics, and evidence to support its points. Expository texts do not typically include characters or a plot, and are often written in a more formal and objective tone. This type of writing is commonly found in textbooks, news articles, essays, and instructional manuals

I.2.3.DIFFERENCE BETWEEN A LITERARY TEXT AND A SCIENTIFIC ONE

A scientific text is based on the use of scientific language. It is a type of text that uses clear language, with a not too complex syntax and phrases ordered, the objective being that the information is not poorly interpreted (these texts should therefore be accurate). Write a scientific text implies avoid ambiguous terms so that the meaning of the words is unique, with a single meaning and only one served. To do this, it must minimize any kind of subjectivity and rely on concrete information rather than opinions.

The aim is that the scientific text is understood by any person belonging to the target group to which it is addressed. It must aspire to universality using a specific terminology while allowing for precise and accurate translations in other languages where the erroneous interpretations have no place.

The scientific texts present statements that are subject to an important check to ensure that their information is credible and real. This kind of text is generally produced in a scientific community to communicate and demonstrate the progress achieved in research work.

In short, a scientific text implies avoid ambiguous terms so that the meaning of the words remains Unique whereas a literary text relies thusly on opinions. In other words, a literary text can be interpreted unlikely a scientific one that deals with a clear and single meaning.

I.2.4.CRITERIA FOR THE SELECTION OF THE TEXT

The choice of a literary text in relation to the learner's language proficiency, needs, expectations, motivation and cultural background is an asset to foster personal engagement by arousing interest and eliciting strong and positive reactions from the language learners. In this regard, Brumfit and Carter (1986: 33), state that "what is important for the students is to be able to relate the topic discussed with situations easily recognizable by the learners, rooted in their own existence or of special interest for them". This means that the commitment for the language teacher is to select texts which can be discussed in such a way that the events, or characters, or anything else in the fictive world of the work are closely related to the personal needs of the learners as they attempt to define themselves and understand the situation.

Similarly, Sandra Lee McKay(2001: 322) and Wilga Rivers(1968: 230) supplement that students read and enjoy a text if the subject-matter of the text is relevant to their life experience and interests. To say it otherwise, learners need to read a text through which they get enjoyment by experiencing their own thoughts or situations exemplified and presented in a completely new perspective in the literary work.

In the terms of Lazar (1993:63-64) quoted by Md. Enamul Haque (2007:9) the selection of a literary text for pedagogical purposes, in general, takes into account the following factors:

The students' cultural background, linguistic proficiency, literary background, availability of texts (kinds and ease with which these are available), length of text (Do you have enough time available to work on the text in class? How much time do students have to work on the text at home? Could you use only part of a text, or an abridged version of it? If so, how much background information will you need to give students to make text intelligible?), exploitability (what kinds of tasks and activities can you devise to exploit the text? Are there resources available to help you exploit the text, for example, a film or a particular novel the students are studying, recordings of a play or poem, library materials giving information about the life of an author, etc) fit with syllabus (How do the texts link with the rest of the syllabus? Thematically? In terms of vocabulary, grammar or discourse? Can you devise tasks and activities for exploiting the text which link with the methodology you have used elsewhere in the syllabus?)

I.3. READING COMPREHENSION

I.3.1.DEFINITION

Reading comprehension is the ability to process written text, understand its meaning, and to integrate it with what the reader already knows. It occurs when readers construct meaning as they interact with the written word in an exchange of ideas between themselves and the message in the text.

Reading comprehension can be defined as the ability to understand a text, to analyse the information and to interpret correctly what the writer is stating. « No one process defines reading comprehension by itself, but together they provide a fairly accurate account of the process required for fluent reading (Grabe and Stoller, 2002: 17)». Janzen and Stoller (1998) identified ten processes or strategies of reading comprehension as being the following: identifying a purpose for reading, previewing, predicting, asking questions, checking predictions or finding an answer to the questions, connecting the text to prior knowledge, summarizing, connecting one part of the text to another, and recognizing text stracture.

According to Veervagu, et al (2010 : 206), reading comprehension is defined as « a thinking process by which a reader selects facts, information, or ideas from printed materials; determines

the meanings the author intended to transmit; decides how they relate to previous knowledge; judges their appropriateness and worth for meeting the learner' s own objectives.

I.3.2. READING STRATEGIES

Strategy is defined as a plan or method that is designed to reach a goal. It can include deliberate and conscious, as well as unconscious behaviors. A reading strategy is further defined as « a physical or mental process used consciously or unconsciously with the intention of facilitating text comprehension and/or learning (Davies,1995). Strategies are reader-oriented and are usually a response to a problem or concern. There can be obstacles in using reading strategies regarding comprehension and understanding. Some readers will not process appropriate strategies for a particular situation or they lack the knowledge of how to utilize the strategy (Gerstein and others, 2001).

Hopkins and Mackay (1997) found that good readers had more and varied reading strategies then did poor readers. Good readers are able to resolve uncertainty associated with unknown words or longer discourse.   General reading strategies include things such as predicting content, posing questions, recognizing text structure, integrating information, reflecting, monitoring comprehension, utilizing general knowledge, and reacting to the text (Yang, 2006). Good readers are also able to encode knowledge-based inferences that poor readers fail to encode and thusly are able to construct representations that are consistent with the topic of the text (Long, et al, 1996).

