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DEPARTMENT OF ENGLISH**



**Exploring the Effectiveness of Intercultural Awareness in Enhancing EFL
Learners' Comprehension and Interpretation of Literary Texts:
The Case of Second-Year Students at the Department of English
- University of M'sila-**

*A Dissertation Submitted in Fulfillment of the Requirements for the Doctorate
Degree in Didactics of Literary Texts*

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Declaration

I hereby declare that this doctoral thesis entitled *Exploring the Effectiveness of Intercultural Awareness in Enhancing EFL Learners' Comprehension and Interpretation of Literary Texts. A Case Study of Second Year Students at M'sila University*, supervised by Dr. Ahmed Bacher from Mohamed Khider University of Biskra is my own work, and it does not contain material previously written by another person, in whole or in part, nor material that has been accepted for the qualification of any other academic degree. Unless otherwise indicated, I certify that the present thesis is the result of my own investigation.

Ms. Asma DJAIDJA

Signature:

He said: 'Think, my nation!

If I have a clear sign from my Lord

and he has provided me with good provision,

I do not desire to go behind you,

taking for myself that which I forbid you.

I seek but to reform as much as I can,

my help comes only from Allah.

In him I have put my trust

and to him I turn in penitence.

(Surat Hud, verses 88)

Dedication

To my loving parents whose words of encouragement and motivation for tenacity always ring in my ears. I deeply thank them for their endless love, prayers, and sacrifices that enabled this work to reach fruition.

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Abstract

Intercultural communicative competence shows that learning a language usually requires learning its cultural knowledge. Literature can be viewed as a means of learning a foreign language, as it plays a crucial role in the EFL classroom. However, literature can never be reduced to the level of its text only and becomes a mere subject of language teaching, its importance includes the development of personal and social skills as well as aspects related to culture and literature, which replace the mere teaching of a foreign language. Along this line of thought, this research attempts to explore the effectiveness of intercultural awareness in developing EFL learners' comprehension and interpretation of literary texts and to demonstrate that promoting intercultural awareness while teaching literary texts in EFL classes may increase learners' ability to comprehend literary texts that result in a good appreciation and an effective analysis. In pursuing this objective, the targeted population of this study is second-year students at the department of English, University of M'sila, and thirty teachers of literature from different universities. Various research methods have been used; the experimental and the descriptive, both of which require necessary data collection using specific research tools. Thus, the Intercultural Sensitivity Scale (ISS) was used in order to assess the level of awareness of the chosen sample of students, in addition to two questionnaires, conducted on the two samples from the two different populations, students and teachers. Moreover, an experiment was conducted on a sample of second-year students in class, while teaching the American and British courses, to obtain the necessary quantitative and qualitative data. The findings obtained revealed that despite the great enthusiasm and passion of students to learn more about other cultures, the level of intercultural awareness is low, but after providing students with sufficient knowledge through a variety of literary texts, we noticed a positive change and a remarkable development in the students' level, both in terms of cultural knowledge and analysis of literary texts. In light of the conclusions of this study, it is recommended to consider ways of integrating culture into a language education program for overall competence in intercultural communication because literature significantly changes the context and scope of foreign language learning; it redefines foreign language education, shifts its focus towards new goals and makes it more convenient in terms of opening new horizons for EFL learners to discover and learn about other cultures different from their own.

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List of Abbreviations:

CA: Cultural Awareness

EFL: English as a foreign Language

ELT: English Language Teaching

FL: Foreign Language

IC: Intercultural Competence

ICA: Intercultural Awareness

ICC: Intercultural Communicative Competence

ISS: Intercultural Sensitivity Scale

TC: Target Culture

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*General
Introduction*

General Introduction

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1. Background of the Study

Teaching English at an advanced level is not only limited to developing communicative competencies but extends to promoting awareness of learning and developing attitudes that are essential for effective lifelong learning and effective citizenship. In recent years, the teaching of literature has taken great attention among researchers and teachers in the English as a foreign language (EFL) classroom. Literature can be viewed as an essential source of “authentic material” in ELT because it carries two main features within its written text; on one hand, “language in use” that is, the linguistic features (grammar, morphology, phonology, and phonetics), on the other hand, the aesthetic representation of the spoken language within a certain cultural context.

Collie & Slater (1990, p3-4) pinpoint the importance of literary material in foreign language situations by clarifying the importance of literary texts in foreign language classes in comparison to other teaching materials. Learners of English will benefit greatly from the cultural and linguistic resources of literary texts which compromise cultural knowledge as well as language enrichment.

Currently, university teachers of foreign language (FL) teach in a pedagogical environment where two areas have developed; the first one is the emphasis on communicative competence, and the other is shedding light on the importance of exposure to culture. EFL Teachers seem to be more aware of the need of providing students with cultural backgrounds about the foreign language they are learning. In fact, being conscious of the importance of intercultural competence in teaching literature is a prerequisite for any language teacher and learner, because learning any language is dependent on cultural values.

Intercultural Communicative Competence (ICC) has become an important strategy for learning a particular language, and without intercultural communication competence, language learning will be incomplete. In this regard, Byram et al. (2002) state that “learners need not just knowledge and skill in the grammar of a language but also the ability to use the language in socially and culturally appropriate ways” (p.7).

Teaching literature with a high level of intercultural competence is an effective way to develop cross-cultural awareness and can help to understand and appreciate other cultures as well as develop the competence they require for intercultural communication. Linguists such as (Brown, 1987; Byram, 1991; Kramash, 1993) have argued that intercultural competence is just as essential as language competence especially for EFL learners of English.

Developing EFL learners’ comprehension of literary texts requires awareness of the culture discussed in a particular literary text, as learning a language involves learning its culture. The Intercultural Awareness (ICA) program helps EFL students to understand the literary text by learning about the literary history or genre of the target culture. It requires students to explore and interpret the social, political, literary, and historical context of a specific piece of writing. Intercultural awareness provides an opportunity for students to explore the cultural background, which leads to a genuine understanding of literary works and encourages students to understand different cultures and ideologies in relation to their own. By the same token, it evokes the social function of literature, presents its representative function dimension of cultural references in a given community, and therefore its important integrative role and identity.

Studies on the importance of intercultural awareness indicate its significance to classroom practices concerning the teaching of literary genres such as poetry, fiction, and drama. Its strategies are meant for teaching literary texts in the EFL classes; it helps to reveal

the students' aesthetic experiences covering their interests, wants, enjoyment, freedom, and understanding. Along this line of thought, Chin and Starosta (1998) state that intercultural awareness "provides us with an opportunity to develop an understanding of cultural dynamics by reducing the level of ambiguity and situational uncertainty in intercultural interactions." Accordingly, raising awareness towards the target language is one of the main concerns of both teachers and learners in FL Intercultural Teaching and Learning.

Regarding the Algerian University, EFL learners are expected to have linguistic competence as well as intercultural competence for understanding literature, as they can understand and analyse different literary texts based on a particular cultural context. In fact, when investigating skills of comprehension and interpretation related to literary texts at the university of M'sila, displeasure has been noticed from the students about the way they learned literature. Their scores in literary texts/literary theory units reflect a significant failure of students' literary performance. This led us to engage in discussions with literature teachers and second-year students at the University of M'sila to investigate the reasons for this failure and to explore the gap between what teachers provide in class and what their students produce in exams and in different assignments.

Literature has become a compulsory subject in the foreign language curriculum, mainly in Communicative Language Teaching approach which seeks more realistic and authentic learning/teaching input (Widdowson, 1984; Brumfit, 1979; Carter, 1996). The problem of understanding and analysing literary texts remains an issue for most EFL learners due to many reasons. In the National Conference which held at the University of Algiers in 2003, most of the participants emphasized that the status of literature in our universities has not been given the necessary and sufficient attention neither in curricula nor in teaching strategies. As the literature program has not been reviewed since 1985, it doesn't contain any

contemporary authors or movements. More than this, teachers of literature rarely attend seminars and meetings to discuss methods and techniques of literature teaching.

Another concern that causes misunderstanding of the literary texts is the teacher's role as an active class member when lecturing. As McCarthy (1992) claims some limitations to restricting literature course to lectures, he affirms that lecturing is useful for large groups, but it produces passive and spoon-fed audience. In the Algerian context, Arab (1993, p135) claims that "The only teaching strategy of literature is force-feeding through lectures". They all insist that learning literature in this way through -the lecture - is a challenge because communication is "one way". It is the way of the teacher who always gives information.

Most literature theorists and teachers assert (Rosenblatt, 1985; Carter & Long, 1991; Collie & Slater, 2001) that knowledge of literature curricula and literature teaching becomes meaningful and effective just after learners are exposed to literary texts, with the assistance of teachers who help them practising and developing their reading abilities. Thus, in the initial learning phase, rather than focusing so much on lecturing and enhancing intensive reading skills, a good teaching/learning program should usually strive to offer more opportunities for intensive reading skills of various literary texts to enhance students' literary comprehension and interpretation.

In a communicative teaching approach, a teacher who has read and appreciated a literary work is not necessarily a good teacher unless he or she is able to impart these abilities to the learners through good class preparation and organization within an allotted period of time (Harmer, 2001; Widdowson, 1985), as the lectures require specialized, well-experienced teachers (Lazar, *ibid.*).

Literary texts require in-depth reading as students need to know how to understand and interpret literary texts and most importantly know how to justify their interpretations i.e., readers must take an interactive stance. Therefore, literature can operate at more advanced levels; Practically when students acquire the necessary literary background to enable them to become artistically qualified (Cartier, et al: 1991; Chosen, 2002; McRae, 1991; Lazar, 2000).

In sum, this study is an attempt to formulate appropriate pedagogy for teaching literature with a focus on the effectiveness of intercultural awareness that has emerged to be an important part of conceptualizing the intercultural dimension to teaching literature in Algerian universities. Since no study has addressed the efficacy of intercultural competence in teaching literary texts in the Algerian context, there is a gap that must be filled in order to produce culturally competent learners, which will ultimately lead to enhanced understanding and interpretation of literary texts.

2. Statement of the Problem

It is an easily verifiable fact that literary texts usually work only on reading comprehension and to gain linguistic competence, arguing for teaching the communicative use of literature at a university level in an EFL class. In this regard, many teachers feel that they are able to teach a foreign language, but not literature. Literature plays a major role in building intercultural awareness because it deals with the real social world and uses images and symbols that represent the beliefs and lifestyles of a particular culture through which the learner can gain knowledge about other cultures and develop his/her intercultural competence.

However, the current situation in the Department of English at the University of M'sila indicates that students tend to face a lot of obstacles in terms of understanding, appreciating and analysing literary texts that are meant to be analysed and interpreted creatively. Except for the part of students who are willing readers; They have the intellectual ability to deeply

understand the meaning of a literary text. When examining the intercultural competence of students in the Department of English at the University of M'sila, dissatisfaction with the way foreign literature is taught and the gap between what teachers present in lectures and what they expect their students to do in exams. This paved the way for research on second-year students at the University of M'sila on the obstacles that hinder them in developing their understanding and interpretation of literary texts and how to enhance the competence of intercultural awareness to develop students' intellectual abilities to understand and interpret literary texts well.

3. Objectives of the Study

The present work attempts to explore the effectiveness of intercultural awareness in developing students' abilities to understand, explain and interpret literary texts. It also attempts to shed light on encouraging literature teachers and EFL students to enhance the teaching and learning of literature by acquiring backgrounds on other cultures, and this makes it easier to study literary texts.

This work is also concerned with investigating the perception of EFL learners and teachers to gain insight into the significance of intercultural awareness in developing EFL learners' appreciation and understanding of literary texts. The results of the research can be used to address students' problems of having insufficient background to develop their intellectual abilities while analysing literary works. Moreover, promoting intercultural awareness helps in encouraging the students to appreciate foreign cultures, and ultimately motivate them to actively participate in their learning.

4. Research Questions

To this end, the main research question guiding the present study is: to what extent does intercultural awareness contribute to enhancing EFL students' comprehension and interpretation of literary texts? In order to have a reliable answer to the problem statement, four peripheral questions are posed and structured as follows:

1. Are second-year students interculturally aware?
2. To what extent can intercultural awareness be effective in increasing EFL students' comprehension and interpretation of literary texts?
3. What are the learners' and teachers' attitudes towards the effectiveness of intercultural awareness in learning/ teaching literary texts?

5. Research Hypothesis

To help improve and innovate the task of teaching literature course, at the University level, based on the efficacy of intercultural awareness, we hypothesize that learners would develop more literary competence when reading literary texts. Two variables are developed to implement this hypothesis:

- The independent variable:

Promoting intercultural awareness in teaching and learning literature.

- The dependent variable is:

Increasing the learners' comprehension and interpretation of literary texts.

- Thus, the hypothesis would be developed as follows:

If literature is taught on the basis of promoting intercultural awareness, it may enhance students' understanding and interpretation of a literary text.

6. Research Methodology and Design

The ultimate purpose behind undertaking such research is to attempt to explore the effectiveness of intercultural awareness in teaching literary texts to EFL learners. To collect the data for further description, analyses, and interpretation, a mixed-method was adopted, descriptive and experimental, combining qualitative and quantitative data. To do so, a group of 35 second-year students, who were randomly chosen, at the department of English, University of M'sila, participated in this research, in addition to 30 teachers of literature from various universities.

The nature of the current research problem necessitated the employment of different research collection tools that allowed data collection. These tools are: first, assessing the intercultural competence of second-year students at the University of M'sila using the Intercultural Sensitivity Scale (ISS), secondly, an experiment procedure was also conducted to evaluate students' level of interculturality through teaching samples of literary texts in the classroom. Evidently, before the experiment, the chosen sample of students underwent a preliminary test to measure to what extent the learners are aware of other cultures and to what extent learners are interested in reading literary texts, especially texts about foreign cultures different from their own.

Immediately after the experiment, a post-test has been conducted. A post-test was done through a list of questions about the literary texts they have read in the treatment phase to check and evaluate the change and the difference that the learners have achieved.

Moreover, two different questionnaires were designed and administered to the sample of this study, teachers, and students, to explore their views and opinions regarding the importance of intercultural awareness in teaching/ learning literary texts, and to gain a deep understanding and perception of the research topic.

The graph below illustrates the research design followed in this research:

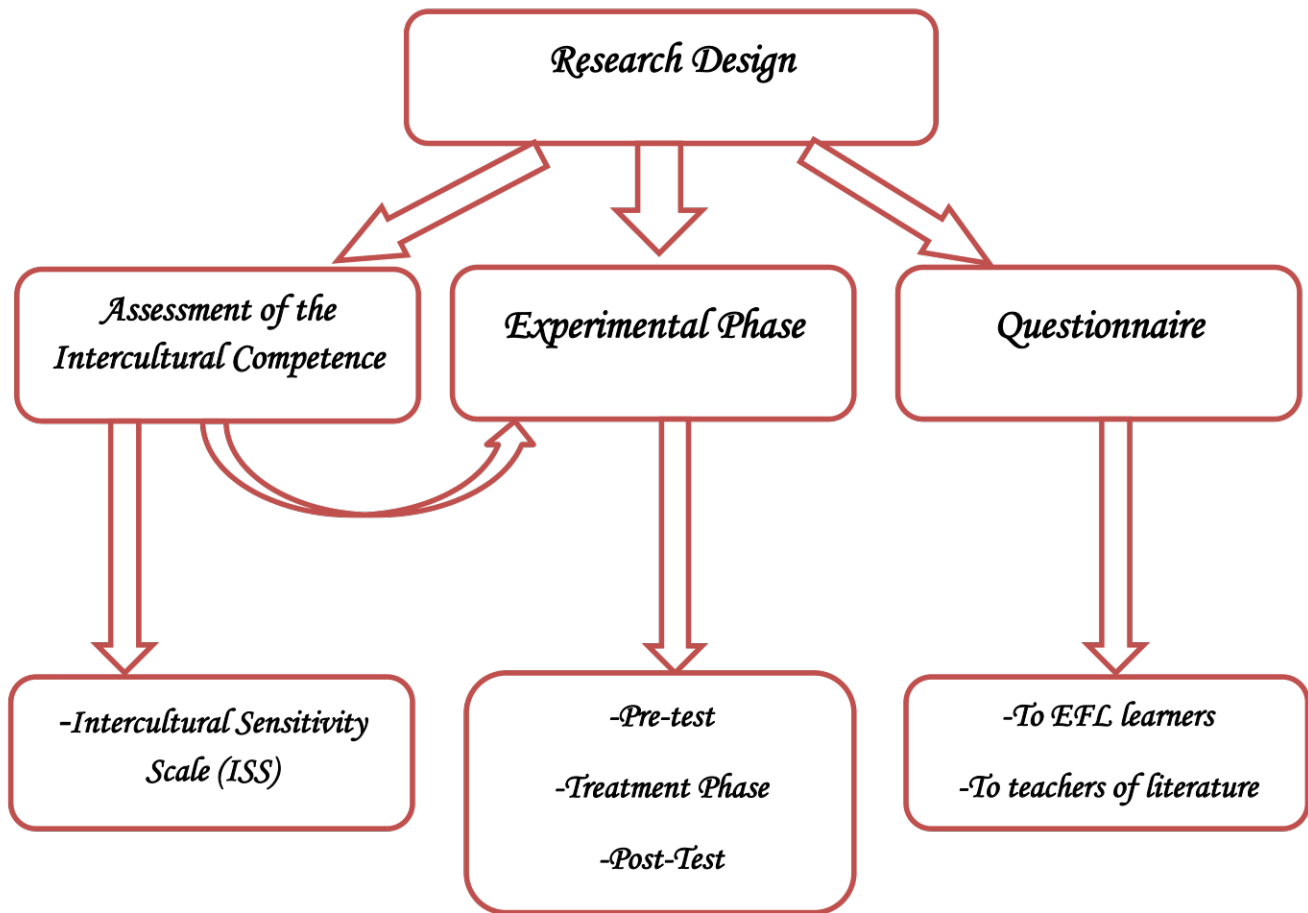


Figure 1: Research Design of the Study

7. Significance of the Study

This study deals with several aspects that make it important in teaching, especially the teaching of literary texts, and it serves to cover the lack of research in Algeria on how to integrate the cultural dimension in teaching literary texts to EFL students in order to develop methods of teaching literary texts and enhance the efficiency of intercultural awareness, where intercultural proficiency is an aspect associated with language learning skills.

Adopting an intercultural approach and integrating the cultural dimension into the curricula for teaching literature to Algerian students raises the level of Algerian higher education. Therefore, this research study seeks to develop intercultural awareness for EFL students, as well as to become competent in terms of intercultural communication and to prepare them for coexistence in a globalized multicultural world. This research also raises teachers' awareness of more effective ways to teach literary texts and the importance of developing cross-cultural awareness for EFL students. Thus, this study will be a starting point for better teaching literary texts through cultural approaches in the future.

8. Delimitations and Limitations of the Study

The overall goal of the researcher reflects an ambitious attempt to develop the teaching of literature and to develop students' awareness of foreign cultures through literary texts, and this requires a longer period of time and the testing of a larger sample. Matching with time was necessary as more literary texts could be processed to identify values, beliefs, and behaviours that address a topic different from cultures. The study is limited to covering the second-year university curricula for teaching literary texts.

In the beginning, a great deal of time was taken to choose the research sample of students, as some students agreed to go through the experiment and then gave up on that, which required taking the opinion of more students. Some students attended the entire experiment, but a few of them were absent during the experiment, mostly two sessions (especially during the teaching of literary texts, but not in the assessment), which hinders students' understanding and misses important information in each session.

The other matter is related to the teachers of literature, as those concerned with the questionnaire, as the largest number of teachers in Algeria are specialized in Linguistics, Applied Linguists, Sociolinguistics, Psycho-linguists, Teaching English as a Foreign

Language (TEFL), Civilization, as well as Didactics and so on, which prompted me to communicate with many professors to find those who fulfil the purpose. With the presence of the teachers involved in the questionnaire, they did not take long to provide me with their feedback, as well as with valuable information.

9. Structure of the Thesis

The whole layout of the present thesis is organized as follows; the general introduction tackles the background of the study; the statement of the problem; the objectives of the study, the research questions, research methodology and design, significance of the study, and delimitations and limitations of the study, in addition to the structure of the thesis.

The first chapter explores literature in EFL classes in which a comprehensive overview of the context of teaching and learning literature in the EFL class is clearly introduced. In this chapter, readers will be introduced to the nature of literature and its benefits in EFL classroom, the different approaches to literature teaching for EFL learners, the teachers' role in teaching literature, and the assessment strategies used to evaluate the students' level of understanding of a literature course. Subsequently, the researcher tackles the major challenges and difficulties that face both EFL teachers and learners in teaching/learning EFL literature.

The second chapter highlights the importance of culture and intercultural learning in EFL classes to teaching literature. This chapter highlights the importance of integrating culture into foreign language teaching, provides the different approaches to teaching culture, and other similar issues related to culture in EFL teaching. Similarly, the chapter discusses intercultural awareness and intercultural interaction during communication where Intercultural Communication Competence (ICC) is introduced, emphasizing its models and assessment and the various issues related to framing intercultural competence in EFL classes.

Therefore, the two first chapters tend to give a theoretical framework of the thesis. The third and the fourth chapters are devoted to being the practical side of the work. This chapter explains the nature of the research as far as the choice of an appropriate research design represents a first fundamental step, which is justified by the researcher's own philosophical stance and beliefs. After that, it discusses the population subjected to the study and the sampling methods, and how they are aimed at answering our research questions.

The next chapter is devoted to presenting quantitative and qualitative results. The tools used to collect the data being analysed include an intercultural competence assessment, the data collected aimed at answering the raised research questions. The first section of this chapter deals with the results of the intercultural competence assessment, after that the results of the experimental phase where the second research question is answered. The last question was answered through a discussion of the results of the questionnaires which were directed to both EFL learners and the teachers. Subsequently, the chapter ends with a section dedicated to interpretations of the above-mentioned findings.

The fifth chapter is devoted to pedagogical implications, recommendations for the sake of improving literature teaching, the effects and the importance of intercultural awareness in teaching literature. Finally, the general conclusion covers the main points discussed in the current research and presents the main findings of the researcher through various methods of data collection.

*Chapter One:
Literature in
EFL Classroom*

CHAPTER ONE:
LITERATURE IN EFL CLASSROOM

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Introduction:

Within the scope of the current chapter, a comprehensive overview of the context of teaching and learning literature in the EFL class is presented. Throughout this chapter, readers will be introduced to the nature of literature and its benefits in foreign language teaching. After that, the focus will shift to describing the different approaches to literature teaching for EFL learners with a clear understanding of the pedagogical criteria for selecting literary texts in EFL teaching. Afterward, the following parts in this chapter cast light on the teachers' role in teaching literature and the assessment strategies used to evaluate the students' level of understanding of a literature course. Subsequently, the reading stages and classroom activities are also highlighted and identified. Finally, stress will be on the major challenges and difficulties that face both EFL teachers and learners in teaching/learning EFL literature.

1.1 Nature of Literature:

The concept of "Literature" is so vast, no single definition is conventionally decided, it could be defined in several ways depending on its role and the way it is used. The Encyclopedic dictionary defined literature in the very simplest way; literature encompasses "writings that are valued as works of art, especially fiction, drama and poetry" (1994, p.527). These writings describe the creative imagination of authors together with works of poetry, drama, fiction, and non-fiction. Chapman (1982) defined literature as:

Literature, the product of imagination, yet draws on life for its subjects. It touches life in the real world at all points, indeed, one of the criteria of literary greatness is the author power to enter a wide range of experience and extent through language our understanding of the human situation. If it is accepted that no aspect of human life can properly be excluded from literature, there can be no limitation on what kind of language will be used.

Literature is the production of using language to express various situations, aspects, and experiences related to human life through imagination. So, literature is an art in which the author should have the full power to think creatively and imagine how to use language appropriately to reflect and touch the human real life in his writings.

Using literature in the classroom is a productive technique of involving the student as a whole person, as it offers a space for all the students to express their personal points of view, discuss, express their individual reactions, and emotions. Lazar (2007) has noted that literature refers to a sort of controlled technique for affecting certain feelings; Literature is assumed to provide a powerful source of materials for our students to stimulating emotional responses from them.

As for Selden (1989, pp. 9-10), he spoke about literature from another side, where he directed his words that the special use of literary language opens many horizons for seeing and interpreting literature from several aspects:

The Formalists' technical focus led them to treat literature as a special use of language which achieves its distinctness by deviating form and distorting 'practical' language. Practical language is used for acts of communication, while literary language has no practical function at all and simply makes us see differently.

Generally speaking, the special use of language makes literature comprise an emotional side in which readers can be impacted, added to this; literature is a means of communication through the use of that special Language.

Diyanni (2002, p.2-7) points out the value of literature; "though transports us to the world, created by imagination, yet evokes our emotions of love, sorrow, joy, and pity, and thus enhances our appreciation and understanding of life". So, literature gives the opportunity

to express our emotions and helps readers to understand different aspects of life. In the same view, Kramersch and Kramersch (2000) noted “literature has symbolic prestige, artistic and cultural meaning, entertainment and educational value”. Thus, the aesthetic delight of literature serves to stretch emotional along with an intellectual pleasure to readers, and this is why it has a valuable significance in the field of education.

1.1.1 The Difference between Literary Texts and Non-Literary Texts:

Non-literary texts are the texts of non-aesthetic nature such as official records, economic, political texts and advertiser texts. It means texts that contain issues and analysis, discussion and showing the persuasion (Gibova, 2012). They are characterized by accuracy and explanation in delivering the ideas.

On the other hand, literary texts reflect the mind of the writer in terms of ideas and feelings (ibid). They are characterized by ambiguity and opening doors for various interpretations of the text (ibid.).

Baldick (2008) mentions that what distinguishes the text as a literary or non-literary is "literariness" where Brumfit and Carter (1986, p.6) stated, “There is no language that is exclusively concerned with literature but there are rather some uses of language which are more or less literary than others”. Subsequently, when using some technical tools such as meter, rhymes, and certain patterns of sound and repeat, the text is literary.

1.2 Literature in Foreign Language Teaching:

Teaching literature at university has always been debated, in the field of language pedagogy, for many reasons; the first reason is mainly due to the frequent development of the approaches and methods of teaching literature, and the second reason is the existed gap

between the considerable contents of literature syllabi and the selected approaches or techniques to be used for achieving fruitful and effective teaching and learning process (Spark, 1999).

Using literature in language teaching is recognized as the small letter “l”, McRae (2008) indicated that the small “l” highlights the use of literature in language learning, and it involves interaction between the teacher, the learners, and the selected text, this is the reason behind the appropriate selection of literary texts in a language classroom. Whereas the capital letter “L” refers to the literariness of a text, in which literariness stands for the illustration of language devices by which literary texts focus on their own language use (Chapman, 1980).

Literature has always been believed to be a complex subject to study (Lazar, 2007), this issue leads to find ways that help literature to be explained in its widest sense to make it more accessible to learners for using literature in a language classroom. As a subject of study, Carter & McRae (1999) maintains that learners who are expected to have previous capacity and awareness to literary discourse can deliver unique ideas and individual responses.

1.2.1 Benefits of Integrating Literature in Foreign Language Teaching:

Integrating literature in foreign language teaching has many benefits for both EFL teachers and learners. Owing to its authenticity, literature is considered an influential and effective device to improve language, acquisition of the four skills, personal and emotional involvement, and cultural/intercultural awareness.

1.2.1.1 Literature and Language Improvement:

Teaching literature in FL class is essential and can be seen as an ideal tool to stimulate the teaching/ learning process (Carter & Long, 1991). Literature has a valid role in the field of education. Mackay (1982) stated the following:

Literature can be useful in developing linguistic knowledge both on usage and use knowledge level... the students enjoy reading literature, it may increase their motivation to interact with a text and thus, ultimately increase their reading proficiency. It may also enhance students' understanding of a foreign culture and perhaps spur their own creation of imaginative work.

Thus, the usefulness of literature cannot be ignored, as it is a valuable source for learners to increase their linguistic, cultural, motivational, and academic abilities.

Nowadays, teaching literature in the FL classroom is linked with teaching the English language itself. Edmondson (1997, p.46) maintained that the link between language and literature is so essential in understanding why literature may have a role in second/foreign language teaching more than other fields; history, geography, the economics of other countries. Subsequently, there is a real and a valid connection between the two units; understanding one unit makes the other comprehensible. Clandfield (2005) illustrates the role of literature in language improvement:

Literature encourages interaction. Literary texts are often rich in multiple layers of meaning, and can be effectively mined for discussions and sharing feelings or opinions. Furthermore, by examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes related to the world outside the classroom. This means, literature educates the whole person.

Literature with its diversity of connotations and implications creates a framework for learners to involve in a certain text, deduce its hidden meaning, and give their own analysis. In other words, literature is the impetus for FL learners to develop their linguistic competence through the language used in literature.

By the same token, Povey (1972, p. 187) believes that “literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage and complex and exact syntax”. Therefore, the inclusion of literature in EFL teaching assists in learning and developing learners’ language skills; such as deducing the hidden meanings from signs in the text, reading between the lines and dealing with figurative language, and learning other language areas such as grammar rules, pronunciation, and vocabulary. In point of fact, Lazar (2007) asserts that literature teaching helps to increase students’ capacity to use English and to use language spontaneously, not merely for a linguistic purpose, but for the cultural, intellectual, social, and psychological medium of expression.

Several techniques can be used to teach language through literature; like brainstorming, critical analysis, word combination, role-playing, and guessing with inferring meanings of the words used in different contexts (Lazar, 2007). Correspondingly, bringing literature into foreign language classrooms will serve to develop both linguistic and literary competencies of students, and give them opportunities to understand unfamiliar concepts, share their ideas, and explain their own opinions.

1.2.1.2 Literature and the Acquisition of the Four Skills:

Literature can be regarded as a good medium to teach the four skills effectively. According to Littlewood (2000), literary texts are worthy for enhancing reading skills, and

they can be used for other objectives such as learning grammar rules and learning varieties of language use. Through the emotional and imaginative content of literary texts, learners will be motivated and attracted to read, so that their reading skills, as well as the use of vocabulary, will be improved.

In most reading classes, students move through three levels: literal level, inferential level, and personal level. At the literal level, the students asked direct questions about the text concerning setting, characters, and plot (Lazar, 2007). The inferential level comes after mastering the literal understanding. Students in this level should give their own analysis of the themes, characters, and settings according to the writer's point of view (Durant et al. 2000). When students master the previous two levels, they start sharing their personal responses and evaluations to the work with each other in which is called a "collaborative work" (ibid). The personal level motivates students to express their own opinions; think imaginatively to criticize the work incites their problem-solving capacities (Boyle & Hirvela, 1988).

Furthermore, Lazar (1993, cited in Zacharias, 2005) argued that listening and academic writing skills can be learned and developed through recorded literature which stimulates learners to synthesize and paraphrase. Thus, literature stimulates EFL to improve their writing skills, both as a model and as a subject matter (Spack, 1985). When students imitate the original work in their writings about the content, theme, or even style, it is literature as a model (ibid.). Nevertheless, when students use their own thinking to analyse a work, it is literature as a subject (Collie & Slater, 1990). When the reading content is literature in a written expression course, literature as a subject matter helps the students, in a written expression course, to think imaginatively and critically, formulate their own ideas and make inferences from the text for the evidence (Carter & McRae, 1999).

Moreover, for becoming proficient in speaking, the oral fluency of students can be improved by designing multiple tasks that require learners the oral performance, like summarizing a story orally, a retelling a story from one character's viewpoint, or simply by opening debates about issues discussed in the chosen text, especially by allowing group discussions that result in involving the learners in a dialogic relationship with the chosen texts, and fostering creative thinking skills, so that a learner would be engaged in participating and expressing his/her opinions and personal ideas in the mirror to other learners.

1.2.1.3 Literature and Personal/ Affective Involvement:

Literature supports students to learn a foreign language by stimulating their interests and creating a zone of emotive empathy. Lazar (1993) affirms that any reaction to a particular literary text allowed learners to engage with the text and its language, and relate it to the norms and traditions of their society.

The importance of the appropriate selection of literary texts in relation to the students' needs and interests is certainly obvious (Lazar, 2007). At this juncture, if the text is well selected by a talented teacher who knows his students' level and interests, the students become more enthusiastic in pursuing the development of the events in the text than understanding the meanings of vocabularies and learning grammar. Thus, they start living the characters' events, empathizing with characters, and sharing their personal affective responses, because the themes of most literary texts tackle real experiences of the readers who find them exciting to be read and explore.

Along this line of thought, literature consists of various implicit meanings and this makes it susceptible to many interpretations by its readers. Duff & Maley (2011) argue that no two readers will ever have quite a convergent interpretation resulting in the tension required

for any fruitful exchange of ideas. Subsequently, each reader will infer the hidden meanings of the texts from his personal point of view.

Reading literature encourages students to learn foreign languages by touching their personal emotional side. It helps them enhance their ability to be empathetically involved in the emotional experience of others, and reflecting their own life experiences on the literary texts' events.

1.2.1.4 Literature Authenticity and Cultural Enrichment:

Literature is viewed as one of the most reliable authentic materials used to teaching a foreign language as well as it is considered as a vehicle to the foreign culture. Besides, mastering a foreign language requires cultural knowledge of the target language.

Authenticity is a concept that has gained many definitions; Meinhof (1987 cited in Wallace, 1992) believes that authentic materials are “original pieces of written or spoken language which occurred naturally between native speakers and could therefore be accepted as genuine communicative acts”. Authentic texts preserve their original form with their real nature, in which language and grammar, and other parts of the text keep their originality, and they have not been modified or left out. This reliability makes those authentic texts valuable in foreign language teaching (Stavik, 2015).

The use of authentic materials was the ultimate goal in the 1970s when the communicative approach to language learning emerged, and as it required real facts about the target culture and the target language in the teaching of English as a foreign language. Duff and Maley (2011) highlight that literature can create a new innovative learning practice in the class, and this makes literature an authentic material so that students can be competent in both language and literature.

Authentic texts were the pivotal source to reflect real everyday life in order to encourage EFL students to learn the target culture and act appropriately towards it (Kramsch, 1993, p. 185 cited in Stavik, 2015). In the same vein, Lazar (2007) points out that one of the reasons that makes literature regarded as an authentic material is for its support and assistance in cultural and language enrichment. Moreover, Lazar (1993) maintains

The process of introducing authentic texts for EFL learners raised problematic issues to EFL teachers. Wallace (1992, p. 79) identifies the main impediments that teachers may encounter when using authentic materials in their teaching process:

Many teachers do not have access to a wide range of contemporary ‘real life’ material... and will need to write their own texts or rely on course books which only contain material written for pedagogic purposes. In these cases, while authenticity of writer purpose is arguably lost (that is, the writers are writing primarily as educators) one can attempt to maintain authenticity of genre by allowing the reader to recognize a text as, for example, an advertisement, a ghost story, a love story, and so on.

According to her, an EFL teacher who is unable to use the authentic materials written by those who hold the native language, they are required to either elaborate their own texts or just follow course books that are written for academic purposes, and may lose their authenticity.

EFL learners also may face issues with certain authentic materials, mainly the problem of the difficulty to understand the sophisticated language of those texts if they are beyond the students’ linguistic aptitude. However, it’s preferably making few changes in the texts for achieving a clear understanding of the target culture, without touching their authenticity. Consequently, teachers, firstly, should place themselves as readers before engaging with a particular text, and secondly, they should consider their learners’ level to help them grasp the

meaning of a specific literary material, increase their cultural knowledge, and find pleasure in what they are expected to read.

