

The Effect of Text-Driven Approach on Saudi EFL Learners' Cultural Awareness

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Abstract

The intent of this study was to examine the effect of text-driven approach on Saudi EFL high school learners' cultural awareness. The problem tackled in this paper is the difficulties and complexities EFL high-school students face regarding the lack of cultural awareness in the foreign language and how it may affect their communication in an American context. Moreover, Tomlinson (2000) introduced text driven approach that claims to be used as a tool for teaching the language effectively in the classroom by engaging and interesting activities. A total of twenty-five female Saudi EFL high school students took part in this study. By the end of the semester, 3 sessions were held in order to develop students' American cultural awareness using activities that followed the Text-driven approach's (TDA) framework. The sessions focused on developing 3 subcategories of cultural awareness suggested by Cardona, Rico, and Sarmiento (2015) which were assessed both before and after the sessions. The level of development was determined according to Littlewood's (2010) five stages of cultural awareness. This paper followed a mixed-method approach where the data was collected by a post-test, pre-test, and finally a questionnaire. The results of the paper showed that the participants' cultural awareness have developed and that the participants thought that text-driven approach activities were fun, interesting, engaging, and that it deepened their appreciation for their own culture while still value other cultures.

Keywords: Text-Driven Approach, Cultural Awareness, Saudi EFL Learners

INTRODUCTION

With the openness to the western world that Saudi Arabia is witnessing, being culturally aware is as important as being adequate in the English language. Kramsch and Widdowson (1998) stated that Language, including tone of the speaker, conversational style, facial expressions, and gestures, reflects cultural reality; it provides meanings that are understandable to the group to which it belongs. Moreover, according to Tang (1999), language is culture and culture is language. He claims that effective communication in a language requires the learner to think in that language. EFL teachers, on the other hand, usually overlook the importance of culture in language and instead focus solely on the materials provided in the textbook, which do not provide sufficient exposure to the target

language's culture. To overcome this issue, Tomlinson (2000) proposed the Text-driven approach (TDA), which claims to provide methods for effective language acquisition. Therefore, some of the activities following the design of this approach will be utilized to develop EFL high-school learners' cultural awareness.

EFL high school students struggle to understand some of the cultural characteristics of the English language, making it difficult for them to communicate with native English speakers. Some circumstances have resulted in this issue. For starters, students are not sufficiently exposed to the culture of the target language. There is only limited interaction with those in the educational setting who speak English as a second language. Second, teachers might think that being adequate in the language's culture is irrelevant, hence they focus more on teaching the academic practical side of the language. These factors will hinder effective communication with native speakers.

The purpose of this study was to examine the effect of using text-driven approach on EFL learners' cultural awareness and their perception towards it. Therefore, this research attempted to find an answer for the following questions:

- Does text-driven approach have an effect on students' cultural awareness?
- What is the perception of EFL students on text-driven approach?

LITERATURE REVIEW

Definitions of Key Concepts

Text-driven approach. Text-driven approach is a tool which main goal is to provide the learners with interesting and engaging activities through the use of text (Cardona, Rico and Sarmiento, 2015). Moreover, Tomlinson (2000) stated that a text-driven approach gives room for the teacher and the student to be included in the teaching/learning process effectively by developing their own materials. Furthermore, Park (2014) suggested that a text-driven approach makes use of the learner's expertise in language.

Cultural awareness. According to Saniei (2012), cultural awareness is the steady development of the understanding of one's own and other cultures. It entails believing that both cultures are equally valuable while also acknowledging that they share some similarities and differences. In addition, cultural awareness, according to Tomlinson and Mashura (2004), involves considering how we perceive our own and other people's cultures.

Previous Studies in the Literature

Cardona, Rico, and Sarmiento (2015) conducted a study on developing cultural awareness of EFL learners through the use of activities following the design of the text-driven approach. This study was conducted in 2 different classrooms of elementary EFL students in Colombia. The researchers used 3 main tools for collecting the data; interview, questionnaire, and observation. The aim of both the questionnaire and the interview was to get their perception towards the course-book and the provided activities. After doing so, the students were involved in 3 types of activities following the

TDA design throughout one semester (3 months) while observing the development of the student as they were in class. The results of this study showed that students had a positive attitude toward the activities and they became more aware of the reality as their cognitive abilities were developed. Therefore, it was proven that TDA effectively developed their cultural awareness.

Another study was conducted by Harper (2019) aimed to investigate the importance of teaching intercultural communicative competence (ICC) through Text-driven Approach (TDA) and Task-based Approach (TBA). The study included EFL students at Shantou University, China whose language proficiency was advanced. The researcher depended solely on classroom observation method for collecting the data. Therefore, there was an ongoing observation while TDA, TBA, as well as communicative activities were implemented. The results of this paper demonstrated that both TDA and TBA were successful in developing the EFL students' intercultural communicative competence as it provided a sufficient scaffolding and made them more away from the other culture while still including their own.

Oktan and Kaymakamoğlu (2017) carried out a study to examine the effect of using literary texts on vocabulary learning and cultural awareness of an EFL classroom at a University in north Cyprus, Turkey. There were a total of 27 participants: a) 19 Turkey preparatory year students; all males except for one female, ranging in age from 18-27, with a pre-intermediate language proficiency. b) Five male students who were not part of the classroom volunteered and had a pre-intermediate language proficiency. They came from different cultural backgrounds; Kazakh, Georgina, Pakistanis, Turkish, and Turkish Cypriot. Their ages ranged from 18-27. c) three female experienced EFL teachers with a high language proficiency and MA degree. Two of them were Turkish Cypriot and one was Turkish. This research followed a qualitative method approach. For research tools, the researcher conducted semi-structured interviews with each participant individually. The data collection procedure began by interviewing each participant on their perceptions, ideas, and feelings about using literary texts in an EFL classroom. Next, the interviews were taped, and the responses to the questions were transcribed. After that, the researcher taught a 50-minute literacy lesson on Wednesdays only during 8 weeks. The results of the interviews indicated positive attitudes toward using literary texts in an EFL classroom. Students thought that it improved their vocabulary and it also made them more aware of possible conflicts with other cultures. Similarly, EFL teachers thought that incorporating literary texts in an EFL classroom helps students to increase their lexical intake and enables them to understand that cultures are equally valuable.