Other commonly utilized strategies include being able to identify the key points of the text, being able to see the connection and organization of the ideas, and being able to construct meaning from these points. Some additional strategies include SQ3R, outlining, understanding and knowledge Mapping (Baker,2004 ; Mokhtari and Richard, 2002). The five steps of the SQ3R strategies are Survey, Questioning, Read, Recite/Recall, and Review. A knowledge-map functions as the name would indicate, it is a display of how the information from the text is linked together.

Another strategy is note-taking which was defined by O 'Malley and Chamot(1995:138) as « writing down the key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of a language task. » Fajardo(1996) sees note-taking as a complex activity that combines reading, listening, summarizing and writing.

I.3.3. THE IMPACT OF SCHEMA THEORY IN READING COMPREHENSION

 Cultural schemata influence significantly reading comprehension, recall, retelling and the interpretation of the text. A number of research results have highlighted the critical role that schema theory plays in the reading comprehension process, and therefore, the lack of such knowledge may make the prediction and anticipation of the reading content difficult (Carell,2013;Charun,2012;Barman,2013;Al-Mahrooqi,2013;   Davoudi   &   Ramezani,2014).

Furthermore, activation of schemata can lighten the cognitive load of the working memory (Nassaji, 2014) in which can assist the readers to direct more attention to micro-level features and thus, read the text in a faster and more efficient way. In addition, several studies have investigated the effects of schema theory in ESL reading specifically on content knowledge (schemata) and the overall familiarity of a setting (Barrot, 2016; Liu, 2015; Pornour, 2014). The researcher has found that topic familiarity has a strong impact on EFL readers' comprehension. Schema theory plays an important role in first and second language reading comprehension

I.4. RETELLING

DEFINITION AND IMPACT OF RETELLING

Retelling is a complex skill which takes knowledge of text structure, understanding of vocabulary, and the ability to recall and summarize. It is a valuable skill, too. Research has found that retelling promotes comprehension and vocabulary development.

The objective of retelling skill relies on helping students to identify, organize and retell key details of a text aiming at showing their understanding.

When students follow the retelling routine, they engage with the text more than once. That is particularly helpful for students who struggle with working memory or language processing. When they read the text the first time, they can read for a general understanding. Their first retelling can help them find any gaps in their understanding and be ready to ask specific questions. When students read the text for a second time with support, they can focus more on details and making them more likely to experience success

I.5. INTERPRETATION

I.5.1. DEFINITION

Interpretation is the process of making meaning from a text. Literary theorists have different understandings of what interpretation is, and whether we should even be interpreting literary texts at all.

I.5.2. INTERPRETATION GOAL

As scholars who study literature, it is our job to interpret the meaning and patterns within texts to learn more about language, culture, history, society, power, art, and ourselves. The literary scholar must read closely and analyze the details of the text in order to reassemble those details in a coherent argument about the meaning of the overall text. Literary scholars write arguments to convince others to interpret texts as they do.

I.5.3. INTERPRETING TEXTS CRITICALLY:

- It means being a discerning reader who does the following:
  - questions what you read

- o thinks about what the author wants you to believe and works to convince you

- o decides whether the author's views are worthy of agreement

- Asking questions about what you read requires your careful examination of the writer's claims, as well as the use and quality of the writer's supporting evidence. As you interpret the text, you inevitably draw upon your own experiences, as well as your knowledge of other texts. However, the basis of your analysis must be rooted in the text itself.

- Learning how to examine texts critically is an essential skill, especially in college. You will need to use the knowledge you acquire from texts for your own projects. In order to do that, you must interpret or analyze them.

I.5.4. FACTORS TO CONSIDER IN THE ANALYSIS:

- **the   authority   of   the   writer   (worksheet)**
Using both the information that you have about the writer as a person (training, political affiliation, life experiences), as well as clues from the language, tone, and approach of the text, decide whether the writer is credible. Is the writer knowledgeable? What biases or values may be playing a role in his/her argument?

- **the   logic   of   the   writer's   argument   (worksheet)**
It is important to ask yourself what the writer wants you to believe and whether the reasons and supporting evidence convince you of this viewpoint. Examine the credibility of the "facts" as well as the line of reasoning that ties the facts to the main assertion.

- **how   the   writer   gets   your   interest   (worksheet)**
A writer may use one or more of the following strategies to get the reader intellectually and emotionally   involved   in   the   text:

    1. Trying to get the reader to identify with the author or evoke respect for the authority of the author (for example, through the tone)

    2. Trying to get the reader to care about a subject, cause, or problem (perhaps by appealing to his/her emotions by using shocking statistics, anecdotes, or detailed descriptions)

    3. Trying to get the reader to align him/herself with a greater class of readers (e.g. "the educated," women, environmentalists)

    4. Using the assumed interests and values of the reader as a foundation for another argument

I.5.5. TECHNIQUES USED BY THE WRITER AND THEIR EFFECTIVENESS

- **consider the writer's use of language and style (worksheet)**
  The writer makes many decisions concerning language and style that serve to influence your responses as a reader. Examine the following aspects of the writing: overall tone, sentence formation, choice and connotation of words, use of punctuation, and brevity or length of passages. How do the writer's choices about language and style aid their argument? What do these choices reveal about the writer's argument?