1.2.1.5 Literature and Intercultural Competence:

Literature is a powerful element in developing EFL learners' skills and attitudes that are involved in intercultural competence. Stavik (2015) supports this view by asserting that "literature has shaped the self-and other-perceptions of a people as much as have the events and experiences that gave birth to this literature". Accordingly, through foreign literary texts, EFL learners would be able to understand the self and the other and to engage and involve in other cultures that are different from their own via learning aptitudes as well as attitudes to raise their intercultural competence.

In the same way, Neustupny (1988, p 73) insists that Intercultural learning is necessary for better communication. Learners may get in contact, either directly or indirectly, with other cultures via reading foreign literary texts or using technology, so that they become cultivated about their values, beliefs, customs, and traditions despite differences between cultures. Hence, teachers should take into consideration the cultural differences that may exist between Algerian students in the same class, mainly between Arabs and Berbers, when dealing with texts about the origin of Algerians or about their origin language. So, teachers should instil into them the spirit of tolerance, acceptance of otherness, and respect for cultural norms and beliefs of other people from different cultures.

Moreover, literature promotes tolerance to cultural diversity, and fosters empathy. In addition to that, Ghosen (2002, p.72) noted that literature raises emotional intelligence, which is "essential for empathy and tolerance, is the understanding of feelings, both of one's own and the others", and thus, in order to raise multi-cultural emotional intelligence for EFL learners, literature is the strongest and the essential factor for achieving this goal.

Literary texts actually act as a very influential agent in mirroring the society's social, cultural, and even political values as well as it is reflecting people's beliefs, customs, and traditions in both an imaginary and real way. Han (2005, p74) approves that:

In the literature of the past, we can find the roots of the present, in the literature of the future we believe we will see the traditions of the past. Literature contains and presents both the transition of time and social reality as the agent of change.

Literature, therefore, mirrors the reality of people; their aspects of life, their convictions, and their norms, and it is considered as an essential element in portraying social change over time subjectively. Literary texts hence offer to readers the opportunity to discover and recognize a nation's cultural perspectives.

As a matter of fact, literature also helps in fostering intercultural competence through the well appropriate selection of texts and creative activities which are supposed to assist learners' understanding and abilities of interpretation of texts. Han (ibid, p.14) comments on this idea by claiming that creative activities often provide themselves to a combination of literary and intercultural intentions, and give learners a zone of "anxiety-free" for helping them express their opinions as well as observe and compare their own culture with the target culture in the chosen text.

Actually, by exposing learners to review their own culture through studying different cultures (of diverse ethnic groups) in literary texts, learners will develop their critical abilities to read, understand, interpret, and evaluate their own culture in contrast to others' beliefs, views and social values, especially when the activities assigned are well-designed (Elliot, 1990). The teachers should act creatively; they should not provide easy-made activities, but rather, they should prepare creative, inspired, and effective activities that require critical

thinking skills to infer the hidden meanings of the text. In other words, teachers should avoid preparing ready-made activities that their answers are evident.

1.3 Pedagogical Criteria for Selecting Literary Texts in EFL Teaching:

For avoiding the pedagogical problem of selecting suitable literary texts for teaching EFL learners whose needs and interests are different, Lazar (1993) pointed out that the teachers should take into account the type of learners with whom they should work and to whom the selected literary texts will be assigned, for successful and effective teaching of the course, because learners are expected to be the central part of the teaching and learning process. Thus, teachers have a pivotal role in enhancing learners' interaction and discussion via considering some important criteria in their assigning of different literary texts involving learners' linguistic proficiency, their cultural and their literary backgrounds. The following is an attempt to explain these more complex criteria that teachers must consider.

1.3.1 Learners' Cultural Background:

To foster the learners' understanding of a particular text, it is necessary to take into account both; accessing the cultural environment of that text and considering the cultural, social, and political belongings of the learner. The teacher should be aware of the way in which the text will be analysed by his students from their personal opinion and their own cultural views (Lazar, 1993).

Lazar (1993) asserts that readers of literary texts always interpret a text in the light of their own cultural experiences. The learner's knowledge about his own culture is very supportive and helpful in interpreting literary texts, however, it is not enough due to the difference that exists between cultures, the learner may feel about that diversity when comparing his own culture with the culture discussed in the text. The teacher thus has to

explain previously the cultural, social, and political features of the target culture before starting the literature course in order to enlarge his learners' abilities of interpretation from different cultural views, not only restricted to his own cultural view, so that, it would be a success in raising the learner's cultural background of the target language.

Eventually, Lazar (1993, p. 65-66) has provided some of the cultural aspects that teachers should follow and reflect on when dealing with literary texts. These cultural aspects are summed up as follows:

- Objects or products and that exist in a society, but not in another.
- Proverbs, idioms, formulaic expressions which embody cultural values.
- Social structures, roles, and relationships.
- Customs, rituals, traditions, and festivals.
- Beliefs, values, and superstitions.
- Political, historic and economic background.
- Metaphorical/ connotative meanings.
- Representativeness: to what slice of a culture or society does a text refer?
Does it describe a particular class or subgroup?
- Genre: how far do different genres translate cross-culturally?
- The status of the written language in different cultures and the resulting strategies for reading a text.

To avoid the problem that all literary texts may cause cultural contextual obstacles for students to understanding; it is preferably for the teacher to deal at first with texts which hold a nearby cultural background like the students' cultural stock, and then progressively moving to deal with other foreign cultures different from the students' culture.

1.3.2 Learner's Linguistic Proficiency:

The language of literary texts may cause problems to learners, as Lazar (ibid, p.53) illustrates: "Literary text departs strikingly from the usual norms of language use, it includes a

great many archaisms, rhetorical devices, and metaphors; or it makes use of the dialect or register of a highly specialized field". The teacher thus should distinguish between literary texts and non-literary texts, focusing on the language and figurative language of the text, and the linguistic points that should be discoursed during the session. For facilitating the process of teaching literary texts; the teacher may hold a session to introduce the new linguistic features in order to develop his learners' linguistic background and prepare them to cope with linguistic aspects that may encounter when reading and interpreting a text.

In fact, this matter instigates Lazar (ibid, p.53-54) to review the following questions, and then decide whether to use a literary text:

- a. Are the students sufficiently familiar with the usual norms of language use to recognize when these are subverted?
- b. How much of the language in the text will students be able to infer?
- c. Will students find it useful and enjoyable to study the text, or will they feel demotivated by the difficulties of the language?
- d. Will students be motivated by other factors to study the text (e.g. students often enjoy studying a difficult short story if there is a film based on it which they also enjoyed).
- e. Is the text too specialized in its language to be relevant to the type of language the learners require learning on the course?

Generally speaking, these raised questions have an important effect in achieving the aim of the course, teachers thus had better be taken into consideration these questions before any literary reading session, so that, most of the learners, if not all of them, will enjoy the session as well as they will cope with the literary text.

As a matter of fact, the language of the texts must be balanced with the level of students (Collie & Slater, 1987). If students try to use the dictionary to check the meaning of every word in the text, this will be an exhausting procedure for students, and it would make them

rapidly demotivated in reading the text and feel fed up in finishing appreciating the whole text and its meanings. Therefore, the language of the text must be appropriate to students' level, neither too much hard overestimated to be checked at each time, nor too much easy. As it was explained in the Krashen theory "the input hypothesis"; this theory states that learners develop their linguistic knowledge when they understand language input or the new knowledge of the language that is slightly more advanced than their current level. Krashen called this level of input "i+1", where "i" is the learner's previously acquired language, and "1" is the next stage of extra-linguistic knowledge that will be added to learners' competence to acquire (Krashen, 2003).

Another issue that teachers should consider is the difference between the literary language and ordinary language, as Wellek and Warren (1985) have clarified:

It is thus quantitatively that literary language is first of all to be differentiated from the varied uses of every-day. The resources of languages are exploited much more deliberately and systematically. In the work of the subjective poet; we have manifested a "personality" for more coherent and all-pervasive than that of persons as we see them in everyday situations. Certain types of poetry will use paradox, ambiguity, the contextual charge of meaning, even the irrational association of grammatical categories such as gender or tense, quite deliberately. Poetic language organizes, tightens, the resources of everyday language and sometimes even does violence to them in an effort to force us into awareness and attention.

In view of that, linguistic difficulties must be considered as well, in order to enable comprehension of the literary texts, but that is not the only criteria that teachers should focus on, relevance and interest are also too much important. Generally, these points and motives assist learners to overwhelm the linguistic impediments that learners may face while reading literary texts.

1.3.3 Learners' Literary Background:

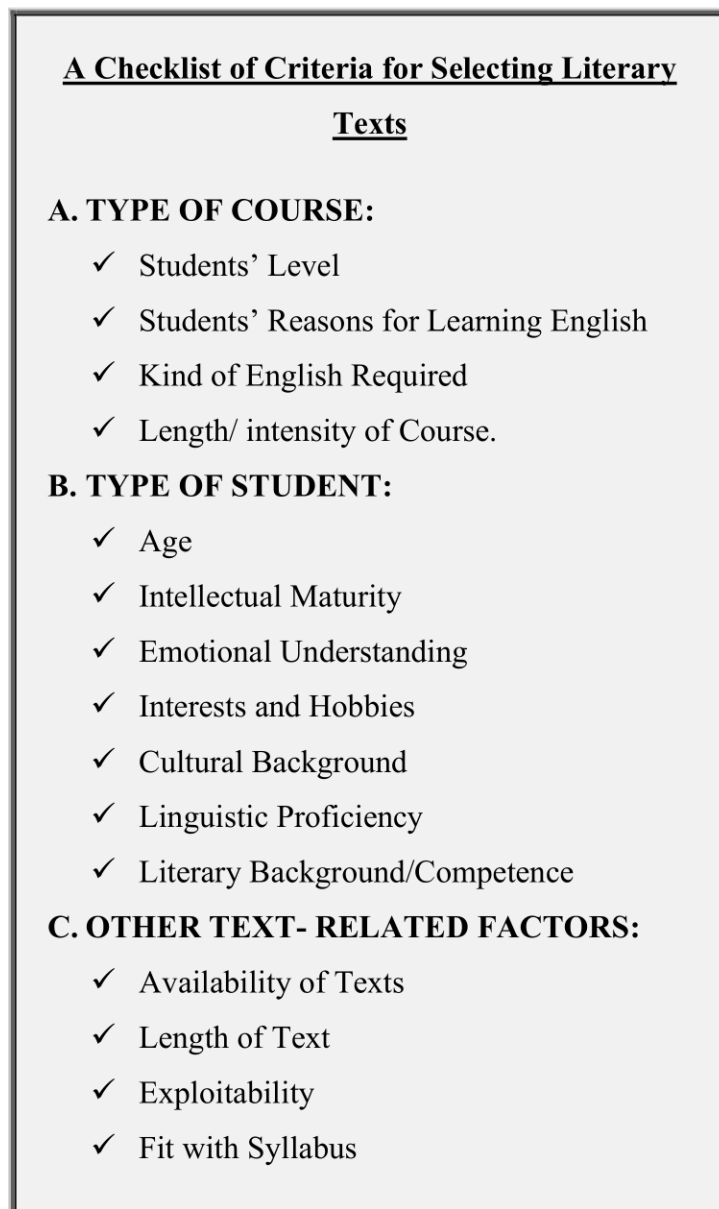
“There is an interesting relationship between the literary background of the students and their linguistic competence” (ibid, p. 54). Students who studied literature in their own language, in which procedures and principles are similar to those in English for reading and interpretation, may have the ability to interpret literature since they hold a literary competence that will help them understand a literary text, even when their level of linguistic knowledge is fairly limited. Conversely, students who have language skills but have little literary proficiency i.e., they are not familiar with literature; can understand every word in the text without being able to understand the literary meanings behind the texts (ibid). So, when selecting a literary text, the teacher does not have to focus on whether the text is linguistically available or not, but also whether learners will be able to engage and interact with the selected text.

In general, the selection of literary texts depends on the literary enthusiasm of the learners. If the learners are literarily equipped with literary knowledge, they will engage with the text critically as well as linguistically. Ultimately, promoting Literary competence can be achieved via the introduction of some creative literary activities about literary elements before teaching the literature course; for instance, teaching literary devices, figurative and rhetoric language, literary genres, or literary movements theoretically, and then applying what was taught on literary texts for a good understanding and appreciation (Martinez, 1991).

1.3.4 Criteria for Choosing Literary Text:

The checklist below is adapted from Lazar's text selecting (1993), in which it should be taken into consideration when teachers of literature make literary texts selection in order to do their job properly and efficiently. The selected literary work should be characterized by

“relevance”; wherein relevance refers to the idea that the opted text should fit the learners in order to pave the way to read and guess the inside meaning of the text. Furthermore, when selecting texts to use with students, teachers must look at the classification of language in the text, its specific literary characteristics, and whether our students can navigate their own way through these (ibid, p 54).



**Figure 02: A Checklist of Criteria for Selecting Literary Texts in EFL Classes
(Lazar, 1993)**

The above checklist is considered the key for teachers of literature to a successful choice of literary materials in EFL classrooms. If it is cautiously followed, the course will be enjoyable and accessible for learners, so that, learners will be highly motivated to read and analyse literary texts, and the interference of teachers will be reduced as well.

1.4 Literature Teaching Approaches to EFL Classes:

Carter and Long (1991) propose a survey of methodological approaches that can be followed by EFL teachers while teaching literary texts. They suggest three main approaches; the cultural approach, the language-based approach, and the personal growth approach. These approaches to teaching literature to EFL students differ in the way of teaching; the technique that EFL teachers use when teaching literary texts depends on the approach they choose in the classroom. In recent times, Savvidou (2004) has introduced another approach to literature teaching, which is the integrated approach.

1.4.1 The Cultural Approach:

This approach is considered to be teacher-centred (Lazar, 2007). Carter and Long (1991, p.28) assert that “the Cultural Model highlights the teaching of literature for its value in encapsulating the accumulated wisdom, the best that has been thought and felt within a culture”. Through this model, literary texts are considered as a product and a useful source of information to learn about the target culture, and this model involves students to examine and explore the social, political, literary, and historical perspectives of a chosen text (Brinton et al, 1989). Carter and long (1991, p.2) illustrate the main functions of this approach by stating the following:

Teaching literature within a cultural model enables the students to understand and appreciate cultures and ideologies different from their own and space and to come to perceive traditions of thought, feeling and artistic form of within heritage literature of such cultures endows.

Thus, the cultural approach has many roles because it allows learners to gain knowledge about the target culture(s); Traditions, norms, beliefs, and historical background compared to their cultures and spaces. Employing the cultural approach in teaching literature helps to build a bridge of cultures and develop a sense of understanding and tolerance towards the other because it aims to increase students' cultural awareness and enhance their appreciation of other world ideas different from their own.

Lazar (2000, p.36) recommends “background Information” which is some of the elements that can be used in literature courses within the cultural approach:

- Biographical information about the author.
- The genre of the text
- The historical or mythical events or figures to which the text refers.
- Philosophical, religious, or political ideas discussed in a text.
- Places, objects, or other texts referred to in the chosen text.
- The relationship between the chosen text and literary movements of its time.
- The historical, political, or social background on which the text was written.
- Distinctive features of the author's style.

Even though this model allows learners to bring an understanding and appreciation of different cultures and ideologies together and opens a window into other cultures that develop a sense of empathy and tolerance in search of broader horizons, it has been generally rejected in the EFL field because it is a teacher-centered approach that does not give many opportunities for learners to use the language (Carter and Long, 1991).

1.4.2 The Language-Based Approach:

This Language-based approach is viewed to be more learner-centred (Lazar, 2007). As its name implies, this model considers literature as a way to sharpen students' language proficiency and awareness. So, the main concern of this model is the study of linguistic features and figurative language in the text, as Lazar (1993) notes that the aesthetic aspect of literature is explored in this model via a careful study of the linguistic and rhetorical quality of literary texts.

Carter and Long (1991, p.2) state “language is the literary medium, that literature is made from language and that the more students can read in and through language the better able they will be to come to terms with a literary text as literature”, hence unlike the prior model, this model aims to increase the EFL learners’ knowledge, understanding of English language and the ability to provide expressive interpretations of texts, thus it promotes the language skills over the literary proficiency, and seeks to instil the quality of literary language exploration and examination in students, and this helps students study literary texts efficiently.

As it has been previously mentioned, this model fosters language skills by using different activities in syntax and terminology, in which the students will enhance their language input. In support of this view, Widdowson (1992) claims that this model is able to relate students' linguistic and literary competence, and that will lead to a level where linguistic potential does not differ from literary influence. To reach this goal, teachers may use the literary text to customize a variety of vocabulary and grammar activities. It is very similar to the stylistic approach which enables learners to provide only talented explanations of the text and broaden their knowledge of the target language, so that will have more opportunities for language practice through discussion in the class (Savvidou, 2004).

Nevertheless, this model has been criticized because of its methodological process that hampers students' motivation and pleasure to read literature. Literature is used in somewhat a mechanistic manner in order to provide a series of teacher-directed language activities that lose the delight of literature. It is believed that language learning is not the primary goal of literature, and the focus on language is doomed to neglect the pleasure one can get from a particular chosen text (Carter and McCrae, 1996).

1.4.3 The Personal Growth Approach:

This approach is a process-based approach, and it is regarded to be student-centered (Carter & McCrae, 1999). Goodman (1970, cited in Savvidou, 2005, p. 3) has described this approach as follows:

This model bridges the Cultural Model and the Language Model by focusing on the particular use of language in a text, as well as placing it in a specific cultural context. Learners are encouraged to express their own opinions, feelings and make connections between their own personal and cultural experiences and those expressed in the text. Another aspect of this model is that it helps learners develop knowledge of ideas and language-content and formal schemata through different themes and topics. This function relates to theories of reading which emphasize the interaction of the reader with the text.

This model urges learners to draw on their personal views, feelings, and responses to make some kind of interaction between the text and the reader, in other words, to reflect the cultural experiences of the readers on the content of the text to make the literary experience more memorable.

Savvidou (2004, p.24) also supports this claim: “Learners are encouraged to express their opinions, feelings and make connections between their own personal and cultural experiences and those expressed in the text”. Indeed, once engaged in reading a literary text, the student is actively interested in its content. Thus, this energetic interaction results in the creation of an enjoyable and rewarding literary experience.

This approach encourages engaging students in reading literature. Therefore, students become active participants as they are constantly asked to give their opinions and ideas when interpreting literary texts. However, it is the teacher's responsibility to select appropriate texts that meet the students' interests and not stylistic features because this approach takes ample concern of students' involvement, preference, and motivation. Carter and Long (1991) have explicitly praised this idea; they argue that the personal growth model empowers the students “to achieve an engagement with the reading of literary text... and helping them to grow as individuals”. Therefore, this approach aims to create a stimulus for students' personal pleasure in reading literature by prioritizing the learner's response to the text. In addition, it appears to be able to summarize the goals of the previously mentioned, language-based and cultural models, around promoting language learning, cultural awareness, and promoting students' personal improvement.

1.4.4 The Integrated Approach:

Integrating the three aforementioned models in one approach is advocated by Savvidou (2004) because she suggests that the above approaches are both abstract models and idealistic types, and there is some overlap between them. The integrated approach aims at making teaching literature in the EFL classroom to a great extent enjoyable, pleasant, and stimulating the learning experience than classical classroom teaching which simply relies on the acquisition of the linguistic features of the text.

Similarly, Lazar (1999) encourages this approach for its linguistic, methodological and, motivational reasons which are summarized as follows:

- a. Linguistic reasons: by making learners use a variety of literary texts, thus, they come to meet the myriad forms and structures of the English language.
- b. Methodological reasons: the literary discourse enhances the readers' knowledge and understanding of reading processes, either intensive or extensive reading.
- c. Motivational reasons: this approach enhances learners' motivation due to the influential and interesting topics in the literature.

Thus, this approach leads to the development of students' personalities, enhancing their reading awareness and enhancing their motivation. In this regard, Lazar (ibid) clarifies:

By exposing students to the rich language of the text, we can expand their language awareness, their overall knowledge of how words and grammar can be used. By presenting students with the complex themes in the literary text we can motivate them to reflect imaginatively on their own experience and on that of writers in different societies. By gently encouraging them to make their own interpretations of a text, we can develop their confidence in forming well-reasoned interpretations of the language that they read and hear.

The integrated approach, to teaching literature in the EFL classroom, reconciles the three above-mentioned approaches systematically. Applying this combined approach intends to develop the learners' language awareness as well as motivate them through the appropriate selection of literary texts, on the part of the teacher, that touches the readers' interests so that learners will be able to read, understand, and interpret the literary text independently and

enhance their knowledge about the lexical and the grammatical structures of the English language as well.

In fact, approaches to literature teaching are interrelated and complement each other; they differ only in terms of emphasis on the text. Thus, the teacher must choose each one at the appropriate time when he sets the goal of the reading text.

1.5 Teachers' Role in Teaching Literature:

Teachers are the crucial bond between the learners and the knowledge. Their work is to facilitate learning for the purpose to increase students' independent learning capabilities. Teachers have an active and valuable role in the teaching/ learning process as they remove any handicaps that may hinder learning, encourage students to read literary texts, imagine the story of a particular text, and retell it in their own way in order to increase their appreciation for literature and motivation to study literature course.

The role of the teacher in the classroom is of great importance, and that is greater than the program or the used methods and approaches, and this increases the chances of obtaining foreign language learning. Literature teacher takes on several educational and pedagogical roles, as Routman (1991, p.41) argues the role of the teacher in literature course "... a decision maker, mentor, and coach. The teacher plans and supports activities that allow learners to do those things one naturally does with literature":

- ❖ **Decision maker:** that is, the teacher is the one who decides what the learner should study, that is, determines the lessons and activities that must be done. The teacher must activate the learners' prior knowledge through well-prepared and warm introductions. After presenting the lesson and providing the learners with work to do, the teacher must act to control and monitor them. Furthermore, he should support

learners to read and respond to literary texts and engage them in discussions to raise individual communication and report writing (Martinez & Roser, 1991).

- ❖ **Mentor:** or a guide, the teacher should be a good learning model for the learners to follow. This includes reading and writing, for example, reading should be loud and clear, representing parts of the story on the stage, as well as flexibility and intelligence in performing activities, and writing articles. But at the same time, the teacher must pave the way for the learners to be self-reliant; otherwise, they will be spoon-fed and passive learners (McKenzie, 1985).
- ❖ **Coach:** the teacher plays the role of the coach when he organizes the class effectively by supporting the needs of the learners, organizing response activities, making group discussions, and joint reading sessions (Cooper, 1993).

Teachers of literature should be conscious and attentive to the objectives of teaching literature as it is the most important aspect of literature learning. Purves (1972) defines the role of literature teachers; he argues that the teacher should:

- Provide each student with as many different works as possible.
- Encourage each student to respond as fully as he is able.
- Encourage the student to understand why he responds as he does
- Encourage the student to respond to as many works as possible
- Encourage the student to tolerate responses that differ from his/her
- Encourage students to explore their areas of agreement and disagreement

Through the above-mentioned objectives, teachers are an essential component of the learning process and have a significant impact on learners. It is the duty of teachers to encourage students to read, understand, discuss literary texts and accept the ideas of others.

They should also organize and control the classroom in a way that allows teaching/ learning literature courses in order to increase students' motivation and appreciation for literature. Moreover, when teaching literature course, the teacher can modify pedagogical roles with the methods of teaching literature as well as the content of the literature course, taking into account the objectives of the literature program in the educational setting (Mrozowski, 1995).

One of the most important ways that teachers should do for establishing effective learning is to give students a scope to relate what they read to real-life situations (Norling, 2009). For the teacher to achieve this, he must "train the minds of the learners" to put themselves in the writer's shoes and dive into the world of the literary text. In other words, in order to better understand the text, students should be encouraged to read using a different lens i.e., reading and understanding the literary text from several aspects and not from one perspective, and this allows teachers to raise the level of literary awareness.

Furthermore, teachers should also be careful of the learners' lack of interest in the study of literature. Among the common reasons for the lack of interest is, firstly, that teachers do not choose appropriate literary texts, which ignore the level and needs of learners, that is, teachers do not provide the context that students can access. Secondly, teachers' expectations that cannot be reached by their students, an understanding of the text from one perspective and inflexibility towards different viewpoints are other problems that cause lack of interest. Thirdly, another problem that teachers can fall into is providing learners with a lot of information, and this is what distracts learners and their inability to comprehend. Finally, students' achievements and the fulfillment of a good understanding of the lessons in the classroom depends largely on the teacher's method of teaching and for this there must be a balance between the lessons and the method of presenting the lesson, and this is what

encourages students to learn and increase their critical and aesthetic perception of literature (Aim, 1963 cited in Talif, 1995).

Additionally, to improve and maintain students' interest in the literature course, teachers should give them the opportunity to read individually, ask questions and discuss their ideas and encourage acceptance of different opinions in the class, as well as engage in motivational competition through activities that help cement what has been taught in the minds of students excitingly. By doing so, teachers will avoid boring classes, and students will remain motivated and interested in the literature course.

1.6. Assessment Strategies of Literature Course:

Evaluating students at the end of the course is also an important aspect that teachers of literature must focus on. Without evaluating the learners' achievements, the teacher cannot know whether they have reached the goals of the course. In order to achieve the goals that the teacher wants to reach, the teacher must evaluate the performance and production of learners, categorize, comment and evaluate, and then play the role of the evaluator/ assessor. As most educators have argued, the teacher is the most important assessment tool (Lamme & Hysmith, 1991; Wiggins, 1992; Shavelson, 1992; Hansen, 1992).

Literature assessment can include time for feedback through a discussion made by all learners after a specific course. Likewise, assessment can be made by assessing learners' performance in drama or writing poems. The final evaluation is the assignment and correction of their exam work. Literature exams must focus on assessing learners' literary knowledge, cultural awareness, and without abandoning their language abilities. Thus, the exam should be done carefully focusing on the analysis of the text, criticism, and literary competence of learners, so that learners are able to read the text creatively and critically, provide criticism,

and even respond emotionally by giving personal opinions to literary texts (Carter and Long, 1991).

The literature teacher can do other ways to assess students' understanding of the literary text. When designing a written test, the teacher may include short-answer (yes/no) questions, true or false questions and multiple-choice questions (MCQ), as well as essay questions to test learners' writing skills. Besides, the teacher may ask the students some oral questions about the content of the text, so that the teacher can assess the students' reading comprehension of the target text, their listening abilities, and their level of vocabulary use.

1.7. Reading Strategies and Classroom Activities:

In reading literature, teachers must realize that each learner or reader of literature can analyse what he has read in his own way, based on past experiences, as well as personal, emotional and mental processes, his level of cognitive development, and his level of interest in the literary text. Realizing all this, not all strategies for teaching literature will be effective for all students, so the teacher must consider reader strategies that are not necessarily linked to content outlines through effective selection of text and related activities.

Carter and Long (1991, p.16) suggest that reader strategies should include the following steps in order to success in reading literature course:

- Using titles and illustrations to understand a passage
- Skimming
- Scanning
- Summarizing
- Guessing word meanings
- Becoming aware of the reading process
- Taking risks

All of these strategies can be targeted for use with any other foreign language materials when teaching literature to EFL learners.

Doing activities after the course of literature is highly important as they improve the comprehension of the text' content, increase the students' critical thinking and their English language (Lazar, 2007). Language is used to express culture and communication. Therefore, reading literary texts is a means of communication between readers with text and culture. However, if the content of a text is inconsistent with the readers' culture and prior knowledge, readers will experience a failure to communicate well with the text (Fenner, 2001).

Since teachers do not have insight into how to enhance the learner's knowledge and understanding, the teacher must participate in another process of speaking or writing to gain those insights and be able to consolidate learning within the learner (ibid). For this, the development of classroom activities on oral and written performance is necessary as they are the main cause of enhancing language efficiency and cultural understanding of the learner. Most activities are divided with literary texts to two types. The first type is devoted to oral performance for students, and the second type is devoted to written performance.

To encourage students to use successful strategies when reading literature, the teacher can create simple activities to elicit information across the three stages of reading. These activities can be divided according to the stage of reading in which they occur.

1.7.1 Pre-Reading Activities:

This stage is a preparation of the mind and a warm-up to learners. Before starting to read the literary text, it is more likely to make students ready for the text to be read, understand and analyse in order to avoid problems that prevent the students' understanding,

assimilation and even enjoyment of the text. Thus, the teacher should take some strategies to overcome these obstacles such as (Guin, 1990):

- Oral discussion of the topic to be studied.
- Speculation of the content of the text by its author or its title.
- Effective questions to check learners' prior knowledge.
- Explanation of the most difficult and unfamiliar vocabulary.

By the same token, Carter and Long (1991) propose that in the pre-reading stage the teacher should elicit or provide appropriate background knowledge, previewing a text with students should spark their interest and help them interact with the text more meaningfully as the discussion forces them to think about the situation or points that came up in the text. They recommend the following activities that should include in this stage:

- Discussing author or text type
- Brainstorming
- Reviewing familiar stories
- Considering illustrations and titles
- Skimming and scanning

In short, pre-reading activities are designed to evoke students' prior knowledge before reading the text and relate their experiences to the text.

1.7.2 During-Reading Activities:

After the students have been prepared in the pre-reading stage, they can start reading the selected text. In this stage, learners confirm their understanding of the text by discovering the ideas of the text, paraphrasing the author's words, making predictions, and answering

meaningful questions about the text. The teacher presents specific exercises in the form of “Guided Reading” activity sheets. These practice exercises may include (ibid):

- Guess the meanings of words using context clues.
- Word formation guides.
- Consider syntax and sentence structure by noting the grammatical functions of unknown words.
- Analysis of reference words and prediction of text’s content.
- Reading for specific pieces of information.
- Learn to use the dictionary effectively.

In sum, activities in During-reading stage are designed to help students read purposefully and constructively by scanning text and answering questions that deal with several aspects of the text.

1.7.3 Post-Reading Activities:

In general, the goals of reading are not only to memorize the author’s point of view or summarize the content of the text, but the truth is to look at another mind, i.e. look at other points of view. In the previous stage, students were able to discover the clear meaning of the text, which paves the way for a more important stage, which is the post-reading stage. The latter enables students to have a more productive discussion, which makes them interact and discuss their ideas and discover other hidden meanings of the text.

In post-reading stage, students are able to move beyond understanding the superficial meanings of the text to discover the underlying meanings, that is, checking students' understanding and then moving to deeper analysis of the text. This intellectual and cognitive transition can be done by encouraging students to think about answering questions related to

inferring cultural information from the text. In this context, Lazar states “Making cultural comparisons by getting the students to brainstorm ideas about their own society and then compare them with those in the text” (1993 p. 68), is a successful and operative way to make students aware of the cultural differences that exist between cultures, and this will help them interact objectively with the text and build their own understanding.

So, by discussing the ideas that they have generated in groups, the students focus on the information they did not understand or did not understand correctly. This type of discussion helps the student analyse the text as the class discussion moves from identifying the facts to exploring the deeper implications of the texts.

1.7.4 Follow-up Activities:

Follow-up activities have a goal beyond reading and analysing a text. They are a means of transferring reading skills to other texts or integrating reading skills with other language skills (Phillips, 1985).

The above three activities aim to engage the students in an oral activity that will demonstrate their understanding of the basic facts found in the text and their perspectives towards the text. As mentioned earlier, classroom activities had better to be developed around written and oral forms of language use. Trying to spark students' creativity can be more effective with a written assignment than oral one. Students should respond to the text by giving personal responses and views about it, and they can support their views with information from the text and personal experiences.

1.7.5 Integrative activities

Integrative activities use the same language of the text and the same ideas in listening, speaking and/or writing. Integrative activities include exercises such as students' interaction

in summarizing texts, writing new endings or finding solutions, acting out the text on stage and performing dramatic role-plays; Listening carefully for keywords or phrases in original videos or audio tapes, or simulating cultural experiences.

The following figure summarizes the three stages of literature reading course:

<p style="text-align: center;">Stage 1: Before-reading (Mind Preparation Stage)</p>	<ul style="list-style-type: none"> ✓ Brainstorming. ✓ Previewing the text. ✓ Setting a purpose for reading. ✓ Evoking prior knowledge. ✓ Predictions and guessing word meanings.
<p style="text-align: center;">Stage 2: During-reading (Rethinking Stage)</p>	<ul style="list-style-type: none"> ✓ Answering questions. ✓ Confirming predictions. ✓ Checking overall comprehension. ✓ Discovering explicit meanings.
<p style="text-align: center;">Stage 3: After-reading (Analysis Stage)</p>	<ul style="list-style-type: none"> ✓ Summarizing what has been read. ✓ Discussing ideas of the text. ✓ Evaluating ideas of the text. ✓ Exploring deeper implications of the text.

Figure 3: Literature Reading Stages

1.8 Challenges in EFL Literature Teaching/Learning:

It has been previously mentioned that the advantages of incorporating literature into language teaching and learning are numerous; however, there are some notable difficulties or problems that English Language Teaching (ELT) researchers have pointed out to consider before teaching/learning literature in EFL class.

The researcher has listed only the main points extracted from the review of a good number of related studies, those challenges are listed as follows:

- Literature appreciation and critical thinking
- Lack of linguistic ability and vocabulary
- Curricula and the selection of literary texts
- Students' proficiency levels
- Under-qualified teachers
- Cultural complications

1.8.1 Literature Appreciation and Critical Thinking:

A lack of literature appreciation and a lack of critical thinking are major problems in EFL learning literature. Those problems are mainly due to the way learners have been taught from the beginning of their educational career, since they used to be familiar with product-based methods that discourage constructive critical thinking and make them bored from studying literature. Learners are accustomed to “getting to know literature” rather than “acquiring knowledge of literature” and this is because of their reliance on the teacher or textbooks (Carter and Long, 1991). Therefore, the teacher must:

Find ways in which to help learners unlearn their previous attitudes, reengage them in texts, work with them to recapture the sense of enjoyment in literature, and help them see the relevance of what they are reading to their own lives (Paran, 2006:5).

Accordingly, the teacher must find ways to help learners develop critical thinking by re-engaging them in texts and reclaiming the enjoyment of reading literature. Carter and McRae (1999) note that both the teacher-centred and student-centred should complement each other for the development of teaching/learning literature.

1.8.2 Lack of Linguistic Abilities and Vocabulary:

Keeping in the same vein, another main problem in EFL literature teaching is the lack of linguistic abilities and vocabulary. According to Hall (2015, p.161), the language of literary texts is often said to be a key factor for the use of literary texts in education as literary texts have various benefits for students in terms of expanding vocabulary, challenging horizons, promoting fun and creativity in natural ways. Despite the positive aspects of using literary texts in EFL class, he stressed that the lack of using literary texts is due to several reasons, including: difficulty of vocabulary, ambiguity, old-fashioned, non-standard, and non-representative.

Minkoff (2006) argues that it is highly positive that literary texts provide authentic, un-simplified material in the language classroom, in order to develop confidence in students who succeed in using and understanding the material. However, if the students do not have sufficient linguistic ability to understand the text, it negatively affects the students as it makes them unmotivated to read literature and loses their confidence to continue learning the language.

Moreover, Carter and McCray (1996) add that literary texts have an advantage in maintaining ambiguity and indeterminacy in experience and this allows students to open up space for discussion, solving different interpretations, and exchanging opinions and ideas.