Isariyawat, Yenpdech and Intanoo (2020) conducted a study to investigate EFL learners' attitudes toward literature and the effect of literature and literary texts on the cultural awareness and language skills of Thai EFL learners. The research took place at Buriram Rajabhat University, Thailand. The participants were 100 randomly chosen undergraduate EFL students whose ages varied between 20-22. 20 of whom are male and 80 females whose language proficiency is intermediate. This research followed a mixed method approach. The research tools were a close-ended questionnaire, and a semi-structured interview. The researchers first interviewed the sample using open-ended

questions. Moreover, the quality of content, language consistency, scope of material, and questions understanding were tested. The researchers then incorporated literature and literary texts in the classroom. Lastly, 20 close-ended questionnaires were distributed among students in order to get their attitudes and perceptions toward the matter. The results of the interview showed that EFL Thai students had a positive attitude towards using literature and literary texts in the classroom. Most students believed that literature could improve their language skills and make them more culturally aware. Furthermore, the results questionnaire indicated positive responses. Students thought that it improved their reading skills mostly, strengthened writing skills, and improved their intercultural and social awareness. Overall, literature and literary text were found to be effective when it comes to developing language skills and cultural awareness.

Finally, a study was conducted by Ayar Kızıltan and (2020) to examine the impact of cartoons on increasing learners' motivation and cultural awareness of Turkish EFL learners. The research was carried out at a Turkish state university in Ankara. Participants were recruited at random from a group of 67 Turkish EFL students with intermediate language proficiency. Thirty-nine of the participants were females, whereas 28 were male. The participants were from different age groups, 10-19, 20-29, and 30 plus. Moreover, their language proficiency level was intermediate (B1). This research design was quasi-experimental that followed a quantitative method approach. The research tools were 2 different rubrics that contained different text types: a) coloured texts, b) black and white, and c) cartoons without comic stripes. The rubrics with cartoons had 15 close-ended questions related to the perception of students toward the effect of cartoons on motivation and cultural awareness, whereas the rubric without cartoons had only 5 close-ended questions related to whether they would like to experience having illustrations in their text and how would that affect their motivation and cultural awareness. The researcher first designed the two rubrics in Turkish language, then chose the participants randomly. After that, the participants were classified into two groups: 47 were assigned to the experimental group and given coloured and black and white cartoons, while the remaining 20 were assigned to the control group and given the no illustrations rubric. The findings showed that both groups perceived utilizing cartoons positively. The result of the experimental group's rubric revealed that cartoons were visually appealing, causing them to become invested and interested in reading the material. Furthermore, they believed that reading English classics improved their English language and cultural awareness as the chosen texts featured cultural aspects and norms. The results of the control group rubric revealed that students thought using cartoons will make the text much easier to understand and that it would increase their motivation. In conclusion, the results revealed that using cartoons had a positive effect on students' motivation and cultural awareness.

Few of the studies discussed the effect of Text-driven Approach on EFL learners' cultural awareness. Moreover, Cardona, Rico, and Sarmiento's (2015) study discussed the effect of text driven approach on Columbian elementary EFL students' cultural awareness. Further, the researchers utilized 3 different tools: interview, questionnaire, and class observation. Harper (2019), investigated the importance of teaching intercultural

communicative competence using Text-driven Approach and Task-based Approach to Chinese EFL students. Harper (2019) used only class observation to be the tool for the research. Few other studies examined the use of literary text and literature and literature on Turkish and Thai EFL learners' cultural awareness, and one study discussed the effect of cartoons on Turkish EFL learners' cultural awareness and language skills. Most of the previous studies' participants were both males and females who had intermediate language proficiency, and most of them relied on observation, interviews, questionnaire, and rubrics to be their tools. In addition, this study differed from the other studies in the way that it investigated the effect of Text-driven Approach on Saudi EFL high-school students' cultural awareness. In addition, this study focused solely on American culture as the native culture of the English language. The participants were all female students who were beginners in the English language. Further, this study was the only one to use a pre-test and a post-test to collect data.

METHOD

This section will include the type of research, the research tools, the setting of the research project, the participants of the study, and a description of the procedure that was used for data collection.

Design

This research followed a mixed-method approach; the data was collected using a post-test, and a pre-test which contained both open and closed-ended questions. And a 5 point Likert scale questionnaire which contained 7 statements. The tools were applied on 25 female EFL Saudi high-school students.

Participants

This research was conducted at the Third High-school for girls in Yanbu industrial city, Saudi Arabia. The participants were a class of 25 female Saudi EFL high-school students in their first year. Their ages varied between 14-16, and their language proficiency was A2 Elementary.

Research Tools

The researcher utilized the following tools:

Pre-test and Post-test

The pre-test test measured the level of students' cultural awareness before implementing the text driven approach activities, While the post-test measured the level of students' cultural awareness after implementing the text driven approach activities. The tests were out of 10. They included 2 sections; a) the first section contained 6 multiple choice items, b) and the second section contained 4 open-ended questions.