- **consider the ideology that informs the text (worksheet)**
  Try to uncover the ideology--the system of beliefs, values, and ideas about the world--that underlies the text. A simple way to do this is to write down words and ideas that are valued in the text or represented by the author in a positive way. Then write down the opposite of each word. These binaries, or pairs of opposites, will reveal the ideology that informs the text.

I.6.COMMUNICATIVE COMPETENCE

Language teaching is based on the idea that the goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does.

I.6.1.Definition of communicative competence

When we deal with the question of whether and how we should teach communicative competence, we must first define what communicative competence actually is. Unfortunately, as in the discussion about the concept of competence in general, there is no uniform definition. In the scientific literature, no systematic or clear distinction is made between "Communication Competence" and "Communication Skills". For example, the standard work by Silverman, Kurtz and Draper is entitled "Skills for Communicating with Patients", although it is probably the aim of the book to promote the acquisition of communicative competence even though the term "competence" does not appear in the book. Thus, for pragmatic reasons it seems obvious and legitimate to use the concept of skills when we search for a definition of communicative competence and to ask the question of whether and, if so, what similarities exist between motor skills, social skills and communication skills.

According to Owen Hargie, who has developed a comprehensive concept of communication skills, a motor skill is an organised, coordinated, goal-oriented activity that involves a sequence of sensory, cognitive and motor mechanisms. A skill can be learned, i.e. understanding and behaviour are built up step by step through repeated experience. A skill is also serial, i.e. there is an order and coordination of different processes and activities in a sequence.

However, perhaps a communication skill is less a motor skill than an interactional or social skill. Hargie defines a social skill as a process in which an individual applies a set of purposeful,

interconnected, situational appropriate social behaviors that are learned and controlled. Social skills include verbal and non-verbal behavior, involve appropriate prompts and responses that require timing and control of specific behavior, and are influenced by contextual factors. Therefore, the process of couple dancing is an apt metaphor for social skills: Each dancing partner brings with him/her own motives, e.g. to impress the other or to build a relationship. Couples complement each other in fluid, coordinated patterns. This requires a coordinated interlocking of the learned repertoire of both partners. Certain "moves" are expected or anticipated. If one cannot dance or tries a different dance step, it becomes difficult.

So where are the differences between motor and social skills? Social interaction is related to other people, i.e. one's own goals and the goals of others are included, and rules and routines are less strictly defined. As far as social skills are concerned, emotions and personal involvement play a greater role (self-esteem, acceptance, etc.). Perception in the process plays a greater role, as it is not only about the perception of the skill itself, but also about one's own reactions and the reactions of others. And personal factors also play a greater role (age, gender, origin etc.). A first hypothesis at this point would be that communicative competence is more similar to social skills than to motor skills.

Let us now look at the competence definition. By now a large number of definitions of the term competence do exist. In the didactic context of higher education, reference is often made to the Weinert's definition, who describes competencies as "the cognitive abilities and skills available to individuals or learnable by them to solve certain problems, as well as the associated motivational, volitional and social readiness and ability to use problem-solving in variable situations successfully and responsibly". Competences are therefore highly specific and can best be understood from the requirements side: We experience and evaluate a person as competent when he or she is able to solve certain tasks or meet certain requirements. Skills, on the other hand, can be understood as specific behavioral or action dispositions that must be organized and used in a situationally appropriate manner when solving a non-trivial task.

I.6.2. Proposal for a definition of communicative competence

If one now tries to bring together the ideas on social skills according to Hargie with the concept of competence according to Weinert, one could define communicative competence as follows:

Communicative competence is the ability to achieve communicative goals in a socially appropriate manner. It is organized and goal-oriented, i.e. it includes the ability to select and apply skills that are appropriate and effective in the respective context. It includes verbal and non-verbal behaviour. The application of communicative competence is serial, i.e. different processes and activities are coordinated in a typical sequence and require appropriate timing and control of specific behaviour. It is influenced by the behaviour of the other person and by the context and requires the preparedness and willingness to communicate with the other person for

the benefit of all. Communicative competence can be acquired, i.e. the necessary skills are built up step by step through repeated, reflected practice and experience.

I.6.3.Areas of communicative competence

1. Linguistic competence is knowing how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: what words do I use, how do I put them into phrases, and sentences.

2. Sociolinguistic competence is knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: which words and phrases fit this setting and this topic, how can I express a specific attitude such as courtesy, authority, friendliness, respect…how do I know what attitude another person is expressing.

3. Discourse competence is knowing how interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: how are words, phrases, and sentences put together to create conversation, speeches, email messages, newspaper articles.

4. Strategic competence is knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: how do I know when I have misunderstood or when someone has misunderstood me, what do I say then, how can I express my idea if I don't know the name of something or the right verb form to use. In the early stages of language learning, instructors and students may want to keep in mind the goal of communicative efficiency: that learners should be able to make themselves understood, using their current proficiency to the fullest, they should try to avoid confusion in the message.