In order to open the doors for discussion in the classroom, there must be a response from the reader towards the literary text. For this, it is necessary for the student to have language ability and literary backgrounds about other features surrounding the text, and creativity to understand it (Parkinson and Thomas, 2000). In other words, the student must have a certain level of language in order to facilitate the use of literature.

1.8.3 Curricula and the Selection of Literary Texts:

In 1983 in Jordan, the first conference was held on the problems of teaching English language and literature in Arab universities. The most important problem in teaching English language and literature was the curricula (literature, language or linguistics), i.e. the most important basics and elements that should be included in the curricula.

Among the most important researchers who suggested increasing the number of language courses and linguistics at the expense of literature courses are Bader (1992) and Zughoul (1983), they made this proposal for two reasons: the first one because of the moral, religious and social values that are an integral part of foreign literature which often goes against the students' Arab and Islamic values and culture, whereas, the second reason is due to the belief, according to Arab countries, that some English literature courses do not add a positive impact on students' competence because they focus primarily on content rather than expression mode (Bader, 1992). This is what prompted Zughoul (1983) to blame English administrations in the Arab world for their failure to respond to an underrepresented focus on literature in school curricula at the expense of language and linguistics.

In recent years, researchers' interest in focusing on the type of literary texts to be included in the school curricula has increased. Al-Maleh (2005) and Hamdi (2003) indicated a significant problem in the teaching of English literature in the Arab world as they follow almost the same curricula of Western countries and assign books that are not very different from those used in Western universities (Al Maleh, 2005). Hamdi (2003) declares that the selection of a literary text is inevitably necessary because the educational as well as cultural and economic offensive of post-colonialism involves students to think in global terms and thus alienating Arab students from their identities and cultures

Al-Maleh (2005) recommends that when using a Western literary work in the teaching EFL learners, for example, in Arab countries, “students should not be reading books for their ethical content or import alone. They should be encouraged to look at reading as primarily a cognitive process leading to some transnational awareness of comparative ethnicity”, in other words, exploiting foreign books for learning and not criticizing immoral foreign details for students in the Arab world.

Krishnasamy (2015) emphasized that a mismatch between the chosen text and students' language abilities will certainly have a negative impact on students' learning development as well as the course implementation since the program does not reflect the students' proficiency levels (p. 139).

1.8.4 Students' Proficiency Levels:

Controversy arises when decision-making is required on the question of what students' mastery levels must be to make them qualified to study English literature. This issue leads Kabinga (cited in Mwape, 1984, p. 15) conduct research in EFL secondary school students in which she described her students as being so anxious about learning English literature that they considered it difficult to comprehend independently without the help of their teachers. Therefore, students must have a proficiency in the English language to ensure that they can keep up with the pace of work in the English Literature program and raise their language competence level. In the same vein, Kapinga proposes that the study of English literature should be combined in advance with an adequate proficiency in the English language itself.

Some similar opinions tend to suggest that English literature should not be taught to beginners, but only to students who are well advanced and have a good level of English. Given the wide popularity of English literature especially in contexts of English as a foreign language, it is unlikely that such extreme views would ever be applied. Quite the contrary,

Mwape (1984) asserts that English literature should be accessible to all students of all levels because it does not always depend on the student's mastery of the English language (p. 19-20) since English literature is very broad and can provide any level of proficiency: Beginner, Intermediate or Advanced. Consequently, the focus must be placed on choosing the appropriate literary text for each level, so that the reader gains confidence, motivation and the ability to read throughout the learning path, which increases interest in learning literature

1.8.5 Under-Qualified Teachers:

Furthermore, motivation and self-confidence are also important in terms of their impact on student performance. Field knowledge and teacher training are other important factors in terms of their impact on teacher performance. Katz (2001) has conducted a study on English teachers who thought they were professionally incompetent and unable to teach English literature, and blamed this pre-service training they received for its primary focus on English language teaching. Ganakumaran et al (2003) proclaim that the lack of teacher training in English literature bears the responsibility for failures in curriculum applications.

1.8.6 Cultural Complications:

Interpreting any literary text requires some cultural background; otherwise, the reader will find it difficult to understand the text that carries a set of cultural values. When the reader is not interested in understanding these cultural values between the lines of texts, he can understand the text differently and take personal positions from his own point of view that may not be true and negatively affect his knowledge of the race of people with a different culture. In other words, cultural constraints in literary texts can create problems for readers if they are not properly understood.

Cultural barriers in literary texts can only be resolved by training students to learn literature critically rather than superficially, which helps to understand and interpret other foreign literary works because knowing an infinite number of vocabularies is not enough to understand the text culturally.

Conclusion

In the foregoing chapter, the attempt has been to represent the theoretical framework for the status of literature in the EFL context. Integrating literature into the EFL classroom is a requisite. Literature has to be taught for many reasons; literary texts are authentic and pleasant to be read, they help students to improve their language awareness and develop the four language skills. Literary texts also develop students' emotional and personal interpretative skills as well as improve their communication across cultures. Moreover, the teacher is the key factor in the EFL teaching and learning process as he must carefully choose the suitable approach to teach literature, in addition to the effective selection of literary texts that are relevant to the course objectives as well as the appropriate choice of activities for each literary text is highly significant, taking into account the students' language proficiency, their cultural and linguistic abilities, and their interests, which are very important for the student's achievements in understanding literature and gaining the ability to analyse and interpret different literary texts in objective critical thinking, away from subjectivity.

Chapter Two:

Culture and Intercultural

Awareness in EFL

Teaching

CHAPTER TWO:

CULTURE AND INTERCULTURAL AWARENESS IN EFL TEACHING

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Introduction

This chapter highlights the importance of integrating culture into foreign language teaching, the differences between different approaches to teaching culture, and other similar issues related to culture in EFL teaching. Similarly, the chapter discusses intercultural interaction during communication where Intercultural Communication Competence (ICC) is introduced, emphasizing its models and assessment and the various issues related to framing intercultural competence in EFL classes.

2.1 Defining Culture:

Culture has received many definitions from different perspectives by scholars. Certainly, Williams (1976) claims that “culture is one of the two or three most complicated words in the English language” as cited in Kumaravadivelu (2008, p 9). Therefore, it is not an easy task to define the concept of culture. Edvard Tylor (2010) has offered the oldest and the original definition of culture, he states that “Culture is that complex whole which includes knowledge, beliefs, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society” (Tylor, 2010). Moreover, Liddicoat et al (2003) define culture as “a complex system of concepts, attitudes, values, beliefs, conventions, behaviours, practices, rituals, and lifestyles of the people, who make up a cultural group, as well as the artifacts they produce and the institutions they create” (p. 45). Thus, culture is an integral part of the fibers of our being and every area of our lives and also in the forms of communication, both verbal and nonverbal.

Additionally, Hall (1976, 3) focuses on the significance of cultural understanding, He argues that today's global issues cannot be dealt with unless there is a clear understanding of the diverse ways of thinking.

“[Culture] it is not innate, but learned; the various facets of culture are interrelated – you touch culture in one place and everything else is affected; it is shared and in effect defines the boundaries of different groups.” Hall (1976, p 16)

Hall’s opinion on culture is a bit broader, he not only stresses one culture but rather different cultures, and how they affect each other.

Hinkel stated that “there are as many definitions of culture as there are fields of inquiry into human societies, groups, systems, behaviours, and activities” (1999, p.1). Subsequently, the concept of Culture is a challenging term to be defined, and researchers attempted to define the concept of culture in a variety of ways in a variety of disciplines and ended up with meaningfully different definitions.

The American Heritage English Dictionary defines culture as “The totality of socially transmitted behaviour patterns, arts, beliefs, institutions, and all other products of human work and thought.” Also, culture can be used to denote civilization, as it can be understood from Tylor (in Jahoda and Krewer 1997; p18) in his definition “Culture or Civilization, taken in its widest ethnographic sense, is that complex whole that includes knowledge, beliefs, art, morals, laws custom, and any other capabilities and habits acquired by man as a member of society.” Accordingly, culture is an integrated pattern of humans; it reflects all that is related to human life (behaviours, knowledge, values, customs, and traditions) in a particular community.

Language is seen as one of the aspects of culture, but it does not reflect the real culture of a particular community as it appears in movies, songs, fashion, literature and other products of arts. In supporting of this claim, Ritlyova (2009, pp. 88-93) defined culture as follows:

The various costumes, values, typical behaviour, attitudes, and the overall approach regarding the way of life that are not only reflected in movies, songs, fashion, literature and in numerous products of arts, but also in everyday use of a particular language e.g. recognized proverbs, common idiomatic expressions or phrases which are characteristics for certain members of society, and which significantly differentiate these people according to their age, level of education as well as their position in society.

In other words, people in a culture use language that reflects the values of their own culture. The cultural aspects of a particular society are revealed not only in various types of art, but also in the everyday use of language, such as proverbs and idiomatic expressions.

By the same token, Brown (2000, p.22) identifies culture as “the way of life, as the context within which people exist, think, feel, and relate to others as the glue that binds a group of people together”, in other terms, culture is the thoughts, traditions, customs, skills, attitudes, and arts that combines and unifies people in a particular group together.

According to Kramsch (1993), culture is "a social construct, the product of self and other perceptions" (205), whereas McCarthy and Carter (1994) have defined culture, from a social discourse perspective, as "the social knowledge and interactive skills which are required in addition to knowledge of the language system" (p.151-152). Therefore, all the scholars emphasize the idea that culture is social as it includes the rules of social life, values, beliefs, customs, traditions, and ways of behaviours, and also skill on how to think, act and interact with each other.

Culture has two main orientations; *Capital-C culture* and *small-c culture*. Chastain (1988) distinguished between the big “C” culture and the small “c” culture, where the former is regarded as visible culture, it is related to world literature, world civilization, geography,

and arts. Whereas the latter is regarded as invisible culture, it refers to the social beliefs, values, customs, traditions, attitudes, and norms. In this context, Paige et al. (1999, 2003) state:

The Big “c” field represents a set of facts related to the arts, history, geography, business, education, festivals, and customs of a target speech society.... It has been utilized heavily by many L2/FL/ELT language practitioners to teach a target culture. The small “c” field, on the other hand, refers to the invisible and deeper sense of a target culture; that is, the typical sociocultural values, norms, and beliefs, taking into consideration such sociocultural variables as age, gender, and social status.

Brooks (1968, 1997) clarifies this distinction and introduces two terms that distinguish the two types of culture namely “formal culture” including literature, fine arts, history, etc. and “deep culture” comprising patterns of social interactions, values, attitudes, etc. (cited in Frank, 2013, p. 3).

2.2 Language and Culture:

Learning a new language includes learning a new culture. Risager (2006) illustrates the relationship between culture and language from three different perspectives:

- The social perspective states that language can be separated from culture because “it is possible for language to express or create” (ibid., p. 89).
- The psychological perspective views culture and language as two aspects that cannot be separated from each other because “the individual carries all linguistic and cultural experiences within himself (ibid., 2006, p. 90).

- The linguistic perspective looks at the strength of the relationship between culture and language “only in the practice of linguistics where language is analysed outside its cultural context” (ibid., p. 90).

Language is seen as one of the aspects of culture, but it does reflect the real culture of a particular community as it appears in movies, songs, fashion, literature and other products of arts. In supporting of this claim, Ritlyova (2009, pp. 88-93) defined culture as follows:

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Along the same lines, Kramasch (2012) argues that language is used in order to express the cultural issues of its own society. In other words, when people use language they talk about their facts, attitudes, values, and views about the world which are cultural assumptions they share with people who belong to the same community.

In addition, Kramasch (2012) affirmed that language is not only a tool for expressing cultural reality, but is also used to create cultural experiences, i.e. when people use language, they choose a medium whether it is verbal or non-verbal. To communicate with each other;

this medium might be: "...talking on the phone or face to face, writing a letter or sending an email, reading the newspaper or interpreting a graph or graph" (Kramsch, 2012, p. 3).

Culture is inseparable from language, the two complement each other. The complex connection between culture and language can also be seen through the dynamism that characterizes culture, so when culture changes, language will inevitably change because there will be no transmission of culture without language. However, using language to express ourselves or to interact within a social group requires an appropriate and acceptable use of language (ibid.).

2.3 Elements of Culture:

Culture, whether it is a big C or a small c, contains many elements that have been characterized by the Standards for Foreign Language Learning (NSFLEP 1999), which has come to be known as the 3P model of culture. The 3P model includes the following elements (cited in Frank, 2013, p. 3):

- **Perspectives:** What members of a culture think, feel, and evaluate.
- **Practices:** How members communicate and interact with each other.
- **Products:** technology, music, art, food, literature, etc.; Things that group members create, share and pass on to the next generation.

Elements of culture are easily recognizable within products, because they contain things that can be seen, heard, tasted or touched, while elements of viewpoints and practices tend to be more difficult to notice because they are at the level of the psyche of individuals (ibid.).

In order to get deep understanding of what culture means, researchers used some metaphors and allegories such as the iceberg which was projected by Hall (1976), Weaver

(1986) and Ting Toomey (1999). In this model, culture is represented in an iceberg in which the visible aspect of culture lies above the water line and includes cultural artifacts such as music, dresses, costumes, religion, rituals, food, and verbal and nonverbal symbols. It is also called overt culture because it can be easily observed. The underwater cultural aspect includes mores, beliefs, traditions, customs, values, symbolic meanings and hidden assumptions. Since it is difficult to notice this cultural aspect at first glance, it is known as secret or deep culture.

In short, the cultural aspects that people can perceive through the five senses are at the top of the iceberg while the aspects that the five senses can't perceive are at the bottom of the iceberg. Cushner, McClelland and Safford (1996, p. 50) defined these two parts as:

[O]nly 10% of the whole is seen above the surface of the water. It is the 90% percent of the iceberg that is hidden beneath the surface of the water that most concerns the ship's captain who must navigate the water. Like an iceberg, the most meaningful (and potentially dangerous) part of culture is the invisible or subjective part that is continually operating on the unconscious level to shape our perceptions and our responses to these perceptions. It is this aspect of culture that leads to the most intercultural misunderstandings.

Edward T. Hall (1976) created a tool that can help students better understand the elements of culture. Hall's analogy is known as the "cultural iceberg". Such an analogy has been used to help people entering a new culture to distinguish between what is easily visible as the products of a culture (the tip of the iceberg) and what is not easily observable, such as the behaviour of a particular culture (the submerged portion of the ice). A deeper appreciation of the observable cultural aspects can only be achieved if we succeed in understanding the bottom of the iceberg. If we fail to understand the values of a particular culture, then we fail

to explain the behaviours of people. This means that awareness of the hidden side of culture helps people understand how and why they behave in different ways because it is this aspect of culture that builds people's perceptions and attitudes.

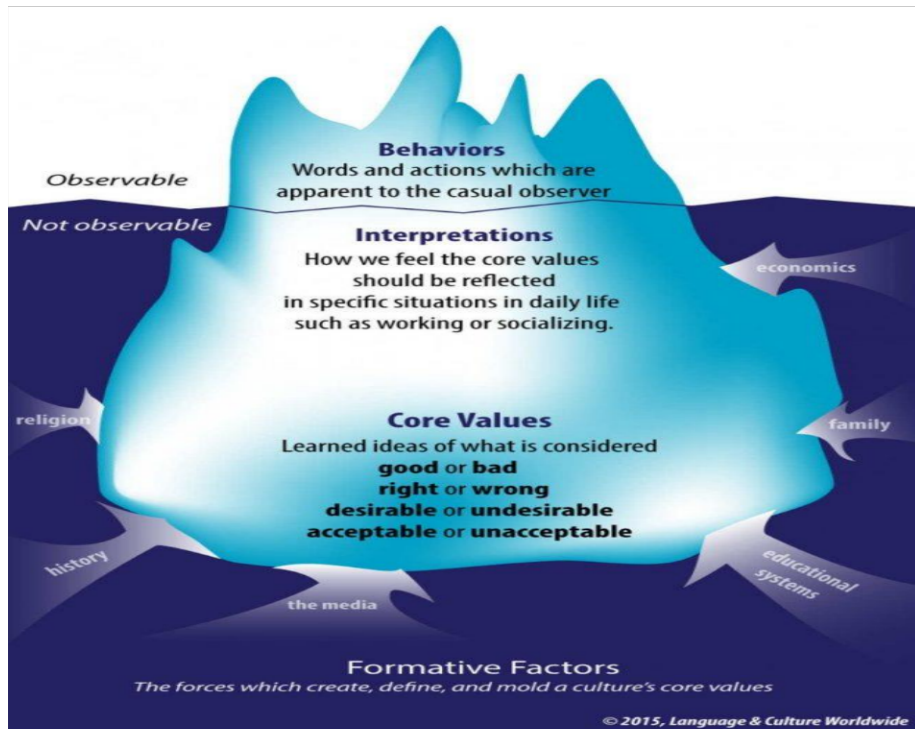


Figure 04: Iceberg Theory of Culture

Deep/secret culture is the most difficult type of culture that students cannot easily identify. Therefore, while some types of behaviour appear perfectly normal in some societies, they appear strange in others. Examples of unconscious values and attitudes include the nature of friendship, gender roles, concepts of food, and so on. Hence, it is very important for teachers to raise their students' awareness of cultural elements to explain the differences in behaviour between different people belonging to different cultures.

However, the difficulty teachers may have in sensitizing students to such differences is that they themselves may not understand the complexity of English-speaking countries, since they have little or no experience at all with these cultures. However, the Internet enables

today's teachers to access various information to educate themselves and educate their students.

2.4 Importance of Culture in EFL Education:

Foreign language learning consists of grammatical competence, communicative competence, language proficiency, as well as cultural competence. For scholars, cultural competence, i.e. knowledge of the norms, customs, beliefs, is indisputably an integral part of foreign language learning, so integrating the teaching of culture into foreign language curricula has become essential in EFL teaching.

The fact that language and culture are inseparable underscores the importance of teaching English within the context of its culture. Since language and culture cannot be taught separately, integrating culture into an English language class is essential.

In the same way, Thomas (1997) says that it is pretended that in order to acquire or study English properly, learners must assimilate culture even if it is different or opposite to their own. This means that getting acquainted with the foreign culture helps the learners to overcome the difficulties of learning the language and culture, and thus learn the language correctly. Furthermore, Kramsch (1993) states that in order to understand a foreign target or culture, learners must own it with their own culture; In other words, learning their own culture along with the foreign culture improves the learners' knowledge of the foreign culture.

One of the misconceptions that has permeated into foreign language teaching is the conviction that language is just a symbol, once mastered, primarily by immersion in grammar and some aspects of the social context in which it is included without trying to define and gain insight into the framework of society and culture that came to load the language in many

and varied ways it can only cause misunderstanding and lead to miscommunication between cultures.

Certainly, teaching culture remains one of the most challenging tasks that foreign language teachers face today. All the research of teaching a language has proven the impossibility of teaching a language without culture. Therefore, the focus has shifted towards creating a methodology that will meet the goals of policy makers and educators, and will also meet the needs and interests of learners. Seven goals of teaching culture have been identified, which are: (Rivers, 1981, cited in Gonen and Saglam p.26, 2012).

- Making students aware of the way people act
- The effects of social variables such as age, sex, and social class on the way they speak
- How people in the target culture conventionally act under different circumstances
- Culture in the most commonly used words and phrases
- Being critical about the target language culture
- Developing skills necessary for locating and organizing materials about the target culture
- Developing intellectual curiosity about the target culture and empathy towards its people.

Thus, acquiring a new language goes beyond mere language acquisition. The learner will encounter a new culture and experience a new way of thinking, feeling and behaving (Brown, 1987).

2.5 Principles of Teaching Culture:

Nostrands (1970, p. 91) stated that there are nine cultural objectives:

- ➔ The ability to act appropriately in social situations.
- ➔ The ability to describe or attribute the appropriate part of the population to a pattern in culture or social behaviour.
- ➔ The ability to recognize a pattern when it is illustrated.
- ➔ The ability to "explain" a pattern.
- ➔ The ability to predict how a pattern is likely to apply in a given situation.
- ➔ The ability to describe or demonstrate a position that is important to make one acceptable in foreign society.
- ➔ The ability to evaluate the form of a statement relating to a culture's style.
- ➔ The ability to describe or demonstrate defensible ways of analysing the sociocultural hole.
- ➔ The ability to identify the basic human purposes that make the understanding taught important.

Lafayette and Schulze (2007, pp. 581–582) consider that there are only three “realistic” cultural goals that can be tested: “recognition,” “interpretation,” and “use” of cultural information:

- 1) **Knowledge:** The ability to recognize information or cultural patterns. This objective focuses on factual information about the selected patterns of primary contributors, and the student's ability to remember, recognize, and describe cultural information.

2) **Understanding:** The ability to explain information or cultural patterns. The student needs to understand the cultural pattern in terms of its meaning, origin, and interrelationships within the larger cultural context. This goal presupposes not only factual knowledge, but also the ability to think. Students should see the "logic" of the pattern in its own cultural context.

3) **Behaviour:** the ability to use information or cultural patterns. This goal refers to behavioural skills, such as the ability to act purposefully, unobtrusively, and harmlessly in real or simulated cultural situations.

2.6 The Place of Culture in the History of FL Teaching:

Throughout the history of language teaching and learning, various approaches to teaching culture have become popular and gained importance. The integration of cultural knowledge into teaching is an issue of much debate. Lacking the necessary training, and having no universal criteria to be followed by instructors complicates the task for instructors (Byrnes, 2008 cited in Frank, 2013).

Long-Fu (2001) examined the early years of language teaching in Europe and the United States and noticed the special focus on teaching about peoples' way of life:

2.6.1 The Grammar Translation Method:

Rivers spoke extensively about Latin in the Middle Ages, and how it gained the status of an international language used for international communication. It was the language of science and art. Thus, to access the various literary and scientific productions of the great civilizations, one must know Latin or Greek. Translating from and into Latin, mastering grammar, lots of reading, rote learning of long lists of vocabulary as well as constant comparison between the two languages was the only way to understand and appreciate the meanings embodied in the language and these were the basic principles of the grammatical translation method.

Long-Fu (2001) believed that translation to and from the target language was a complete recognition of language as a social phenomenon that connects people to each other and communicates their ideas and beliefs. Therefore, the method is far from a simple mechanical process of translating words, as many might think.

2.6.2 The Direct Method:

The style of grammatical translation, which has dominated the educational landscape for a long time, seems incompatible with the changes that the field of education has undergone. Appreciation of art and literature were secondary goals compared to communicative goals. The dialogues that characterize the "direct method" reflect the education of culture. The topics around which the dialogues are built stem from everyday situations that depict the target culture. Therefore, although target language communication was the central goal in the new method, it was not considered in isolation. The social and cultural context that gives language its meaning and significance has also been emphasized.

2.6.3 The Audio-Lingual Method:

Long-Fu believes that the main reason behind the emergence of the audio-linguistic method and the revolution in language teaching is the need for competent users of the language. Americans in World War II fighting an enemy who spoke a different language realized that they must have competent speakers of the enemy's language. Intensive courses are designed around this goal, and the focus on oral skill has overshadowed their interest in contextualizing language or the cultural dimension in their education.

2.6.4 The Functional Approach:

Long-Fu (2001) continues to trace the main reasons for the emergence and disappearance of new teaching methods. Economy, society and science are still the main factors that have always helped bring about changes in the education of foreign languages. Educators and researchers still debate the importance of culture in the classroom. The last decades of the 20th century were truly years of radical change. People were getting closer to each other and the New Age transformed the world into a small village inhabited by different cultures. Therefore, learning foreign languages became more and more urgent and the inclusion of culture in the school curriculum was not in question. The new approach, the “functional or communicative” approach, considers the learner an essential component of any learning process and, therefore, enabling him to communicate in different contexts is a central goal to be achieved by teaching everyday use language (p. 45).

Therefore, the language to be taught must exist in its own cultural and social contexts, since successful language communication must not only be able to interpret meaningful words in relation to their contextual meaning, but must also take into account the social and cultural context. The latter refers to a “special frame of reference that differs in part from that of a foreign language learner” (Byram, 1997, p. 35), in other words, it relates the use of language to the culture of the people including everything that helps distinguish the target culture from the original culture.

In conclusion, the incorporation of culture into language teaching was based on the way culture has been understood and appreciated throughout the history of foreign language teaching. One can feel the immense importance given to culture and how it has become an integral part that cannot be ignored or considered marginal. Continuity must be felt between the different methods despite the differences that characterize each method.

2.7 Cultural Awareness and Intercultural Awareness:

Cultural awareness (CA) is a way of visualizing the many skills and understandings necessary for all situations of intercultural communication (Baker, 2009). Tomalin and Stempleski (1993) define cultural awareness as ““sensitivity to the impact of culturally-induced behaviour on language use and communication” (as cited in Baker, 2009, p. 72). It also includes the ability to compare cultures and discover similarities and differences that can lead to the ability to deconstruct our cultural perspectives.

Culture must be viewed as a general concept within which the components of general culture can be applied to all cultures (Kohls & Knight, 1994, as cited in Moran, 2001). This view is widely accepted in intercultural education and training which aims to build people's intercultural awareness. However, this understanding of culture alone is not sufficient for global communication as a large variety of people participate in intercultural encounters. Appropriate attitudes and intercultural skills that shape intercultural awareness are required by the user of English in order for intercultural communication to be successful.

Recently, the concept of “intercultural awareness” (ICA) has been put forward as an approach that builds on CA but takes a more dynamic intercultural perspective. While CA explores the way in which national concepts of culture frame intercultural communication, ICA focuses on the INTER or TRANS cultural dimension where there is no clear connection between language, culture and nation, particularly in the global uses of English. This also includes moving away from cross-cultural comparisons, where cultures are treated as separate entities that can be compared to each other, eg "in British culture people do.... but in Italian culture people do..." (Baker 2011- 2012a).

Intercultural awareness (ICA) is a cognitive aspect of intercultural communicative competence that refers to an understanding of cultural traditions, which members of each culture expect and consider appropriate. It affects thinking, behaviour, or attitude, thought and the way people interact in society. Intercultural awareness involves the ability to deconstruct oneself or undo one's own viewpoint and become aware of one's own culture and other cultures including cultural values, beliefs, and perceptions (Zhu, 2011). Intercultural awareness is defined as the conscious understanding of cultural forms, practices, and frameworks of understanding in intercultural communication, and the ability to implement them in a flexible and context-specific manner in real-time communication (Baker, 2012).

The Common European Framework of Reference (CEFR) of the Council of Europe also stresses the importance of intercultural awareness in language teaching: “It is a central objective of language education to promote the positive development of the learner's entire personality and sense of identity in response to the enrichment of the experience of the other in language and culture” (2001, p. 1).

Tomlinson and Masuhara (2004) claim that intercultural awareness involves a gradually developing inner sense of intercultural equality, an increased understanding of your own culture and that of others, and a genuine interest in how cultures connect and differ. They claim that raising intercultural awareness helps learners to expand their minds, increase their tolerance, and achieve cultural empathy and sensitivity. According to Tomalin and Stempleski (1993, p5), there are three areas in which intercultural awareness includes:

- 1- Knowing the behaviour caused by culture
- 2- Recognize the behaviour caused by the culture of others
- 3- The ability to explain the cultural point of view.

Without an awareness of the target culture, it is difficult to communicate effectively in that target language. However, the communicative approach that promotes awareness of indigenous cultures has been criticized because in this globalized world, the English language has been stripped away and the cultural content of English language education cannot be reduced to a single, limited, monolingual or monocultural concept (Nunn, 2005, p. 65).

Intercultural awareness aims to prepare learners to deal with unexpected situations resulting from cultural differences (Rappel, 2011, p. 4). If a person has a multicultural consciousness, it may be easier for them to “reduce the level of ambiguity and uncertainty” (Chen & Starosta, 1998, p. 30). Accordingly, it can be said that intercultural awareness is a requirement for communication, and since the main function of language learning is the ability to communicate spontaneously; Intercultural awareness becomes important in language teaching.

2.8 Intercultural Communicative Competence in EFL Teaching:

Scholars like Byram, Bennett and Guilherme have devoted much effort for more than five decades to develop the concept of intercultural competence (IC). There are innumerable definitions and frameworks, as well as many terms used to describe intercultural competence like intercultural sensitivity (Bennett, 1986), cross-cultural competence, international competence, global citizenship, intercultural effectiveness, cultural intelligence, cultural competence, transcultural competence (Glover & Friedman, 2015).

2.8.1 Intercultural Communicative Competence:

It has been claimed that the term intercultural competence (IC) has “become inflated with everyone using it for their own particular purposes” (Frederiksen et al. 2000, p. 2); it must, therefore, be admitted that it is not easy to define “intercultural competence” owing to

the fact that people all over the world are gradually becoming aware of the need to understand and deal with the challenges that may arise from cultural encounters. Guilherme (2000) defined intercultural competence as “the ability to interact effectively with people from cultures that we recognize as being different from our own” (p. 297). It is not surprising that this definition focuses more on the ability to communicate and interact efficiently because it is the field of education (language teaching and learning). A foreign language learner needs to work to develop knowledge and insights about different cultures, and promote attitudes of tolerance and respect of the “Other”.

Language, communication and culture are systematically linked, “Culture influences communication. Beyond using language, the study of intercultural communication recognizes how culture pervades what we are, how we act, how we think, and how we talk and listen” (Dodd: 1998). In other words, the use of language results in communication that is effectively influenced by culture which affects every aspect of human belief and behaviour. Fitzgerald (1993, 2) argues that “Communication lies at the heart of international intercultural and interpersonal relations. If we wish to become better at communicating, we must acquire new competencies, skills, and implications, which involve new ways of looking at ourselves and others”. So, Intercultural competence needs to be explained from a communicative perspective. Along the same line, Beneke’s (2000: 108-9) states:

Intercultural communication in the wider sense of the word involves the use of significantly different linguistic codes and contact between people holding significantly different sets of values and models of the world ... Intercultural competence is to a large extent the ability to cope with one’s own cultural background in interaction with others.

Intercultural communicative competence is an extension of communicative competence, in which the interlocutor could handle intercultural communication successfully by managing the use of one's own cultural background with others. In the same vein, Chen (2009, 394) writes that intercultural communication competence is "the key to cultivating the ability to tolerate and mutually respect cultural differences". In other words, he illustrates that this type of efficiency contributes greatly to building an educated, conscious, and peaceful society, he also explains that a global mindset has a significant role in developing intercultural competence, as people understand openness to other cultures, and they can interact between cultures.

Bennett (2009) assumes that the concept of ICC refers to the aptitude to interact with people of the target culture in an effective and appropriate way that does not violate the customs, traditions, and standards of that culture. In other terms, he notes that intercultural awareness cannot be restricted to the language skills and knowledge of culture; rather, it entails the desire to have a deep understanding of the members of the target culture and accepting their opinions and norms.

"Language is not a culture-free code, distinct from the way people think and behave, but rather it plays a major role in the perpetuation of culture, particularly in its printed form" (Kramsch, 1998, p.8). Incorporating culture into language teaching enables learners to develop their communicative competence in the target language and to communicate effectively and appropriately. (Alptekin, 2002, p58-59).

The use of the term "intercultural" reflects the view that EFL learners have to gain insight into both their own culture and the foreign one(s). Intercultural communicative competence refers to the skill and the ability to understand and be more aware of the cultural attributes of a given society, how they differ from their own culture, and the skill of being

able to interact with multiple identities and their own individuality (Kramersch, 1993). Salo-Lee (2006, p.81) defined 'competence' as a set of abilities and skills that permit appropriate behaviour, whether words or actions in a particular situation.

The concept of intercultural competence is variously defined by different experts. They resulted in confusion in addressing the same issue, and have suggested several models for IC in an attempt to identify its components and to limit its scope. The term ICC was coined for the first time by Byram (1994), and it is viewed by many researchers as the extension of communicative competence.

The term 'intercultural competence' is used mostly to refer to intercultural awareness, knowledge, and skills. Byram (2000) refers to IC as "the ability to interact effectively with people of cultures other than one's own" (p. 297). Meanwhile, Spitzberg & Changnon (2009) define IC as "the appropriate and effective management of interaction between people who, to some degree or another, represent different or divergent affective, cognitive, and behavioural orientations to the world" (p. 7). As Bhawuk and Brislin (1992) suggested, "To be effective in another culture, people must be interested in other cultures, be sensitive enough to notice cultural differences, and then also be eager to change their behaviour as an indication of respect for the people of other cultures" (p. 416). Subsequently, it can be stated that the person who has knowledge of one or more cultures and the ability to discover and act in intercultural suitable ways is an intercultural competent person.

Focusing on the development and promotion of ICC within contacts is of paramount importance both informally within social groups and formally at the level of educational institutions (Byram, 1997). Indeed, societies ensure the acquisition of certain traits that make up the identities of individuals which are then reinforced and supported by "processes of socialization, particularly in educational institutions, but at the same time it is also

increasingly expected that schools and other educational institutions prepare those entrusted with to them for the multilingual and multicultural experiences of the contemporary world” (Byram, 1997, p. 12).

These required contemporary profiles of the reactants are referred to by Byram (1997) as ICC. He has associated it with FLT due to the diversity of linguistic and cultural aspects of both FL and the students' native languages. Additionally, introducing learners in the outer and extended circles to others enables them to interact with FL users in the inner circle or to deal with different situations where English is spoken as the lingua franca.

Therefore, FLT is not only related to communication and interaction of information as believed in communicative language teaching, but to cultural understandings, maintaining relationships, decentralizing one's perspective and a willingness to show literature as well. These aspects in addition to beliefs and behaviours differ from one culture to another, which rarely generate conflicts and violation of communication. This is why the multicultural approach thinks of communication as “an interaction between people of complex cultural and social identities” (Byram, 1997, p. 14). In fact, Byram (1997) best describes the role of the FLT in relation to the ICC as follows:

FLT needs to [...] take into account the ways of living that others speak and write about. Only then can FLT claim to prepare learners to communicate and interact with 'other' and accepted aliens as such, rather than reducing them to people who are (almost) supposed to be 'like us'. (p. 14)

Chen and Starosta (1996) define ICC from behavioural, attitudinal, and emotional perspectives closely related to the context in which it is implemented: ICC is "the ability to effectively and appropriately implement communication behaviours that negotiate the cultural

identity or identities of each other in a diverse environment." culturally" (pg. 28). This complex concept has been a major concern in EFL classrooms (Liaw, 2005). The ICC should not be seen as an intersection of cultures; Rather, it should be "viewed and analysed as a complex process" (Steer, 2006, p. 5) which is taught in its context. Byram (1997) identifies three main contexts for intercultural communication:

- ➔ Between people of different languages and countries where a person is a native speaker of the language used.
- ➔ Between people of different languages and countries where the language used is a lingua franca.
- ➔ Among people from the same country but in different languages, one of whom is a native speaker of the language used. (p. 32)

From the above definitions, it can be concluded that the ICC is the ability to understand the beliefs of others, respect their ethnicity and interact effectively and appropriately in intercultural communication.

2.8.2 Models of ICC:

Many people nowadays live in multilingual societies. This phenomenon has led to many debates among scholars in various domains, especially in education. Researchers have been trying to find practical solutions for a classroom that includes learners of different ethnic or cultural backgrounds. The problem is not only related to linguistic origin, but it tends more toward the issue of the co-existence of multiple cultures that can clash with each other in one place. Byram (1997) has made this clear mainly in his book *Teaching and Assessing Intercultural Communicative Competence* (1997), in which he attempts to develop a model regarding cultural differences in foreign language classes.