Questionnaires

The researcher designed a questionnaire based on a 5-points Likert scale which contained 7 statements related to students' perception on the effectiveness of text-driven approach activities on their cultural awareness. Moreover, the questionnaire consisted of

the following five possible responses; strongly agree, agree, neutral, disagree, and strongly disagree.

Data Collection Procedure

First, there were three subcategories of cultural awareness that the researcher wanted to develop; a) socio-cultural awareness, b) behavioural competencies, and c) general cultural knowledge awareness. These categories were suggested by Cardona, Rico, and Sarmiento (2015). Based on the previously mentioned categories, the researcher developed 3 sessions that contained activities following the principles of text-driven approach (see Appendix-D). Moreover, the researcher followed Littlewood's stages of cultural awareness for determining the level of cultural awareness the participants had before and after the two tests. After that, the researcher designed the questions of the pre-test and wrote 10 different questions testing the 3 previously mentioned subcategories. The pre-test was then distributed manually to the participants and was interpreted orally in both English and Arabic language. Second, the researcher analysed the data and wrote the results of the participants' cultural awareness.

Third, the application of the first session. The first session was about "Workplace manners" in America (see Appendix- E). It focused on reading comprehension and it contained 6 different activities; a) readiness, b) experiential, c) input response, d) awareness, e) intake response, and f) development. All of which focuses on the development of the 3 subcategories of cultural awareness. A day after, the second session was held (see Appendix- F). It talked about " Cities" and it focused on listening comprehension. The activities included followed the same design of the first session. After that, the third and final session was held and it discussed the topic "Holidays" (See Appendix- G). It focused on reading comprehension and it contained 5 different activities; a) readiness, b) experiential, c) awareness, d) intake response, and e) development activity. The following day, the researcher distributed the post-test which tested them based on the 3 sessions that the students took. The post-test was given to the students manually and interpreted to them in English and Arabic language orally. On the same day, the questionnaire was sent to the participants via a Google form document. The researcher then compared the data and performance of students on the pre-test and the post-test. Later, the researcher analysed the data of the questionnaire. Afterwards, the researcher came up with a conclusion regarding the effectiveness of text-driven approach on cultural awareness and the perception of students towards text-driven approach. Finally, the results of this study were compared to the ones from the other previous study.

RESULTS AND DISCUSSION

In this section, results and data of the tools of the study were analysed in order to answer the questions of this research. Moreover, it will include the results for the pre-test, post-test, and the questionnaire.

Pre-test

The first used research tool was a pre-test. This pre-test was distributed manually to 25 EFL high-school learners in order to measure their level of cultural awareness. There

were a total of 10 questions: 6 close-ended and 4 open-ended questions. The questions were written in English but were interpreted orally in both English and Arabic. (see Appendix-A)

Table 1 below shows the results of the pre-test.

Table 1. The mean, maximum and minimum scores on the pre-test

Number of students	25
Mean (10 points possible)	5.23
Maximum	8
Minimum	3

According to the findings of the pre-test, the majority of the participants lacked awareness in regards to general cultural competence, socio-cultural knowledge, and behavioural competencies. Therefore, they were in the general awareness stage of each one of the subcategories. The data demonstrated that students performed better in the questions related to the socio-cultural awareness questions. Only two of the participants, however, maintained the highest score, indicating that they have a higher level of cultural awareness than the rest of their classmates.

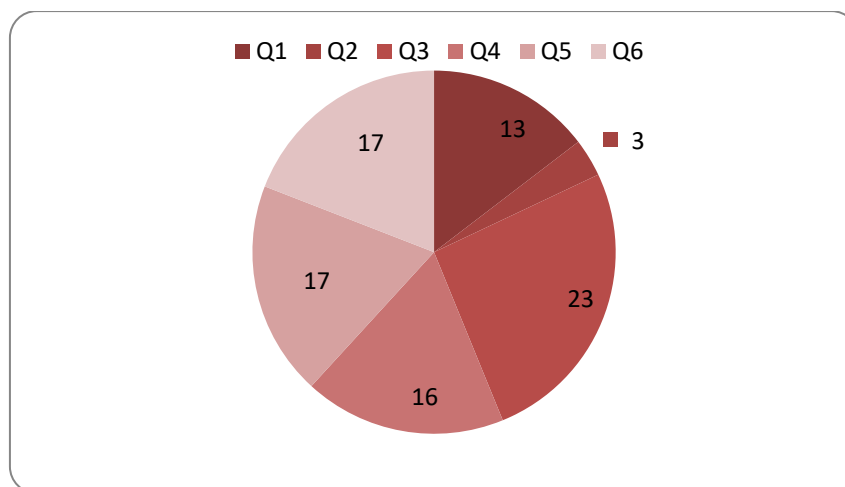


Figure 1. Distribution of the number of students who got the correct answers.

The first section of the pre-test contained six close-ended questions in a form of multiple choice. The questions varied from general to detailed awareness. As it can be shown in figure 1, almost all of the students knew the answer of the third question that is starting to be considered impolite in American culture. Moreover, the second question was about the number of states in the US to which only 3 of the participants knew that answer to. Further, participants responded better in the questions related to awareness of daily interactions than the ones related to the awareness of general knowledge about American culture.

The second section of the pre-test contained 4 open-ended questions that presented four different situations where a meta level of cultural awareness was required.

Table 2. Generalized 3 response by the participants to the 7th question in the pre-test.

Q7	It's your first time meeting your co-workers in your new job in the US. One of your co-workers speaks English like a native speaker but she doesn't look like she's American. What would you do?
Response 1	I will ask her about her origins.
Response 2	I will ask her " where are you from?"
Response 3	I would do nothing.