I.6.4.FOUR MAIN PURPOSES SHOULD BE ACCOMPLISHED BY COMMUNICATIVE COMPETENCE:

Expressing wants and needs, developing social closeness, exchanging information, and fulfilling social etiquette routines (Light, 1997). Light (1997) has described communicative competence as '' being able to meet the changing demands and to fulfill one's communication goals across the lifespan'' (p. 63).

I.6.5.How can learners acquire communicative competence?

When acquiring motor or cognitive skills, the prior experience of the learner is of central importance, because the design of the learning environment must be based on it. A learner with little experience must first get an overview and then build up a knowledge base (e.g. by reading, discussions etc.), while application initially plays a subordinate role. More experienced learners at an intermediate level benefit from worked examples and can focus more on specific problem solving. In this way, experience-based knowledge and heuristics are built up and misconceptions

can be corrected. High-level learners with a lot of prior experience can improve the accuracy and speed of their skills through repeated practice (Deliberate Practice) and transfer them to other contexts. These considerations are also plausible against the background of findings on the use of cognitive resources (cognitive load): Since individual cognitive resources are basically limited, learning tasks should be designed in such a way that they are adapted to the level of expertise of the learners. This can be illustrated well by the example of simulations, which are often used to train communication skills. In order to take the patient's history in a patient-centred manner, a student must know what to ask (the content of the history), listen attentively to the patient and control his or her conversational behaviour (e.g. ask open questions). At the same time however, he or she must pay attention to the patient's behaviour in order to notice emotional cues, for example, to which he or she can then react empathically (which in turn requires him or her to know how to do this). It is easy to imagine that students with little prior experience are quickly overwhelmed in such a situation because they have to consciously process many tasks, while experienced students at least partially have automated routines and can thus free up more cognitive resources, e.g. to deal with demanding content in a medical encounter.

Other important findings on the acquisition of skills relate to the transfer. First of all, it has been shown time and again that learners find it very difficult to transfer skills they have acquired in one context to another content domain. In order to better understand what this transfer is about, a distinction can be made between forward transfer (anticipating clinical practice while learning) and backward transfer (remembering learning when working clinically). In the case of backward transfer, it must be recognized that the current situation has similarities with the situation that has already been successfully mastered in the past. Therefore, it is important to promote forward transfer in studies by considering as many and different application contexts as possible already during learning, so that later backward recognition is easier. In principle, a close transfer that involves similar content (e.g., reacting empathetically to emotional reactions of children and adults) is easier to achieve than a distant transfer that involves different content areas: information-giving in medical conversations for instance, may have different requirements needing different skills in different contexts (e.g., conversations regarding curative vs. palliative treatment).

With regard to the above-mentioned matching of learning environment and level of expertise, a further distinction is useful: We speak of inward transfer when learning is facilitated by what has already been learned. This is the case, for example, when basic anatomical or biochemical knowledge can be used to learn basic clinical concepts ("Preparation for future Learning"). On the other hand, an outwardly directed transfer occurs when learning directly results in better problem-solving in clinical practice. This distinction is important because, especially with little prior knowledge or experience, an outward transfer cannot be expected directly, but only indirectly when the corresponding knowledge structures closer to the problem have been

established. Therefore, learning contents should not be judged hastily only by their usefulness for outward transfer.

By now, there is also some evidence on how transfer-promoting learning should look like. First of all, a skill that is better mastered can be transferred more easily. For example, a student who has no difficulty whatsoever in responding empathically to emotional cues from his patients when taking a history will also be able to do so relatively quickly in medical conversations focused on information-giving even if the content or other requirements are very demanding. Of course, this presupposes that sufficient learning time was available to learn the respective skill accordingly, which is often not the case in the practice of medical studies. The context-bound nature of skills can be counteracted by using contrasting examples from different content areas from the outset to illustrate deeper principles.

II. APPLICATION OF CULTURAL TEXT TECHNIQUES TO COMMUNICATIVE COMPETENCE

II. 1. DATA PRESENTATION AND ANALYSIS

ILLUSTRATION LESSON

TITLE OF THE TEXT: OKONKWO

BY CHINUA ACHEBE

Okonkwo had just blown out the palm-oil lamp and stretched himself on his bamboo bed when he heard the ogene of town-crier piercing the still night air. Gome, gome, gome, gome, boomed the hollow metal. Then the crier gave his message, and at the end of it beat his instrument again. And this was the message. Every man of Umofia was asked to gather at the market-place tomorrow morning. Okonkwo wondered what was amiss, for he knew certainly that something was amiss. He had discerned a clear overtone of tragedy in crier's voice, and even now he could still hear it as it grew dimmer and dimmer in the distance.

The night was very quiet. It was always quiet except on moonlight nights. Darkness held a vague terror for these people, even the bravest among them. Children were warned not to whistle at night for fear of evil spirits. Dangerous animals became even sinister and uncanny in the dark. A snake was never called by its name at night, because it would hear. It was called a string. And so on this particular night as the crier's voice was gradually swallowed up in the distance, silence returned to the world, a vibrant silence made more intense by the universal trill of a million forest insects.

