Cultural schemata and nativization of reading: I Wandered Lonely as a Cloud by William Wordsworth

Usman Shah Toti [a] [1] (iD), Othman Abahussain Majed [b] (iD)

a Majmaah University -Majmaah, Saudi Arabia
b Majmaah University -Majmaah, Saudi Arabia

Abstract

Reading involves both cognitive and psychological activities of combining both pre-existing cultural and linguistic knowledge. The reader has the ability to view the world in the light of his/her own cultural experiences which are constructed consciously or unconsciously, and may seem to be fruitful in text analysis and exploring the uncovered multi layers of meanings. In relation to multifaceted cross-cultural environment and experiences, people world view undergoes a dynamic change due to their distinct norms, values, attributed to specific objects. The purpose of the study focuses on to collect feedback from the EFL learners on culturally nativizatized literary poem, ''I wandered Lonely as a Cloud'' by William Wordsworth, analyzed and discussed during reading process. This study aims to explain how EFL learners with distinct cultural schemata read and interpret a western culturally loaded texts differently. It also attempts to indicate how visual images, setting and figurative language of the nativized text may contribute to their interpretation and reading comprehension level. As a result, in reading nativized version and non-nativized version, they indicated similarities and differences in their responses and interpretations in these culturally overloaded discourses. The respondents, in this study, reflected different images and structures through nativization. In this qualitative study, the data was collected and analyzed by comparing familiar and unfamiliar contents of two distinct versions in the form of the learners' feedback through semi-structured interviews and questionnaires. The study asks for further investigation to look into the effect of cultural specific concepts on cross-cultural literary texts.

1. Introduction

Reading discourse is culturally oriented that requires the correlation of cultural schemata to understand and interpret the literary poems accordingly (Gilakjani & Ahmadi, 2013). Different cultural schemata results in different understanding and diverse interpretations of the discourses (Winograd, 1977). In reading a literary discourse, the readers evaluate the texts by employing previous knowledge. They use cultural background knowledge to analyze a text when they face unfamiliar cultural and linguistic ambiguities. Cultural schemata construct readers' perspectives about the world around them when

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[1] Corresponding author.
 E-mail address: u.toti2002@gmail.com

activated (Narvaez, 2002). They perceive and conceive the reality in the light of their cultural experiences. By nativizing an unfamiliar text, the readers may be able to associate the images, metaphorical language and ideas with their own cultural experiences and a result influence their understanding (Ghorbandordinejad & Bayat, 2014).

Schema is an important term which refers to organized mental structure, integrated chunks of knowledge about people, events and actions (Bower & Cirilo, 1985). A schema is a cognitive framework or concept that helps organize and interpret information. Schemas can be useful because they allow us to take shortcuts in interpreting the vast amount of information that is available in our environment. Schemata are the plural form of schema which has a tendency to remain unchanged, even in the face of contradictory information. Schemata can help in understanding the world and the rapidly changing environment. Similarly, people use schemata to organize current knowledge through interactive experiences and provide a framework for future understanding. However, due to cultural differences, schema expectations are culturally varied from person to person.

Cultural schemata are built up in a social context such as schools, families, inter-cultural and intra-cultural communities (Yaun-yuan, 2008). In relation to social and cultural activities, the learners gain cultural knowledge not only of the physical world but also of abstract discourses and word meaning through social interaction (Kern, 2000). According to (Gudykunst, 1983), people employ schema practices within their intra-cultural communication as consciously and unconsciously acquired. The readers read easily the same cultural written materials from similar cultural background due to their shared cultural values and norms.

Different languages possess unfamiliar linguistic terminologies to express cultural diverse concepts which may lead to disrupt culturally built underlying meaning in the written discourse. This creates impediments for the non-native readers to understand these texts because of the ambiguity of linguistic terms expressed connotatively and denotatively. So for these linguistic terms carry multiplicity of cultural associations and suggestions and as a result the readers face challenges to uncover the underlying meanings within the literary texts.

Different readers may show different responses if they read a text in their own native language and culture and in the target language and culture. More often, the same interpretation of different linguistic items or different interpretations of the same linguistic items might come to readers from diverse cultural backgrounds (Van Dijk & Kintsch, 1983). Similarly, religious themes in Wordsworth's romantic poetry demonstrate mismatching with the learners' cultural backgrounds. For example, William Wordsworth's poetry depicts a spiritual paradigm of pantheism which runs contrary to the EFL learners' spiritual and religious philosophy of oneness of God.