Most of the students' answers were similar to the first two. In this case, the participants were unacquainted with the sensitivity of asking this question in a country such as America where people from different races, religions, and ethnicities live together. Asking about any of them is considered to be highly offensive especially coming from a person they barely know. On another note, only 9 students were able to provide correct answers for this question which indicates that they have further developed awareness of the socio-cultural aspect of American culture. Moreover, it can be shown that the majority of the students lacked detailed awareness of socio-cultural awareness.

Table 3. Main 3 response by the participants to the 8th question in the pre-test.

Q8	How would you greet your American female and male co-worker?
Response 1	I will greet them differently. More formal with the man and more laid back with the woman
Response 2	I will ignore the male and hug the female.
Response 3	I will say hi to both of them.

There were three different answers for this question. Moreover, 76% of the students were aware that communicating with people from other cultures does not mean diminishing your own culture and beliefs; they were aware that as Muslim girls shaking hands with men is considered prohibited and based on that they found a proper way of dealing with this situation. Few of the participants' answers were extreme; ignoring male co-workers is considered rude in American culture. Therefore, this kind of behaviour will cause problems in the workplace. In addition, hugging is not always welcome even when both of the parties are female. Moreover, It's important to keep personal space especially in a workplace where the environment is more professional. Therefore, hugging could be seen a bit extreme.

Table 4. Main 3 response by the participants to the 9th question in the pre-test.

Q9	You got invited to have lunch at your American co-worker's house. When is the right time to show up?
Response 1	Half an hour early.
Response 2	At the exact agreed time.
Response 3	10-20 minutes late.

For the ninth question, five students only were aware that being late for 10 to 20 minutes is the appropriate time to show up in front of their American co-worker's house. Arriving early or at the exact time is considered rude and inconsiderate mostly. Thus, most of the participants lacked general awareness about the visiting manners in the US which is part of socio-cultural awareness.

Table 5. Main 3 response by the participants to the 10th question in the pre-test.

Q10	You took a seat at the dining table and started eating. However, midway through your meal you felt full. What would you do?
Response 1	I will say that I'm full and thank them.
Response 2	I will eat slowly and try to finish it.
Response 3	I will talk myself out of it and take the rest home with me.

84% of students answered incorrectly; even though the first and third answers seemed to be polite, it is in fact impolite to not finish your meal. Moreover, not finishing the served meal in the US is interpreted as not liking it. The second answer was ideal in which 4 of the participants thought that it is the appropriate thing to do.

Post-test

The second used research tool was a post-test. This post-test was distributed manually to 25 EFL high-school learners in order to measure their level of cultural awareness after the application of text-driven approach. There were a total of 10 questions: 6 close-ended and 4 open-ended questions. The questions were written in English but were interpreted orally in both English and Arabic. (see Appendix-B)

Table 6. The mean, maximum and minimum scores on the post-test.

Pre-test	Post-test
Mean (10 points possible) = 5.23	Mean (10 points possible)= 8.63
Maximum = 8	Maximum = 10
Minimum = 3	Minimum = 6

The data demonstrates that compared to the results of the pre-test, the participants showed a huge improvement in the post-test. Eight students got the full mark whilst only 2 students scored the lowest mark which is six. According to the data of the post-test, the participants responded poorly at questions related to socio-cultural competence. However, the majority of the participants moved from general awareness to meta-awareness in the three other categories.

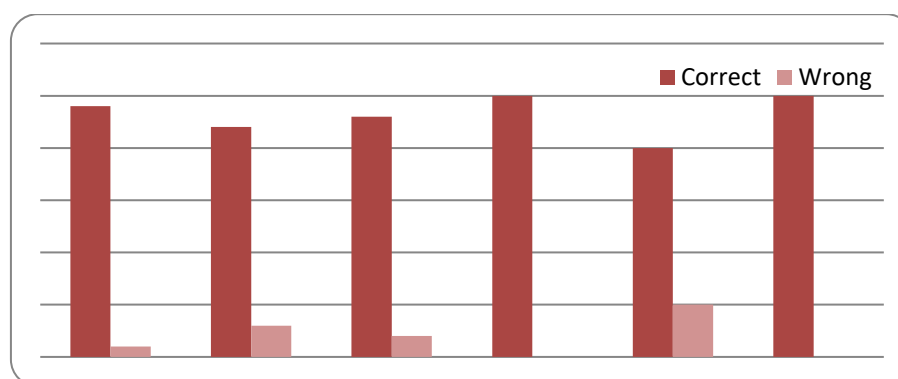


Figure 2. Distribution of the comparison between participants who answered correctly and the ones who answered incorrectly.

The first section of the post-test included 6 multiple choice questions that tested the students' general cultural competence and behavioural competencies. As can be seen in figure 2, all students answered correctly at question 4, about Columbus discovering America, and question 6, about what appearance is appropriate for the workplace. On the other hand, five of the participants answered question 5 incorrectly mostly because the date was tricky to remember. Moreover, the results of the first section illustrate that the majority of the students' responded well in both behavioural competencies and general cultural competence.

The second section of the post-test contained four open-ended questions related to socio-cultural, behavioural competencies, and self-awareness.

Table 7. Main 3 response by the participants to the 7th question in the post-test.

Q7	Your colleague invites you to celebrate president's day tomorrow. What would you do?
Response 1	I will go and have a good time, and enjoy their culture. However, I won't celebrate.
Response 2	I will ignore them.
Response 3	I will tell them "may Allah forgive you".