On a moonlight night it would be different. The happy voices of children playing in open fields would then be heard. And perhaps those not so young would be playing in pairs in less open places, and old men and women would remember their youth. As the Ibo say: 'When the moon is shining the cripple becomes hungry for a walk.'

But this particular night was dark and silent. And in all the nine villages of Umofia a town-crier with his ogene asked every man to be present tomorrow morning. Okonkwo on his bamboo bed tried to figure out the nature of the emergency –war with a neighbouring clan? That seemed the mostly likely reason and he was not afraid of war. He was a man of action, a man of war. Unlike his father he could stand the look of blood. In Umofia's latest war he was the first to bring home a human head. That was his fifth head; and he was not an old man yet. On great occasions such as the funeral of a village celebrity he drank his palm-wine from his first human head.

CHINUA ACHEBE (Things fall apart).

LESSON 1

Timing	SUBJECT MATTER	METH & PROC
5'	**WARM UP** • Review • Motivation	• Oral questions on the previous lesson • Question for discovering the daily lesson

20'	**PROPER LESSON: VOCABULARY & READING COMPREHENSION**
	  A. VOCABULARY
	   Instructions: in pair answer the following questions on a sheet of paper.
	1. The text talks about a tool beaten by the town-crier while willing to give messages to people. What is it? --------------------------------
	2. To make a deep hollow sound is synonym of -------------------------------
	3. If somebody extends his/her body he is -----------------------------
	4. Replace the underlined word by its synonym from the text: the huge waves <u>enveloped completely</u> the small boat and it sank shortly thereafter.
	5. What do we call an imperfect or faulty way? -----------------------
	6. What is the verb which means to make a characteristic sound of horse? It is to ------------------------
	  After correction of the exercise the teacher asked the students whether there may be other words from the text whose meanings are difficult in order to be explained.
	Additional words:
	Cripple=disable to walk
	Sinister=threatening
	Uncanny=suggesting the operation of supernatural influences
	Trill=sound or articulation
	To pierce=to affect (a person's emotions or bodily feelings) deeply or sharply
	To blow out=to disappear gradually
	B.MULTIPLE CHOICE QUESTIONS ON READING COMPREHENSION
	Instruction: read the text silently and in pair, tick the best answer
	I. This text deals with:
	a. Environment protection
	b. local authority meetings
	c. traditional wedding
	d. a possible social conflict
	II. Okonkwo was very famous in Umofia for:
	a. helping the poor
	b. being the town-crier's best friend
	c. proving his high violence degree
	d. behaving as a good soldier
		The teacher suggests the meaning of hard words to ss after he/she has read the text to them twice
		
		Questions + Answers

15'	III. Umofia region has similarities with the Eastern of The Democratic Republic of Congo based on: a. volcanic lands b. mountain gorilla tourism c. lack of security d. methane gas availability IV. Okonkwo was able to discover something amiss thanks to: a. the hollow sound produced by Ogene b. a clear overtone of tragedy in crier's voice c. the happy voices of children d. people who refused to whistle at night V. The following fact illustrates that Umofia people faced a unusual night: a. the presence of evil spirits in some houses b. many dangerous animals were visible to the market-place c. darkness and silence d. old men and women would remember their youth VI. the moonlight night would facilitate various activities for following people: a. priests, pastors, diviners and mediums	Questions + answers

b. local chiefs, Congolese musicians, Rubaya singers

c. professors, assistants, doctors and nurses

d. old women and men, children and young people

REINFORCEMENT

North Kivu province is known for harbouring different rebel groups mostly based on tribal divisions, suppose Okonkwo is a member of your tribe, how do you appreciate his behaviour or attitude?

Work groups

10'   Group A: In favour

Group B: against

Work in groups: The representative of each group has to defend the opinion of his/her group. Group members are allowed to support their respective ideas.

LESSON 2

Timing	SUBJECT MATTER	METH & PROC
5'	**WARM UP** • Review • Motivation	• Oral questions on the previous lesson • Question for discovering the daily lesson

PROPER LESSON: GRAMMAR & RETELLING OF THE TEXT

A. GRAMMAR

5'   Instructions: silently, read the first paragraph and in group work answer the following questions on a sheet of paper by underlining the correct answer.

Questions +Answers

Verbs: heard, gave, was and wondered are conjugated in simple present, past continuance, simple past, future, and express an habitual action, a wished action, an action which is taking place now……………………………………………………

B.RETELLING OF THE TEXT

Instructions: in four groups, retell the text both in written and oral forms by each group.

30'

Teacher gives students, particularly weak ones, the opportunity to retell the text orally.

The retelling in written form based on the use of different words from the original text.

REINFORCEMENT

10'   Instruction: in three groups, enumerate all rebel groups you know operating in Kivu North and talk about their impact on the local development.