In the case of EFL learning context, familiarity with English cultural and linguistic schemata is pivotal for analyzing and evaluating a literary discourse. Students in EFL context, have cultural specific concepts and perspectives. As Arabic language shows distinct features in word roots, grammatical structure, sentence structure, vowel and consonant sounds which are different from English culture (Saiegh-Haddad & Henkin-Roitfarb, 2014). Traditionally and culturally, Arabic language depicts different background from the English language. For example, Arabic texts are written and read from right to left employing cursive script (Amin, 1998) while English is written using Latin script and read from left to right with no distinctions between the upper and lower cases. Similarly, the rules of punctuations are not regularized as compared to English. Due to inadequate use of cultural knowledge, many EFL students face considerable difficulties when they are translating English cultural concepts into their native language (Almubark, 2017). This can result in poor image construction and visualization of metaphorical language. Similarly, the use of irrelevant cultural schemata may result in misunderstanding of the text.

Evidence reporting that idiom-related term, metaphorical words and phrases are the color of the poetical language and help to stress meaning, build up our judgments, observation and making explanation more

lively and interesting (Baker, 1992). These idiomatic and figurative language expressions are associated connotatively with cultural specific concepts (Baker, 1992). A meaningful communicative repertoire is established due to cultural similarities. Differences in cultural values may lead to contradictory results of misunderstanding. Therefore, majority of the EFL students face difficulties while translating these foreign idiomatic expressions with literal meaning which can create ambiguity in understanding. Since, the two languages have distinct cultural historical and historical differences. For example, in English if we say (in the twinkling of an eye حملي فصلاب)or (A stone's throw حجر مرمى على, or (Give him a free hand أطلق يده) with translation, will create literal meaning or denotative meaning than connotative meaning. These contradictory cultural differences are the issues for the learners that can impede their understanding and building up poetical images in the mind.

Another important factor effecting EFL learners' cultural background knowledge is the geographical context. Most of the Arab world lives in the desert atmosphere with specific cultural and traditional values. Both English and Arab contexts represent different natural surroundings. The English culture represents romantic world of beautiful landscape, sweet smelling flowers, evergreen trees, green lushfull valleys, high peaked snowy mountains, and the movement of the bare moon on the surface of the ocean. While the Arab world includes desert, camels, and dry atmosphere which run contrary to the English romantic world. In such a critical situation, EFL learners find difficulties to match their cultural specific concepts, idiomatic expressions and figurative language with unfamiliar English culture.

 Therefore, in this study, it is important to look into the issue of cultural specific concepts of the learners' metaphorical expressions, linguistic terms and thematic issues through nativization which may help them deal with such difficulties in the understanding and interpreting the texts. In addition, cross-cultural and intercultural studies are required to be looked into for further research.

1.1 Schemata and Reading Poems

Contemporary theorists and researchers claim that schemata of readers provide basis for understanding the written and spoken texts (Bower & Cirilo, 1985; Rubin, 1995). In the mind, various complex schemata of knowledge are stored which form cognitive building block structures related to various objects, events and actions. Readers search back for the relevant schemata and the existent knowledge in their minds when they are confronted with new complicated issues or things (Rumelhart, 1977). The readers consult their mental presentation by recalling their memories during reading process. During reading text analysis, readers combine cultural background knowledge with linguistic knowledge terminologies to understand the text because the denotative and connotative meanings of literary terms are closely associated with cultural and social backgrounds of the readers. That is why the readers construct their own perceptions of materials and non-material objects and see the world in their own perspectives of cultural and social experiences.

Thus, from a cognitive perspective, the world texts can be understood as resulting from the application of certain portions of the reader's background knowledge (schemata) to the interpretation of texts. In the process of analyzing a text, when certain portions of familiar and relevant cultural words, phrases and idioms come across in their ways, their minds activate these cultural and linguistic schemata which may lead them to facilitate their interpretations (Chang, 2004). As it has been indicated in the transcripts, EFL respondents had different constructions on unfamiliar, non-nativized text due to irrelevant schemata. EFL respondents interpreted linguistic and cultural terminologies with the help of images, pictures associated with words, phrases and sentences connotatively and denotatively easily. The respondents made logical connections before they arrive at their text analysis.