24% of the participants answered this question incorrectly. Five of them chose to ignore the offer of their colleagues. While one student chose to pray for them to be forgiven. These extreme responses will most likely create issues and bad relationships in the workplace. On the other hand, 76% of the participants thought that it would be best to accept their offer and enjoy the culture while still keeping their own boundaries respectfully.

Table 8. Main 3 response by the participants to the 8th question in the post-test.

Q8	You were walking in the street when an old woman approached you talking in a country accent making it hard for you to understand. What would you do?
Response 1	I will tell her that I am a foreigner and I will open a translation application.
Response 2	I will politely tell her that I can't understand and I will look for someone who can help her.
Response 3	I will tell her that I don't understand a word and continue walking.

For this question, only 2 students answered incorrectly. Their approach might be considered to be rude as they didn't explain why exactly they can't understand or even tried to understand. Majority of the students showed meta-awareness where they came up with a creative solution for this kind of situation; they gave a proper explanation of why they don't understand and thought of using one of the applications for translating to understand what she is saying. 10 students chose to look for someone else to help which also shows a meta-awareness level of socio-cultural awareness. Meta-awareness is shown in coming up with creative solutions for the possible cultural issues.

Table 9. Main 3 response by the participants to the 9th question in the post-test.

Q9	You were late at work, and you wanted to quickly enter the elevator. You pressed the elevator button and you saw the elevator full of people. What would you do?
Response 1	I will wait for the next elevator.
Response 2	I will take the stairway.
Response 3	I will try to enter by force.

21 students gave the appropriate responses to this question which is the first one. Showing development in behavioural competencies awareness. Waiting for the next elevator is the best way to handle this situation as it would violate the elevator courtesy to simply enter by force. On another note, it is not realistic to take the stairs especially in a corporation that may have over 10 floors. Moreover, the 3 students who decided to take the stairs are at the level of awareness of meta-awareness while the ones who decided to take the stairway are at the stage of detailed awareness of shared common ground.

Table 10. Main 3 response by the participants to the 10th question in the post-test.

Q10	You entered the office finally. Suddenly you heard someone whistle and another one tapping her foot on the floor nonstop making you unable to concentrate. How would you react?
Response 1	I will talk to them in private and politely draw their attention to their bad habit.
Response 2	I will tell them directly that it is bothering all of us.
Response 3	I will express my frustration and shout at them.

This question had the most incorrect answers out of all of the ones in the post-test. 32% of the participants' answers were incorrect, 7 participants chose to directly point out their colleagues' bad habits putting them in an embarrassing situation, and one participant chose to handle the situation by venting their rage on their colleagues. Both of these behaviours are unacceptable on different levels. Unquestionably, raging out is worse than the latter; they didn't only embarrass their colleagues, they also embarrassed themselves by looking as if they were unstable. The other 68 percent showed a meta-awareness level of socio-cultural and behavioural competencies by handling the situations as responsible adults. Their action will not just avoid unnecessary embarrassment, but it will also create a stronger bond with their colleagues. Moreover, the results of this post-test answered the first question of this research: Does text-driven approach have a positive effect on students' cultural awareness? The answer is yes, text-driven approach had a positive effect on students' cultural awareness.

Questionnaire

The third data collection tool was a 5 point Likert scale questionnaire. The questionnaire contained 7 statements regarding the participants' perception about the effectiveness of text-driven approach on cultural awareness.

Table 11. Response frequencies for questionnaire items

Question	Strongly disagree	Agree	Neutral	Disagree	Strongly disagree	Mean response
1-The activities were fun and interesting.	21	3	1	0	0	4.8
2-The activities were easy to follow and understand.	24	1	0	0	0	4.96
3-The activities made me compare my culture to the American culture.	18	5	2	0	0	4.64
4-The activities allowed me to work with my classmates.	19	5	0	0	1	4.64
5-The activities made me think that it's important to understand other cultures.	19	5	0	0	1	4.64
6-The activities changed my point of view about the American culture.	13	8	3	1	0	4.32
7-The activities made me appreciate my culture more.	20	3	2	0	0	4.72

The results of the questionnaire revealed that all of the participants had positive perceptions on text-driven approach and agreed on its effectiveness on their cultural awareness. Almost all of the students strongly agreed that text-driven approach provided them with fun, interesting, easy to follow and understand activities, and that it allowed them to work together collaboratively. 72% of the participants strongly agreed that text-driven approach activities made them compare their culture with the American culture

while 8% felt neutral about it. one student strongly disagreed on the following statement “the activities made me think that it is important to understand other cultures. The responses in the 6th statement varied; the majority strongly agreed that text-driven approach activities changed their point of view on American culture, on the other hand 3 students disagreed. Moreover, 8 percent of the participants were neutral regarding the level of appreciation they had for their culture after the activities of text-driven approach, whilst 80 percent strongly agreed that it made them appreciate their culture even more. Therefore, the results of this questionnaire answered the second question of this research which is “What is the perception of EFL students on text-driven approach?” and the answer is, students had positive attitudes toward text-driven approach.

The results of this current study supports the results of the previous studies. After analysing the data results of the research tools, the text-driven was proved to be effective in regards to developing cultural awareness, and its four subcategories, of EFL high-school students and that students perceived its activities positively. Moreover, Cardona, Rico, and Sarmiento’s (2015) results revealed that text-driven approach had developed students’ cultural awareness as well as their cognitive abilities. Nevertheless. Harper’s (2010) results revealed that text-driven approach had improved students’ intercultural communicative competence as well as cultural awareness.