A. Some rebel groups:

1. Nduma Defense of Congo-Renove (NDC-R)

2. Alliance des Patriotes pour un Congo Libre et Souverain(APCLS)

3 .Mouvement du 23 Mars (M 23)

4. Front des Patriotes pour la Paix, Armee du Peuple (FPP/AP)

Work in groups

5 .Collectif des Mouvements pour le Changement/Forces de Défense du Peuple (CMC/FDP) etc…

B. Effects on local development:

Teacher circulates aiming at guiding.

1. Rural people abandoned their fields and resettled in Goma camps.

2. Some business men were killed and their families become bankrupt

3. Due to poverty some students left schools

4. Violated girls lost their fiancés

5. Carnage and kidnapping

V.2. FINDINGS OF THE RESULTS AND RECOMMENDATIONS

After analysis of data collection, the study revealed that:

. **Conversation about Okonkwo pushed students to raise their feelings of leadership value**.

The exercise given to students was to appreciate Okonkwo's behaviour as a member of a certain tribe during the social conflicts.

Okonkwo's behaviour was not far from attitudes known to some other community leaders particularly during hard times. Surely, he was involved in violent actions due to challenges faced by his community. His feelings, determination and decisions illustrated how much he remained a man of action. He was not cowered. Acknowledging the risk that he was running mainly exposed to death at any time, he was always ready to defend his community. However, the opposite side found him as a violent person or murder. Discussions about him led the two groups to develop their ideas in contradictory talks whereby learners gained time in raising their communicative capacity. In favour or against, students were able to speak more and the atmosphere resulted in communication goals development.

. **Students showed their motivation to communicative activities**.

Working in pair or group work facilitated students to learn from each other through collaboration and sharing. The latter testified how they were capable to enjoy their learning autonomy. In addition, it is necessary to note that communicative activities brought in students the freedom spirit which allowed them to express their different opinions in their own words and add other information they felt relevant to the discussion. Going beyond the text, they raised their creative and thinking skills due the real attractiveness feeling.

. **The background knowledge played a major role for communicative activities facilities**.

The text used to illustrate the model lesson talked about "Social Conflict", a theme which matches well with the Eastern Congo environment. Its cohesion and coherence provided the ease with which students were able to bring background knowledge to bear. Furthermore, the rationale choice selection of that text resided in its central theme which focused on lack of peace or insecurity. Sampled students who were making the 3rd or the 4th form were ranged between 16 years-19 years. This is to say that the oldest among them was born in 2003. Insecurity problem in the Eastern Congo started with the Rwandese arrival refugees in 1994. In other words, sampled students constitute a generation which has been traumatized by all experienced sad events since that period up now. Following Nassaji (2014), activation of schemata can lighten the cognitive load of the working memory in which can assist the readers to direct more attention to micro-level features and thus, read the text in a faster and more efficient way. Students have had enough background knowledge about this subject and this might be the reason why they managed to provide correct answers to almost all reading comprehension questions. As second reinforcement task, the following question was asked in order to boost students' communication skills:

In three groups, enumerate all rebel groups you know operating in North Kivu Province and talk about their impact on the local development.

From a descent or rich family, all students have already experienced the consequences of the war. Normally each group provided its various answers. In fact, they were discussing about the

topic that was familiar to their background knowledge and that is the reason why developed ideas flew likely water from the open tap; the more they spoke, the more communication skills were raised.

. The teaching of scientific texts refrain students' communicative competence

Following the French people in their proverb "L'appétit vient en mangeant" to mean that the appetite appears to whoever dares to eat, it is evident that communicative competence cannot be acquired at hazard but must be the result of frequent communication skills. If then scientific texts cannot be interpreted, there is no way to use them for the creative and thinking skills. They have unique meaning of the words and rely on concrete information rather than opinions. In other words, scientific texts can never deal with the interpretation, source of real diver thoughts. And comparing to this research where communicative activities were planned and inserted in lesson, it thus seems impossible to do it on the basis of a scientific text where opinions have no place. But, with literary texts, including cultural ones, the interpretation of the text stood for a stream where sheep came to quench their thirst.

. Any topic for debate or discussion should be adapted to the students' level

Talking about communicative activities implies necessarily language production. Concretely, communicative practices should concern advanced students whose capabilities allow them to engage themselves in speaking activities. It was in that way the research methodology sticked to the assessment of students' initial level before constituting the experimental and control groups. Hence, it is wise noting that the teacher should be aware of the performers' knowledge limits in language before devising a discussion about a specific topic. Obviously, this will permit him/her to avoid eventual straightforward failures. In fact, every participant should have the opportunity to speak and the technique should prevent time wasting too.

. The teacher's facilitation, experience and knowledge always watered the affective filter

Unlikely the traditional method in which the teacher tends to mystify the English language, behaving as the all-knowing and thus talks for the three-fourths of the lesson, the new didactic strategy required him to appear before students with affectional face. Throughout his/her correct answers, impartiality, wise words, facilitation, eye orientation and gestures, the teacher managed to avoid morose atmosphere that might cause students' frustration to result in no learning. There is no learning where there is no understanding.

. The interpretation of the text inspired the students in different ways in accordance with their respective schemata.