2.8.2.1 The Byram's Model of ICC:

Byram (1997) presents a model of ICC, which, according to him, is abstract, mental, and unrelated to any particular culture. Byram states that despite all its complexities, this proposed model should serve foreign language instructors within specific beliefs, perceptions, and awareness of their role as educators. Byram's (1997) model of Intercultural Communicative Competence (ICC) is one of the most prominent IC models, mainly because this model is specifically designed for the language classroom. According to Byram's well-developed model (1997):

Intercultural communicative competence requires certain attitudes, knowledge, and skills in addition to linguistic, sociolinguistic, and discourse competence. The attitudes include curiosity and openness as well as readiness to see other cultures and the speaker's own without being judgmental. The required knowledge is of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction. (p. 51)

Byram's ICC model is primarily proposed for the purpose of FL education. The explication of the five savors in the model allows foreign language teachers to design their syllabus and plan their teaching in a good manner that helps EFL learners to grasp the knowledge. At the outset, the author provides a detailed analysis of the three aspects (i.e. knowledge, skill, and attitudes) that influence intercultural communication. This model offers clarification and insightful explanation of what ICC is, and to make it easier to assist the progress of its evaluation. This model encompasses five savors involved in successful intercultural communication; these savors are:

2.8.2.1.1 Knowledge (Savoirs):

Byram (1997) describes this factor as the knowledge that an interlocutor has about his own culture and the foreign culture, so it is the knowledge that affects intercultural interactions. Nevertheless, Byram explains that having knowledge is not sufficient in all situations of intercultural communication, so it is a necessity to develop intercultural attitudes and further skills to interpret what may happen in a particular communication.

2.8.2.1.2 Intercultural Attitudes (Savoir Etre):

Intercultural Attitudes are related to an individual's ability to accept the differences, (beliefs, thoughts, norm, etc.), that he/she may encounter in intercultural communication, to avoid any signs of embarrassment or disrespect with people from different cultures.

2.8.2.1.3 Skills of Interpreting and Relating (Savoir Comprendre):

This factor is a combination of the two first factors, Byram clarifies that in order to be successful in intercultural communication, the intercultural speaker should be aware of how to have good attitudes and use his/her prior knowledge to interpret meanings of a conversation in a specific intercultural setting.

2.8.2.1.4 Skills of Discovery and Interaction (Savoir Apprendre/Faire):

The three factors mentioned above are considered a theoretical guide to the speaker to get a positive intercultural interaction. Byram explains that "... the skills of discovery and interaction are the means of augmenting and refining knowledge about the other and knowing how to respond to specific features of interaction with a particular individual" (Byram, 1997, p. 37). Thus, this factor is a practical guide for the speaker's interactions with other foreign

interlocutors to develop awareness about the others, and to have the ability to cope with them, especially in case of misunderstanding or unexpected situations while communicating.

2.8.2.1.5 Critical Cultural Awareness (Savoir s’engager):

The last factor in Byram’s model of ICC deals primarily with the educational setting. Byram urges foreign language teachers to promote intercultural awareness; an intercultural speaker should be aware of his/her own culture as well as other cultures and should be open-minded toward foreign cultures, so that respecting, understanding others, and avoiding conflicts and incidents of a cultural clash when communicating in an intercultural setting.

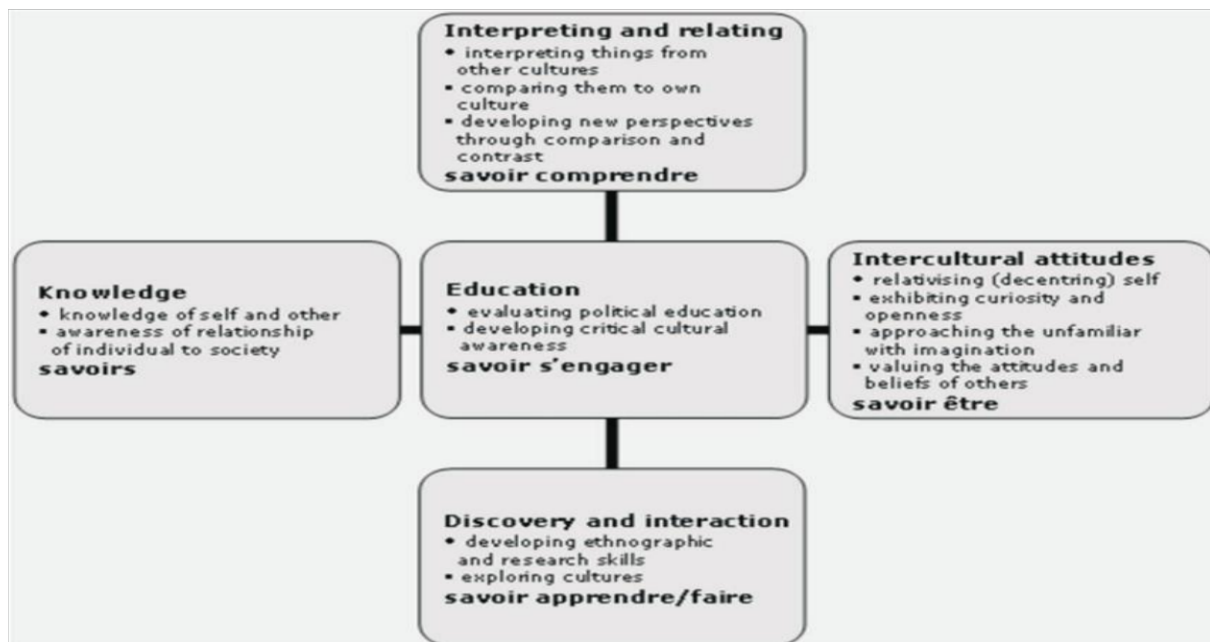


Figure 5. Byram’s model of intercultural communicative competence

2.8.2.2 Bennett’s Model:

The Bennett model is developed by Dr. Milton Bennett. Dr. Bennett created this model as a framework for explaining the experience of students he observed over the course in intercultural workshops, classes, and exchanges. Using concepts from cognitive and

constructivism psychology, he organized these observations into a continuum of six stages to increase sensitivity to cultural difference. The underlying assumption of the model is that as an individual experiencing cultural difference, he or she will become more competent in intercultural relations. Bennett hypothesized that each stage was indicative of a particular cognitive structure and that certain types of attitudes and behaviour would normally be associated with each formation of a worldview (Bennett 1998).

The stages of ethnocentrism are denial, defense, and belittling. Relative ethnic stages are acceptance, adaptation, and integration.

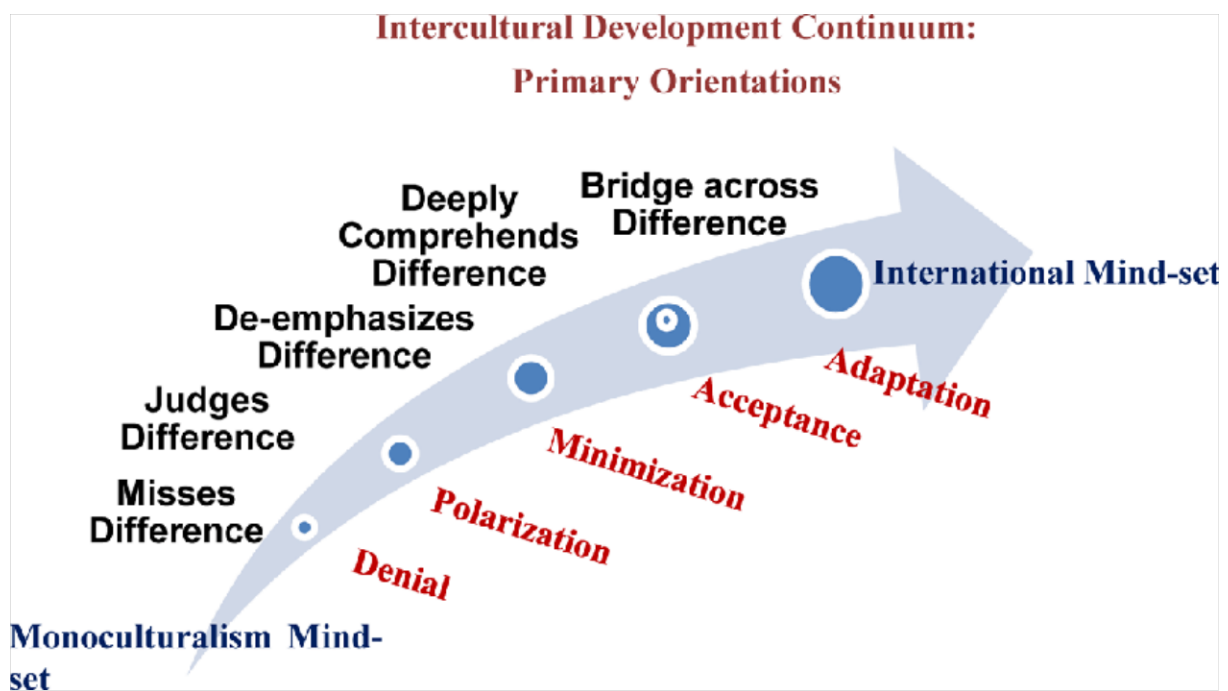


Figure 6. Developmental Model of Intercultural Sensitivity. *Source, Bennett (1998)*

- ➔ **Denial:** the individual denies the existence of cultural differences. This belief may reflect physical or social isolation from people of different cultural backgrounds.
- ➔ **Defense:** the individual acknowledges the existence of certain cultural differences, but because these differences threaten his reality or sense of self, the individual builds defenses against these differences.

- ➔ **Miniaturization:** The individual at this stage acknowledges cultural differences, but downplays them, believing that the similarities between humans far outweigh any differences. The danger of this stage is that the similarity is assumed and not known. As Bennett writes, "In general, people who have experienced cultural oppression are wary of the 'liberal' assumption of a common humanity. Often, the assumption has meant 'Be like me'."
- ➔ **Acceptance:** the individual perceives and values cultural differences without evaluating those differences as positive or negative. This stage moves the individual from ethnocentrism to ethno-feminism that is firstly comes respect for cultural differences in behaviour, then a deeper respect for cultural differences in values.
- ➔ **Adaptation:** individuals develop and improve the skills of interaction and communication with people of other cultures. The key skill at this stage is changing perspectives, the ability to look at the world "through different eyes".
- ➔ **Integration:** People at this stage do not only value a variety of cultures, but they are constantly identifying themselves and evaluating behaviour and values in contrast and in accordance with many cultures. These individuals transcend the constraints of living within one cultural context, and integrate aspects of their original cultural perspectives with those of other cultures.

2.8.2.3 Deardorff Model:

Compared with Byram (1997), Deardorff (2006) focuses on the ability of individuals to reflect on their attitudes, skills, and knowledge in order to achieve a change in internal behaviour in the form of internal outcomes. Thus, the successful completion of each component will lead to an effective adjustment in a multicultural environment, moreover, a high tolerance for different points of view. The unique element of this model is the potential

transition between both components and the idea of competence development as a continuous and long-term process (Schartner, 2016). Moreover, during the process of gaining intercultural competencies, moments of stagnation or regression can emerge (Fantini, 2005). The study conducted by Deardorff (2006) indicates that all sample experts prefer perceiving ICC in general terms to formulate a workable definition that allows for the measurement and assessment of ICC: “competence can be measured. But its measurement depends first on its definition” (Klemp, 1979 as cited in Deardorff, 2006, p. 242).

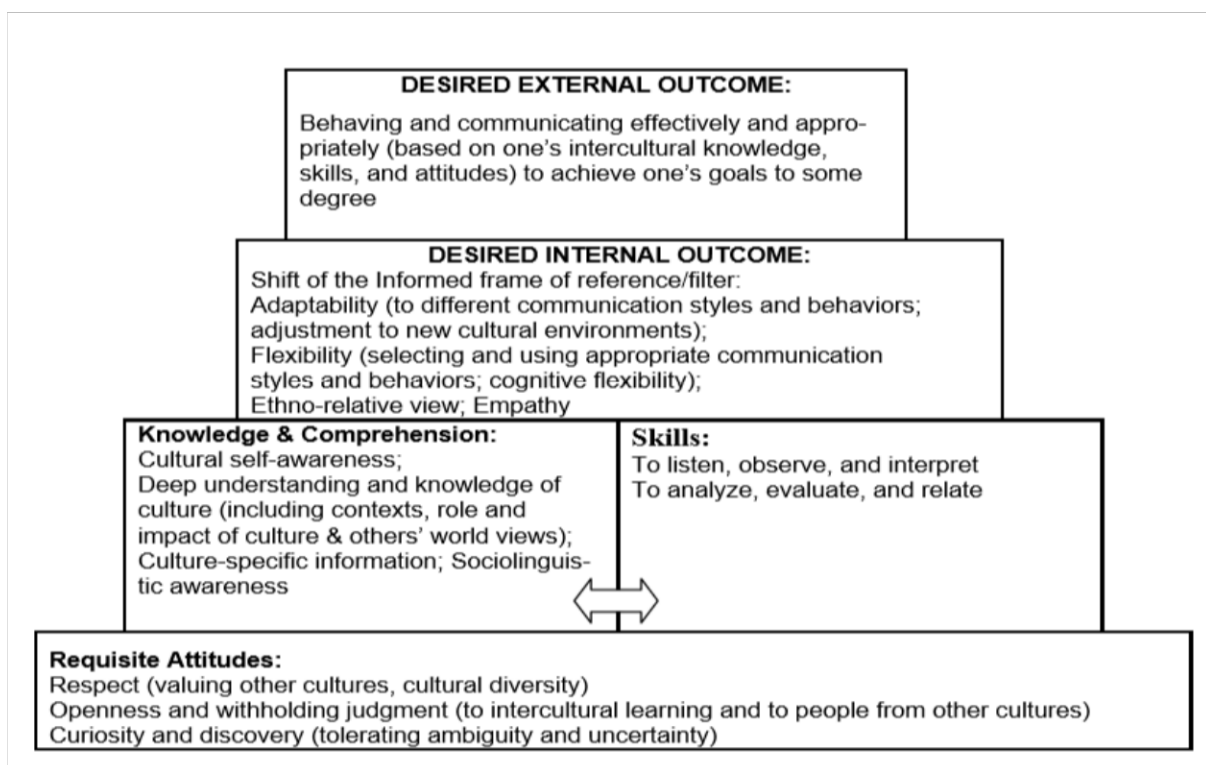


Figure 7. Pyramid Model of Intercultural Competence. Source, Deardorff (2006)

Byram (1997) regarding this issue considers intercultural learning to be a linear process, where learners have different starting points and progress at different speeds. Each depends on the learner's background, experiences, and perspectives. Thus, there is a predetermined goal that students must achieve by the end of the learning process and each intercultural learning experience will achieve a separate goal in itself (cited in Moeller &

Nugent, 2014). The same view was shared by Deardorff (2006) who emphasized continuity in the intercultural learning process.

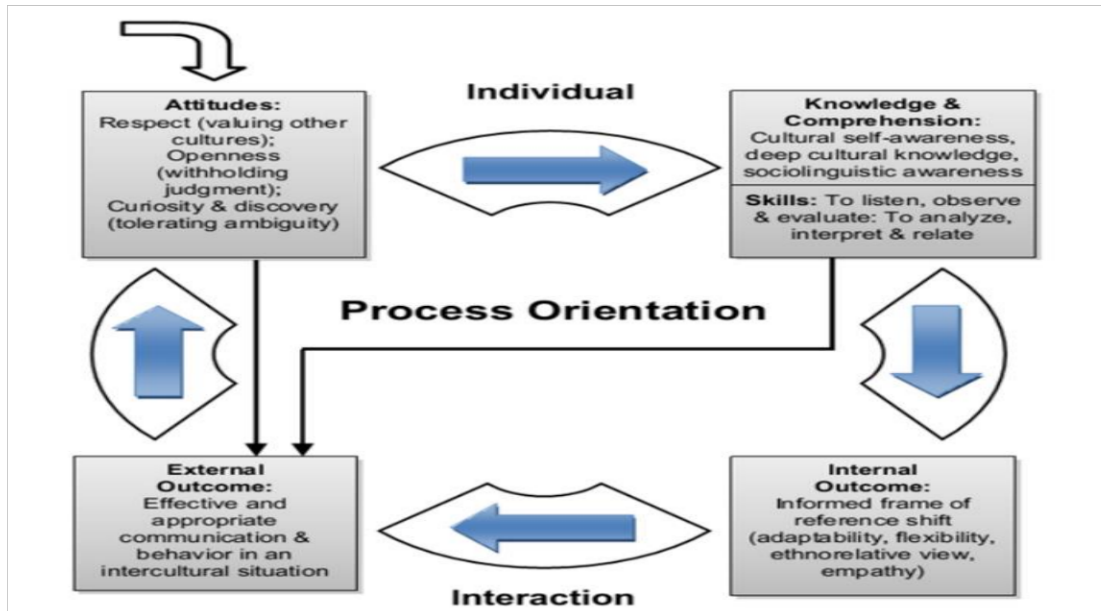


Figure 8: Deardorff's Process Model of Intercultural Competence (2006)

In this practical model of intercultural competence, the learner is in a continuous process where he learns, changes, evolves, and makes changes over time. The model presented by Deardorff (2006) is circular and open. Individuals are allowed to enter at any stage of the process and to move freely between categories related to cross-cultural interactions (cited in Moeller & Nugent, 2014).

2.9 Intercultural Speaker:

From the above-explained factors, it is remarkable that Byram gives a full understanding of how an intercultural speaker should engage and act in intercultural interaction. According to Byram (2000), the intercultural speaker is the person who has the ability:

to see relationships between different cultures, both internal and external to a society, and to mediate, that interprets each in terms of the other, either for [himself] or for other people ... and who knows how to critically or analytically understand that one's own and other cultures. (Byram, 2000, p. 10).

In the same sense, an intercultural speaker is an individual who communicates in a multicultural environment, and has an extra knowledge of the society's culture in which the speaker engages, interacts, and accepts their viewpoints.

Byram's model admits that an intercultural speaker may go through various stages of adaptation and interaction with the other and that these stages may contain "phases of acceptance and rejection" (*savoir être*) (Byram, 1997, p. 58). That is to say, Byram's model of ICC might comprise some elements of conflict and contradiction, but the main goal of the "intercultural speaker" is establishing a harmonious relationship with the interlocutor by overcoming these temporary obstacles. For example, an intercultural speaker may help the interlocutor "to overcome conflicting viewpoints" (*savoir comprendre*) and "negotiate an agreement about places of conflict and accept difference" (*savoir s'engager*) (Byram, 1997). Thus, Byram believes that an intercultural speaker is the person who possesses all the five factors that underpinning his model.

Accordingly, the intercultural speaker is someone who has awareness of cultural variations and has intercultural competence that allows him/her to engage successfully in intercultural communication and interact with people from different cultures, paying attention to cultural differences and respecting their cultural norms and values.

Although Byram's model of ICC gains a lot of attention in the field of intercultural education, as it is considered the most exhaustive and prominent model, some misunderstandings seem to influence Byram's explanation of intercultural competence. For instance, Zarate (2003) notes that a person who is competent in certain situations may be incompetent in other contexts, added to that, competencies are not always standardized with language skills so that an excellent understanding of a foreign language doesn't certainly indicate a good mastery of intercultural competences.

2.10 Intercultural Communicative Competence Assessment:

Despite all extensive research efforts, no agreed definition or a practical valid model of intercultural competence exists. It is presumed that the three components; affective, cognitive, and behavioural should be developed for communicating efficiently and appropriately with people from different cultures, this is why (Bennett, 2001; Chen & Starosta, 1996) have classified intercultural competence into three dimensions; affective, cognitive, and behavioural. Chen and Starosta (1996) have proposed to develop elements for the three dimensions of intercultural competence and to develop tools to assess it. They outlined three concepts of intercultural competence, including *intercultural sensitivity*, *intercultural awareness*, and *intercultural adroitness*.

2.10.1 Chen and Starosta's Intercultural Sensitivity Scale:

Intercultural sensitivity (IS) is the most recognized factor of intercultural communication competence, as it is the central factor to connect intercultural awareness with intercultural skills. According to Bronfenbrenner (1958), the concept of interpersonal sensitivity is the person's ability to differentiate how other people differ in their behaviour, insights, or emotions from his own. Correspondingly, Bennett (2001) has defined intercultural sensitivity as the production of reality of accepting the cultural difference that establishes intercultural development. Thus, IS helps the person distinguish, respect, and accept the cultural differences between one's own and others.

Bennett (1986) maintained that intercultural sensitivity consists of six distinct personal characteristics: self-esteem, self-monitoring, empathy, open-mindedness, interaction involvement, and suspending judgment. However, in order to assess intercultural competence, Chen and Starosta (2000) advanced Bennett's development model of Intercultural Sensitivity, and developed the Intercultural Sensitivity Scale, which is tested in this paper. Their model of intercultural sensitivity is used to theorize the affective component of intercultural competence, and it includes a person's ability to admit and respect cultural differences through the ability to send and receive sensitive signs before, during, and after intercultural communication.

The ISS consists of 24 items divided into five dimensions which are: Interaction engagement, Respect for cultural differences, Interaction Confidence, Interaction enjoyment, and Interaction attentiveness. The IS scale has been acknowledged as the most effective and reliable measurement at present to assessing the emotional dimension of intercultural competence.

Intercultural awareness used by Chen and Starosta (1996) refers to the cognitive component of the intercultural aspect. It is the aptitude to understand other cultures. The authors argue that a person who holds a high level of intercultural awareness is an intercultural competent communicator. Intercultural adroitness refers to the behavioural aspect of intercultural competence. It covers the ability of a person to interact with people from different cultures. Those abilities of intercultural adroitness contain: message skills, interaction management, behavioural flexibility, identity management, and relationship cultivation (Chen, 2000).

The discussion above proves that “language is not only a product of culture but is also a symbol of culture (Byram, 1997). As Buttjes’ noted: (1990, p.55)

Communicative competence, especially in intercultural interaction, must be seen as more than a purely linguistic decoding facility. Since language and culture are so intimately interrelated in the experience of the both native and foreign speakers, cultural competence must be involved at all stages of such an encounter.

Consequently, language and culture are interrelated, and this relationship is axiomatic, they cannot be separated, and should be both taken into consideration in building up EFL learners’ communicative competence.

2.11 Framing Intercultural Competence in EFL Education:

Despite the large number of models that have clearly succeeded in explaining the skills and behaviours involved in intercultural communication and how they interact, little is known about the way in which this competence is developed or how one becomes competent for intercultural interaction. However, one thing is certain, that “intercultural competence does not develop automatically in most people, and may not be acquired simply through exposure

and meeting with people of other cultural affiliations” (Huber and Reynolds, 2014, p. 16). For this reason, the multicultural goal of the foreign language class must be precisely put into practice, the curricula must be carefully designed, and the roles of teachers and learners well-defined.

Time is another very challenging factor which makes it very difficult to apply the theoretical principles of intercultural learning; Identifying differences between cultures and developing skills of interpretation and association, the entire transformative process from the ethnic language learner to the ethno-ethnic learner cannot be identified as a long-term goal.

Another equally perplexing problem with multicultural oriented pedagogy is the teachers, and the roles they are expected to play in the language classroom. In agreement with Byram's (1997) model of intercultural communicative competence, foreign language teachers are expected to follow learners through their transformative processes to become intercultural skilled and competent. As simple as this reading is, this is not an easy task, especially when you think about it, since one of the goals of intercultural teaching is to experience relationships of reciprocity” (Moeller and Nugent, 2014, p.7). They help learners engage them in the analysis of the other culture, this requires encyclopedic such as knowledge about the target and their own culture of origin.

This means that foreign language teachers are required to assign the role of facilitator. Since culture is an “ever-changing force” (Byram et al., 2002), it is learners who take “ownership of their own learning” (Dhonau, 2014, p. 5), and teachers help create an environment of curiosity and inquiry by actively engaging them in sharing knowledge, considering new values, and also in discovering, analysing and evaluating what could be important data from different worldviews based on common textual materials.

Conclusion

In conclusion, it became clear that to get full mastery of a foreign language, learners need to gain some knowledge and awareness of the other cultures as well. This chapter is an attempt to revisit some commonly adopted definitions and classifications of culture, paving the way for a more relevant cross-cultural discussion, in which intercultural competence is introduced and discussed. Afterward, intercultural competence, which is at the heart of intercultural pedagogy of teaching and learning in FL, and its various proposed models are presented, before leading the way to the pedagogical implementation of these models in foreign language classes.

*Chapter Three:
Research Design
and Methodology*

FIELD WORK

CHAPTER THREE:

RESEARCH DESIGN AND METHODOLOGY

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Introduction

Scientific research methods require explanations based on facts, measurements, and collected observations and not on logic alone. This gives the use of the scientific method a form of research as it clarifies the necessary steps that the researcher must follow, in order to solve the problem under investigation intellectually. The researcher begins by formulating the questions that are related to the research, and then moves to collect the necessary data using the appropriate method. It is then submitted the data for analysis and interpretation using appropriate tools and techniques. Finally, based on what was found and analysed, the researcher is expected to draw conclusions that investigate the research topic.

The current research work is an attempt to explore the perception of EFL learners and teachers to gain insight into how important intercultural awareness is in developing EFL learners' appreciation and understanding of literary texts. In seeking an appropriate answer to research questions, choosing an appropriate research design is the essential first step, and following an appropriate research methodology is what enables the researcher to achieve accurate results and comprehensive conclusions. In accordance with this, this chapter explains the nature of the research design, describes the participants under study and the sampling techniques used, and explains how they aim to answer the research questions. At the end of the chapter, data analysis procedures, and ethical considerations will be presented.

3.1 Choice of the Method:

This work attempts to explore the effectiveness of intercultural awareness in improving the learning of literary texts and to make a careful examination of the effect of intercultural awareness on literary texts, so the descriptive as well as the experimental methods suits this target objective.

The descriptive method allows access to people's opinions and perspectives on cultural education. It is believed that this type of data gives factual information from people in the field of education.

Starting with the students, where the research issue revolves, the sample to be researched has been determined. Starting by assessing the students' level of awareness of other cultures through the ISS scale, and then conducting a questionnaire in order to gain their opinions and experiences in the field of learning, understanding and analysing literary texts with a cultural context.

To measure the students' learning experience, an experimental research design was conducted, administrating a pre-test, teaching the targeted courses, and then a post-test. The pre-test was done via following an observation method in the classroom in order to assess the students' level and identify their weaknesses and strengths in understanding and interpreting literary texts. Subsequently, after teaching the targeted courses, doing a post-test is required to focus on the impact of intercultural awareness on improving students' competence in communicating with literary texts with cultural context.

On the other hand, it is necessary to have the opinions and points of view of another population, the teachers, but more precisely, the teachers of literature. Their opinions and perspectives will shed light on valuable information and important facts regarding the practices of teaching literary texts and how intercultural awareness affects the teaching and learning of literature. Thus, the use of various methods of research supports the efforts made by the researcher to reach convincing conclusions and reliable results.

3.2 Case Study Design:

The current study embodies a case study design. Through previous studies reports, the case study is more prominent when issues related to education as it allows exploration and understanding of complex issues and is considered as a powerful research method especially when a comprehensive and in-depth investigation is required (Gulsecen & Kubat, 2006). According to Yin (1984), a case study is “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident” (p. 13). The case study method enables the researcher to closely examine and evaluate data within a specific context.

One reason for the recognition of the case study as an important research method is that researchers have become more concerned with the limitations of quantitative methods in providing comprehensive explanations. Through case study methods, the researcher is able to include both quantitative and qualitative data, the case study helps explain both the process and results of the phenomenon through complete observation, reconstruction and analysis of the cases under investigation (Tellis, 1997).

3.2.1 Advantages and Disadvantages of Case Studies:

The value of designing a case study in academic research is that it provides the researcher with rich and important detail regarding the phenomenon being studied in a particular context. The case study has valuable benefits that make it an effective research method. However, some researchers also present some drawbacks to the case study.

3.2.1.1 Advantages of Case Studies:

There are a number of advantages to using case studies, the main ones are:

- The examination of data is most often carried out in the context of its use (Yin, 1984), that is, within the framework of the situation in which the activity occurs. For example, a case study might be related to the process by which a reader understands an original text. To explore the strategies the reader uses, the researcher must observe the topic within her environment because a set of variables control the research context (Zaidah, 2003).

- Differences in terms of substantive, instrumental and group methods of case studies allow for quantitative and qualitative analyses of data. Yin (1984, 25) cautions researchers against confusing case studies with qualitative research, and he also notes that “case studies can be based entirely on quantitative evidence.”

- Case studies are strong in reality as they derive data from real individuals in real-life contexts. The detailed qualitative accounts often produced in case studies not only help to explore or describe data in the real-life environment, but also help explain the complexities of real-life situations that may not have been captured through empirical research. A case study of reading strategies used by an individual subject, for example, can give access not only to numerical information about the strategies used, but also to why the strategy is used, and how the strategies are used in relation to other strategies. Since reading behaviours involve complex cognitive processes, not every reading strategy can be examined in isolation (Zaidah, 2003).

3.2.1.2 Disadvantages of Case Studies:

Despite the valuable advantages of the case study, the case studies have received criticism. Yin (1984) discusses the types of arguments against case study research:

- Case studies are often accused of lacking accuracy. Yin (1984, 21) notes that “too often, the researcher in a case study has been neglectful, allowing equivocal evidence or biased opinions to influence the direction of findings and conclusions.”
- Case studies provide very little basis for scientific generalization because they use a few subjects, some of which are conducted with only one subject. A common question is "How do you generalize from one case?" (ibid).
- Case studies are frequently described as being too long, difficult to conduct, and yielding an enormous amount of documentation (ibid). In particular, case studies of an ethnographic or longitudinal nature can extract a large amount of data over a period of time.
- Yin (1993) considered the case methodology to be 'microscopic' because of the limited sampling cases.
- According to Tellis (1997), a common criticism of the case study method is its reliance on a single case exploration which makes it difficult to reach a general conclusion.
- To Hamel et al. (1993) and Yin (1994), however, establishing parameters and defining research objectives is much more important in the case study method than the large sample size.

3.3 Cooperative Learning/ Group Work:

Learning a foreign language in a communicative environment involves a variety of teaching techniques amongst them pair work and group work. Active learning has become an important focus in this time of pedagogical change. While the term encompasses a broad array of practices, collaborative learning, or small group work, remains an important element of active learning theory and practice.

A more comprehensive definition of cooperative learning was provided by Wichadee (2007) in her study of the effect of cooperative learning on students' English reading skills. Wichadee stated that cooperative learning is a pedagogical approach that encourages student-student interaction by working in small groups to intensify their learning and reach a desired goal. Significant research shows that collaborative learning leads to higher achievement and more positive relationships amongst students.

Along the same line of thought, Johnson (2005) describes cooperative learning as a teaching strategy that involves students of different levels to work on activities that will ultimately enhance their understanding of a topic. Students work together to successfully complete the task as each student is responsible for their own learning and for helping other group members learn.

Therefore, the use of group work in the classroom is one of the most widely researched and implemented teaching approaches in the world. Numerous research studies have shown the benefits of collaborative learning on academic performance, communication skills, and confidence.

Scrivener (2011) argues that teamwork develops core skills for learners and enables them to evaluate the work and ideas of others as well. Hence, the term “group work” refers to a wide range of experiences extending from a brief discussion in class to complex problem-solving tasks or projects. A group work is a dynamic way of interaction in language classrooms, where students are working together in small groups. Group work was praised very often in previous studies such as (Harmer 2007; Suwantarathip and Wichadee 2010; Porto,2001).

Petty (2001) states that good understanding between students and an encouraging student-centered atmosphere can be created in the classroom with teamwork. Slavin (1993) indicates that teamwork can be a very useful for students in a large class as it helps them develop better communication skills. Students also become aware of the degree to which other students can be a valuable learning resource; especially when explaining the subject matter to each other. Some teachers break up the lecture by having the students divide themselves into groups of three or four and answer specific questions or solve specific problems. Each group appoints a spokesperson who may have to report on the group's progress, once the larger class has reconvened.

There are four stages of teamwork:

1. The teacher must decide before beginning to present the lesson that they want to incorporate teamwork into the class: Teamwork must be designed into the curriculum.
2. The second stage involves teaching students to work in a group. Teachers cannot assume that students know how to work together, organize time, and delegate tasks. The trainer should be able to teach students how to work proactively in groups.

3. the third stage includes group monitoring. The last and most important stage for students is group assessment. The teacher should develop a concrete rubric for grading students.

Overall, teamwork can be an effective way to motivate students, encourage active learning, and develop critical thinking, communication, and decision-making skills. But without careful planning and facilitation, teamwork can frustrate students and teachers and feel like a waste of time. In general, the implication for teachers is that they should make efforts to promote cooperative learning in order to reduce the negative behaviours of some members of the group, as well as to enhance motivation in learning.

3.4 Profile of the Participants:

Participants in this study fall into two categories; students and teachers. The students were randomly selected from the University of M'sila, mainly second-year students, while the teachers are from different universities.

Concerning the students, students [N=35] were randomly selected to be the sample of this study amongst second-year students [N=120]. The reason behind choosing this case study is due to the fact that second year students at M'sila University are learning both American and British literature modules for the first time, and from this perspective, the teacher should work to raise awareness toward American and British cultures. In other terms, second year students at M'sila University study the Literary Texts module in their first year, in which it is an introductory course, i.e., they are eased into literature and the literary devices to learn English as a foreign language (language skills, reading skills, grammar, and vocabulary acquisition), but in their second year, they start expanding their perceptions and knowledge to learn other foreign cultures and to be open-minded toward other people whose cultures are different from their own.

For the teachers, the researcher intentionally preferred to seek different opinions, interpretations and perspectives not only from teachers in Algeria, but from other universities outside Algeria. General details about the participants are clearly illustrated in the following table:

General Details about the Participants			
Participants	Academic Level	Years of Experience in Teaching English (Literature)	University
30 Teachers	Magister = 5 Ph. D = 16 Professor= 9	Less than 5 years = / 5-10 = 7 11-15= 9 16-20= 6 More than 20 years= 8	❖ Universities in Algeria: <ul style="list-style-type: none"> ✓ Batna University ✓ M'sila University ✓ Ouagla University ✓ Biskra University ✓ Tiaret University ✓ Khenchela University ✓ Bejaia University ✓ Constantine University ✓ Laghouat University ✓ Guelma University ✓ El-Oued University ✓ Adrar University 2. Universities around the world: <ul style="list-style-type: none"> ✓ Groningen University, Netherlands. ✓ Sfax University, Tunisia ✓ Surrey University, South East of England, UK ✓ Kansas University, Lawrence, USA ✓ Valparaiso University, Indiana, USA ✓ Indiana University, Bloomington, Indiana, USA ✓ Peking University, China
35 Students	LMD 2nd Year	/	M'sila University, Algeria

Table 1: General Details about the Participants

3.5 Data Gathering Tools:

The nature of the current research problem necessitated the use of different tools, including experimental and descriptive methods, with the employment of different research collection tools that allowed data collection. These tools are: first, assessing the intercultural competence of second-year students at the University of M'sila using the Intercultural Sensitivity Scale (ISS), secondly, the experimental method was also conducted to evaluate students' level in the classroom, and finally, the questionnaire, in which two different questionnaires were designed and administered for both teachers and students.