CONCLUSION

In conclusion, this research investigated the effectiveness of text-driven approach on EFL high school students’ cultural awareness. Based on the findings of this present study, it can be concluded that text-driven approach is a fun, engaging tool for developing EFL high school students’ cultural awareness. Comparing the mean of the pre-test and the post-test can clearly demonstrates the huge improvement in their level of cultural awareness. Further, most of the students had positive perception toward the activities of text-driven approach as they were easy to follow and understand, fun, and engaging.

LIMITATIONS OF THE STUDY

The results of this study cannot be generalized for the following reasons; a) the time was too short. The researcher was only able to apply to 3 sessions because of the lack of time. Therefore, there was not enough time to cover more of the American cultural aspects. b) the sample of participants was limited; the researcher applied the study to a classroom of students where the majority of them had the same level of language proficiency and were at the same age group.

RECOMMENDATIONS

The results of this study showed that text-driven approach is effective in developing female Saudi EFL high-school learners’ American cultural awareness. Moreover, it is recommended to apply this approach in a larger group from different countries, cultural background, gender, and language proficiency. It is also recommended to develop the awareness of more than one culture. Withal, the researcher thinks it is best to apply the activities during multiple sessions and for it to be held in different weeks or months.

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APPENDICES**Appendix A – Pre-test**

Description: This paper is meant to test the level of cultural awareness of high- school learners. This pre-test is part of a current study, hence by answering the questions you agree to take part of this study.

A) Circle the correct answer.

1. The capital of the US is:

a - New York b - California c - Washington DC

2. There are a total of _____ states in the US.

a- 15 b - 50 c - 34

3. It's impolite to:

a- make eye contact b - stare c- give personal space

4. The Fourth of July is the date of:

a- American independence day b - Halloween c - Labour day

5. The most popular dessert that represents the US is:

a - waffle b – apple pie c – Cheesecake

6. " Break a leg" is a commonly used American expression that means:

a- break your leg b – run fast c- good luck

B) Answer the following questions.

1) It's your first time meeting your co-workers in your new job in the US. One of your co-workers speaks English like a native speaker but she doesn't look like she's American. What would you do?

2) How would you greet your American female and male co-worker?

3) You got invited to have lunch at your American co-worker's house. When is the right time to show up?

4) You took a seat at the dining table and started eating. However, midway through your meal you felt full. What Would you do?

Appendix B- Post-test

Description: This post-test is meant to test the level of cultural awareness of high- school learners after the application of text-driven approach.

- o A) Circle the correct answer.
- 1. Etiquette is a synonym for:
a- habit b - manner c - rudeness
- 2. Where is Biltmore Estate?
a- Asheville, North Carolina b- Miami c - Las Vegas
- 3. It's impolite to _____ in the office:
a- whistle b- stay quiet c- arrive early
- 4. It's commonly known that Columbus discovered America:
a- True b- False c- True, but not correct.
- 5. President's day is on the _____ of February:
a- Second Monday b- first Monday c- third Monday
- 6. It is always important to look _____ in the workplace:
a- neat and tidy b- pretty and glamorous c-messy and untidy

o **B) Answer the following questions.**
1) Your colleagues invite you to celebrate president's day tomorrow. What would you do?

2) You were walking in the street and then an old woman approached you talking in a country accent making it hard for you to understand. What would you do?

3) You were late at work, and you wanted to quickly to enter the elevator. You pressed the elevator button and you saw the elevator full of people. What would you do?

4) You entered the office finally. Suddenly you heard someone whistle and another one tapping her foot on the floor nonstop making you unable to concentrate. How would you react?

Appendix C- Responses to the open-ended question in the pre-test

Number of responses	Q1	Q2	Q3	Q4
Generalized response 1	*Number of participants: 10	*Number of participants: 19	*Number of participants: 11	*Number of participants: 13
Generalized response 2	*Number of participants: 6	*Number of participants: 4	*Number of participants: 9	*Number of participants: 4
Generalized response 3	*Number of participants: 9	*Number of participants: 2	*Number of participants: 5	*Number of participants: 8

Appendix D- Responses to the open-ended question in the post-test

Number of responses	Q1	Q2	Q3	Q4
Generalized response 1	*Number of participants: 19	*Number of participants: 13	*Number of participants: 21	*Number of participants: 17
Generalized response 2	*Number of participants: 5	*Number of participants: 10	*Number of participants: 3	*Number of participants: 7
Generalized response 3	*Number of participants: 1	*Number of participants: 2	*Number of participants: 1	*Number of participants: 1

Appendix E- Questionnaire

Description: This questionnaire is meant to get the participants' perception on text-driven approach as a tool to develop EFL high-school learners' cultural awareness.

Statement	SA	A	N	D	SD
1- The activities were fun and interesting.					
2- The activities were easy to follow and understand.					
3- The activities made me compare my culture to the American culture.					
4- The activities allowed me to work with my classmates					
5- The activities made me think that it's important to understand other cultures.					
6- The activities changed my point of view about the American culture					
7- The activities made me appreciate my culture more.					

Appendix F- Stages of Cultural Awareness by Littlewood (2010)

○ General awareness.
○ Detailed awareness of shared common ground.
○ Awareness of the possibilities if mismatch.
○ Meta-awareness.

Appendix G- Text-driven Approach Framework

Stage	Procedure	Principles	Objectives
Text collection	Find or create potentially engaging texts (written or spoken).	Affective engagement is a prerequisite for durable learning.	To build a library of text with the potential for engaging learners.
Text selection	Select a text suitable in level and theme for your target learners.	Texts need to be matched with learners.	To find a text with the potential for useful engagement for the target learners.
Text experience	Read or listen to the text experientially.	Apprehension should come before comprehension	To start from an experience which you can try to help the learners to approximate.