Table 1. Images in the Poem ''I Wandered Lonely as a Cloud''

Items	Linguistic Terms	Associations
Textual Clues & Impressions	Wandered, floats on high o'er vales and hills, beneath the trees, Fluttering and dancing in the breeze. Tossing their heads, sparkling waves in glee, gaze, crowed, flash, bliss of solitude	A romantic scene, beautiful flowers, loneliness- happy and enjoying the beauty of the weather- spiritual attachment with nature- no worries of the word- no tension and problems- so blissed with nature that the poet feels a part of nature- holiness in nature- the clouds flying over the hills and mountains presents a beautiful romantic scene. The poet finds spiritual attachment and association with nature as soul stirring moment.

2. Schema Activation

Table 2. Schema Activation in Reading Process

No	Questions	Responses	Remarks
1	What is the name of the poem? Who wrote the poem?	The name of the poem is_ I Wandered Lonely as a Cloud. It has been written by William Wordsworth.	
	What is the theme of the poem? What messages you get from the nature? Do you believe that nature is God?	All trees, rives, water, sky, cloud, flowers are happy.	The readers need cultural and religious background knowledge to understand oneness of God.
2	What cultural references have been given in this poem to understand the meaning?	Fluttering and dancing, Tossing, crowd, vales and hills, A host, lake, trees, golden daffodils__ some connotations are positive and others are negative. Some are easy to understand due to cultural associations.	Readers need cultural schemata to understand the meaning.
3	What associations come into your mind when remembering these words?	Where did you wander alone like a cloud? What floats over valleys and mountains when the weather is very cold? Why daffodils are happy? In desert area like ours, Saudi readers don't have the idea of golden color daffodil flowers because they are grown in rivers and lakes. Therefore, cultural background is necessary to understand the poem.	The respondents associates and correlates the word 'floats' with the schema of the ships that flow in the water. The respondent use previous knowledge of understanding the word 'daffodils' by reflecting the plants grown in the farm. He needs cultural schemata knowledge to understand the meaning.
4	What visual images and impressions have you got from the poem?	I associate the structure 'clouds spread over the hills and valleys' with the winter season when it's raining and the cloud has darkened the sky. When the plant and flowers are moving heads and stems. Similarly, the idea of crowd comes to my mind when I see many people in the market.	Sometimes confrontation occurs when cultural schemata are mismatching.

6	What images and pictures come into your mind?	The pictures and images come to my mind is that of rainy season, the clouds have spread over the valleys and mountains and the whole area is full of darkness. Or, sometimes I feel that I am alone and sitting near the beach of the sea and see small flowers on the beach and in the cold air, they are tossing their heads.	Here the respondent has properly managed and manipulated the images and ideas by using cultural schemata knowledge.
7	What words and sentences upset your schema order?	I found some words more difficult. I could not understand their meanings. I felt uncomfortable when I read few lines because something else was coming into my mind which could affect my understanding power.	The respondent has properly manipulated the images and ideas by using background knowledge.

3. Analysis of the poems

Arab world look at worldly things in their traditional perspectives. The romantic poetry of English people is dominantly related with natural objects. English poets usually portray real images of mountains, rivers, lushful evergreen valleys, sweet smelling flowers, cold breeze, cloudy weather, tickling sounds of rain drops, and transcendental sweet songs of a nightingale bird. These perspectives run contrary to the traditional and stereotyped cultural backgrounds of the Arab world. Arab world has rarely found these sweet smelling flowers of Daffodils, chilly and cold breeze weather of snow fall, cloudy and rainy atmosphere and evergreen beautiful valleys and as a result influence their grasping power of understanding texts.

The people in the Arab world are traditionally affiliated with hard life in desert, hot climatic condition, dusty and stormy weather, rearing camels as religious and traditional professions have strongly influenced their world view perspectives. Learners living in Arab context have different denotative and connotative cultural associations from English poetry. It seems to be difficult to portray clear images of English language structures and words. Therefore, students who lack relevant cultural schemata of the English culture will find the narrative more difficult to understand the text and draw transparent images of words, phrases and sentences.