3.5.1 EFL Learners' Intercultural Communicative Competence Assessment:

In order to assess EFL learners' intercultural communicative competence, this study adopted Chen and Starosta's Model (2000) of Intercultural Sensitivity Scale (ISS).

3.5.1.1 Description of the ISS Assessment:

The Intercultural Sensitivity Scale is based on the twenty-four items that touch upon five factors of measuring intercultural sensitivity. The five factors, including:

1. **Factor 01:** (Questions 1, 11, 13, 21, 22, 23, and 24): are intended to target participants' interaction engagement.
2. **Factor 02:** (Questions 3, 4, 5, 6, and 10): are concerned about participants' interaction confidence.
3. **Factor 03:** (Questions 14, 17, and 19): are concerned to probe into participants' interaction attentiveness.
4. **Factor 04:** (Questions 9, 12, and 15): are related to the study of participants' interaction enjoyment.

5. **Factor 05:** (Questions 2, 7, 8, 16, 18, and 20): are intended to examine participants' respect for cultural difference.

This study used EXCEL software to analyse the data provided by the questionnaire. To make a response to each item of ISS, a five-point Likert scale was used: 5=strongly agree, 4=agree, 3=uncertain, 2=disagree, and 1=strongly disagree. Students completed the 24-items of ISS in about 30 minutes in class.

The following tables (from 2 to 6) display the 24 items of the five factors of measuring intercultural sensitivity scale that was used in the questionnaire for EFL learners (Chen and Starosta's Model, 2000):

Factor Items	Interaction Engagement
Item 1	I enjoy interacting with people from different cultures.
Item 11	I tend to wait before forming an impression of culturally-distinct counterparts.
Item 13	I am open-minded to people from different cultures.
Item 21	I act naturally in a culturally different group.
Item 22	I avoid those situations where I will have to deal with culturally distinct persons.
Item 23	I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.
Item 24	I have a feeling of enjoyment toward differences between my culturally-distinct counterpart and me.

Table 2: Interaction Engagement

Factor Items	Respect for Cultural Differences
Item 2	I think people from other cultures are narrow-minded.
Item 7	I don't like to be with people from different cultures.
Item 8	I respect the values of people from different cultures.
Item 16	I respect the ways people from different cultures behave.
Item 18	I would not accept the opinions of people from different cultures.
Item 20	I think my culture is better than other cultures.

Table 3. Respect for Cultural Differences

Factor Items	Interaction Confidence
Item 3	I am pretty sure of myself in interacting with people from different cultures.
Item 4	I find it very hard to talk in front of people from different cultures.
Item 5	I always know what to say when interacting with people from different cultures.
Item 6	I can be as sociable as I want to be when interacting with people from different cultures.
Item 10	I feel confident when interacting with people from different cultures.

Table 4. Interaction Confidence

Factor Items	Interaction Enjoyment
Item 9	I get upset easily when interacting with people from different cultures.
Item 12	I often get discouraged when I am with people from different cultures.
Item 15	I often feel useless when interacting with people from different cultures.

Table 5. Interaction Enjoyment

Factor Items	Interaction Attentiveness
Item 14	I am very observant when interacting with people from different cultures.
Item 17	I try to obtain as much information as I can when interacting with people from different cultures.
Item 19	I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.

Table 6. Interaction Attentiveness

3.6 The Experimental Phase:

The researcher had the opportunity to teach both courses, (British literature and American literature), to second-year students at M'sila University in the 2019/2020 Academic Year. So that, it becomes easy for the researcher to check the students' level of intercultural awareness and develop their skills in understanding and interpreting different literary texts.

As mentioned in the data gathering tools section, our investigation required an experimental design in the classroom. The researcher planned to conduct the experiment on 35 students who were divided into 5 groups, each group comprising 7 students. The experiment begins with a pre-test, in which the researcher chose the method of observation in the classroom. After that, the researcher selected different literary texts related to both British and American literature to be explained and analysed. Furthermore, after completing both courses, a post-test is required to assess students' development of their level of understanding and interpretation of literary texts.

3.6.1 The Preliminary Test:

Before starting teaching both modules, British and American literature, the researcher made a pre-test through an observation method in the classroom by asking a series of

questions related to a general knowledge about British and American literature and their history.

3.6.2 The Experiment:

3.6.2.1 Teaching British Literature Course:

The teacher started the British Literature course from Old English literature (Anglo-Saxon period), then the Middle English period, the Renaissance, the Neoclassical era, the Romantic period, and finally the Victorian age. After introducing the British Literature Module to second-year LMD students at M'sila University and providing a detailed overview of British Literature by explaining each literary movement, providing examples of different texts/poems for each period, and even asking students to do projects in pairs about choosing a work from a literary period and analyse it, after that they present it in front of their classmates with a debate after the presentation.

3.6.2.1.1 British Literature Post-Test:

After the end of the presentation of British literature lectures, the researcher wanted to evaluate the students' knowledge and compare the results of the assessment before and after understanding British literature and its movements, and reading and analysing the most important books and novels in each period.

The teacher made a post-test by asking a list of questions about the selected literary texts to the five groups that the researcher divided at the beginning of the experiment. The students were asked to answer the questions in a specific period of time of 03 hours, where the students consulted among themselves to reach the correct answer and an effective analysis and interpretation for some questions that needed justification.

The texts that the researcher opted to do the assessment are related to different literary movements in British Literature:

→ **Old English literature: *Beowulf***

Beowulf is a heroic poem that is the epitome of Old English literature. It was written between 700 and 750 A.D and discussed events of the early 6th century. This poem is considered the longest English epic poem containing nearly three thousand lines. Beowulf is considered to be one of the most significant pieces of Old English literature.

Beowulf depicts the life and feats of Beowulf who comes to the aid of King Hrothgar, whose kingdom is being terrorized by a monster named Grendel. From here begins the story of the hero Beowulf as the barve Beowulf uses his epic power to kill Grendel and then kills Grendel's vengeful mother before returning to his home in Geatland. Beowulf later became king of the planes and ruled for fifty years peacefully. After the dragon begins to pose a threat to Geatland, Beowulf and his servant Wiglaf set out to defeat him. Beowulf succeeds in killing the dragon but dies in that battle.

Beowulf's poem relates to three main themes: the importance of establishing identity, the difference between a good warrior and a righteous king as well as the tensions between heroic law and other value systems.

→ **Renaissance Literature: William Shakespeare's *Macbeth***

Macbeth, a Tragedy in Five Acts by William Shakespeare, written sometime in 1606–07. The play is the shortest of Shakespeare's tragedies, with no diversions or subplots. Macbeth is the best known today as the main character of William Shakespeare's tragedy Macbeth as well as the many works that

inspired it. Macbeth chronicles Macbeth's seizure of power and subsequent destruction, both his rise and fall as a result of blind ambition.

The play begins when Macbeth is brave and loyal to King Duncan. However, after hearing a prophecy that he would become king, Macbeth was overcome by ambition and greed. Encouraged by the prophecy and his intriguing wife, King Duncan was killed and seized the throne. Then, Macbeth's sense of guilt, fear, and paranoia led him to commit more murders to secure his power. His confidence in prophecies eventually led to his downfall, and he was overthrown and killed by those he wronged.

The play's main themes are related to loyalty, guilt, innocence, and destiny, dealing with the central idea of ambition and its consequences.

→ Victorian Literature: Joseph Conrad's *Heart of Darkness*

Heart of Darkness was written in 1899, it is a novel by Polish-English novelist Joseph Conrad, and tells the story of Charles Marlowe, a sailor who takes a job from a Belgian trading company as a boat captain in the African interior.

Heart of Darkness examines the horrors of Western colonialism, portraying it as a phenomenon that pollutes not only the lands and peoples that exploit it, but also those who promote it in the West. Heart of Darkness explores the issues surrounding imperialism in complex ways. As Marlow travels from the outer station to the central station and finally the river reaches the inner station, he encounters scenes of torture, cruelty, and near-slavery.

Although, it was initially met with lackluster acceptance, Conrad's semi-autobiographical story has become one of the most widely analysed works in English literature.

3.6.2.2 Teaching American Literature Course:

The researcher follows the same steps of teaching British literature course to teach the American literature course. After introducing and providing a thorough explanation of American literature and the development of its literary movements (the Colonial and Early National period, the Romantic period, Realism and Naturalism, and finally the modernist period). Furthermore, asking students to do projects in pairs about choosing a work from an American literary era and analyse it. Finally, they present it in front of their classmates, and making fruitful discussions about the chosen work.

3.6.2.2.1 American Literature Post-Test:

The researcher conducted a post-test to assess and examine the level of students' awareness of American culture/ literature. Just as the researcher did in the British literature post-test, the researcher asked a series of questions in American literature. The students were asked to answer the questions in a specific period of time of 03 hours, where the students consulted among themselves to reach the correct answer and an effective analysis and interpretation for some questions that needed justification.

Those questions were asked about the literary texts selected by the researcher as they relate to the various literary movements in American literature.

The selected literary texts in American Literature are:

➔ **Thanksgiving**

Thanksgiving was modeled on the harvest feast of 1621 shared by English colonists (pilgrims) in Plymouth and the Wampanoag people.

The three-day harvest celebration in 1621 in Plymouth Colony (present-day part of Massachusetts) is the first American Thanksgiving. The pilgrims had arrived the previous year on the Mayflower. They did not bring enough food, and it was too late to plant crops. Half of the colony died during the winter of 1620-1621. In the spring, the local Wampanoag Indians taught the colonists how to grow maize (corn) and other crops, and helped them master hunting and fishing.

The pilgrims celebrated the event, which Americans usually call "the first Thanksgiving" after their first harvest in the New World in October 1621. This feast lasted three days and was attended by 90 Wampanoag Native Americans and 53 pilgrims (Mayflower survivors).

Harvest festivals have become a regular affair in New England. Thanksgiving was celebrated on various dates in the states until 1863 when President Abraham Lincoln declared the last Thursday in November as a national Thanksgiving holiday. In 1941, President Franklin Roosevelt signed a law designating Thanksgiving on the fourth (not always the last) Thursday in November.

➔ **Romanticism: Nathaniel Hawthorne's *The Scarlet Letter***

The Scarlet Letter is set in the Puritan Bay Colony in Massachusetts from 1642 to 1649. It was published in 1850, *The Scarlet Letter* is Nathaniel Hawthorne's best-known novel and the first substantial American novel in style, theme, and language.

The novel tells the story of Hester Prynne, who carries her daughter through an affair and then struggles to create a new life of penance and dignity. Hawthorne's novel is concerned with the implications of the issue rather than the issue itself, using Hester's audience exposure as a springboard for an exploration of the lingering taboos of Protestant New England in contemporary society.

*In *The Scarlet Letter*, the idea of sin and punishment is the central theme of the novel and how the main character Hester Prine was punished for her sin of adultery.*

➔ **Modernist Literature: F. Scott Fitzgerald's *The Great Gatsby***

The Great Gatsby is the story of an eccentric millionaire Jay Gatsby as told by Nick Caraway. It is the third novel by F. Scott Fitzgerald, published in 1925, and set in the roaring twenties (Jazz Age New York) in 1922. It tells the tragic story of one man's pursuit of the American dream, Jay Gatsby. The narrator, Nick Caraway, is an upper-class American man who moves from the West to New York to try his luck as a bond dealer. He meets a very wealthy neighbor and a self-made millionaire named Jay Gatsby, and shares Gatsby's plan to rekindle a lost love with a wealthy young woman he loved in his youth, Daisy Buchanan, who happens to be Nick's cousin.

As a self-made man who lifted himself out of poverty, F. Scott Fitzgerald embodies the American dream as the novel includes the major themes: the American dream, money, and death. Jay Gatsby's misery and eventual death mark the end of the fictitious American dream.

3.7 The Students' Questionnaire:

To delve into the research further and to ascertain the effectiveness of intercultural awareness in learning literature, a questionnaire was conducted for the same sample of second-year students whose IS level was assessed. This questionnaire consists of two parts and is designed to collect data on students' perception of intercultural awareness in the learning literature.

The data of the first part relates to their position on the study of literature, and the most important obstacles they face in the study and analysis of literary texts. As for the second part of the questionnaire, it was devoted to knowing the students' opinions about the benefits of intercultural awareness in general, as well as its importance in learning foreign languages and learning other cultures through literary texts in particular.

The information obtained from the questionnaire will constitute a useful reference for teachers regarding the selection of literary texts and the type of tasks and activities to be designed, and for learners as well in improving their understanding of the target culture and ultimately developing their intercultural competence in learning English as a foreign language.

Section One: Learning Literature

Question 1: How do you evaluate your interest in reading literary texts?

The first question was asked in order to assess the students' level of interest in the literature courses.

Question 2: How do you rate your level of literary texts' interpretation?

This question aims to discover how students perceive their level of understanding and analysis of literary texts, that is, to determine the students' perceived level of literary appreciation skills.

Question 3: What are the most challenges and difficulties you face in the stage of understanding and analysing literary texts?

Question 4: Could you please state other problems that hinder your comprehension of literary texts?

Questions, 3 and 4, aim at discovering the main problems that hinder EFL learners' full understanding of EFL literary texts in order to find appropriate solutions to overcome them. The researcher has suggested some perceptible challenges and asked learners to vote for the biggest challenge they suffer from. After that, the researcher opened the way for the students to express the most important thing that could cause them obstacles that prevent them from entering the depths of the literary text.

Section Two: Intercultural Awareness and Learning Literature

Question 5: How does culture integration in the foreign language classroom affect you, as EFL students, in language learning/ learning literary texts?

Through this question, the researcher wanted to discover the importance of culture in literary texts, as well as to evaluate the students' opinions about the importance of learning about other foreign cultures through literature and the extent of their openness to the cultures of others.

Question 6: How would you define the notion of “intercultural awareness”?

After the students expressed their views on the integration of culture in the EFL classroom, the researcher wanted to know how they perceive and define the concept of intercultural awareness.

Question 7: In your opinion, is intercultural awareness important in literary texts' comprehension? If yes! Why?

The researcher posed this question with the aim of discovering how learners perceive the importance of cross-cultural awareness in their literary courses, whether positively or negatively. Then, the researcher suggested some main benefits of intercultural awareness in the learning literature and asked the learners to give their opinion on each feature of intercultural awareness and its importance in studying literary texts.

Question 8: Please circle your most appropriate response to each element of the following items:

- ✓ **Intercultural Awareness Advantages**
- ✓ **Intercultural Awareness in EFL Learning**
- ✓ **Intercultural Awareness and Learning Literary Texts**

This question includes many ideas, opinions, and experiences, whether on a personal or educational level. A series of ideas were presented regarding the importance of intercultural awareness in general, and then the importance of intercultural awareness in EFL learning and the last part is about the significance of intercultural awareness in learning literary texts. Students are asked to choose the answer that best suits them using the Likert Scale.

3.8The Teachers' Questionnaire:

In addition to the students' questionnaire, a second questionnaire was designed for teachers from different countries. In the students' questionnaire, the sample was randomly selected, however, the sample in the teachers' questionnaire was chosen decisively, that is to say, the issue under investigation concerns mainly the teachers of literature courses. Their opinions and views assist in providing information about the teaching of culture, the goals of integrating culture into the EFL classroom, the teaching methods and strategies they use, the importance of intercultural awareness and its impact on the teaching of literary texts, intercultural awareness skills for teaching literary texts, and providing their own suggestions to promote intercultural awareness education.

The questionnaire is divided into four sections: Demographic Information, Teaching Literary Texts, Culture Integration in EFL Classrooms, and Intercultural Awareness and Teaching Literary Texts. It was self-administered to some teachers and emailed to others. Teachers' feedback was returned in a short time. The teachers were very enthusiastic and did not hesitate to show their cooperation and interest in contributing to expressing their views and opinions on the subject under investigation through their personal experiences in the field of education.

Section One: Demographic Information

Question1: What academic degree do you hold?

Question2: How many years have you been teaching?

Question3: At which university do you teach?

Demographics allow for deconstruction of private aggregate scores and examination of significant differences among the participants in the questionnaire. The researcher started the questionnaire by asking demographic information related to literature teachers in order to determine their types and their experience in the field of education for getting better results, as we know that the different identities and characteristics of the teachers can affect the subject of the research.

Section Two: Teaching Literary Texts

Question4: How do you evaluate your learners' interest in reading literary texts?

Question5: How do you evaluate your learners' level in interpreting literary texts?

Question6: What are the strategies that you use most to teach literature?

Question7: What are the most challenges and difficulties your students face in the stage of understanding and analysing literary texts?

Question8: Could you please state other problems that hinder your students' ability to comprehend and analyse literary texts?

This part is devoted to a more in-depth study of literature teaching, where the researcher asked questions related to the most important methods that the teacher uses in teaching literature to EFL learners, as well as questions to determine the level and the extent

of students' interest in studying literature, and then explore the most important problems that students face in understanding literary texts.

Section Three: Culture Integration in EFL Classrooms

Question9: How do you think culture integration in the foreign language classroom would affect EFL students learning?

Question10: what are the most used techniques or strategies for culture integration in your classes?

Question11: The Big C Culture refers to a country's literature (Literary works, poems/poets...), art, and music while little c culture refers to people's everyday life, beliefs, customs, behaviour and values. What aspect of culture do you think it should be addressed more often? The big C or the small c? Why?

The questions (9, 10, and 11) are related to the teaching of culture and its importance in EFL teaching. The researcher wanted to know the importance of including culture in the teaching of literature and the most important methods that teachers follow to supplement the teaching of culture with literature.

Section Four: Intercultural Awareness and Teaching Literary Texts

Question12: How can you define Intercultural Awareness?

Question13: How important is “intercultural awareness” in the teaching of literary texts?

Question14: Can you explain, through an example or examples from literary works, how intercultural awareness helps your students understand and interpret literary texts?

Question15: Are you satisfied with the ways that you utilize your knowledge and skills of intercultural awareness in teaching the literary texts?

Question16: In your opinion, how could intercultural awareness teaching be developed?

The last part of the questionnaire relates to the importance of intercultural awareness in the teaching of literature. The researcher wanted through this part to focus on teachers' knowledge of the term intercultural awareness and its importance in teaching literature by providing some real examples, as well as knowing their opinion on how to develop the skill of teaching intercultural awareness.

3.9 Ethical Considerations:

In academic research, ethical considerations and principles must be taken into account at every step of the research. Initially, administrative permission was requested from the Head of the English Department at the University of M'sila to conduct the experiment, which took place in the students' regular schedule, in the literature lectures. However, during holidays and exam period, no training courses are planned.

After obtaining the consent of the administration, the researcher made the written consent of the participants to participate in her study and also promised that the information would remain anonymous and used exclusively for research purposes. For this reason, symbols (numbers 1 to 35) were assigned to keep a record of students' answers to allow comparison at the end of the first assessment.

Conclusion

As mentioned earlier in the chapter, the conduct of the research must comply with the basic requirements of any scientific research. Therefore, this chapter sheds light on the main methodological procedures used to obtain the sample, design and experiment with the

necessary data collection tools and the various procedures used in the analysis and interpretation of the obtained results. As such a step in clarifying the researcher's methodology used in all stages of the work is the one that can gain research its true meaning and important role. The next chapter will be devoted to the analysis and interpretation of the collected data that will help answer the research questions.

Chapter Four:
Data Analysis
and
Interpretation

FIELD WORK
CHAPTER FOUR:
DATA ANALYSIS AND INTERPRETATION

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Introduction

In this chapter, both quantitative and qualitative results are presented. The data was collected and analysed through the use of tools that include intercultural sensitivity assessment for second-year students at the University of M'sila, in addition to examining the extent to which students understand literary texts through the observation method and the experiment stage. Finally, two questionnaires are directed to EFL learners and EFL literature teachers from different universities around the world to obtain more information and illustrations of the topic discussed, allowing us to answer the third research question. Furthermore, the results of the intercultural sensitivity assessment, the observation assessment, the experiment stage, and the questionnaires for both learners and teachers of literature were discussed. Subsequently, this chapter ends with a section devoted to interpretations of the above results.

4.1 Results of EFL Learners' ISS Assessment:

The following tables (from 7 to 11) demonstrate the results of the questionnaire for students and an illustration of the highest percentage that has been recorded in each item of the ISS.

Items	Interaction Engagement					Total
	SA	A	Un	D	SD	
Item 1	13	9	6	4	3	35
Item 11	8	7	12	4	4	35
Item 13	12	8	6	5	4	35
Item 21	3	4	9	11	8	35
Item 22	5	6	7	10	7	35
Item 23	9	12	4	5	5	35
Item 24	12	10	5	3	5	35

Table 7: Results of EFL Learners Interaction Engagement Assessment

According to the findings of learners' assessment of their interaction engagement, 13 learners (37.14%) out of 35 participants "strongly agree" with item 01; "I enjoy interacting with people from different cultures", and 9 learners also "agree" with the statement, whereas 6 of them are "uncertain" about their opinion. Moving to item 11, the majority of students (12) are "uncertain" to either tend to wait or not before forming an impression of culturally distinct counterparts. The highest percentage goes for item 13 where learners reacted positively, 12 (34.29%) "strongly agree, and 8 (22.86%) "agree". 11 learners "disagree" about item 21 with a percentage of 31.43%, and 8 (22.86%) of them "disagree" about avoiding situations where they will have to deal with culturally distinct persons. Also, 10 students responded that they "agree" to show their culturally-distinct counterpart their understanding through verbal or nonverbal cues and 12 learners (34.29%) "strongly agree" with item 24. This indicates that most of the students have a feeling of enjoyment toward their culturally-distinct counterparts when interacting with them.

Items	Respect for Cultural Differences					Total
	SA	A	Un	D	SD	
Item 2	3	4	5	11	12	35
Item 7	4	3	5	13	10	35
Item 8	13	11	4	5	2	35
Item 16	9	14	5	4	3	35
Item 18	5	3	6	11	10	35
Item 20	5	6	3	12	9	35

Table 8: Results of EFL Learners Respect for Cultural Differences Assessment

Students' assessment of the second factor "Respect for Cultural Differences" indicated that 12 learners (34.19%) "strongly disagree" about the statement of item 2 "I think people from other cultures are narrow-minded", while 11 learners "disagree". On the other hand, 23 learners (65.71%) "strongly disagree and disagree" with item 7. In addition to that, a high number of students (13) replied that they "strongly agree" with respecting the values of

people from different cultures, added to 14 students (40%) “agree” with item 16. Concerning item 18, 11 students responded that they “disagree” with the statement “I would not accept the opinions of people from different cultures”, and 12 students (34.29%) also reacted negatively “disagree” with item 20. Thus, it is remarkable that EFL students accept and respect the values, behaviours, and opinions of other people from different cultures.

Items	Interaction Confidence					Total
	SA	A	Un	D	SD	
Item 3	4	6	6	10	9	35
Item 4	11	9	6	5	4	35
Item 5	6	4	7	10	8	35
Item 6	8	12	10	3	2	35
Item 10	3	4	9	11	8	35

Table 9: Results of EFL Learners Interaction Confidence Assessment

From the results shown in table 9, it seems that item 3 recorded the highest number of learners (10) who “disagree” that they are self-confident when interacting with people from different cultures, and 11 learners with a percentage of 31.43% have been recorded for those who “strongly agree” with it item 4 which says that they find it very hard to talk in front of people from different cultures. The next item number 5 indicated that 10 students “disagree” with it, while 12 of them responded that they “agree” with the statement of item 6 “I can be as sociable as I want to be when interacting with people from different cultures”. Finally, 11 learners “disagree” about feeling confident when interacting with people from different cultures. It is clearly obvious that the majority of students have the feeling of lack of confidence when interacting with their culturally distinct counterparts.

Items	Interaction Enjoyment					Total
	SA	A	Un	D	SD	
Item 9	10	12	3	6	4	35
Item 12	8	10	7	6	4	35
Item 15	9	13	8	2	3	35

Table 10: Results of EFL Learners Interaction Enjoyment Assessment

As presented in table 10, 12 out of 35 students (34.29%) answered that they “agree” with “I get upset easily when interacting with people from different cultures.” A considerable number of 10 students (28.57%) replied that they “agree” to getting discouraged when they are with people from different cultures. Also, 13 students responded that they “agree” with item 15 which says “I often feel useless when interacting with people from different cultures”. So, students show their feelings of disappointment, discouragement, and uselessness when being in intercultural communication.

Items	Interaction Attentiveness					Total
	SA	A	Un	D	SD	
Item 14	9	13	6	4	3	35
Item 17	14	13	3	3	2	35
Item 19	3	7	12	8	5	35

Table 11: Results of EFL Learners Interaction Attentiveness Assessment

As shown in table 11, the statement “I am very observant when interacting with people from different cultures” recorded the biggest number of learners of 13 (37.14%) on the category “agree”, on the other hand, a notable number of 14 was achieved by the students who replied that they “strongly agree” with trying to obtain as much information as they can when interacting with people from different cultures. Furthermore, a considerable number of students (12) responded that they are “uncertain” with item 19 of being sensitive to their culturally distinct counterpart’s subtle meanings during their interaction. This reveals that students pay attention when interacting with people having different cultures, at the same time, they try to obtain information about them as much as they can.

4.2 The Experimental Phase:

4.2.1 Pre-Test Results:

<i>Groups</i>	<i>Grades of students' answers in each group</i>	X= Number of correct answers Y= Percentage of correct answers T= Total number of questions
	X/T (Y%)	
<i>Group A</i>	6/16 (37%)	
<i>Group B</i>	3/16 (18.75%)	
<i>Group C</i>	2/16 (12.5%)	
<i>Group D</i>	8/16 (50%)	
<i>Group E</i>	4/16 (25%)	

Table 12: Students' Pre-Test Scores

From the results obtained, it is seen that the learners, before the beginning of the presentation of lectures with sufficient explanation to understand both courses, did not have sufficient knowledge to understand American literature as well as British literature, as indicated by the scores obtained in the preliminary test.

Not all groups succeeded in answering all the questions and even passing half the percentage (50%), where GA answered only 6 questions correctly out of 16, as well as group B, group C and group E had a poor level in their background knowledge, they answered two or four questions at most.

4.2.2 Scores of British Literature Post-Test:

<i>Groups</i>	<i>Grades of students' answers in each group</i>			X= Number of correct answers Y= Percentage of correct answers T= Total number of questions
	X/T (Y%)			
	Text 1 <i>Beowulf</i>	Text 2 <i>Macbeth</i>	Text 3 Heart of Darkness	
<i>Group A</i>	6/8 (75%)	10/13 (76.9%)	8/9 (88.9%)	
<i>Group B</i>	6/8 (75%)	9/13 (69.2%)	7/9 (77.8%)	
<i>Group C</i>	5/8 (62.5%)	8/13 (61.5%)	5/9 (55.6%)	
<i>Group D</i>	7/8 (87.5%)	11/13 (84.6%)	8/9 (88.9%)	
<i>Group E</i>	5/8 (62.5%)	9/13 (69.2%)	6/9 (66.7%)	

Table 13: British Literature Post-Test Scores

From the results obtained in table 13, all groups got a score of more than 50%, which indicates progress in their ability to understand the background of the literary text. As for British literature, the first group obtained very satisfactory results in the three text questions (75%, 76.9%, 88.9%), while groups B and C, and E had significantly improved the level of knowledge and the level of analysis and explanation of the various elements related to literary texts where almost all questions were systematically answered correctly.

4.2.3 Scores of American Literature Post-Test:

<i>Groups</i>	<i>Grades of students' answers in each group</i>			X= Number of correct answers Y= Percentage of correct answers T= Total number of questions
	X/T (Y%)			
	Text 1	Text 2	Text 3	
	Thanksgiving	The Scarlet Letter	The Great Gatsby	
<i>Group A</i>	4/4 (100%)	6/7 (85.7%)	4/6 (66.7%)	
<i>Group B</i>	3/4 (75%)	5/7 (71.4%)	4/6 (66.7%)	
<i>Group C</i>	3/4 (75%)	4/7 (57.1%)	3/6 (50%)	
<i>Group D</i>	4/4 (100%)	5/7 (71.4%)	5/6(83.3%)	
<i>Group E</i>	3/4 (75%)	6/7 (85.7%)	4/6 (66.7%)	

Table 14: American Literature Post-Test Scores

As for American literature, the percentages obtained were very close and excellent to the extent that there are groups who were able to answer all questions in a detailed, systematic and excellent manner.

Members of group D shined a lot after its acceptable level in the pre-test, where they obtained (100%, 71.4%, 83.3%), and this is reflected in raising their level of awareness by studying literature and understanding its meanings and the ability to explain and interpret. As with the other groups, groups A, B, C, E also improved their ability in the study of American

literature, the reading between the lines and the interpretation of the background of writing literary texts.

Therefore, after explaining and presenting English and British literature and presenting all the stages that each period has gone through, the scores obtained by the learners in each group show an improvement in understanding and analysing literary texts and expressing their own opinions.

Through the results obtained from the pre-test and post-tests of both, British literature and American literature, we notice a big difference between the level of students before developing their cultural/intercultural knowledge of literary texts and after working on paving the way for them to acquire new cultures through studying literature and understanding its meanings.

4.3 Results of the Students' Questionnaire:

4.3.1 Description of the Questionnaire:

Section One: Learning Literature

Question 1: How do you evaluate your interest in reading literary texts?

Figure 09 shows the students' level of interest in literature courses.

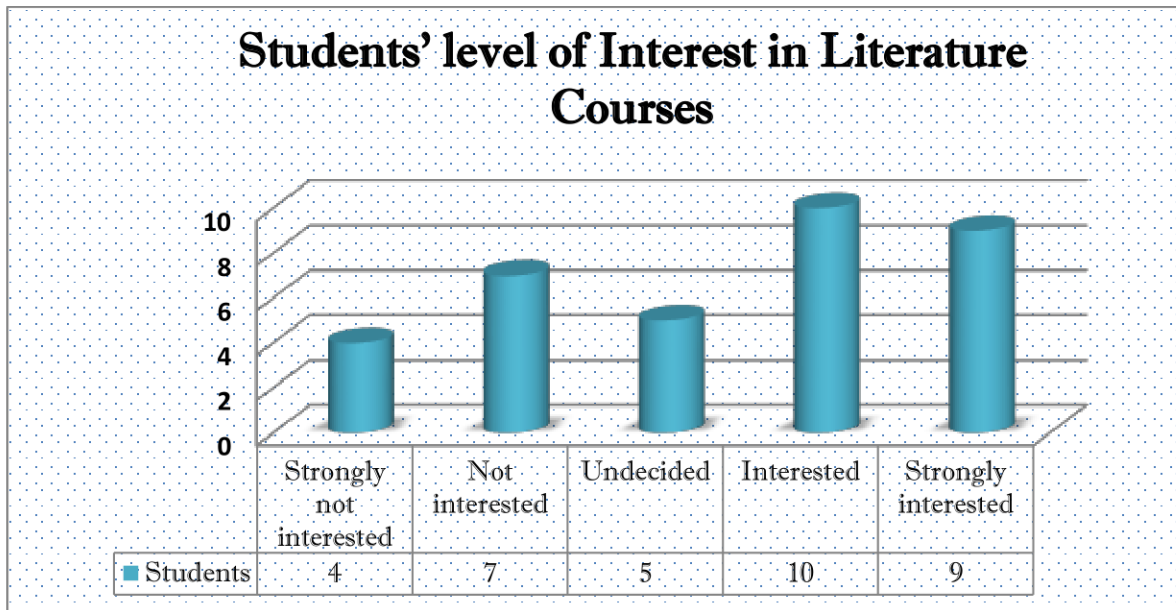


Figure 9. Students' Level of Interest in Literature Courses

The results show that most students are very interested in studying literary texts (9 students are highly interested and 10 are interested). This indicates that literature is of high importance and value to students.

Question 2: How do you rate your level of literary texts' interpretation?

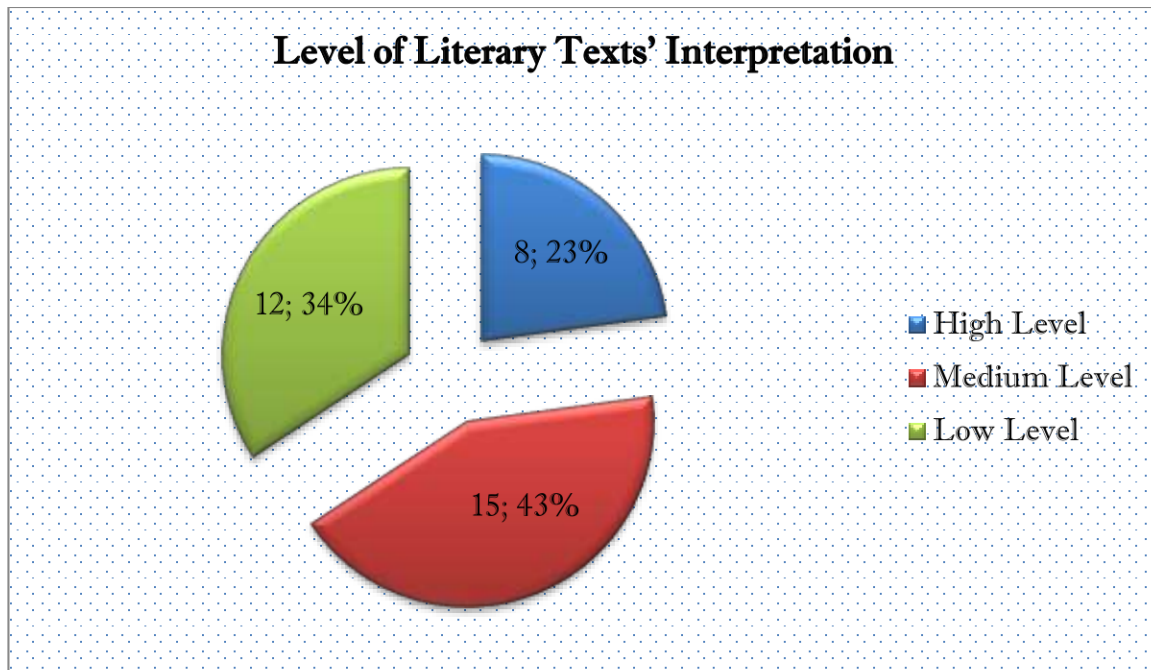


Figure 10. Students' Level of Literary Texts' Interpretation

From the above graph, results display that 43% of students have a medium level, whereas only 8 students (23%) out of 35 students have a high level of literary texts' interpretation, however, the last 34% is recorded for those who have a low level. This means that students are not talented in literary texts' analysis, and they need a great attention concerning this academic matter.

Question 3: What are the most challenges and difficulties you face in the stage of understanding and analysing literary texts?

Problems	Comments
	Students (N°+ %)
Lack of background knowledge and cultural awareness of foreign cultures	11 (31.43%)
Linguistic complexity of a literary text	5 (14.29%)
Texts that are not culturally related to students' interests	4 (11.43%)
Lack of vocabulary	5 (14.29%)
Lack of motivation	4 (11.43%)
Low language proficiency levels of students	4 (11.43%)
Cultural prejudices about foreign literature	2 (5.71%)

Table 15. Students Evaluation on the Problems of Literary Texts' Comprehension

The results of the above question revealed the main problems that EFL learners face when they read and try to analyse literary texts. 11 learners note that the lack of background knowledge and cultural awareness of foreign cultures is the main difficulty for them. Whereas 5 learners, for each of these problems: the linguistic complexity of the literary text and the lack of vocabulary, see that these two problems hinder them from the fully understanding of literary texts. Other difficulties such as lack of motivation, lack of

interests and low levels of language proficiency were also taken into account as the main reasons for learners' non-understanding of literary texts. To end up with the last problem that was suggested; it is an issue of cultural prejudices about foreign literature, learners have noted that this problem can be the reason for not being able to read the literary text and understand the hidden meaning behind it.