Appendix- H

Workplace Manners

Objective: students will be able to reflect on the differences and similarities between office manners in Saudi Arabia and America. Moreover, understanding the cultural aspect of a professional setting and comparing them with their own will develop their cultural awareness.

Text collection:

text taken from: <https://studymoose.com/office-etiquette-essay>

Text selection:

reading comprehension- *Office etiquette*

Text experience:

In this stage, the researcher re-arranges the text in order to design activities that are suitable and appropriate for the participants' level of language proficiency and age. The activities are designed to be interesting and educational at the same time.

a) Readiness activities:

Imagine you walked into the corporate you work for, it was a very busy Sunday morning and everyone came early to start a fresh week. You pressed the elevator button and waited for it to open. The second the door had been opened you saw this view:



1) How would you feel?

2) What would you do?

Think alone then share your answer with your classmates.

Now imagine, you entered the office and sat on your chair. Suddenly you heard someone whistling from afar. Not too long after the person next to you starts tapping their pens.

3) How would you feel?

4) What would you do?

Think alone then share your answer with your classmates.

b) Experiential activities:

Listen to this passage about office etiquette and manners, follow along by reading.

Office Etiquette

Office etiquette or office manners is very essential so that a workplace will be organized, disciplined, conducive for work, and comfortable for employees. Respecting others and being well-mannered in the office make a harmonious relationship between people in the workplace.

1- Clothes and appearance: a lot of offices require their workers to wear business attire clothes or casual wear when coming to work. Dress codes are usually different and depend on the company's regulation. It's important to always make an effort to appear clean and tidy at work. For women, it is necessary to wear decent clothes and to avoid too short skirts or daring dresses. It is also advisable for women to wear not too much makeup. On the other hand, men should wear something that is presentable and neat.

2- Elevator courtesy: a lot of workers in a building would be either in a hurry as they are running late to work or in a hurry to leave the office. Because of this, elevators can always be crowded. That is why courteousness is very important for people who use the elevator. One common rule is not to push people inside. There are some people in a hurry that will thrust their limb into the elevator door and squeeze their bodies to get in, so that they will be able to make it on time to work.

3-Habits: people have their own habits that are sometimes very hard to stop. Some habits could be annoying for people such as tapping a pencil on the table, singing loudly, tapping one's foot on the floor, burping, chatting, interrupting someone when talking and other which create disturbing sounds that can annoy and bother people in the workplace. Hence, employees should be mindful of their own habits, and they should be sensitive enough to know whether they are affecting people already with their personal habits.

5) Do you think that workplace manners in the US are different from the ones in SA? Why? How?

c) Input response activity

6) comprehension questions about the reading.

a) Office manner is very essential because it will make the workplace:

- Fun
- Organized
- Rowdy

b) Elevator courtesy can be shown by:

- Not pushing people inside
- Entering by force
- Throwing someone out

c) Chatting, interrupting others, and singing are:

- annoying habits
- Good habits
- None of the above

d) Respecting others in the workplace would lead to:

- Conflicts
- Uncomfortable environment
- Harmonies relationships

e) It is important to look_____ at work:

- Tidy and clean
- Messy and untidy
- Pretty and glamorous

d) Awareness activity

7) What other morals do you think an employee should possess? Write 3.

- _____.
- _____.
- _____.

8) What advice would you give to someone who just got hired in a company ?

9) Compare your answer with your friend next to you and discuss your points of view.

e) Intake response activities

10) In pairs, write differences and similarities between an American workplace and Saudi workplace.

American workplace	Saudi workplace

f) Development activities

11) in small groups, re-create a small scene where all of you are employees in an office and all of you have different bad habits except for one employee. Refer to the following chart for guidance.

Employee A	Other employees
Find a way to express that you are not comfortable with the other employees' behaviour.	Perform bad habits that you find to be bad and annoying.

Employee A (vocabulary)	Other employees (expressions)
- etiquette, respect, manners, courteousness/ courtesy, mindfulness, sensitivity.	- what is wrong? - are you ok? - is there anything bothering you? - I didn't notice.

Appendix- I

Cities

Objective: Students will be able to reflect on the differences and similarities of the cities in Saudi Arabia and the ones in the US. The aim is to make them more aware of the cultural aspects tied with the cities .

Text collection:

text taken from: <https://genius.com/Miley-cyrus-party-in-the-usa-lyrics>

Text selection: *listening = Party in the USA.*

Text experience: In this stage we re-engage with the text so we can design an activity that arouses a high-school EFL learners' thoughts and reflection. The focus of this stage is on American cities.

a) Readiness activity:

1) Listen to the following song:

<https://www.youtube.com/watch?v=M11SvDtPBhA>

"Party in the U.S.A"

Miley Cyrus

Get to the club in my taxi cab
Everybody's lookin' at me now
Like, "Who's that chick that's rockin' kicks?
She gotta be from out of town"
So hard with my girls not around me
It's definitely not a Nashville party
'Cause all I see are stilettos
I guess I never got the memo

My tummy's turnin' and I'm feelin' kinda homesick
Too much pressure and I'm nervous

That's when the DJ dropped my favorite tune

And a Britney song was on

And a Britney song was on

And a Britney song was on

So I put my hands up

They're playin' my song, the butterflies fly away

I'm noddin' my head like, yeah

Movin' my hips like, yeah

Got my hands up, they're playing my song

They know I'm gonna be okay

Yeah, it's a party in the U.S.A.

Yeah, it's a party in the U.S.A.