Therefore, it is necessary for EFL learners to have cultural background knowledge of words, terminologies, phrases, similes and metaphors to understand the denotative and connotative meanings of the text. This will produce a vast moving image of natural objects in their minds.

EFL respondents while reading familiar, and nativized poem, grasped the main ideas quickly through cultural background and linguistic familiarity. They found vast comprehensive images associated closely with words on nativized text than non-nativized text. They read and interpreted the known text fluently and spontaneously without searching for images. Their techniques of textual analysis and interpretations were different on familiar and unfamiliar.

This has been clearly illustrated in the following table.

Poem: I Wandered Lonely as a Cloud (Nativized Version)

Respondents1

Cultural & Linguistic Categories	English Version	Nativized Version	Comments
1. Textual constructs/ clues	I Wandered Lonely as a Cloud	بتجول وحيدًاكالسحبة	Trying to figure out the meaning of the whole line but nativization confirmed the meaning in context to create an image
2. Linguistic terms	That floats on high o'er vales and hills,	لتيتطفوفيلفضاء لعليفوق ان هار ولمحيطات	The line creates schema confrontation between Arabic and English schema of clouds flying on valleys and mountains in cold weather. He rarely finds these phenomena in Arab weather.
3. Denotative Terms	When all at once I saw a crowd,	وفي لحظةشاهدت حشدًا	Confirmation of schema
4. Connotative Terms	A host, of golden daffodils;	حشدًا من لنرجس لذهبي	Cultural differences between English context and Arabic context _ needed background knowledge

Respondent 2

Cultural & Linguistic Categories	English Version	Nativized Version	Comments
5. Textual constructs/ clues	lonely as a cloud	وحيدًاكالسحبة	Ideas and image was clear and understood the lines
6. Linguistic terms	Fluttering	بتطيل وبتحرك	The word ''fluttering'' activates his schema because as a component in his schema, both Arabic and English schema.
7. Denotative Terms	Fluttering and dancing in the breeze	بتطيل وبتحرلتفي ل هواء لمنعش	He understood the real words and their meaning.
8. Connotative Terms	jocund company	Doesn't have experience to sit with daffodil flowers and enjoy	Needed cultural background knowledge

Respondent 3

Cultural & Linguistic Categories	English Version	Nativized Version	Comments
9. Textual constructs/ clues	the waves beside them danced	ش اهدت لنرجس لنبي ل معيقص	Ideas and image was clear and understood the lines
10. Linguistic terms	Fluttering	تطيل ويتحرك	Understood through context
11. Denotative Terms	I gazed	فيبعض للحظات	Understood through context
12. Connotative Terms	Dances with the daffodils.	ورقصا مع لنرجس لنبي	Cultural differences

Respondent 4

Cultural & Linguistic Categories	English Version	Nativized Version	Comments
13. Textual constructs/ clues	The waves beside them danced;	ش اهدت لنرجس لنبي ل معيقص	Formation of the setting and convergence of his schema with English cultural schema as intertextual schemata was found.
14. Linguistic terms	Tossing their heads	عددكل ثراهتيوفي و لةة	The words ''tossing their heads'' activate his schema because it has diagnostic value in his schema as common to both cultures.
15. Denotative Terms	golden daffodils	لنرجس لنبي	He is struggling to figure out the meanings in his native language and English for metaphor.
16. Connotative Terms	golden daffodils	Any cultural attributes related to daffodils?	The confrontation of his native cultural schema about daffodil flowers which may not be found in his desert and traditional culture.

Respondent 5

Cultural & Linguistic Categories	English Version	Nativized Version	Comments
17. Textual constructs/ clues	In vacant or in pensive mood	كأنني منتلقيَفي أيلكني	Alone, no one accompany you

18.	Linguistic terms	Pensive	مُتَلَقِّيًا	Need cultural schemata
19.	Denotative Terms	A poet could not but be gay	يجب أن يكون الشاعر سعيدا،لكن كان لك	He understood the meaning and had a clear image of the scene.
20.	Connotative Terms	solitude	بوحتي	Alone, away from crowd and as someone sick.