Every learner experienced violence in his/her own way, in other words each one has his/her manner to conceive things. All discussions were developed according to the particularity of each participant. What was observed here is that the more stakeholders were many, the more their different thoughts enriched the discussion and this resulted in their respective enlightened minds. If they managed to make a rich contradictory debate about Okonkwo's behaviour, it is because they had developed their higher-order thinking skills known as critical and creative skills. This

means that interpretation of the text stimulated the students in applying and developing their skills in situations that went beyond the language classroom.

. All communicative activities ie reading comprehension, recall, retelling and interpretation increased the clarity of sensory image maker through work groups.

Students have to be encouraged to work in pair or groups since it remains the unique way to learn from each other.

. Any contradictory debate leads often to the higher-order thinking skill, a both wonderful and surprising stimulus for communicative abilities.

. **The oral retelling skill must be promoted because it enhances the utterance of meaningful words and provision of chronological ideas which are not far from the basic communicative competence**.

. The reading comprehension and interpretation of the text open the door to communicative competence

In fact, the successful text exploitation depends mainly on its comprehension because where it lacks there will be no recall, retelling or interpretation. Thus, the reading comprehension leads to the discovery of the Sensory Image Maker, a booster to the critical and creative skills, that will influence the student' s language production.

The current study proposes the following recommendations:

a. The Congolese language textbooks legislator should discourage scientific texts, instead integrate cultural text techniques to enhance the students' communicative competence.

b. English language teachers should always remember that any literary text which is not related to the students' life experience and interests cannot meet their enjoyment and motivation.

c. English language teachers should avoid sticking to monolingual pedagogy which may affect the affective filter.

d. Language teachers should know that the more students are given the opportunity to speak, the better they become fluent language users.

The current study does not intend to focus on how reading for comprehension, recall, retelling and interpretation of the text are taught. In similar vein, it has not investigated in details the successes and effects of cultural text activities in language teaching and learning. It would be interesting for further researchers to look into the disadvantages which may be caused by the integration of cultural texts in the language teaching and learning.

CONCLUSION

The illustration lesson focused on a text with narrative and descriptive sides to constitute an authentic material. The first side is justified by the fact that its recounts a series of events, includes characters, a setting, a plot, and a conflict. In addition the cited text is written in a

chronological order to bring the story to life the audience, and this influenced its reading comprehension, as core activity related to any text exploitation.

The descriptive side appears precisely when the same text appeals to the students' emotions and senses evoking a specific mood. The sensory image maker from this text rendered its interpretation easy. Chinua Achebe tries to get the reader care about a problem. The understanding of the latter has become a tape for students' communicative competence since they have been given the opportunity to speak about the situation similar to their actual environment. The exposure of students to all communicative activities heightened their communicative ability because the more they spoke, the better they became language fluent users.

The outcome of this research illuminates specific reasons which explicate the effect of cultural texts on communicative competence. Some factors, which contribute to this effect, are the cultural content of text, sensory image maker' s degree, background knowledge, reader's interest and the type of text format. Better to add that reading comprehension remains the core activity for exploitation of any text. In other words, there is no interpretation of the text if there has been no reading comprehension. The two skills compel students to speak, and at any time the latter are given the opportunity to speak, they are likely to develop their communicative ability.

Thus, this study brings a new vision to the practice of communicative activities as currently Thus carried out in Goma secondary schools. It may be a better solution to English teachers' concern not only for the message expressed by the author through the text, but also for the exploitation of students' cultural values and schemata to enhance their communicative competence.

As far as variables are concerned, the research used the independent variable (cultural texts) and the dependent one (communicative competence). This is to say that teaching communicative competence in third and fourth forms secondary school depended on the integration of cultural texts.

The current study does not intend to focus on how reading for comprehension, recall, retelling and interpretation of the text are taught. In similar vein, it has not investigated in details the successes and weaknesses of cultural text activities in language teaching and learning. It would be interesting for further researchers to look into the disadvantages which may be caused by the integration of cultural texts in the language teaching and learning
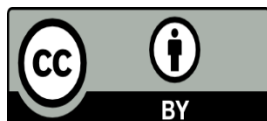
REFERENCES

Allington, R. (2001). *What really matters for struggling readers: Designing research-based* Cambridge: Cambridge University Press. Comprehension skills. In M. Snowling, & C. Hulme (Eds.), *The Science of* comprehension. *Journal of Education*, 189,1/2.

Duke, N. K., & Pearson, P. D. (2008). Effective practices for developing reading *Education, 24*(1), 75-81. Experimental correlational merger. *Discourse Processes, 23*(3), 399-440. Expository passage comprehension: The saga of a 15 year effort towards an, Factors affecting reading comprehension in L2 Revisited. *Asian EFL Journal,*

Farrell, T. S. C. (2001). Teaching reading strategies: "It takes time!" *Reading in a*

Feng, L. (2011). A short analysis of the text variables affecting reading and testing

Flippo, R. F., Holland, D. D., McCarthy, M. T., & Swinning, E. A. (2009). Asking the

Foreign Language, 13(2), 631-646.

Freedle, R. (1997). The relevance of multiple-choice reading test data in studying

G. Lazar.(1993). Literature and Language Teaching. Cambridge University Press

Gao, F. (2006) Language is culture – on intercultural communication. Journal of Language and Linguistics, 5(1), 58-67.