Question 4: Could you please state other problems that hinder your comprehension of literary texts?

Almost all the students shared the same problems when they have been asked this question, and they all agreed on the following points:

- ❖ Vocabulary limitation problem
- ❖ Lack of practice and having limited background knowledge
- ❖ Difficulties in applying reading strategies in reading activities
- ❖ Cultural differences
- ❖ Length of texts
- ❖ Unsuitable texts: Literary texts do not match students' interest
- ❖ Inability to set the purpose, aims, and time in reading
- ❖ Inability to connect what they read to the context of the text
- ❖ Low of motivation

Section Two: Intercultural Awareness and Learning Literature

Question 5: How does culture integration in the foreign language classroom affect you, as EFL students, in language learning/ learning literary texts?

When students are asked about their views on how culture integration affect them in EFL learning in general and in learning literary texts in particular. Their answers can be summarized as follows:

- ❖ Culture integration in foreign language classes will greatly affect the EFL students' learning because language is the carrier of culture while culture enriches and shapes the language.
- ❖ Culture certainly affects the learning of literary texts positively because learners will gain new knowledge of the world's culture.
- ❖ Culture integration leads to an increase in learners' respect for others' cultures, and the development of their pride in their own culture.
- ❖ EFL students who are familiar with foreign cultures better understand literary works written by Westerners. For example, a student who is not familiar with British history cannot understand the works of Shakespeare.
- ❖ If the culture is properly integrated, the level of learners will improve qualitatively. Culture greatly influences our language learning.
- ❖ Culture has a positive impact on the learning of literary texts as learners will benefit from new insights related to customs, beliefs and traditions in addition to acquiring vocabulary.
- ❖ Culture helps in learning in a realistic and authentic manner.
- ❖ Culture helps in the acquisition of grammar patterns in context, and the development of critical thinking and other higher-order skills such as analytical spirit and problem solving.
- ❖ Culture has a great role in enhancing communicative competence and creating fluent speakers, fluent readers, and fluent writers.

- ❖ Culture assists in activating schematic knowledge for deeper retention and understanding.
- ❖ It will be of great help in promoting the understanding of intercultural and intercultural awareness, its interpretation, and an appreciation of literature in particular.

Question 6: How would you define the notion of “intercultural awareness”?

Their answers were diverse, but they all fall into one standard, the answers can be summarized as follows:

- ❖ Intercultural awareness is to know culture-specific aspects and things that differ between cultures.
- ❖ It is the ability to understand you own and the others' cultures, besides being capable of depicting their similarities and differences.
- ❖ To be aware of others' culture in a way that enables you to communicate effectively with them.
- ❖ The ability to accept the differences of other cultures.
- ❖ Intercultural awareness is having an understanding of both your own and other cultures, and particularly the similarities and differences between them.
- ❖ To know and understand the cultures of other peoples.
- ❖ It refers to the student's understanding and openness to his culture and other cultures. It entails the willingness to deal with other opponent cultures without having stereotypical attitudes vis-à-vis this culture.

Question 7: In your opinion, is intercultural awareness important in literary texts' comprehension? If yes! Why?

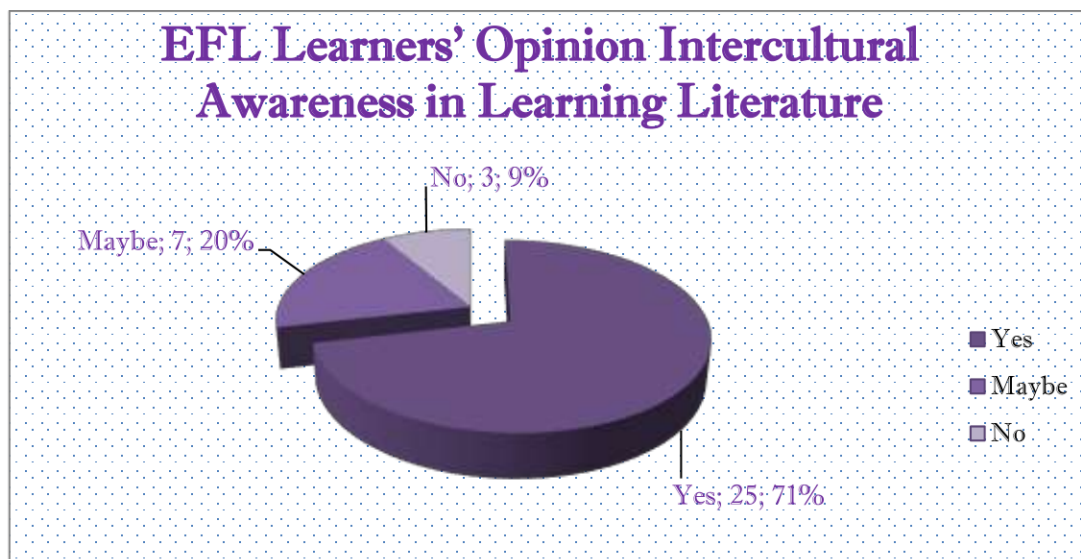


Figure 11: Learners' Opinion about the significance of Intercultural Awareness in Learning Literature

Items	Classification									
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N°	%	N°	%	N°	%	N°	%	N°	%
Intercultural awareness motivates EFL learners to learn more foreign languages	12	34.29%	14	40%	7	20%	2	5.71%	/	/
Intercultural awareness would equip EFL learners with the cultural background that is necessary in literary analysis	18	51.43%	17	48.57%	/	/	/	/	/	/
Intercultural awareness helps EFL learners to be familiar with the cultural context it belongs to. So, It breaks the ice upon understanding literary texts	13	37.14%	17	48.57%	5	14.29%	/	/	/	/
It widens their perception of the world in general and in the target language in particular	16	45.71%	16	45.71%	3	8.57%	/	/	/	/

Table 16: The Importance of Intercultural Awareness in Learning Literature

From the above results for the fourth question, the majority of learners responded positively to the greatest position that intercultural awareness has in the learning of literature, and this indicates how can literature be appreciated and stimulated evidently through intercultural awareness. Learners also provided their views on the items that have been proposed about importance of intercultural awareness in the learning of literature. They responded differently in some points and similarly in others, but they all agree on the great benefits and the valuable role of intercultural awareness in helping learners to recognize the cultural context to which the texts belong, as it breaks the ice when trying to analyse literary texts, in addition to its role in motivating them and providing them with the cultural background necessary in literary analysis, and ultimately its role in expanding their perception of the world in general and the target language in particular.

Question 8: Please circle your most appropriate response to each element of the following items:

- ✓ **Intercultural Awareness Advantages**
- ✓ **Intercultural Awareness in EFL Learning**
- ✓ **Intercultural Awareness and Learning Literary Texts**

Intercultural Awareness Advantages		SA	A	NS	D	SD	Total
Intercultural awareness promotes world peace.	Count	16	14	3	1	1	35
	% of total	45.71	40	8.57	2.86	2.86	100%
Intercultural awareness expands one's worldview.	Count	17	15	2	1		35
	% of total	48.57	42.86	5.71	2.86		100%
Intercultural awareness enhances understanding of one's culture.	Count	15	18	2			35
	% of total	42.86	51.43	5.71			100%
Intercultural awareness enriches one's life.	Count	13	17	2	3		35
	% of total	37.14	48.57	5.71	8.57		100%
It is difficult to develop cross-cultural awareness.	Count	6	11	7	8	3	35
	% of total	17.14	31.43	20	22.86	8.57	100%
Intercultural awareness reduces the risk of miscommunication with others from different cultures.	Count	14	15	3	2	1	35
	% of total	40	42.86	8.57	5.71	2.86	100%

Table 17: Participants' responses on Intercultural Awareness Advantages

As can be seen, table 17 reveals that the participants have positive views of all the statements in this section, for example, 45.71% of students strongly agree with the view that intercultural awareness promotes world peace. The same for the second view that intercultural awareness expands one's worldview, 48.57% of students strongly agree with that view. For the third view, there is no student who disagrees that intercultural awareness enhances understanding of one's culture. Furthermore, 48.57% of students agree with the view that intercultural awareness enriches one's life, as they maintained that intercultural awareness is hard to develop. Finally, 42.86% of students agree that intercultural awareness reduces the risk of miscommunication with others from different cultures. The descriptive statistics in the above table exhibited a high level of agreement of the participants in relation to intercultural awareness advantages.

Intercultural Awareness in EFL Learning		SA	A	NS	D	SD	Total
Learning a language involves learning its culture.	Count	16	12	4	2	1	35
	% of total	45.71	34.29	11.43	5.71	2.86	100%
Students in the language program must be introduced to native speakers of the target language.	Count	14	18	3			35
	% of total	40	51.43	8.57			100%
Textbooks in the language program must be written by native speakers of the target language.	Count	17	16	2			35
	% of total	48.57	45.71	5.71			100%
Culture should be taught as a mandatory unit in the education curriculum.	Count	19	13	2	1		35
	% of total	54.29	37.14	5.71	2.86		100%

Table 18: Participants' responses on Intercultural Awareness in EFL Learning

Table 18 presents the results of descriptive statistics obtained regarding the participants' views on the inclusion of cultural study in EFL learning. As showed in the table, it is highly noticeable that students help a high degree of agreement with the usefulness of intercultural awareness in EFL learning. 45.71% of students supported the need of integrating in learning a language, also, 51.43% of them agree that they must program must be introduced to native

speakers of the target language. Further, they strongly agree with both views: textbooks in the language program must be written by native speakers of the target language and Culture should be taught as a mandatory unit in the education curriculum (48.57% and 54.29% respectively). The attached results are a strong and effective indication that intercultural awareness is a key factor in EFL learning.

Intercultural Awareness and Learning Literary Texts		SA	A	NS	D	SD	Total
Culture provides literary texts with a useful context for language learning.	Count	18	16	1			35
	% of total	51.43	45.71	2.86			100%
Intercultural awareness stimulates students and their curiosity towards the target culture through studying literary texts.	Count	16	17	2			35
	% of total	45.71	48.57	5.71			100%
Intercultural awareness does not hinder students' understanding of literary texts	Count		1	3	16	15	35
	% of total		2.86	8.57	45.71	42.86	100%
Intercultural awareness enhances my understanding of literary texts.	Count	19	14	2			35
	% of total	54.29	40	5.71			100%
The literary texts I have studied deal adequately with intercultural awareness.	Count	13	12	7	2	1	35
	% of total	37.14	34.29	20	5.71	2.86	100%
Intercultural awareness helps to appreciate other cultures differ from my own.	Count	14	13	4	3	1	35
	% of total	40	37.14	11.43	8.57	2.86	100%
Intercultural awareness inspires me to interact with people from different cultures.	Count	15	17	2	1		35
	% of total	42.86	48.57	5.71	2.86		100%

Table 19: Participants' responses on Intercultural Awareness and Learning Literary Texts

Table 19 indicates that participants have positive opinions about most statements related to intercultural awareness in learning literary texts. 51.43% of students strongly supported the view that culture provides literary texts with a useful context for language learning. They mostly agree (48.57%) with the view that intercultural awareness stimulates students and their curiosity towards the target culture through studying literary texts. The majority of them (45.71%) disagree that intercultural awareness does not hinder students' understanding of

literary texts, however, a high level of agreement (54.29%) is observed with the view that intercultural awareness improves understanding of literary texts. Concerning the view that the literary texts they have studied deal adequately with intercultural awareness, answers are varied but 37.14% of students strongly accepted that the literary texts they have studied deal adequately with intercultural awareness. For the last two views, a majority of the participants strongly accept that intercultural awareness helps to appreciate other cultures differ from my own, as well as inspires them to interact with people from different cultures. Once again, the high level of approval of the statements made in this section of the questionnaire proves that there is no need for further investigations into the important role that intercultural awareness plays in understanding literary texts.

4.4 Results of the Teachers' Questionnaire:

The questionnaire was designed for teachers from different countries to provide information about the teaching of culture, the goals of integrating culture into the EFL classroom, the teaching methods and strategies they use, the importance of intercultural awareness and its impact on the teaching of literary texts, intercultural awareness skills for teaching literary texts, and finally they were asked to provide their own suggestions to promote intercultural awareness education.

Section One: Demographic Information

Question1: What academic degree do you hold?

	Academic Degree			Total
	Magister	Ph. D	Professor	
Number of Teachers	05	16	09	30

Table 20: Teachers' Academic Degrees

Question2: How many years have you been teaching?

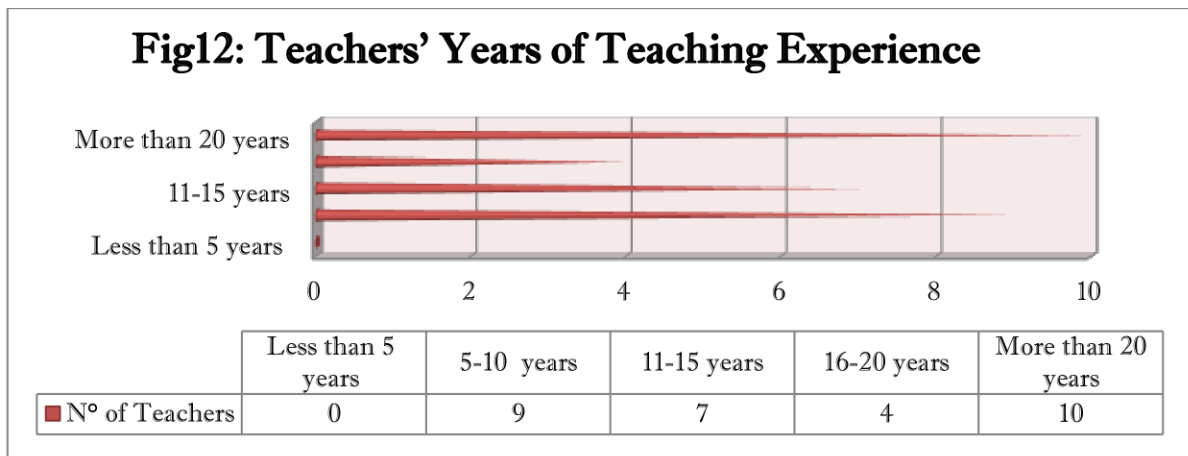


Figure 12: Teachers' Years of Teaching Experience

Question3: At which university do you teach?

Universities in Algeria	Ouagla University	2	Number of Teachers
	M'sila University	3	
	Biskra University	2	
	Batna University	2	
	Tiaret University	1	
	Khenchela University	1	
	Bejaia University	2	
	Constantine University	1	
	Laghouat University	1	
	Guelma University	1	
	El-Oued University	1	
	Adrar University	1	
Universities around the World	Groningen University, Netherlands.	1	Number of Teachers
	Sfax University, Tunisia	2	
	Surrey University, South East of England, UK.	1	
	Kansas University, Lawrence, USA	2	
	Valparaiso University, Indiana, USA	1	
	Indiana University, Bloomington, Indiana, USA	3	
	Peking University, China	2	

Table 21: Teachers' University of Teaching

Section Two: Teaching Literary Texts

Question4: How do you evaluate your learners' interest in reading literary texts?

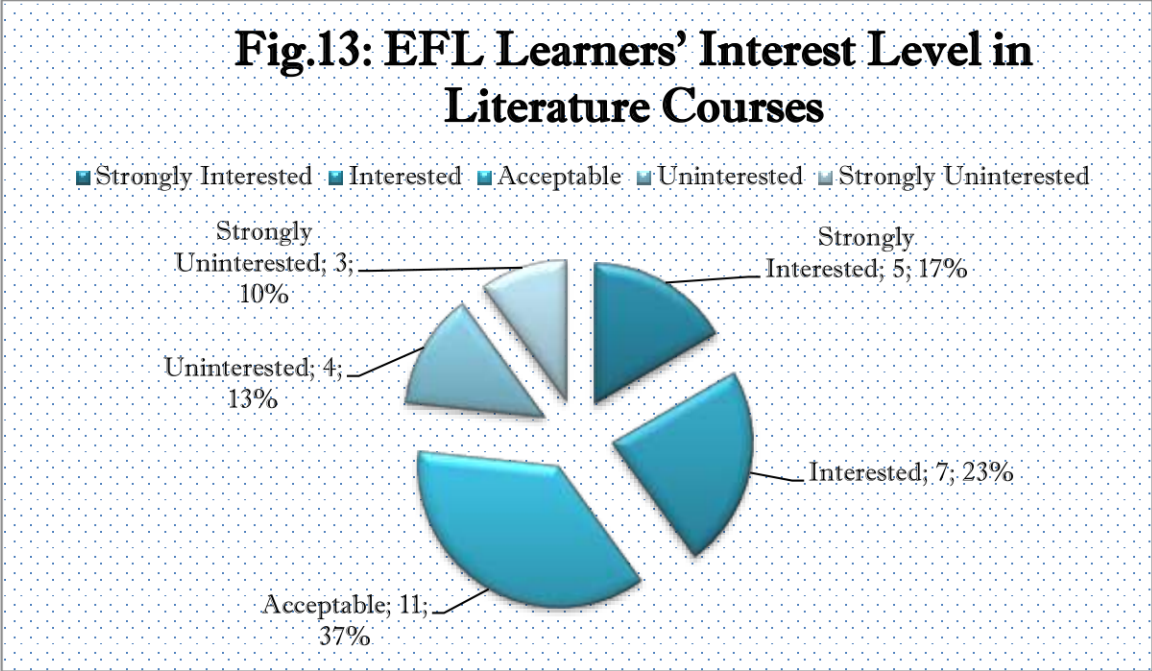


Figure 13: EFL Learners' Interest Level in Literature Courses

According to the teachers' views, the level of learners' interest in the literature course varies as the majority of the teachers (11 teachers/ 37%) consider the students' level of interest to be acceptable. While 7 (23%) of them mentioned that the students are interested in studying literature. As for the other percentages, they vary, 17% of teachers view that their learners are strongly interested, 13% of teachers observe that learners are not interested in studying literature, and for the last percentage goes to the 3 teachers (10%) who express their opinions as their learners are strongly uninterested. The results show the difference between learners' interest in studying literature, and this prompts teachers to study the most important influencing factors that prevent students from motivating students to study literature.

Question5: How do you evaluate your learners' level in interpreting literary texts?

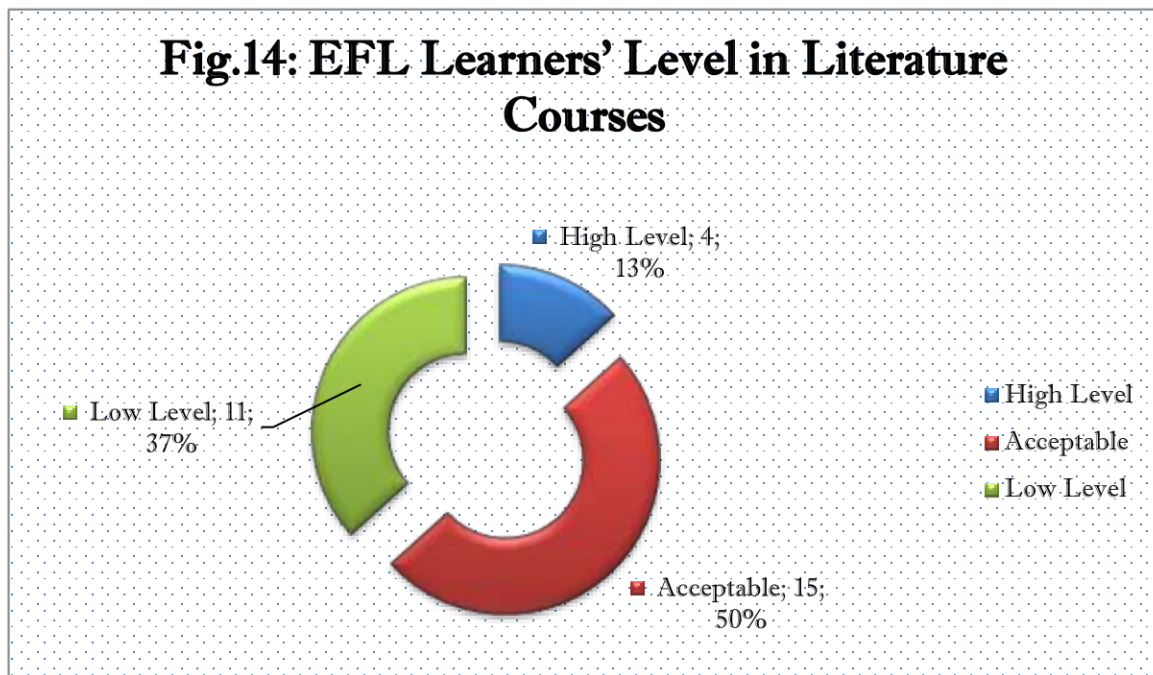


Figure 14: EFL Learners' Level in Literature Courses

Regarding the students' cognitive level, the majority of the teachers (50%) praised the learners' level as acceptable, while 11 teachers unfortunately pointed out that the learners' level is weak. Only the rest of the four teachers (13%) believe that the learners have a high level. From these results, it is noticeable that learners do not have sufficient abilities to study literature.

Question6: What are the strategies that you use most to teach literature?

According to the answers about the strategies teachers use to teach literature in EFL classes, it seems that all the methods are in the same center that focuses on the needs of the students. These strategies can be summarized as follows:

- Elicit information from students about the text, ask questions to check students' knowledge based on what they have read, and then provide students with background information.
- Teaching literature theoretically, and then moving to textual study, usually including activities prepared in worksheets/ Lesson plans.
- Students are asked to read a literary work and apply literary criticism theories to understand the work from that angle.
- Encourage students to relate the themes to personal experiences, then, elicit students' response to a text, and guide students to express their opinions towards a text.
- Relativity seems to resonate with all students: arouse curiosity by trying to connect what is being taught to the real world.
- Pre-teaching very difficult words, giving students some words from the extract and ask them to predict what happens next, then giving students a “taste”, that is, asking them to read the first bit of the book's/ novel's extract, then compare what they have understood in pairs. After that, asking them to report back to you. Finally, asking them to open the book and read it for themselves.
- Reading stories/ novels or parts of novels and then analysing the social, cultural and historical aspects that they embody.
- Guide students to interpret a text by looking at the language used by the author, and get students to mark any linguistic features from the text that are significant to their reading.
- Focusing on literary devices and practicing inference activities to develop students' critical thinking skills.

- Use of short stories, videos, films, audiobooks, portfolios, projects, text analysis, reading strategies (PDP: Pre-reading, During reading, and Post-reading), and then creative writing activities.
- Using an integrated approach.
- Warming up, reading the text once, asking general comprehension questions. Then, asking questions related to understand the text and the language as well. At last, doing follow-up activities.
- Shedding light on how literature can shape culture and contribute to providing insights about a particular group of people.
- My literature lesson looks at the language of the text, thus, encourages language awareness.

Question7: What are the most challenges and difficulties your students face in the stage of understanding and analysing literary texts?

Through this question, it was found that the learners have several difficulties in understanding literary texts, and this appears through the answers of the teachers that express their willingness to challenge these difficulties and find solutions to them:

- Learning literature in a foreign cultural environment
- Despite the fact that literary theory along with the different strategies and tools which facilitate understanding and comprehension of texts, students do not seem to know how to apply them in real contexts, as if they take them in separately from their contextual use.
- Shifting time perspective to the period in which the original texts were written
- Lack of interest

- Lack of motivation to read and deal with literary texts and the problem of the text's length
- Distanciation from hard copy texts
- Lack of knowledge associated with different literary theories as well as the tools of analysing literary texts.
- Low language proficiency, lack of reading and speaking skills, lack of prior literature background, students' unawareness of the importance of literature.
- Cultural differences
- Cultural knowledge of the foreign language
- Their relationship with literature, not necessarily English literature, is too poor. Few of them really enjoy reading literary texts and show a zeal in analysing poetry. I guess this is mainly due to the general decadence in Algerian public taste.
- The disinterest in reading literary texts and lack of practice
- The nature of the literary text itself
- Vocabulary issues and language mediation issues related to cultural differences
- Lack of a good literary background and literary techniques, lack of motivation and autonomy
- Background About the author and literary context
- Mis-interpretations
- Lack of critical thinking and the ability to make appropriate connections and read between the lines
- Students complain about the nature of texts as belonging to the classical canon, and somehow happen to prefer popular fiction to bestselling fiction as opposed to canonized literature which, because of syllabi, we have to primordially rely on.

- In some instances, students may be a bit shy about reading texts in a vertical, deep manner. This occurs because students are accustomed to reading snippets of materials on social media. Social media can interfere with students' attention spans, since Instagram, Twitter, and other forms of media, are short, snappy, and quick. In light of this, as instructors, we have to think of new and different ways of getting students to appreciate various texts.

Section Three: Culture Integration in EFL Classrooms

Question9: How do you think culture integration in the foreign language classroom would affect EFL students learning?

When the researcher asked the question that is related to expressing your opinion on how culture integration in the teaching of literary texts affects the learning of EFL students, the teachers presented a set of different opinions, positions, and arguments. Their answers can be summarized in the following points:

- Culture is essential when studying languages. Because understanding the cultural background - art, literature, and lifestyle - helps you achieve language proficiency and truly live the language while learning. Otherwise, you can also stick to distorted machine translation and stare at people in books.
- Language is a product of culture; language learner needs to understand the culture of the second language to communicate flexibly in any context.
- Culture integration in EFL classes will greatly affect the EFL students' learning because language is the carrier of culture while culture enriches and shapes the language.
- Culture increases engagement in learning a language

- Understanding culture is like having a context that allows you to give the correct meaning to each new word you learn. The more you know about your own social and cultural background, the easier it will be to participate and learn new facts about other cultures.
- Learning a language in a specific country works hand in hand with the culture of the specific location. Thus, the two are largely integrated. Learners will learn the language according to cultural influences.
- It is more difficult to understand spoken and written texts without having the relevant cultural background knowledge.
- Culture certainly affects students positively because they will gain new knowledge of world culture. Moreover, they will compare it with their own culture. This will increase their respect for the cultures of others, and develop their pride in their own culture.
- Integrating culture into language teaching curriculum is important because it ensures students have an enlarged view of the world and allows them to widen their horizons.
- EFL students who are familiar with foreign cultures (Western culture) better understand literary works written by Westerners. For example, a student who is not familiar with Greek myths and biblical traditions cannot understand Milton's Paradise Lost.
- There is no doubt that the way we perceive culture greatly influences our language learning. So, if the culture is properly integrated, the level of learners will improve qualitatively.
- Students should establish fields of cultural overlap with the literary text by getting to know the other culture that will help them gain a more appropriate understanding.

- Culture is called the fifth skill of language learning. The more students participate in the foreign culture, the easier it will be to involve them in reading as a culture in its own and in the analysis of literary studies.
- It helps in developing critical thinking and other higher-order skills such as analytical spirit and problem solving.
- It helps to respect and be aware of different beliefs and lifestyles and see things from different point of views.
- It helps in enhancing communicative competence and creating fluent speakers, fluent readers, and fluent writers.
- Culture has a positive impact on the teaching of literary texts, as it will benefit from new insights related to customs, beliefs, traditions, etc., in addition to acquiring vocabulary.
- Looking at a different world through a different culture will help learners to engage and work globally.
- It will be of great help in promoting the understanding of cultural and intercultural awareness, its interpretation, and an appreciation of literature in particular.
- Cultural sensitivities, ideologies and stereotypes influence learning.
- It helps in learning in a realistic and authentic manner.

Question10: what are the most used techniques or strategies for culture integration in your classes?

The teachers mentioned various methods and approaches to integrating culture in EFL learning. According to them, among the most important strategies used are:

- Using videos and documentaries, problem solving and critical reading

- I prefer to incorporate culture into lectures. Since I am teaching literature, I generally ask them to read stories and poems and deduce the historical and cultural contexts. Story-telling, for me, is one of the best strategies I rely on to teach culture. Explaining the cultural and socio-historical background of the text, or giving it as homework in order to expand the students' background literary knowledge
- In my intercultural communication classes, I require my students to choose international novels and biographies and center their theses on aspects of a particular book. For example, I assign Brick Lane by Monica Ali, When the Spirit Catches you, you fall down, by Anne Fadiman, The Bluest Eye by Toni Morrison, and other authors. The books are engaging and powerful. Students enjoy this assignment very much, because it opens their eyes to a world of new possibilities and cultural insights.
- Courses included lectures, seminars and practical activities (for example, using the Autobiography of Intercultural Encounters)
- Comparison and contrast of our cultural mores and experiences to others
- Team work, activities to make differences in styles. Engaging in dialogues
- I always selected texts that are canonized, although I myself have reservations about canonicity, but pay more attention to provocative texts in which the students from their vantage point, can identify with those and enrich the discussion of texts
- Use of authentic texts, and relevant activities
- Discussing some habits and customs of the target language, also, comparing the native language culture with that of the target language
- Usually, I draw the attention of learners to the differences rather than the similarities of cultures; we try to read texts from both cultures' perspectives to see how it affects the reading and comprehension.
- Storytelling, group discussion, and the use of Audio-visual aids

- Combatting cultural fossilization through comparison, caricatures, and jokes.
- The use of authentic materials such as podcasts and films, and the use of graphic organizers (as KWL, Venn Diagram, T Table, ...) to compare different cultures, to highlight similarities and dissimilarities.
- Discussing some habits and customs of the target language, and comparing the native language culture with that of the target language.
- Using intercultural text; that is bringing texts that belong to different cultures.

Question11: The Big C Culture refers to a country's literature (Literary works, poems/poets...), art, and music while Little c culture refers to people's everyday life, beliefs, customs, behaviour and values. What aspect of culture do you think it should be addressed more often? The big C or the small c? Why?

Each teacher has his/ her own view of which aspect of culture should be addressed. Opinions differed between Big C, Little c, and Neutral. The researcher summarized the answers according to each aspect as follows:

A. Both aspects (Big C and Little c) because:

- ✓ Culture and culture meet our social and intellectual learners' needs
- ✓ Depending on the objectives of the course at hand, but if the overall aim is to learn the language, then we should give more focus on the small c culture
- ✓ they acquaint students with new vocabulary
- ✓ Both are important depending on the context
- ✓ Both are important for culture understanding
- ✓ Both in equal measures, because sometimes you'd find the mundane that overtakes the literary text that you're teaching, and sometimes it's the big C.
- ✓ Literature reflects human experience

- ✓ Both are necessary to address while learning a language because they shape each other.
- ✓ They both facilitate students' learning of a foreign language.
- ✓ Both have their own significance in the composition of culture as a whole, and this latter is inseparable from language. So, one has to learn it along with the linguistic side of language.

B. Big C culture because:

- ✓ Since it is a literature class, the Big C should be the main focus with reference, of course, to the Little c.
- ✓ Knowing the others culture would open the door to develop one's own identity, and globally competent.
- ✓ It tackled for the terse, plain and obvious reason that it encompasses all the mentioned afterwards as part of the small c in addition to the Capital C's inclusions.
- ✓ It envelops all the other aspects of the small c culture
- ✓ Small c may be risky and affecting EFL learners especially in the digital era where social media can guide and shape the public opinion and can direct global beliefs and reactions. There will be, then, a risk of affecting identities and religion. Without comparative studies and awareness raising activities culture in EFL classes will be a source of anxiety and frustration.

C. Little c culture because:

- ✓ The small c culture will help students integrate their life experiences and be more adoptable with reading, appreciating, and understanding literature.
- ✓ It has people's everyday life and values it makes it easy for them to learn culture.
- ✓ It is the one that develops the communicative competence. It is the one that allows me to understand/use language in context,

- ✓ I think the teaching process in this case should start with the small c. I really believe once the learner absorbs the customs and details of the small c, the big C will be much easier to grasp.
- ✓ Small C because it is quite systematic and real, the big C is creative. Creativity should be experienced, sensed and explored not taught.
- ✓ Literature is the image of c culture, a miniature presentation of daily life. You can say that C culture up springs from c culture then affects it.
- ✓ It is the real culture. The big c culture refers to separate practices and fields, and each has its own conceptual and practical framework.
- ✓ It is the one that develops the communicative competence. It is the one that allows me to understand/use language in context ... etc.
- ✓ Students need to learn first every day English.

Section Four: Intercultural Awareness and Teaching Literary Texts

Question12: How can you define Intercultural Awareness?

Teachers have given many interpretations of the term intercultural awareness. It can be summed up in the following eight definitions:

1. Intercultural awareness involves being mindful of the "Cultural Other" his/her values, customs, beliefs, religion, philosophy, and ways of being and doing. It also involves empathy--learning what it is like to live by someone else's light with a sufficient effort of imagination.
2. The ability to swift from your cultural background to the target's language culture, that is, having an understanding of both your own and other cultures and being aware that

others have their own cultural framework that might be different from the reader's framework.

3. Intercultural awareness is a combination of values, attitudes, skills, knowledge and critical understanding which enables one to: understand and respect people who are perceived to have different cultural affiliations from oneself; respond appropriately, effectively and respectfully when interacting and communicating with such people; establish positive and constructive relationships with such people; and understand oneself and one's own multiple cultural affiliations through encounters with cultural 'difference'.
4. Intercultural awareness refers to the student's understanding and openness to his culture and other cultures. It entails the willingness to deal with other opponent cultures without having stereotypical attitudes vis-à-vis this culture.
5. Intercultural awareness can be defined as the learner's competence or ability to see similarities and differences between different cultures (including his/her culture), so, to be conscious about the differences and similarities between cultures as they overlap at certain intersections and diverge at other points.
6. Intercultural awareness concerns the intersections amongst literatures and cultures which lead eventually the learner to adopt an interdisciplinary, comparative approach to literary texts.
7. It is the ability to understand you own and the others' cultures, and the ability to bridge two cultures for our comprehension of a different culture. This awareness will be essential when students belonging to different cultures start communicating to eschew misunderstandings.
8. It is sensitivity to otherness and a willingness to engage otherness without ethnocentrism, and it is the ability to positively change our gaze towards the Other.

Question13: How important is “intercultural awareness” in the teaching of literary texts?

The teachers demonstrated the great and important role that intercultural awareness plays in the teaching of literature, as they all agreed that intercultural awareness is too indispensable and crucial in the process of teaching literature:

- The importance of intercultural awareness allows avoiding misunderstanding between people from different cultures.
- It is so important for students to be aware of cultural aspects in dealing with literary issues
- The objective of teaching today is not to develop the linguistic competence of our students or to obtain students who have a good command of the target language. But rather, the objective is to train our students and provide them with practical ways to help them interact actively with people of different cultures.
- it fosters understanding
- Literary texts promote "empathy" or "intercultural awareness" because they provide pathways into another person's way of thinking, feeling, and doing. When one reads a literary text, one gets a "feel" for other human beings, what motivates them, and how they move and have their being in the world. Crucially, reading good texts can help individuals re-categorize events and people and remove old negative stereotypes of the Other.
- If "culture" is defined in relationship to not only the "big" cultural categories of race, ethnicity, national and religion, but also in relationship to the so-called "small" cultures associated with, for example, gender, age, generation, occupation, educational, occupational or professional institutions, hobbies, sporting teams that are

supported, etc.), then intercultural awareness becomes extremely important in reading and thinking about the people who belong to any and all of these cultural groupings.