4. Method

In this study, qualitative data was collected through semi-structured interviews and research questionnaire. Five respondents were selected for the interview and their interviews were recorded in iPhone mobile which were transcribed respectively. Their interviews were analyzed by thematic contents in order to find out how cultural specific concepts may influence the learners while reading a famous poem, ''I Wandered Lonely as a Cloud'' written by William Wordsworth. Furthermore, it was necessary to reveal the similarities and differences in their analysis of the poem and how cultural schemata support them in building up a complete picture and image of the poet vision of the natural scenes depicted in the poem.

4.1. Questionnaire and Test Materials

In the study, the research materials selected included a focus group semi-structure interview and a questionnaire. The criteria adopted for the study was based on the selection of a romantic poem, ''I wandered Lonely as a Cloud'' Written by William Wordsworth as a test material. The English poem was translated into the learners' mother tongue. The purpose of nativization version was to enable the learners to understand the poem in their first language. The two versions were culturally loaded and full of images, words, phrases, sentences and idiomatic expressions.

Questionnaires were distributed among five EFL students who were randomly selected to collect their feedback and responses about the poem. Each questionnaire included twenty constructs related to cultural schemata. The basic criteria for the questionnaire was based on five Likert scale analysis of strongly disagree, disagree, neutral, agree and strong agree.

5. Results

In this qualitative study, five EFL undergraduate male respondents were selected randomly for the interview. The data was collected by asking questions related to the contents of the poem, ''I Wandered Lonely as a Cloud' 'written by William Wordsworth. Their interviews were assigned thematic codding in order to find out the impact of culture schemata on understanding nativized and non-nativized versions. Majority of the respondents indicated the positive impact of cultural schemata on nativized text. Several respondents supported the idea that background knowledge is more effective in building up a clear image of the poem. They explained that relevant schema deconstruct understanding and explore multi-layer of meanings.

Most of the respondents argued that linguistic terminologies have cultural attributes and associations and if the readers possess background knowledge related to these connotative and denotative terms, then they will be able to grasp a clear vision of the pictorial scenes. Some respondents found the poem difficult without translating its basic terms in their mother tongue. Others found it more interesting and exciting. They explained that background knowledge supports the existing knowledge in resolving confrontation. The confrontation emerged about daffodil flowers due to their different cultural contexts such as the Arab lived in desert and traditional culture while the English had evergreen romantic world of nature. In a nutshell, it was summarized that nativization and cultural schemata has deep impact on

building up pictorial images, understanding the meaning of the text and resolving complex linguistic issues in the poem.

7.1. Questionnaire Result

Table 1. Frequency and descriptive analysis of Cultural Schemata Scale

Sr.	Statements	SD	D	N	A	SA	Mean	SD
1	I read out the poem, 'I wandered Lonely as a Cloud' by William Wordsworth and found it very easy.	2	-	3	12	1	3.56	1.042
2	I read out the poem, 'I wandered Lonely as a Cloud' by William Wordsworth and found it very difficult.	-	1	4	12	1	3.72	.669
3	Cultural background knowledge is very important to understand a written text.	2	-	6	10	-	3.33	.970
4	Cultural background knowledge is not so important to understand a written text.	-	-	6	8	4	3.89	.758
5	Cultural background knowledge creates confrontation and ambiguity in understanding a text.	1	8	5	4	-	2.67	.907
6	Cultural background knowledge helps readers in creating clear visual images.	-	-	6	8	4	3.89	.758
7	Cultural background knowledge does not help readers in creating clear visual images.	2	4	1	9	2	3.28	1.274
8	Most of the readers understand a nativized text better than non-nativized.	-	-	2	12	4	4.11	.583
9	Most of the readers understand a non-nativized text better than a native text.	-	2	3	11	2	3.72	.826
10	Nativized text helps learners to understand the connotative and denotative meanings of words.	-	-	2	13	3	4.06	.539
11	Cultural schemata resolve cultural confrontation.	-	-	-	15	3	4.17	.383
12	Readers understand linguistic terms quickly if they have background knowledge.	-	-	1	12	5	4.13	.500
13	Lack of Cultural background knowledge increases misunderstanding of the text.	-	-	4	11	3	3.94	.639
14	Students figure out the meaning of a word through cultural background knowledge.	-	-	3	12	3	4.00	.594
15	Readers rearrange images and pictures in the text by using background knowledge.	-	-	-	13	5	4.28	.461
16	English language and Arabic language are two different cultures.	-	-	1	12	5	4.22	.548
17	Readers need schema awareness during reading process.	-	-	2	13	3	4.06	.539
18	Schema activation is important to explore the real meaning in the text.	-	-	-	14	4	4.22	.428
19	Familiar words stimulate the readers' schemata.	-	-	2	10	6	4.22	.647
20	Schema adds meaning to the text, not is an aim.	-	-	2	11	5	4.17	.618