Feel like hopping on a flight (On a flight)

Back to my hometown tonight (Town tonight)

Something stops me every time (Every time)

The DJ plays my song and I feel alright (Hey, hey)

So I put my hands up

They're playing my song, the butterflies fly away

I'm noddin' my head like, yeah (N-n-n-noddin' my head)

Movin' my hips like, yeah (Ooh, yeah)

Got my hands up, they're playing my song

They know I'm gonna be okay (Gonna be okay)

Yeah (Na na, na na), it's a party in the U.S.A.

Yeah, it's a party in the U.S.A.

So I put my hands up

They're playing my song, the butterflies fly away (Flying away)

I'm noddin' my head like, 'yeah' (Noddin' my head like, yeah)

Movin' my hips like, 'yeah' (Movin' my hips like, yeah)

Got my hands up, they're playing my song

They know I'm gonna be okay (I'm gonna be okay)

Yeah (Yeah), it's a party in the U.S.A.

Yeah (Ha-ha-ha-ha), it's a party in the U.S.A.

2) What came to your mind when you heard the song? Share your thoughts with the rest of the class.

b) Experiential activity:

3) Listen to the audio: <https://www.youtube.com/watch?v=8tWYC4bA8Sc>

Script:

Tourist Attraction

The number one tourist attraction where I live. So, I live in Asheville, North Carolina and the number one tourist attraction is the Biltmore Estate. The Biltmore Estate is the largest privately owned house in the United States and it was built between 1889 and 1895 by George Vanderbilt. George Vanderbilt was a prominent businessman from New York. Now, it's interesting because the house was based on chateaus from France. So, it has a very different look for the typical house here in the U.S. and obviously it's a lot bigger than most houses here. It is quite expensive to go to the Biltmore Estate. It's about \$70, I think. But, I got a year pass for around 90 or \$100 so I can go anytime I want. Now, I got this because it's really close to my house and when visitors come, they want to go to the Biltmore Estate. So, I can go for free every time. But also, my son loves going there because there is a petting zoo, a playground. There are different shops and restaurants and also there is a park or a green area where you can watch live music. As a visitor, you can go around the house and see the different rooms. There are so many different bedrooms and bathrooms. There's a huge dining room, different living areas, different wings as well and in the basement, there is still the old bowling alley. There's also an old swimming pool and a gymnasium and these haven't changed since the house was built. So, it's really interesting to see that. As I said before, it's the number one tourist attraction here in Asheville, North Carolina and there are over 1 million people who visit the house.

c) Input response activity

4) Fill in the blanks with the correct answer.

- The number one tourist attraction in Asheville, North California is _____.
- The tourist attraction was built between _____ and _____.
- The house looked different from the usual American houses because _____.
- The entry fee is expensive, but one can pay _____ to enter anytime of the year.
- There is an old _____ and an _____ and a _____.
- Over _____ visit the house.

d) Awareness activity

5) Which one of these pictures do you like the most and why?



6) Compare your answer with your friend's.

7) Do you think that people living in the countryside are different from the ones living in big cities? If yes, how?

e) Intake response activity

8) compare your favourite city in your country with the city you want to visit most in America.

SA	USA

f) Development activity

9) In groups, cross the city name you notice in the following word soup.

C	H	I	C	A	G	O	M	S	P	G	M
A	B	A	M	I	A	M	I	Q	P	J	A
L	H	O	C	A	J	E	D	D	A	H	K
K	P	A	S	S	G	E	V	J	L	A	S
M	E	L	V	T	A	I	F	V	L	R	A
R	U	X	C	H	O	M	E	D	I	N	A
F	I	N	L	Y	A	N	B	U	G	E	R

Appendix- J

Holidays

Objective: Students will be able to reflect on the differences and similarities of the holidays in Saudi Arabia and in the USA. The aim is to make them more aware of the cultural aspects tied with these holidays.

Text collection:

<https://www.pinterest.com/pin/502644008409246900/>

Text selection: *reading = American Holidays.*

Text experience: In this stage we re-engage with the text so we can design an activity that arouses a high-school EFL learners' thoughts and reflection. The focus of this stage is on American cities.

a) Readiness activity:

1) Watch the following video:

https://www.youtube.com/watch?v=UZ_jp11WxC8

2) Have you heard about the Martin Luther King Jr. holiday before? share your answer with the class.

b) Experiential activity:

3) Read the passage and answer the following questions:

Columbus Day

Columbus day celebrates Christopher Columbus sailing to America in 1492. Christopher Columbus is an Italian man who went on a journey and thought he landed in India, however he landed on the Bahamas in America. People thought he was the first person to find the Americans, but there was a group of Icelandic Norse led by Leif Erikson. There are local groups who host parades and street fairs featuring colourful costumes, music and Italian food.

President's Day

President's day honours all presidents of America. It's on the third Monday of February. It's around the same time as George Washington and Abraham Lincoln birthdays. There are parades and festivals. George Washington was the first president. And this holiday is sometimes called Washington's Birthday.

Veteran's Day

Veteran's day celebrates veterans who are people who have been in the military, but aren't anymore. It's on November 11th. There are parades with floats or veterans marching and carrying the American flag. Many places let veterans eat for free or give them a free gift on this day, to appreciate everything they've done for the country.

- When did Columbus discover America?
- Who actually discovered America?
- Who does President's day celebrate?
- What is the other name for President's day holiday?

- Who does Veteran's Day celebrate?
- What does "parades" mean?

c) Awareness activity

4) How many holidays are there in Saudi Arabia?

—

5) What is your favourite holiday and why?

_____.

6) Do you think holidays represent the country's beliefs and culture the best?

_____.

d) Intake response activity

7) Look at the following images. What do you think about them?



8) Share your thoughts with the class.

e) Development activity

9) Split into groups and solve the puzzle to create a full picture.