Habasikiyake, K.(2015). Challenges in English Language Learning and Teaching in the DRC Secondary School System of Education Case of Goma

Holliday, A. (2009) The role of culture in English language education: key challenges. Language and Intercultural Communication, 9(3), 144-155. http:www.aitech.ac.jp/~iteslj/Articles/Singal-Reading L1L2.html.

Jiang, W. (2000) The relationship between culture and language. ELT Journal, 54(4), 328- 334.

Kendeou, P., & Van Den Broek, P. (2007). The effects of prior knowledge and text structure on comprehension processes during reading of scientific texts. *Memory & Cognition*, *35*(7), 1567–1577. doi:https://doi.org/10.3758/bf03193491 [Crossref], [PubMed], [Web of Science ®], [Google Scholar]

Lee McKay,Sandra(2001).Literature as content for ESL/EFL.In Marianne Celce-Murcia (Ed.) Teaching English as a second/foreign language.New York:Heinle and Heinle,pp 319-332

Lee, S., & Pulido, D. (2016). The impact of topic interest, L2 proficiency, and gender on EFL incidental vocabulary acquisition through reading. Language Teaching Research, 21(1), 118-135.

Mokhtari, K. & Thompson, H. B. (2006). How problems of reading fluency and comprehension are related to difficulties in syntactic awareness skills among fifth graders. Literacy Research and Instruction, 46(1), 73-94. Perfetti, C. A., Landi, N., & Oakhill, J. (2005). The acquisition of reading comprehension skill. In *The science of reading: A handbook* (pp. 227–247). Milton: Blackwell Publishing. [Crossref], [Google Scholar] outcomes. *Journal of Adolescent and Adult Literacy, 49*(3), 192-200.

Pang, J. (2008). Research on good and poor reader characteristics: Implications for L2

Pearson Education.

Perfetti, C. A., Landi, N., & Oakhill, J. (2005). The acquisition of reading comprehension skill. In *The science of reading: A handbook* (pp. 227–247). Milton: Blackwell Publishing. [Crossref], [Google Scholar]

Rivers,Wilga(1968).Teaching Foreign-Languge Skill Chicago:Cambridge University Press

Rumelhart, D. E. (2017). Schemata: The building blocks of cognition. In R. J. Spiro, B. C. Bruce, & W. F. Brewer (Eds.), *Theoretical issues in reading comprehension* (pp. 33–58). London: Routledge. [Crossref], [Google Scholar]

Sárdi, C. (2002) On the relationship between culture and ELT. Studies about Languages, (3), 101- 107.schema. *The Internet TESL Journal, IV*(10), 1-6. Retrieved from

Singhal. M. (1998). A comparison of L1 and L2 reading: Cultural differences and *Social Science, 6*(3), 205-212.

Stevens, E. A., Park, S., & Vaughn, S. (2019). A review of summarizing and main idea interventions for struggling readers in grades 3 through 12: 1978–2016. *Remedial and Special Education*, *40*(3), 131–149. doi:https://doi.org/10.1177/0741932517749940 [Crossref], [Web of Science ®], [Google Scholar]

Taft, M. L., & Leslie, L. (1985). The effects of prior knowledge and oral reading accuracy on miscues and comprehension. *Journal of Reading Behavior*, *17*(2), 163–179. doi:https://doi.org/10.1080/10862968509547537 [Crossref], [Google Scholar]

Tapiero, I. (2007). *Situation models and levels of coherence: Toward a definition of comprehension*. New York, NY: Routledge. [Crossref], [Google Scholar]

Taxonomy to gauge students' reading comprehension performance. *Canadian*

Taylor, B. M. (1979). Good and poor readers' recall of familiar and unfamiliar text. *Journal of Reading Behavior*, *11*(4), 375–380. doi:https://doi.org/10.1080/10862967909547343 [Crossref], [Google Scholar]

Teacher, 63(1), 79-83.

Tembue Zembele wa Ololo.(2006). Positive and Negative Factors in Learning English in the Democratic Republic of the Congo: The Case of Public Primary Schools in Bukavu the comprehension performance of at-risk students. *Reading Research*

Veeravagu, J., Muthusamy, C., Marimuthu, R., & Subrayan, A. (2010). Using Bloom's *9*(3), 198-220. access. *International Journal of Applied Linguistics, 17*(1), 14-37.

Walter, C. (2007). First-to second-language reading comprehension: Not transfer, but

Xie, X. (2017). The influence of schema theory on foreign language reading comprehension. The English Teacher, 34(1), 65-75.

Yang, Y. (2013). The effect of cultural schemata on reading processing. In M. S. Plakhotnik & S. M. Nielson (Eds.), Proceedings of the Seventh Anuual College of Education Research Conference: Urban and International Education Section (pp. 184-188). Florida International University.

Yousef, H., Karimi, L., & Janfeshan, K. (2014). The relationship between cultural background and reading comprehension. Theory and Practice in Language Studies, 4(4), 707-714. Understood. Org /en/articles/ how-to-teach-retelling.