The above table is showing the frequency, mean and standard deviation of responses of participants, to measure their attitude toward Cultural Schemata. Most of the items have mean values between 3 and 4.

These values indicating that more than 70 % participants had same perspective regarding relevant statements. The standard deviation shows no deviation from the mean. It means that majority of participants had same opinion regarding Cultural Schemata etc. The lowest mean value of 2.67 at the statement no.5 shows that most of the participants did not think that cultural background knowledge foster the confrontation and ambiguity in comprehension of a text. The item no. 1, 2, 3, 4, 6, 7, 9 and 13 have mean values collectively 3.36, 3.72, 33.37, 3.89, 3.89, 3.28, 3.72 and 3.94. Here the statement no.1 and 2 shows that the equal amount of participant find the poem 'I wandered Lonely as a Cloud' by William Wordsworth easy as well as difficult. But reading it was very interesting for them. 12 students thought that Cultural background knowledge is not essential to comprehend the English manuscript. 10 students thought that Cultural background knowledge is not essential to comprehend the English manuscript. Students' perspectives were not so different regarding Cultural background knowledge role in creating clear visual images, upon no student disagrees with others. Only 6 were neutral regarding this statement. 12 agree and 11 disagree at that point. 13 students thought that non-nativized text can be better understood than a native manuscript. Most of the participants were agree that Lack of Cultural background knowledge leads to misunderstanding of the manuscript.

The statements 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, and 20 have mean value above than 4. Highest mean was of 4.28 at the statement no. 15. It's indicating that all the participants were agreed that background knowledge helps the reader to rearrange images and pictures in the manuscript. 16 students were agreed at statement no. 8. The mean value of 4.11 indicates that readers can better understand a nativized manuscript than non-nativized. Statements no. 10 has mean value of 4.06; here 16 students thought that Nativized manuscript helps learners to understand the connotative and denotative meanings of words. All the students agreed upon statement no. 11. The mean value of this statement is 4.17. Participants thought that Cultural schemata resolve cultural confrontation. Statement no. 12 (mean 4.13) was regarding understanding the linguistic terms. 17 participants agreed that understanding the linguistic terms can be easy with background knowledge. None of participants disagreed upon statement no. 14, 15, 16, 17, 18, 19, and 20. 15 students thought that cultural background knowledge helps to figure out the meaning of a word (statement no. 14, mean 4.00). All the participants were agreed that background knowledge support the readers to rearrange images and pictures in the manuscript. Statement no. 15, mean 4.28) statement no. 16 has mean value 4.22, here 17 students were thought that English and Arabic language are two different cultures. Only one participant was neutral. Statement no. 17 (mean 4.06), indicates that 16 students and 2 neutral that Readers need schema awareness during reading process. Statement no. 18 (mean 4.22) indicating that all the students thought that real meaning in the manuscript leads to Schema activation. 16 participants have positive perspective regarding statement no. 19 (mean 4.22), they thought that schemata is stimulated by Familiar words. Upon the last statement (no. 20, mean 4.17) 16 students agreed that Schema adds meaning to the text, not is an aim. In short, the finding of this research study evident that background knowledge has been beneficial in English language schemata. It promotes learning process.

8. Procedure

In this study, respondents' schemata were activated in order to correlate and decode information in the poem. The final understanding of the poem is based on matching and choosing appropriate schemata. This can be seen in the respondents' responses in reading process as shown in Table 3.

To ease the situation, students were asked open ended questions followed by closed ended questions. Then they were asked to read the poem silently. After finishing the poem, they were asked certain questions such as: a) what this poem was about? b) How did they feel about the language? c) What

idiomatic expressions, metaphorical language did he find more difficult? d) Why did he find these expressions difficult? e) Why did not he present a clear image and picture of the poem?