- Compare and understand the culture of people enhances motivation and understanding.
- It is very important if we want to suppress the quietism which usually characterizes literature classes. If we want the students to engage in deep discussions that are not simply formalistic, then cultural awareness is a must.
- It boosts the critical thinking of the learner by freeing him of the judgments which usually emerge from readers' clinging to their stand-points.
- It is certain that the literary texts represent an appropriate intercultural framework where learners can acquire skills that enable them explore cultural complexities and enhance cultural understanding. Besides, literary texts offer learners opportunities to develop critical reading skills, helping them understand other cultures. In so doing, they acquire new cultural settings of reference, and new modified world outlooks.
- It enhances the acceptability of differences
- Developing intercultural awareness on the part of EFL learners is the corner stone of acquiring a foreign language as language and culture are inseparable.

Question14: Can you explain, through an example or examples from literary works, how intercultural awareness helps your students understand and interpret literary texts?

Teachers provided many examples of the effect of intercultural awareness on their students' understanding and interpretation of literary texts. The researcher chose the following examples:

1. In teaching *The Great Gatsby*, students' awareness of the cultural context, especially the one related to women's rights and the other related to the prohibition of alcohol, helps them have a clear understanding of the novel.
2. One example comes from *Infidel* by A. H. Ali. In the autobiography, Ali opens with a passage demonstrating the virtue of her family's roots when her grandmother teaches her to count her forefathers back for three hundred years and as a five-year-old girl. The passage is chock-full of "begats." "Magan was the son of Isse," and on and on. After reading the first chapter of *Infidel*, students suddenly understand why family is crucial in Muslim cultures and why fidelity and loyalties matter keenly. I love that story--an eye-popping chapter!
3. Taking the example of *Things Fall Apart* by Chinua Achebe in which, he employs zoomorphism to explain real life situations. The turtle that is too curious to attend a party in the sky by birds and fate taught the turtle not to intervene in others' lives.
4. I assign my students the play of *Othello* by Shakespeare, and we engage in interpretations that are impressive indeed once I draw their attention to the implications of Islam and Moorishness and conversion in the making of Othello the character and the development of the play.
5. When we tackle some cultural issues exposed in literary texts, specifically those related to modernism and post modernism (atheism, anarchy, sexual freedom... etc.), students usually find it difficult to even accept those concepts as they are alien to their culture, but when you explain the underpinning philosophical background and the context in which those ideas are at play, they start accepting them without converging totally to them, so they develop a critical overview of these concepts.

6. If they are not aware of the British history, they will not make sense of texts like *Hamlet* or *Jude the Obscure* who worked as a stone mason during the restoration and reconstruction of the British church.
7. In George Orwell's *Animal Farm*, the Bolshevik war and socialist cultural context and specifics must be known by the novel analyser for an accurate interpretation of the work.

Question15: Are you satisfied with the ways that you utilize your knowledge and skills of intercultural awareness in teaching the literary texts?

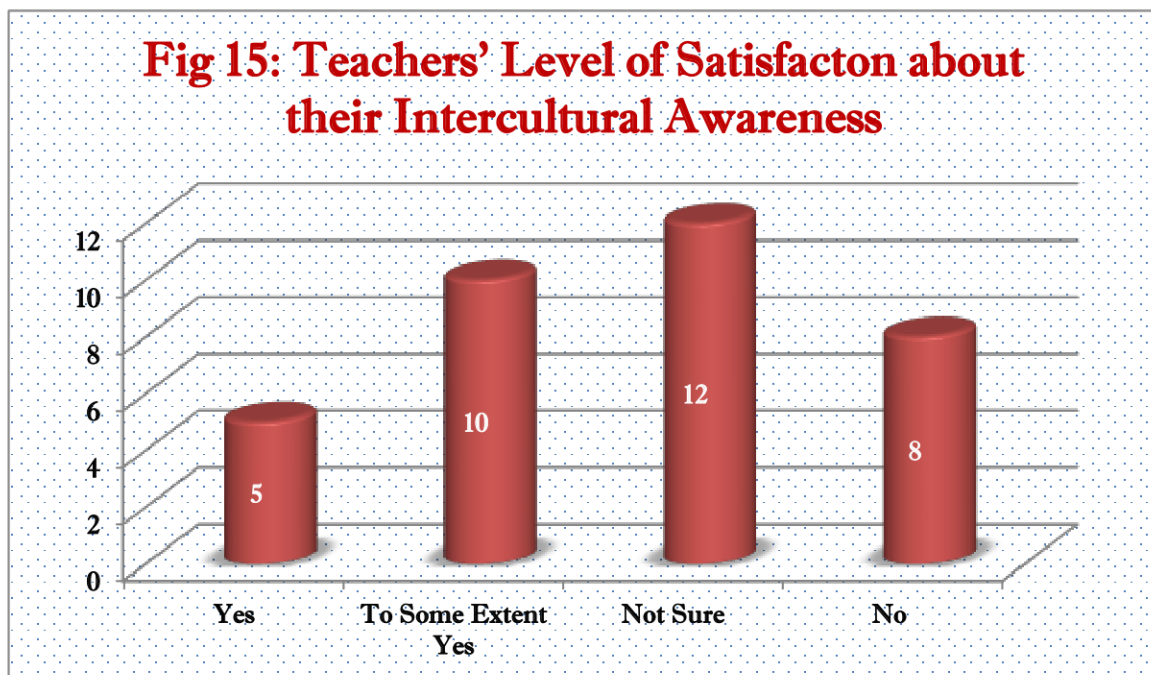


Figure 15: Teachers' Level of Satisfaction about their Intercultural Awareness

When asked this question, 12 teachers showed that they are not surely satisfied about their level of intercultural awareness skills in teaching literary texts. Whereas 10 teachers believe that they to some extents are satisfied. On the other hand, for 8 teachers think they are not satisfied about their level of intercultural awareness skills, but only 5 teachers are surely satisfied. These results pave the way for teachers to develop their intercultural awareness skills in teaching literary texts.

Question16: In your opinion, how can intercultural awareness teaching be developed?

The teachers presented a series of suggestions for the development of intercultural awareness teaching, the most important are summed up as follows:

- ✓ The intercultural awareness teaching could be developed if the learners develop appropriate attitude, empathy and understanding of their interlocutors. The perfect knowledge of the target language alone cannot guarantee intercultural awareness success. All in all, this intercultural awareness can be understood/ interpreted a progress from ethnocentric perception and interpretation of the reality to relativism includes the embracing of multifarious perceptions and viewpoints.
- ✓ Via designing effective language syllabi incorporating the aim of equipping EFL learners with the necessary language and target culture content and skills
- ✓ Through the use of authentic texts (prose and poetry), and introducing culture (events, images, proverbs) into the lectures and activities
- ✓ A combination of discussing it in class, assigning relevant secondary literature and giving relevant assignments
- ✓ Theoretically, by exposing students to differences first, then engaging them in activities which target Byram's savors and skills.
- ✓ By integrating it in the curricula.
- ✓ Through the development of a keen knowledge of other cultures, through every day lived experiences, and by using a sufficient effort of imagination when interacting with other human beings.
- ✓ Implementing literary theory from an early stage and insisting more on politically informed literary theories than on the obsolete New Criticism and formalistic ways of teaching literature.

- ✓ Using modern technologies, making students watch documentaries whether in class or at home, prior to reading the text.
- ✓ By integrating technology-based learning
- ✓ Extensive reading: by introducing more varied texts belonging to different cultures
- ✓ First, with an appreciation for differences and positive attitudes toward learning. Then using a variety of literary texts by writers from different linguistic and cultural backgrounds.
- ✓ It could be developed via literature teaching mainly stories and movies. Also, it could be generated via reviews and discussions with native speakers. Online teaching platforms and social media platforms like LinkedIn could be helpful as well.
- ✓ Students need to practice much more activities in oral course or culture to increase their ability to communicate properly.

4.5 Interpretations of the Findings:

In light of the findings above both quantitative and qualitative results will be discussed focusing on exploring extent to which the research objectives have been addressed and achieved.

4.5.1 EFL Learners' ISS Assessment:

Through the above tables regarding the results of the ISS assessment of EFL learners, it is noted that the majority of students are open-minded and have positive attitudes and optimistic opinions towards their culturally distinct counterparts during their intercultural interaction. The majority of students also indicated that they had a greater understanding of other cultures after participating in the experiment; it aided them a lot to become more aware of their own culture, while reflecting the cultural values, beliefs and behaviours of others.

Perhaps this positive outlook is owing to learners are willing to engage in intercultural interaction when they can communicate with people in other cultures, where people speak English fluently, or perhaps they would like to discover and learn more about other cultures.

In addition, the largest number of students asserts that they respect the values and behaviours of people from other cultures. Perhaps this is because students realize the importance of being open and perceiving things in different ways to respect other people's cultures to avoid clashing cultures due to misunderstanding or miscommunication. That is why Chen & Starosta (1996) note that the emotional perspective of the ICC represented by IS indicates “the subjects' active desire to motivate them to understand, appreciate, and accept differences among cultures”, so the more multicultural students learn and understand, the more respect and acceptance they pay to other people from different cultures.

Moreover, results indicated that students possess a positive response toward enjoying when interacting with people from different cultures, as being in intercultural communication open doors to discover and bridge the gap of lack of awareness of other cultures, as well as the difference between their own culture and that of others creates a sense of enjoyment among them, however, a considerable number of students proclaim that they sometimes feel powerless to carry on in intercultural communication, and have a lack of confidence when interacting with their culturally distinct counterpart. The reasons behind those negative attitudes are perhaps due to the fact that EFL learners are unable to talk spontaneously in front of people from different cultures, or possibly they have less knowledge of others' cultures, and this makes them unable to find what to talk about. Those reasons affect their attitudes and result in a feeling of embarrassment, discouragement, uselessness, and lack of self-confidence when engaging in intercultural communication. Afterward, although students show a high degree of being observant and sensitive when interacting with their culturally distinct

counterparts, they try to obtain as much information as they can in order to extend their knowledge and broaden their horizons about others' cultures different from their own.

In general, the majority of EFL learners possess positive attitudes towards others from different cultures and have a high level of respect towards the values and behaviours of others. Although many show their enthusiasm to engage in intercultural communication, they seem to lack self-confidence for being an intercultural communicator, which indicates their low level of intercultural awareness. To put it simply, participants seem to share a curiosity about people from other cultures, but lack the intercultural knowledge and skills to interact with them.

4.5.2 The Experimental Phase:

Through what was observed in the preliminary test when asking some general questions related to American literature and British literature, it appears that the learners do not possess sufficient abilities and previous knowledge about other cultures, as the majority of the answers were unsuccessful and incorrect. This can be explained by the effect of many factors such as the lack of reading books and novels, the lack of interest in deepening to know and understanding more about other cultures, the lack of motivation, support and dissemination of the other culture in social circles.

After studying various literary texts related to American and British literature courses, a noticeable change and positive development were observed on the learners. After the researcher motivated the students about the importance of intercultural awareness and the reading of foreign literature/ culture, as well as providing them with sufficient knowledge and the means and methods on analysing literary texts, interpreting meaning and analysing ideas, the researcher noticed a quick response from the students, who showed their increasing interests and motivation to learn about other cultures, which facilitated the acquisition of new

knowledge and different cultures through studying various literary texts. As it shows in the post-test scores where the students improved and were successful in answering the majority of questions in an excellent, creative, and critical manner. This is due to the experiment, its content, the techniques used and the intercultural approach taken. More importantly, students are accustomed to thinking directly about other cultures when they are introduced to a cultural literary text. Because of cross-cultural reflection and comparison, students felt more aware of their own culture which is rarely addressed by the researcher for discussion.

It cannot be denied that the experiment did not ignore the linguistic aspects of learning English. All the lessons focused on the linguistic aspect which is in some way related to the text being covered as the current curriculum does not call for eliminating the linguistic aspects of English but rather emphasizes the important role that should be given to culture in teaching literature.

It may be safe to say, that the experiment positively affected the students participating in it as students became more open to discussing cultural differences, and more open to other cultures.

4.5.3 The Students' and Teachers' Questionnaire:

4.5.3.1 Learning/ Teaching Literary Texts:

According to the results obtained from the students' questionnaire, it is seen that the students are interested in studying literature, although they admit that they are not talented in analysing literary texts and interpreting the hidden meaning of the context of the text. The results revealed a significant difference in the students' literary appreciation skills and literary analysis performance. However, there was a significant positive relationship between performance and the participants' literary appreciation skills. Students are interested in

studying literature due to many reasons such as the study of literature gives students an opportunity to express their thoughts, beliefs, and emotions through the analysis of literary texts. In addition to that, it develops the emotional and intellectual capacity of the learners, as well as improves the literary awareness of the individual, a better understanding of life and culture, and most importantly, it enriches the students' vocabulary and refines their sense of literary appreciation.

It is well known that the study of literature is a challenging task that many EFL students face. Literary language is entirely different from the spoken one, so many students face serious problems in studying literature especially when the selected literary texts relate to cultures different from their own. Many students find that the lack of background knowledge and cultural awareness of foreign cultures is the main reason that makes them unable to be drowned in the deep sea of literature. Through the results, it is noticeable that the majority of students have difficulties in communicating with the literary text, whether it is related to the meaning of the text or other reasons related to the personal aspect of the students, such as the motivating factor and the interest factor, which are considered among the most important reasons that increase the motivation of students to enjoy reading the literary text and deepening in understanding its content. Here teachers must play a critical role in guiding students on how to use appropriate strategies for studying literature.

Most teachers note that the lack of ability to read independently, seeing the deeper meaning of the literary text, lack of motivation, lack of knowledge associated with different literary tools for analysing literary texts, and lack of interest in reading, are among the main problems that add to the learners' lack of understanding of literary texts. Since EFL learners were passive learners; they rely on the teacher's explanation and analysis of the text (teacher-centered), so they fail to be self-confident in reading,

analysing, and explaining independently, and tend to copy what others are saying or thinking in the text rather than trying to decode the meaning of the text itself.

Teachers should take responsibility for overcoming the reasons why their students fail to participate and share their ideas in literature courses by motivating them, selecting texts that suit their needs and interests, conducting a teacher-student debate, as well as a discussion among students with each other so that learners feel free to express their ideas and criticize issues within texts.

4.5.3.2 Culture, Intercultural Awareness, and Literary Texts:

Both teachers and learners understand the importance of integrating culture into the EFL teaching, and particularly in the teaching of literature to EFL learners, because it is the key to seeing other cultures from a variety of angles. It also helps increase learners' motivation, acquire new vocabulary and master the target language. Furthermore, it is considered a rich resource for developing the ability to communicate appropriately in exotic cultural environments. It also promotes them to acquire knowledge, skills, and attitudes for effective communication and interaction with individuals from other cultures. This indicates that culture has a significant effect on the way we think, act, perceive and communicate, in addition to affecting teachers and learners; for students, it affects their motivation, both positively and negatively, and for teachers, culture shapes and directs teachers' behaviours in the classroom because teachers bring with them all of their cultural beliefs, values, and practices, so they reflect their pedagogy. Consequently, the cultural norms of the society guide its educational norms.

This study aimed to gain a deep understanding of the significant role of intercultural awareness in the teaching and learning of literary texts. As stated earlier, data for this research were obtained from two sources: EFL teachers and EFL students, in which they produced a

picture of their teaching/ learning process through their beliefs, perceptions of practices and experiences related to their teaching and learning of literary texts.

Intercultural awareness, as an essential component in the teaching and learning of literature in EFL class, was highly appreciated from various perspectives by the participants (teachers and students) in this study. This means that its important role, especially in the teaching of literature, was recognized by teachers and students. Their understanding of intercultural awareness certainly enhanced participants' teaching and learning of literary texts. Importantly, the students' responses to questionnaire items were related to the teachers' responses to learning about other cultures and interacting with people from other parts of the world, this demonstrates the extent to which both participants agree on the importance of intercultural awareness.

Moreover, the results also revealed that EFL teachers in literature courses are aware of the impact of intercultural awareness on the teaching of literary texts. The literature clearly aims to purposefully engage the student with the text in order to gain a full understanding of literary texts and acquire knowledge about other cultures.

In addition, there are indications that the increasing number of students reinforces the need to acquire culturally diverse backgrounds in literature study programs. Therefore, teachers must be prepared to meet the demands of the students. Furthermore, what was clearly evident in the findings' data on the part of teachers and learners is that participants showed satisfaction with the focus on developing intercultural awareness in literary text study programs.

In addition, literature teachers encourage the importance of intercultural awareness in the teaching of literature for several reasons, including that literature opens doors for EFL learners to be interculturally competent, thus giving them an additional lens for cultural

pluralism; instead of seeing or analysing a literary work from one angle, it broadens their range of perception and understanding from various angles. The more competent a learner is in dealing with cultures, the greater their ability to understand and analyse literary texts and interpret hidden meaning, the less qualified a learner is, his thinking remains limited and his interpretation of the literary text is at the superficial level and not an accurate interpretation that reveals the hidden meaning, as he cannot broaden the horizon of knowledge and will not be able to identify the exact meaning of the literary work. Thus, intercultural awareness encourages learners to communicate effectively, to be interculturally competent, and to overcome culture shocks.

Conclusion

To explore the importance of intercultural awareness in enhancing students' understanding of literary texts, this chapter provided a data analysis, discussion of both quantitative and qualitative data, and a detailed interpretation of the findings. Various tools were framed to answer the research questions and reach the research objectives: the ISS test that allowed us to answer the first question, an experiment on students in the class, in which it answered the second question in this research as well as a questionnaire for teachers and a questionnaire for students, which answer the third question. Based on the findings discussed in this chapter, recommendations and implications for both EFL learners and EFL teachers are presented in the next chapter.

Chapter Five:
Pedagogical Implications
and Recommendations

CHAPTER FIVE

PEDAGOGICAL IMPLICATIONS AND RECOMMENDATIONS

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Introduction:

It must be admitted that this work addresses the problem of the impact of research findings on EFL teachers of literature as well as EFL learners. Therefore, the concluding results of the current research study attempt to present some beneficial effects of teaching literature and the importance of intercultural awareness in teaching literary texts in the EFL classroom with the aim of developing literature teaching as well as raising the level of intercultural awareness for EFL learners. Hence, on the basis of the findings of this research, we will provide some pedagogical implications, suggestions and recommendations that intended to promote intercultural awareness in teaching literary texts in EFL classroom.

5.1 Pedagogical Implications:

Based on the experience gained through this study, this chapter discusses the potential pedagogical implications of this study on students and teachers and provides ideas and suggestions for EFL teachers for the successful implementation of intercultural awareness raising through literary texts in EFL classroom.

5.1.1 Implications for Learners:

Students should be encouraged to study literature and understand the importance of coexistence in a multicultural world and this enables them to develop themselves by being more open to acquire more knowledge about other cultures. However, before that, they should think more about their own culture while learning about other cultures, as they are obliged to understand their own culture as well as their own values, beliefs, customs, traditions and behaviours.

Moreover, students should enhance their competence in intercultural communication and develop their critical cultural awareness for being equipped to both intercultural communication and coexistence in a multicultural world. Reading many literary books not only in the classroom, as well as engaging more in intercultural encounters and networking with people with different cultures can assist in developing their intercultural awareness.

5.1.2 Implications for Teachers:

Teachers should reconsider the issue of teaching literature, as they must focus on the cultural aspect and select literary texts that fulfill the purpose, in which texts should be concerned with raising the level of intercultural knowledge among students, as well as raising the level of awareness and sensitivity between cultures. They should attach more importance to integrating culture into the teaching of literature by adopting various appropriate strategies and methods. In addition, the cultural aspect is usually neglected when teaching various literary texts and focusing on the linguistic aspect only. This hinders students from integrating with the literary text and deprives them of facing the challenges of global interaction between cultures.

Thus, teachers should be encouraged to teach literature and address all cultural aspects and follow the intercultural approach to achieve educational as well as intercultural communicative purposes.

5.1.3 Implications for Syllabus Designers:

English language syllabus designers of literature course should focus on supporting the integration of culture into the teaching of literature, renewing the content of teaching literary texts to EFL students, and supporting activities that rely on intercultural competencies. In addition, they should support literary texts that support raising awareness between cultures

while learning the linguistic and grammatical aspects at the same time. Syllabus designers of literature course are invited to reflect on the development of EFL students' learning to acquire sufficient capacities to communicate between different cultures and to challenge the globalized world.

5.2 Recommendations for Further Research:

The present work addresses a vital issue in the Algerian EFL classroom dealing with raising learners' understanding of literary texts through promoting intercultural awareness. This research section integrates many interesting ideas that can be taken into consideration for future research studies.

5.2.1 To the Learners:

Learners are the main focus of the learning process. So, their role is important to enhance this learning process. They must develop themselves and enhance their knowledge without relying entirely on teachers only.

One of the goals of LMD reform is to promote independent learning. In fact, they are fortunate to exist in the twenty-first century, where there are many opportunities and ways to raise their intercultural awareness and to communicate with people from different cultures, through Internet technologies, as well as social networking sites, digitization tools, smartphones, and also media channels, all these strategies help them to develop their language and cultural skills.

Foreign language learners must shift their focus from a grammatical linguistic point of view of language learning to a multicultural perspective.

Students must be most critical in dealing with target culture issues to develop their intercultural awareness skills, and enhance their intercultural competence in intercultural communication.

Reading is the key to entering any culture in the world. Through reading, students gain background and knowledge of other cultures, thereby increasing cross-cultural awareness and reducing sensitivity and cultural shocks.

5.2.2 To the Teachers:

Culture and literature are intertwined, so teachers who specialize in the teaching of literature must have a broad culture as well as appropriate methodologies to integrate culture into the teaching of literature.

They must bear in mind that they are teachers of a language and therefore teachers of the culture of that language. So, they should know that they cannot focus on the grammatical and linguistic aspects only and deal with literature superficially, but they must deal with cultural issues found in literary texts and develop skills, attitudes and awareness of the language as well as the target culture.

Additionally, literature teachers must be aware of the importance of improving students' cultural competence, not just providing them with a literary text and then studying it without interpreting and analysing its ideas. Enhancing students' intercultural awareness should be the objective of all foreign language literature teachers to help learners gain knowledge and backgrounds about the target culture, also, to put down all barriers that could result from the

students' ignorance of the target culture, as well as to be opened to other values, so that it will simplify literary texts' perception and understanding of the deep meaning.

As researchers, teachers must know how to select literary texts that fulfill the purpose of raising students' intercultural and linguistic awareness and that help them acquire knowledge and skills of analysis, interpretation, and critical thinking.

Teachers should reduce learners' negative attitudes towards other cultures and make them interact positively. In other terms, learners are encouraged to build an objective picture of things and to think logically, which leads to an objective view of themselves and the target culture.

It is recommended that EFL teachers of literature must enrich their own cultural knowledge and promote authentic literary texts for intercultural understanding among students to see things from different perspectives, examine the origins and implications of values and beliefs, widen their worldview, and analyse the construction of knowledge, cultures, and identities. Thus, besides language learning, making connections between global and local contexts, and develop positive attitudes towards people from all over the world, and understanding their cultures is an imperative and pertinent skill to meet the learners' needs and an essential goal of 21st-century education to bridge the gaps between the classroom and the world.

Teachers should know that not everyone in the classroom is a learner. Therefore, the teacher must work to awaken the uneducated sleeping souls and change some of their behaviour, their belief system and their thought towards other cultures. In fact, literature teachers are in a better position than other teachers to achieve this goal successfully. The content they teach should be used to introduce other cultures, so they should be selective in choosing what seems to be important to students.

The teacher can also make use of other subjects covered in parallel with his course such as British and American civilization, and general culture. These topics can play an important role in enhancing the intercultural background of the teacher and the learner that will eventually help the learner to understand the cultural components of the literary text and the intellectual and political implications of the author.

Furthermore, preparing coordination sessions with literature teachers from different universities helps to develop the teaching of literature and encourage cross-cultural awareness and helps students develop their cultural background.

As a final point, it should be noted that teachers should know how to combine literature and culture as well as how to teach literature by following the appropriate approach and most importantly motivating and encouraging students to communicate between cultures to integrate with the multicultural world to achieve learning goals. If the teacher fails to get the learners to understand and accept people who have different cultures, they may end up ignoring the other culture.

5.2.3 To Curriculum Designers:

Reconsidering the time allotted to the course of literature is also important, as dedicating an hour and a half per week to teaching the literature of Great Britain or the United States of America is impractical and insufficient. It would be reasonable to revise the hourly size and at least double its size. This is to deal more with literary texts and gain more knowledge about different cultures.

The focus should also be towards developing content and activities of literature course based on developing intercultural communication skills and preparing learners for a multicultural world professionally.

Additionally, the focus should be more oriented towards developing content and activities that are based on efficient intercultural communication and prepare learners for a multicultural world.

Conclusion

This part of the thesis is driven by the optimistic hope that this thesis will benefit all stakeholders in education, be they curriculum developers, inspectors, teachers and students. Through the current research study, we have attempted to present some beneficial effects of literature teaching by highlighting the effectiveness of intercultural awareness in teaching literary texts in EFL classes with the aim of developing literature teaching as well as raising intercultural awareness. This is what results in increasing the level of higher education in Algeria and adopting updated curricula for teaching literature at the university level.

*General
Conclusion*

General Conclusion:

Culture has been approached through language classes. Gaining an understanding of the target culture whose language is being taught has become a primary goal in different teaching methodologies, especially in the teaching of literature. There is a common agreement among researchers and educators in teaching literature to EFL students that today there is a vital necessity to develop intercultural learners' skills through literary texts for successful intercultural understanding and intercultural communication. As a result, at the university level, several teaching strategies and effective ways have been developed to guide FL teachers of literature to integrate culture into the teaching process to help students enhance their intercultural awareness and develop their cultural understanding of the target language.

The current research, entitled "Exploring the Effectiveness of Intercultural Awareness in Enhancing EFL Learners' Comprehension and Interpretation of Literary Texts", attempted to shed light on the issue of exploring the effect of intercultural awareness on improving and developing students' level of understanding, analysing and interpreting literary genres with constructive critical thinking, as well as for in-depth understanding the hidden meaning of the literary text and learning the most important strategies to help analyse any literary text, which helps to read between the lines and see the meanings and backgrounds of the text from multiple angles. In other words, the current research aims to build students who are able to keep pace with the globalized world full of multiculturalism and raise their level of intercultural competence and enhance their intercultural awareness through reading literary texts.

This work also seeks to show the prestige that the teaching of culture has gained as it is highly regarded and considered by researchers and educators as a major bridge to the target culture, and therefore there has been a great emphasis on spreading this kind of awareness in

EFL classrooms as students become sensitive to the issue of culture and learn more about other cultures in EFL class. Consequently, it became clear that the acquisition of any language must go hand in hand with the culture that defines the people who speak that language.

In a globalized world, the value of intercultural awareness has become the new currency of this world order. In fact, intercultural awareness in EFL learning and teaching has been considered as the bridge that allows learners of English to learn about the differences and similarities between their own and their target culture. Accordingly, raising awareness of the target culture is one of the main concerns in EFL education. This assists learners and teachers to show cultural differences and improve their treatment toward other cultures. Learners must be cross-culturally aware and sensitive.

Based on the problem mentioned above, and based on the work plan of this research to achieve the goal of this research, the following research questions were formulated:

1. Are second-year students interculturally aware?
2. To what extent can intercultural awareness be effective in increasing EFL students' comprehension and interpretation of literary texts?
3. What are the learners' and teachers' attitudes towards the effectiveness of intercultural awareness in learning/ teaching literary texts?

In the first chapter, the researcher discussed the topic of literature in EFL classroom, where a comprehensive overview of the context of literature teaching is clearly presented. Readers were also introduced to the nature and benefits of literature in EFL teaching, different methods of teaching literature to EFL learners, the role of teachers in teaching literature, and assessment strategies used to assess EFL students' level. Finally, the researcher discussed the most important challenges facing both EFL teachers and learners of in teaching/learning EFL literature.

As for the second chapter, the researcher sheds light on the importance of culture and intercultural awareness in EFL classes. The researcher also discussed the importance of integrating culture into EFL teaching, and its place in the history of foreign language teaching, and other similar issues related to culture in EFL teaching. Similarly, the chapter discussed intercultural awareness and intercultural interaction during communication where the intercultural communication competence (ICC) is introduced, focusing on its models and assessment and the various issues related to the framing of intercultural competence in EFL classes.

The third and fourth chapters are devoted to the practical side of working on this research work. A mixed-method was adopted, descriptive and experimental, combining qualitative and quantitative data. A group of 35 second-year students, who were randomly chosen, at the department of English, University of M'sila, participated in this research, in addition to 30 teachers of literature from various universities. Different research instruments have been used to collect data, assessing the intercultural competence of second-year students using the Intercultural Sensitivity Scale (ISS), an experiment procedure was also conducted to evaluate students' level of interculturality through teaching samples of literary texts in the classroom. Besides, the questionnaire, where two different questionnaires were designed and administered to the samples of this study, teachers, and students, to discover their attitudes, views and opinions regarding the significance of intercultural awareness in teaching/ learning literary texts.

Data collected from the abovementioned tools permitted to answer the raised research questions of this study. The results obtained from the assessment, of the learners' Intercultural Sensitivity Scale (ISS), reveal that the majority of EFL students at University of M'sila possess a high level of respect toward their culturally distinct counterpart, as well as they hold

positive attitudes and understanding that lead them enjoying getting engaged in interacting with people from different cultures. Yet, the data revealed also that a considerable number of EFL learners do not have a full ability to engage in intercultural communication due to the problem of lack of self-confidence that hinders their readiness to talk in front of people from different cultures and this would be due to their low level of intercultural awareness. In addition to that, the students demonstrate a high-level attentiveness, curiosity, and interest in intercultural interaction and this approves the findings of the intercultural sensitivity scale.

The results revealed the high place that intercultural awareness plays in facilitating the process of teaching and learning literature. EFL learners' motivation, level, interest should be taken into account when selecting literary works. The strategies of teaching literature, with the appropriate selection of the literary text, play an effective role in raising the level of cultural awareness among EFL students and give them the confidence to understand and analyse literary texts with creative critical thinking.

The present study has attempted to investigate EFL teachers of literature and EFL learners' attitudes of the efficiency of intercultural awareness in teaching literature. Based on the findings and discussions, the research revealed that literature has a positive impact of intercultural awareness in the teaching /learning of literary texts, both teachers and learners supported the role of culture in their EFL learning.

Literary texts are cultural and anthropological productions that can be employed to teach foreign culture(s). Teaching literary texts should be set within intercultural teaching, Teachers of literature should be initiated to teach pedagogy of intercultural communication. As intercultural communication is inevitable, integrating culture in learning foreign languages' classes would be considered as a weapon since it has a significant role in enhancing EFL learners' intercultural awareness.

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Appendices

Appendix A:

Consent Form to Participate in a Research Study

Consent Form to Participate in a Research Study

Title of the Research Study:

Intercultural Awareness and Teaching Literary Texts to EFL Learners

Name of Investigator: Asma Djaidja

Contact: asma.djaidja@hotmail.com

University: M'sila

Department: English

DEAR PARTICIPANT:

- ➔ You have been randomly selected to take part in this study.
- ➔ We ask you to read this form and if there is ambiguity in any point, please do not hesitate to ask questions before agreeing to take part in this study.

INTRODUCTION:

- ➔ You are being asked to take part in a research study. Please read the following information carefully before you decide to participate in this study. It is important to make things clear and understand why the research is being done and what it will involve. Please ask the researcher if there is anything that is not clear or if you need more information.

PURPOSE OF THE RESEARCH STUDY:

- ➔ The purpose of this study is to explore the effect of intercultural awareness in improving EFL learners' understanding, interpretation, and analysis of different literary texts.
- ➔ Ultimately, the results of this study will be used for educational purposes.

STUDY PROCEDURES:

- ➔ In case you agree to participate in this study, you need to attend regularly the American course and the British course as well. Moreover, you need to answer the given activities, respond to the questionnaire, and respond to different tests related to the courses.

RISKS OF BEING IN THE STUDY:

- ➔ There will be no reasonably risks to you for your participation in this study.

BENEFITS OF BEING IN THE STUDY:

The study aims at exploring the significance and the effect of intercultural awareness in teaching literary texts to EFL learners. Participating in this study will assist you in developing your intercultural competence, discovering cultural differences and widen your views towards other foreign people through different literary cultural texts.

CONFIDENTIALITY:

Participant data will be kept confidential. For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following:

- Assigning code names/numbers for participants that will be used on all research notes and documents.
- Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

CONTACT INFORMATION:

- If you have questions at any time about this study, you may contact the researcher whose contact information is provided on the first page.

VOLUNTARY PARTICIPATION:

- Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have with the investigator of this study. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

Appendix B: Intercultural Communicative Competence Assessment

Dear fellow students;

You are kindly invited to answer the following scale in order to assess your intercultural communicative competence. Your cooperation will be deeply highly appreciated.

1. Interaction Engagement

Items	Interaction Engagement				
	SA	A	Un	D	SD
I enjoy interacting with people from different cultures.					
I tend to wait before forming an impression of culturally-distinct counterparts.					
I am open-minded to people from different cultures.					
I act naturally in a culturally different group.					
I avoid those situations where I will have to deal with culturally distinct persons.					
I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.					
I have a feeling of enjoyment toward differences between my culturally-distinct counterpart and me.					

2. Respect for Cultural Differences

Items	Respect for Cultural Differences				
	SA	A	Un	D	SD
I think people from other cultures are narrow-minded.					
I don't like to be with people from different cultures.					
I respect the values of people from different cultures.					
I respect the ways people from different cultures behave.					
I would not accept the opinions of people from different cultures					
I think my culture is better than other cultures.					

3. *Interaction Confidence*

Items	Interaction Confidence				
	SA	A	Un	D	SD
I am pretty sure of myself in interacting with people from different cultures.					
I find it very hard to talk in front of people from different cultures.					
I always know what to say when interacting with people from different cultures.					
I can be as sociable as I want to be when interacting with people from different cultures.					
I feel confident when interacting with people from different cultures.					

4. *Interaction Enjoyment*

Items	Interaction Enjoyment				
	SA	A	Un	D	SD
I get upset easily when interacting with people from different cultures					
I often get discouraged when I am with people from different cultures.					
I often feel useless when interacting with people from different cultures.					

5. *Interaction Attentiveness*

Items	Interaction Attentiveness				
	SA	A	Un	D	SD
I am very observant when interacting with people from different cultures.					
I try to obtain as much information as I can when interacting with people from different cultures.					
I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.					

Appendix C:
Pre-Test Questions

- ✓ What is the difference between British and American literature?
- ✓ What is the connection of English literature to American literature?
- ✓ Is English literature the same as British literature?
- ✓ Do you know any famous writers/ works in British Literature?
- ✓ Who/ what are they?
- ✓ Who was a popular British writer?
- ✓ Have you heard about William Shakespeare?
- ✓ What does he wrote?
- ✓ What are the main things that you know about British literature?
- ✓ What are the common genres of English American Literature?
- ✓ What is the origin of the Americans?
- ✓ What important events took place in American literature?
- ✓ Have you heard about the puritans?
- ✓ Do you know any famous writers or works in American Literature?
- ✓ Can you name some of them?
- ✓ Who is father of American literature?