When the respondents were asked to explain ideas in the target language, they faced difficulties in arguing due to mismatching of schemata. But when they were asked to answer in their native language, and then there were found convergence of schemata of both English and the nativized cultures led them realize that it was a poem related to nature. During reading process, some of the respondents met with just one impediment and that was irrelevant English cultural schemata. They solved most of the problems by guessing meanings according to the context but the whole process of reading was embedded with cultural confrontation, interferences, activation, convergence and combination of native and cultural schemata due to which clear and transparent images could not come out.

Several respondents were puzzled by some wonderful linguistic terms. They tried to repeat the terms again and again as they were not matching with Arabic cultural context. It was difficult for them to describe and explain the term daffodils, pensive mood, breeze and natural phenomena as they were in confrontation to their cultural backgrounds. They could grasp the ideas and images of the poem by schema activation. The main goal of the schema activation was to link the contents of the poem with their cultural and social experiences. This could better help them to understand the text. Some respondents used guessing, schema activation, and rhyme scheme repetition as strategies in order to explain the linguistic terms through interaction with the text. The respondents interpreted the text by follow-up questions as checklist which served as stimuli to activate their relevant cultural schemata. Linguistic education may enable the respondents to build awareness of background knowledge in order to understand the text (Carter & Long, 1991; McRae, 1991).

9. Conclusion

In EFL context, majority of the students showed the obvious features of impediments on reading non-nativized text in relation to image making construction, and metaphorical language comprehension. While reading a nativized version, they constructed connotative understanding to a fuller understanding of each word and line. They modified, simplified and reconstituted the complex ideas in their own cultural context (Chang, 2004). The readers thought more logically and analytically by using their cultural schemata and linguistic schemata. However, they faced difficulties in figuring out their meanings on non-nativized version due to the unfamiliar cultural loaded expressions.

The findings of the study indicated the differences in reading schemas of two diverse cultures specific domains. On reading literary texts, more researches are needed to look into the role cultural schemata in intercultural and cross cultural contexts in cultural studies.

10. Ethics Committee Approval

The author(s) confirm(s) that the study does not need ethics committee approval according to the research integrity rules in their country (Date of Confirmation: 14.01.2021).

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Appendix

English Version

I Wandered Lonely as a Cloud
Launch Audio in a New Window
BY WILLIAM WORDSWORTH

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Questionnaire

No	Items	1	2	3	4	5
1.	I read out the poem, 'I wandered Lonely as a Cloud' by William Wordsworth and found it very easy.		×			
2.	I read out the poem, 'I wandered Lonely as a Cloud' by William Wordsworth and found it very difficult.	×				
3.	Cultural background knowledge is very important to understand a written text.	×				
4.	Cultural background knowledge is not so important to understand a written text.	×				
5.	Cultural background knowledge creates confrontation and ambiguity in understanding a text.					×
6.	Cultural background knowledge helps readers in creating clear visual images.	×				
7.	Cultural background knowledge does not help readers in creating clear visual images.				×	
8.	Most of the readers understand a nativized text better than non-nativized.		×			
9.	Most of the readers understand a non-nativized text better than a native text.	×				
10.	Nativized text helps learners to understand the connotative and denotative meanings of words.		×			
11.	Cultural schemata resolve cultural confrontation.	×				
12.	Readers understand linguistic terms quickly if they have background knowledge.	×				
13.	Lack of Cultural background knowledge increases misunderstanding of the text.		×			
14.	Students figure out the meaning of a word through cultural background knowledge.	×				
15.	Readers rearrange images and pictures in the text by using background knowledge.	×				
16.	English language and Arabic language are two different cultures.	×				
17.	Readers need schema awareness during reading process.	×				
18.	Schema activation is important to explore the real meaning in the text.			×		
19.	Familiar words stimulate the readers' schemata.		×			
20.	Schema adds meaning to the text, not is an aim.		×			

Arabic Version

لتـرجمة الى العربية

إتجول وحيدًا كالسحابة
إتجول وحيدًا كالسحابة
لتي يتطـوف في الفضاء لعلى في فوق الـ دار ولج يطات
وفي لحظة شاهدت عندًا
عندًا من النرجس لذهبي
قربب الحي يرة وأيا علي فوق اشجار
إتهيلو إتحرلف في الهواء لمنعش
مهتمرًامثللنجوم ل معة
وللامعارف في خط النجوم
لمتدف في خطغ يرمتهي
عي جانب طول الخيج
عندكل منا متيوفي و ألة
شاهدتلنرجسالذهبي ل معيقص
وقص مواج هب ه، لكن لنرجسالذهبي
لإثرنورا وا مواج غي ة لسعادة
يجب أن يكون لشاعرسعيدا، لكن كان ذلك
في بعض للحظات
حدق توحدق تلكنورد تي يفكرض ئلة
ملثراءالذي إبرزلي اتباه
لأنني مهتقيفي أريتي
غرائي في شعوري لداخي
هوكوني سعي دَلبوحتي
وقلهي من بلبهجة
وقاصا معلنرجسالذهب

Kültürel Şema ve Okumanın Yerelleştirilmesi: Bulutlar gibi yalnız dolaştım- William Wordsworth

Öz

Okuma, her iki önceki kültürel ve dilsel bilginin bilişsel ve psikoloşik etkinlikleri kapsar. Okuyucu dünyayı bilinçli ya da bilinçsiz olarak yapılandırılan kendi kültürel tecrübeleri ışığında algılama yetneğine sahiptir ve metin analizinde anlamların görülmeyem çok katmanlarının ortaya çıkarılmasında çok faydası görülebilir. Çok yönlü kültürlerarası çevre ve tecrübelerin yanında insanların özel nesnelere ilişkin dünya görüşü farklı norm, değerlerden ayrı olarak dinamik bir değişim süreci yaşarlar. Bu çalışmanın amacı Okuma sürecinde analiz edilip tartışılan William Wordsworth'e ait "Bulutlar gibi yalnız dolaştım" kültürel olarak yerelleştirilmiş edebi şiir üzere YDİ öğrencilerinden elde edilen dönütler üzerine odaklanmıştır. Bu çalışma farklı kültürel şamaya sahip YDİ öğrencilerinin batı kültürü ağırlıklı metinlerini nasıl okuyup yorumladıklarını incelemeyi hedeflemektedir. Aynı zamanda bu çalışma yerelleştirilmiş metne ait görsel imajlar, mekan ve figuratif dil kullanımının yoruma ve okuduğunu anlama düzeyine ne ölçüde katkıda bulunduğunu açıklamaya çalışmaktadır. Sonuç olarak, yerelleştirilmiş ya da yerelleştirilmeyen metin çalışmalarının okuma sürecindeki bu kültürel açıdan aşırı yüklü söylem kullanımında ortaya koydukları cevap ve yorumlamalardaki benzerlik ya da farklılıkları sergilemektedir. Çalışmaya katılanlar yerelleştirmede farklı imaj ve yapıları yasıtmaktadır. Bu nicel çalışmada öğrenci dönütlerinde ortaya çıkan blindik ve bilindik olmayan iki farklı versiyonun karşılaştırılması ile yarı yapılandırılmış görüşme ve anketler yoluyla elde veriler analiz edilmiştir. Çaalışma kültürlerarası metinlerde kültüre özgü kavramların etkisi üzerine başka çalışmaların yapılmasını önermektedir.

Anahtar kelimeler : kültür; kültürel şema; kültürel aktivasyon: yan anlam; iamjlar, yerelleştirilme

AUTHOR BIODATA

Usman Shah is currently a lecturer at Majmaah University in Saudi Arabia. His research and publication interests include linguistics and literary studies. He is also a PhD candidate at the University of Malaysia Terengganu (UMT), where he furthers his research on Applied Linguistics. He is the author of a research paper currently published at the University of Chitral under the title: "Investigating EFL learners' Attitudes towards Using "Padlet" a digital web-tool in Reading Class".

Majed Othman Abahussain is an experienced assistant professor with a demonstrated history of working in the higher education industry. He shows professional expertise in TESOL, Curriculum Development, Public Speaking, Research, and Management. He has strong education with a Doctor of Philosophy (PhD) in TESOL from University of Stirling. Recently, he works as the dean of the college of Education at Majmaah University in the Kingdom of Saudi Arabia.