Appendix D: Lessons Plans

A. The colonial and Early National Period in American Literature.

University of M'sila Faculty of Letters and Languages Department of English	
Curriculum subject: Literary Texts	Level: 2 nd Year LMD
Date: -----	Time allocated: 90mn
Teacher: Asma Djaidja	
Course one: The colonial and Early national period in American Literature (17 th century to 1830)	
Teaching Materials: ✓ A typed text of <i>The Pilgrims and Puritans Come to America</i>	
Learning Objectives: Students should be able to: ✓ Identify the reason that led the Pilgrims move to America ✓ Understand Pilgrims' voyage to the New World and initial life in America ✓ Understand life of American Indians and their role in the Pilgrim story ✓ examine the role of origin narratives in developing a (national) shared identity.	
Procedures of the course:	
Pre-Reading: To create a warm-up (20 min)	
The students were asked the following questions: ➤ What year did the first immigrants/people come to America? ➤ What conditions encouraged the Pilgrims to leave Europe? ➤ What challenges did the Pilgrims face during their voyage on the Mayflower? ➤ Why is the Mayflower Compact considering the first document establishing an American government? ➤ What do you know about Thanksgiving? Why is it celebrated? How did it start? When is it?	
While-Reading: (45 min)	
➤ The students were provided with the text. ➤ They were asked to read the text silently. ➤ They discuss the general meaning of the text by answering the following questions:	

- ✓ What country did these first European immigrants come from?
- ✓ How did they come? (By boat/ship) and What year did they come? (1620).
- ✓ What is one reason colonists coming to America?
- ✓ What was the name of the ship that the Pilgrims sailed to America on?
- ✓ Where were the Pilgrims supposed to have landed?
- ✓ Why did the Pilgrims not land where they were supposed to?
- ✓ Where did the Pilgrims land?
- ✓ What was the name of the plan of government the Pilgrims formed before leaving the ship?
- ✓ What two things did the men agree to do under this form of government?

Post Reading: (25 min)

Discuss the following statements.

- The Pilgrims' survival depended on knowledge they gained from the Wampanoag people. What were relations like between the British in Plymouth and the Wampanoag? How did this change over time?
- How do you think more people could learn about the history behind Thanksgiving?
- Describe the purpose of an origin narrative and explain how Thanksgiving could be considered an origin narrative.

Primary Source: The text of *The Pilgrims and Puritans Come to America*

Colonists came to America for many reasons. They came to explore, to make money, to spread and practice their religion freely, and to live on land of their own. The Pilgrims and Puritans came to America to practice religious freedom.

In the 1500s England broke away from the Roman Catholic Church and created a new church called the Church of England. Everyone in England had to belong to the church. There was a group of people called Separatists that wanted to separate from the Church of England. The Separatists, under the leadership of William Bradford, decided to leave England and start a settlement of their own so that they could practice their religion freely. Bradford went to the Virginia Company and asked them for permission to establish a new colony in Virginia. The Virginia Company agreed, so the Pilgrims set sail on the Mayflower in September 1620 towards Virginia.

The Pilgrims had a long and difficult journey across the Atlantic Ocean. A storm blew them off course

so instead of landing in Virginia, they landed further north in Cape Cod. The Pilgrims decided to settle in this area and called it Plymouth. There was a problem with them staying; there was no form of government to follow. The Virginia Company had given the Pilgrims a charter to settle in Virginia. The charter was not valid for Plymouth. The men aboard the Mayflower decided that they would write a plan of government for their colony. The plan of government became known as the Mayflower Compact. The men agreed to consult each other about the laws for the colony, and they promised to work together to make the colony succeed. All the men signed the document. Women were not allowed to participate.

The Pilgrims finally stepped foot on land in November of 1620. This was not the best time to establish a colony. It was very difficult for the Pilgrims to find food and shelter in the middle of winter. By the time spring arrived, half of the colonists had died. When spring arrived, the Pilgrims set out to plant crops and build their colony. They Pilgrims were told how to plant corn and other crops and how to trap animals for food and clothing by Samoset and Squanto. By fall the colony was saved and to celebrate their success they celebrated the first Thanksgiving.

In 1630 another group left England in search of religious freedom. This group was called the Puritans. The Puritans wanted to leave the Church of England to become pure by getting rid of Catholic practices. The Puritans did not want to separate entirely from the Church of England; they wanted to make reforms or changes. King Charles I would threaten the Puritans with harsh punishments if they did not obey the Church of England; therefore, they sought freedom in America.

The Puritans received a charter from the Massachusetts Bay Company to settle land in New England. John Winthrop led approximately 1,000 Puritans to America and established the Massachusetts Bay Colony. The colonists wanted to base the colony on the laws of God. They believed that God would protect them if they obeyed his laws. Winthrop wanted to make this colony a model for all other colonies to follow. Like the other colonies, the Massachusetts Bay Colony established a government. All men who were church members were able to vote for governor and for representatives to the General Court. The General Court would then make laws for the good of the colony. Roanoke Island, Jamestown, Plymouth, and Massachusetts Bay Colony were the earliest of the English settlements. They paved the way for future colonies to develop. Will it be an easy task? Will the colonists continue to live under English rule? Only time will tell.

B. Romanticism in American Literature.

University of M'sila Faculty of Letters and Languages Department of English	
Curriculum subject: Literary Texts	Level: 2 nd Year LMD
Date: -----	Time allocated: 90mn
Teacher: Asma Djaidja	
Course two: Romanticism in American Literature	
Teaching Materials. <ul style="list-style-type: none">✓ A typed biography of the author "Nathaniel Hawthorne"✓ A typed text of Nathaniel Hawthorne's <i>The Scarlet Letter</i> (Chapter one)✓ Red cardboard letter "A", and pins	
Learning Objectives. <p>Students should be able to:</p> <ul style="list-style-type: none">✓ Explain the lifestyle and values of Puritan New England in the mid-1600s.✓ Consider the issues of crime and punishment, morality vs. legality, and personal responsibility✓ Study the use of symbolism in <i>The Scarlet Letter</i>.	
Procedures of the course.	
Pre-Reading: To create a warm-up (20 min)	
The students were asked the following questions:	
<ol style="list-style-type: none">1. Have you ever heard about someone who was branded with a letter or an adjective?2. What is adultery? Where have you heard of the term? And what is your personal position of it?3. How would you describe the difference between a "sin of passion" and a "sin of principle"?4. Do you believe that someone might be right while the whole society might be wrong?	
While-Reading: (50 min)	
➤ The students were asked to read Chapter One from <i>The Scarlet Letter</i> a week before.	
In this stage, a discussion of the general meaning of the text focusing on:	
<ul style="list-style-type: none">✓ Discussing the Historical Era of the Puritans in America✓ introducing some of the main principles and characteristics of the Puritans in America.	

- ✓ Introducing Nathaniel Hawthorne and the Background of writing *The Scarlet Letter*
- ✓ Presenting a summary of *The Scarlet Letter*
- ✓ Introducing the themes of the novel and discussing them with the students.
- ✓ In a whole class discussion, the teacher and the students will discuss the three main themes of the novel, linking them to the students' own personal experiences: **Alienation/ Appearance vs Reality/ Breaking Society's Rules.**

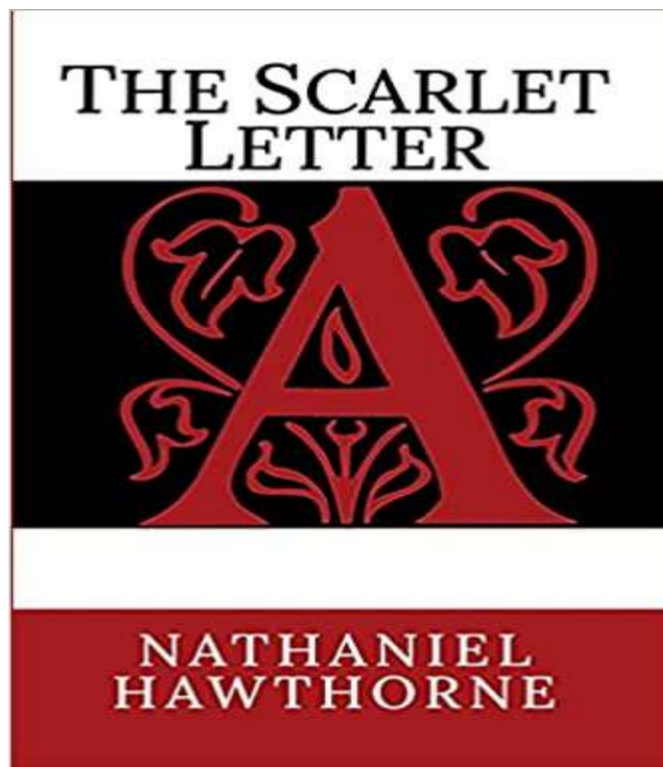
Post Reading: (20 min)

Discuss the following statements.

- ✓ Describe the mood, tone, and setting as established by Hawthorne in Chapter 1.
- ✓ Analyze Hawthorne's use of symbolism to introduce a major theme of the novel.

➤ **Primary source: the scarlet letter "chapter one".**

<https://etc.usf.edu/lit2go/127/the-scarlet-letter/2265/chapter-1-the-prison-door/>



C. Modernism in American Literature.

<p>University of M'sila Faculty of Letters and Languages Department of English</p>	
Curriculum subject: Literary Texts	Level: 2 nd Year LMD
Date: -----	Time allocated: 90mn
Teacher: Asma Djaidja	
Course three: Modernism in American Literature	
<p>Teaching Materials.</p> <ul style="list-style-type: none"> ✓ A typed biography of the author "F. Scott Fitzgerald" ✓ A typed text of <i>The Great Gatsby</i> (Chapter one) 	
<p>Learning Objectives.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> ✓ Develop a comprehensive understanding of the historical context in which <i>The Great Gatsby</i> was written and how the novel relates to social and political concepts in American culture ✓ Learn how to explain Fitzgerald's writing style/language in a way that they can understand better ✓ Analyze and discuss important and common themes in the novel 	
Procedures of the course.	
Pre-Reading: To create a warm-up (20 min)	
<p>The students were asked the following questions:</p> <ul style="list-style-type: none"> ➤ Some people think that having money leads to happiness. Do you agree? Why or why not? What are the advantages or disadvantages of being wealthy? ➤ What do you know about the "Roaring Twenties" or the "Jazz Age"? ➤ What do you know about F. Scott Fitzgerald? ➤ How are economic classes separated in America? Is it just money or is there more to it? Explain and give examples. ➤ What is the "American Dream"? Where did it originate, and how has it changed over the centuries? 	
While-Reading: (45 min)	
<ul style="list-style-type: none"> ➤ The students were asked to read Chapter One from <i>The Great Gatsby</i> a week before. 	
<p>In this stage, a discussion of the general meaning of the text focusing on:</p> <ul style="list-style-type: none"> ➤ Discussing the Historical Era of the Roaring Twenties in America ➤ The teacher introduces some of the main principles and characteristics of the Modernist period 	

in America.

- The teacher introduces F. Scott Fitzgerald and the Background of writing *The Great Gatsby*

The students discuss the general meaning of the text by answering the following questions.

- Who is the narrator? Where is he from?
- How does Nick describe himself at the beginning of the book?
- How does the narrator describe Gatsby in Chapter 1?
- What is the day and year during the first scene at Daisy's house?
- What is the name of the book Tom is reading? What does this show us about him?
- Nick starts the novel by relaying his father's advice " Whenever you feel like criticizing anyone, just remember that all the people in this world haven't had the advantages that you've had." Does he reserve judgment in the novel?
- The jazz era is widely known for its fashion trends. How do the changes in dress during this time signify a changing moral structure in society?
- Discuss the significance of alcohol in *The Great Gatsby*.
- Discuss the major themes of the text

Post Reading. (15 min)

Discuss the following statements.


- Notice how many times Fitzgerald uses the words hope or dream. Why does he do this?
- Daisy says that she hopes her daughter will be 'a beautiful little fool.' Why would she wish this for her daughter?

Follow-up Activities: (10 min)

From the above analysis of the text, the students were asked to discuss the literary characteristics of Modernism in American literature through *The Great Gatsby*?

Primary Source. *The Great Gatsby* "Chapter One".
<https://gutenberg.net.au/ebooks02/0200041h.html>

D. Old English Literature.

University of M'sila Faculty of Letters and Languages Department of English	
Curriculum subject: Literary Texts	Level: 2nd Year LMD
Date: -----	Time allocated: 90mn
Teacher: Asma Djaidja	
Course four: Old English Literature	
Teaching Materials. <ul style="list-style-type: none">✓ A typed summary of Beowulf✓ Picture of Harry Potter's movie	
Learning Objectives. <p>Students should be able to:</p> <ul style="list-style-type: none">• Share views on literature and its significance to history• Define what an epic is.• Verbalize why Beowulf is important as a contribution to English literature and within the Old English language• Analyze the character of Beowulf as a commentary on the values of the Anglo-Saxons• Identify crucial points of legend, myth, and history in Beowulf	
Procedures of the course.	
Pre-Reading: To create a warm-up (15 min)	
<p>➤ The teacher shows a picture related to the topic "Harry Potter" and asks some questions:</p>	
	
<p>➤ Have you seen this movie?</p>	
<p>➤ Who are the main characters in this movie?</p>	
<p>➤ Who is your favorite character among the three? And why?</p>	

While-Reading: (50 min)

- The teacher asks the students to watch the movie of *Beowulf* before.
- The teacher introduces *Beowulf and the historical context of Beowulf*:

Beowulf is an Old English epic story consisting of 3,182 alliterative lines. It may be the oldest surviving long story in Old English and is commonly cited as one of the most important works of Old English literature. The author was an anonymous Anglo-Saxon poet, referred to by scholars as the "Beowulf author".

- The students were provided with the summary of this narrative poem Beowulf
- They were asked to read the text silently.
- They discuss the general meaning of the poem by answering the following questions:
 - ✓ what is Grendel?
 - ✓ How long have the Danes lived in fear of Grendel?
 - ✓ Why do you think Beowulf offers to challenge Grendel?
 - ✓ Cite examples of pagan and Christian values in Beowulf
 - ✓ Why does Beowulf intend to fight Grendel without a sword?
 - ✓ identify the characteristics that make Beowulf an epic hero.
 - ✓ How is Beowulf an epic, or a long narrative poem on a great or serious subject?
 - ✓ Prove that the following are themes in Beowulf:
 - goodness will triumph over evil
 - the difference in values between the young and old
 - the importance of ancestral identity and reputation
 - the importance of loyalty

Post Reading: (20 min)

Discuss the following questions.

- According to the Anglo-Saxons, how should all men behave when their leaders and protectors die?
- Discuss the conflict between spiritual and material values in Beowulf.

Primary sources.

<https://www.cliffsnotes.com/literature/b/beowulf/poem-summary>

<https://www.youtube.com/watch?v=3Y98EN3z6Qs>

E. Renaissance in English Literature.

University of M'sila Faculty of Letters and Languages Department of English	
Curriculum subject: Literary Texts	Level: 2 nd Year LMD
Date: -----	Time allocated: 90mn
Teacher: Asma Djaidja	
Course five: Renaissance in English Literature	
Teaching Materials. <ul style="list-style-type: none">✓ A typed biography of the author "William Shakespeare"✓ A typed text of <i>Macbeth</i> (Act One)	
Learning Objectives. <p>Students should be able to:</p> <ul style="list-style-type: none">✓ Expand background information about Shakespeare, Macbeth and the historical era in which the play was written and performed✓ Gain a better understanding of the traditional theme of good vs. evil.✓ Learn that political struggles for power within a government are a part of any historical era, not just modern times.✓ Examine Shakespeare's use of language.	
Procedures of the course.	
Pre-Reading: To create a warm-up (20 min)	
The teacher introduces the new topic "Macbeth", by William Shakespeare <ul style="list-style-type: none">➤ The play of Macbeth was written in 1606 in England, it mirrors the confusion, greed, backstabbing and political killings that we still see in politics around the world.	
The teacher introduces William Shakespeare.	
The teacher explains the reason behind writing Macbeth. <ul style="list-style-type: none">➤ The reason Shakespeare wrote 'Macbeth' was to please King James I of England. King James I was Scottish-born and had been King James VI of Scotland before he succeeded to the English throne in 1603. The play was put on at Hampton Court in August 1606 to entertain King Christian of Denmark during his visit to England.	
While-Reading: (50 min)	
<ul style="list-style-type: none">➤ The students were asked to read Act One from <i>Macbeth</i> a week before.	
In this stage, a discussion of the general meaning of the play. <ul style="list-style-type: none">➤ The teacher presents a general summary of the play.	

- **The teacher asks the students some questions related to Act one.**
 - ✓ What is the point of the first scene literally and in reference to the whole play?
 - ✓ Macbeth says, "Stars, hide your fires, let not light see my black and deep desires." What are Macbeth's desires?
 - ✓ After Lady Macbeth reads the letter, what does she tell us is her opinion of Macbeth, and how does she plan to help him?
 - ✓ What is Lady Macbeth's "prayer" to the spirits after she learns Duncan is coming"?
 - ✓ What advice does Lady Macbeth give Macbeth when he arrives home?
 - ✓ What are Macbeth's arguments to himself against killing Duncan?
 - ✓ What arguments does Lady Macbeth use to convince Macbeth to commit the murder?
 - ✓ What is Lady Macbeth's plan?

- **The teacher starts a discussion about the use of language in Shakespeare's plays.**
 - ✓ Shakespeare uses **metre**, which is the rhythm of his language. There is a beat to it that is easy to identify when reading it aloud. When the characters speak in lines that rhyme, these rhymes are called rhyming couplets. When the lines do not rhyme, it is called free verse.
 - ✓ The teacher a line from the play on the board.

Away, and mock the time with fairest show

False face must hide what the false heart doth know

- ✓ Put a stroke (/) above the syllables that will be stressed (i.e. those on which the beat falls).

/ / / / / / / / / / /

False **face** must **hide what** the false **heart** doth **know** - A **way**, and **mock** the **time** with **fair** est **show**

- ✓ Now put a dot over the syllables that are not stressed.

.

False **face** must **hide what** the false **heart** doth **know** - A **way**, and **mock** the **time** with **fair** est **show**

- The teacher reads the above lines out loud, so that the students can hear the metre.
- The teacher asks them to read the lines, the second time.

Post Reading: (20 min)

The students discuss the following:

- Explain the role of witches, ghosts, and visions in *Macbeth*.
- Evaluate William Shakespeare's style of writing. How does it contribute to the value of the play?
- What would you have done if you were Macbeth?

Primary Source: *Macbeth* "Act One":

https://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=macbeth&Act=1&Scope=act&pleasewait=1&msg=pl

F. Victorian Literature.

<p>University of M'sila Faculty of Letters and Languages Department of English</p>	
Curriculum subject: Literary Texts	Level: 2 nd Year LMD
Date: -----	Time allocated: 90mn
Teacher: Asma Djaidja	
Course six: Victorian Literature	
<p>Teaching Materials.</p> <ul style="list-style-type: none"> ✓ A typed biography of the author "Joseph Conrad" ✓ A typed text of <i>Heart of Darkness</i> (Section One) 	
<p>Learning Objectives.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> ✓ Recall the literal events of the story and of Marlow's journey and explore how that physical journey mirrors his spiritual one. ✓ Identify the story's major symbols and provide a symbolic interpretation of Marlow's journey. ✓ Elucidate themes present in the novella ✓ Discuss the ways in which the novel is ambiguous. ✓ Provide details as to how the book reflects the author's outrage at the barbarous nature of imperialism 	
Procedures of the course.	
Pre-Reading: To create a warm-up (20 min)	
<ul style="list-style-type: none"> ✓ The students were asked to read Section One from <i>Heart of Darkness</i> a week before. <p>In this stage, a discussion of different points, focusing on:</p> <ul style="list-style-type: none"> ✓ Discussing the historical Era of the Victorian age ✓ The teacher introduces some of the main principles and characteristics of the Victorian period ✓ The teacher introduces Joseph Conrad and the Background of writing <i>Heart of Darkness</i> 	
While-Reading: (45 min)	
<p>The students discuss the general meaning of the text by answering the following questions.</p> <ul style="list-style-type: none"> ✓ Where does Heart of Darkness take place? ✓ In the conversation between the Station Manager and the Station Manager's Uncle, what details does Conrad include that create a sense of mystery about Kurtz? ✓ What do the Station Manager and the Station Manager's Uncle hope will happen to Kurtz? ✓ Why do they want to be rid of Kurtz? 	

- ✓ Towards the end of their conversation, what affects Marlow so much that he leaps to his feet and startles the two speakers?
- ✓ What causes one of the listeners on the *Nellie* to say, "Try to be civil...?"
- ✓ In the paragraph that begins, "The earth seemed unearthly," (p. 97), what elements does Conrad include to reinforce the sense of alienation Marlow feels?
- ✓ Marlow realizes that everything at the Inner Station belongs to Kurtz. Then, he wonders to what Kurtz might belong. Based on your understanding of Kurtz and Marlow's story thus far, what do you think motivates Kurtz? To what beliefs does he subscribe?
- ✓ Discuss the major themes of the text
- ✓ What aspects of *Heart of Darkness* have led some critics to label Joseph Conrad a racist?

Post Reading: (15 min)

Discuss the following:

- ✓ Some critics believe that in *Heart of Darkness*, Conrad illustrates how "the darkness of the landscape can lead to the darkness of social corruption." What does this statement mean? How can one's environment affect one's actions, feelings, and morals? Is this statement believable or not? Have you ever experienced a change in yourself that resulted from a change in your environment? What kind of change was it?

Follow-up Activities: (10 min)

From the above analysis of the text, the students were asked to discuss the literary characteristics of the Victorian literature through *Heart of Darkness*?

Primary Source. *Heart of Darkness* "Section One".

<https://etc.usf.edu/lit2go/99/heart-of-darkness/1688/part-1/>

Appendix E: Post-Test Questions

(British Literature)

Beowulf:

- ✓ Who wrote *Beowulf*?
- ✓ What is the main message of *Beowulf*?
- ✓ What does Beowulf symbolize?
- ✓ What is it that makes Beowulf a true hero?
- ✓ Why is the focus of the story on Beowulf as a hero rather than as a king? What is the difference?
- ✓ Where does the dragon come from? Why does he attack the Geats? Is the dragon a greater or lesser threat than Grendel? Why does Beowulf go to fight him?
- ✓ Why are boasting and storytelling so important in the medieval warrior culture of Beowulf?
- ✓ Is *Beowulf* an epic? What sort of social order produces “epic” poetry? What values does the poem promote, and how does it promote them? What sorts of conflicts with or resistances to the ideology of epic can be expressed? What sorts are found within the poem itself?

Shakespeare’s *Macbeth*:

- ✓ Over what period of time does *Macbeth* take place?
- ✓ What inspired Shakespeare's *Macbeth*?
- ✓ What real life events is Shakespeare's *Macbeth* based on?
- ✓ Why is *Macbeth* a tragedy?
- ✓ Discuss King Duncan and examine what contribution he makes to the play.
- ✓ Is Lady Macbeth more responsible than Macbeth for the murder of King Duncan? Is Lady Macbeth a more evil character than her husband and, if so, why?
- ✓ Did Shakespeare write *Macbeth* for James I?

- ✓ How does Shakespeare use language to present the characters in the witches Act 1 Scene 1?
- ✓ What literary devices does Shakespeare use in *Macbeth* Act 1?
- ✓ How did Shakespeare link symbolism and mysticism in *Macbeth*?
- ✓ What is the theme of *Macbeth*?
- ✓ Choose two of the minor characters in *Macbeth* and examine how they contribute to the play's action.
- ✓ In constructing *Macbeth*, Shakespeare dramatically altered historical characters to enhance certain themes. Examine Shakespeare's sources and discuss why he made these radical changes.

Joseph Conrad's *Heart of Darkness*:

- ✓ In your opinion, why is it called Heart of Darkness?
- ✓ What is Conrad's purpose in Heart of Darkness?
- ✓ What is the central claim of Heart of Darkness?
- ✓ What does darkness symbolize in Heart of Darkness?
- ✓ How does Conrad depict Africans as different from Europeans? Does this characterization degrade them?
- ✓ How does Conrad complicate the idea of colonization being "good"? What kind of negative effects does it have on both white men and the black men of Africa? Who suffers more?
- ✓ What do obsession and ambition have to do with the story? What are some specific examples of certain characters being obsessed with something or having too much ambition? What consequences does it have?
- ✓ Examine the presence of alienation in Conrad's *Heart of Darkness*.
- ✓ What are the narrative techniques in *Heart of Darkness*?

Appendix F: Post-Test Questions

(American Literature)

Thanksgiving

- ✓ What do you know about Thanksgiving in America?
- ✓ When did America first call for a national Thanksgiving Day? Why?
- ✓ What are the values of Thanksgiving?
- ✓ Is there a day in your country where you give thanks?

Nathaniel Hawthorne's *The Scarlet Letter*

- ✓ What is Hawthorne's purpose in *The Scarlet Letter*?
- ✓ What is the symbolic significance of the Scarlet Letter?
- ✓ How does Hawthorne criticize Puritan society?
- ✓ How did Nathaniel Hawthorne's life influence *The Scarlet Letter*?
- ✓ What was Nathaniel Hawthorne's writing style?
- ✓ How did Nathaniel Hawthorne impact American literature?
- ✓ What is the difference between how adultery is viewed now and how it was viewed by Puritan society? In other words, where does the blame lie?

F. Scott Fitzgerald's *The Great Gatsby*

- ✓ Is Jay Gatsby great? What is the meaning of the title? In what way is Gatsby great? In other words, is Fitzgerald's title sincere...or ironic?

- ✓ Fitzgerald wrote, "You don't write because you want to say something, you write because you have something to say." What did he have to say in *Gatsby*?
- ✓ Do you think Jay Gatsby represents the American dream? What do you think Fitzgerald is saying about the American dream in the 1920s? What statement might Fitzgerald be making about the mores or ethos of American culture?
- ✓ Does the novel critique or uphold the values of the Jazz Age and the fears of the Lost Generation?
- ✓ What makes *The Great Gatsby* a classic novel? Why has it maintained its place in American literature?
- ✓ In what ways does Fitzgerald present a tension between Modernism and Victorianism in *The Great Gatsby*?

Appendix G: Questionnaire for Students

Dear fellow Second-Year Students;

*You are kindly invited to answer this questionnaire which is part of my Ph. D thesis. It is about **the importance of intercultural awareness in teaching literary texts to EFL Learners**. Your answers and personal information will be kept anonymous and will be used only for research purposes. Your participation will be highly appreciated. Thank you in advance for your cooperation.*

Section Two: Learning Literature

1. How do you evaluate your interest in reading literary texts?

Strongly Not Interested

Not Interested

Undecided

Interested

Strongly interested

2. How do you rate your level of literary texts' interpretation?

Low Level

Medium Level

High Level

3. What are the most challenges and difficulties you face in the stage of understanding and analyzing literary texts?

- Lack of background knowledge and cultural awareness of foreign cultures
- Linguistic complexity of a literary text
- Texts that are not culturally related to students' interests
- Lack of vocabulary
- Lack of motivation
- Low language proficiency levels of students
- Cultural prejudices about foreign literature

4. Could you please state other problems that hinder your comprehension of literary texts?

Section Two: Intercultural Awareness and Learning Literature

5. How does culture integration in the foreign language classroom affect you, as EFL students, in language learning/ learning literary texts?
6. How would you define the notion of “intercultural awareness”?
7. In your opinion, is intercultural awareness important in literary texts’ comprehension? If yes! Why?

Items	Classification				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Intercultural awareness motivates EFL learners to learn more foreign languages					
Intercultural awareness would equip EFL learners with the cultural background that is necessary in literary analysis					
Intercultural awareness helps EFL learners to be familiar with the cultural context it belongs to. So, It breaks the ice upon understanding literary texts					
It widens their perception of the world in general and in the target language in particular					

8. Please circle your most appropriate response to each element of the following items:

- ✓ Intercultural Awareness Advantages
- ✓ Intercultural Awareness in EFL Learning
- ✓ Intercultural Awareness and Learning Literary Texts

SA= Strongly Agree

A= Agree

NS= Not Sure

D= Disagree

SD= Strongly Disagree

Intercultural Awareness Advantages	SA	A	NS	D	SD
Intercultural awareness promotes world peace.					
Intercultural awareness expands one's worldview.					
Intercultural awareness enhances understanding of one's culture.					
Intercultural awareness enriches one's life.					
It is difficult to develop cross-cultural awareness.					
Intercultural awareness reduces the risk of miscommunication with others from different cultures.					

Intercultural Awareness in EFL Learning	SA	A	NS	D	SD
Learning a language involves learning its culture.					
Students in the language program must be introduced to native speakers of the target language.					
Textbooks in the language program must be written by native speakers of the target language.					
Culture should be taught as a mandatory unit in the education curriculum.					

Intercultural Awareness and Learning Literary Texts	SA	A	NS	D	SD
Culture provides literary texts with a useful context for language learning.					
Intercultural awareness stimulates students and their curiosity towards the target culture through studying literary texts.					
Intercultural awareness does not hinder students' understanding of literary texts					
Intercultural awareness enhances my understanding of literary texts.					
The literary texts I have studied deal adequately with intercultural awareness.					
Intercultural awareness helps to appreciate other cultures differ from my own.					
Intercultural awareness inspires me to interact with people from different cultures.					

This concludes the questionnaire. I would like to thank you for your participation.

Appendix H: Questionnaire for Teachers

Dear fellow teachers of literature;

*You are kindly invited to answer this questionnaire which is part of my Ph. D thesis. It is about **the importance of intercultural awareness in teaching literary texts to EFL Learners**. Your answers and personal information will be kept anonymous and will be used only for research purposes. Your participation will be highly appreciated. Thank you in advance for your cooperation.*

Section One: Demographic Information

Question1: What academic degree do you hold?

Magister

Ph. D

Professor

Question2: How many years have you been teaching?

Less than 05 years

5-10 years

11-15 years

16-20 years

More than 20 years

Question3: At which university do you teach?

Section Two: Teaching Literary Texts

Question4: How do you evaluate your learners' interest in reading literary texts?

Question5: How do you evaluate your learners' level in interpreting literary texts?

Question6: What are the strategies that you use most to teach literature?

Question7: What are the most challenges and difficulties your students face in the stage of understanding and analyzing literary texts?

Section Three: Culture Integration in EFL Classrooms

Question9: How do you think culture integration in the foreign language classroom would affect EFL students learning?

Question10: what are the most used techniques or strategies for culture integration in your classes?

Question11: The Big C Culture refers to a country's literature (Literary works, poems/poets...), art, and music while Little c culture refers to people's everyday life, beliefs, customs, behavior and values. What aspect of culture do you think it should be addressed more often? The big C or the small c? Why?

Section Four: Intercultural Awareness and Teaching Literary Texts

Question12: How can you define Intercultural Awareness?

Question13: How important is “intercultural awareness” in the teaching of literary texts?

Question14: Can you explain, through an example or examples from literary works, how intercultural awareness helps your students understand and interpret literary texts?

Question15: Are you satisfied with the ways that you utilize your knowledge and skills of intercultural awareness in teaching the literary texts?

Question16: In your opinion, how can intercultural awareness teaching be developed?

This concludes the questionnaire. I would like to thank you for your participation.

ملخص:

تظهر الكفاءة التواصلية بين الثقافات أن تعلم لغة ما يتطلب عادة تعلم معرفتها الثقافية. يمكن النظر إلى الأدب على أنه وسيلة لتعلم لغة أجنبية، لأنه يلعب دوراً مهماً في فصل اللغة الإنجليزية كلغة أجنبية. ومع ذلك، لا يمكن اختزال الأدب إلى مستوى نصه فقط ويصبح مجرد موضوع لتعليم اللغة، وتشمل أهميته تنمية المهارات الشخصية والاجتماعية وكذلك الجوانب المتعلقة بالثقافة والأدب، والتي تحل محل مجرد تدريس لغة أجنبية. على طول هذا الخط الفكري، يحاول هذا البحث استكشاف فعالية الوعي بين الثقافات في تطوير فهم متعلمي اللغة الإنجليزية كلغة أجنبية وتفسير النصوص الأدبية وإثبات أن تعزيز الوعي بين الثقافات أثناء تدريس النصوص الأدبية في فصول اللغة الإنجليزية كلغة أجنبية قد يزيد من قدرة المتعلمين على فهم النصوص الأدبية. التي ينتج عنها تقدير جيد وتحليل فعال. لتحقيق هذا الهدف، فإن المجموعة المستهدفة من هذه الدراسة هم طلاب السنة الثانية في قسم اللغة الإنجليزية، جامعة المسيلة، وثلاثون مدرساً للأدب من جامعات مختلفة. تم استخدام طرق بحث مختلفة؛ التجريبية والوصفية، وكلاهما يتطلب جمع البيانات اللازمة باستخدام أدوات بحث محددة. وبالتالي، تم استخدام مقياس الحساسية بين الثقافات (ISS) من أجل تقييم مستوى وعي عينة الطلاب المختارة، بالإضافة إلى استبيانين تم إجراؤهما على عيّنتين من مجموعتين مختلفتين، الطلاب والمعلمين. كما أجريت تجربة على عينة من طلاب السنة الثانية في الفصل أثناء تدريس المقررين الأدب الأمريكي والبريطاني للحصول على البيانات الكمية والنوعية اللازمة. كشفت النتائج التي تم الحصول عليها أنه على الرغم من الحماس الكبير والشغف لدى الطلاب لمعرفة المزيد عن الثقافات الأخرى، فإن مستوى الوعي بين الثقافات منخفض، ولكن بعد تزويد الطلاب بالمعرفة الكافية من خلال مجموعة متنوعة من النصوص الأدبية، لاحظنا تغييراً إيجابياً وملحوظاً. التطور في مستوى الطلاب سواء من حيث المعرفة الثقافية أو تحليل النصوص الأدبية. في ضوء استنتاجات هذه الدراسة، يوصى بالنظر في طرق دمج الثقافة في برنامج تعليم اللغة من أجل الكفاءة العامة في التواصل بين الثقافات لأن الأدب يغير بشكل كبير سياق ونطاق تعلم اللغة الأجنبية؛ يعيد تعريف تعليم اللغة الأجنبية، ويحول تركيزه نحو أهداف جديدة ويجعله أكثر ملاءمة من حيث فتح آفاق جديدة لمتعلمي اللغة الإنجليزية كلغة أجنبية لاكتشاف والتعرف على ثقافات أخرى مختلفة عن ثقافتهم.

Résumé:

La compétence communicative interculturelle montre que l'apprentissage d'une langue nécessite généralement l'apprentissage de ses connaissances culturelles. La littérature peut être considérée comme un moyen d'apprendre une langue étrangère, car elle joue un rôle crucial dans la classe d'anglais langue étrangère. Cependant, la littérature ne peut jamais être réduite au seul niveau de son texte et devient un simple sujet d'enseignement des langues, son importance comprend le développement des compétences personnelles et sociales ainsi que les aspects liés à la culture et à la littérature, qui remplacent le simple enseignement d'une langue étrangère. Dans cette ligne de pensée, cette recherche tente d'explorer l'efficacité de la conscience interculturelle dans le développement de la compréhension et de l'interprétation des textes littéraires par les apprenants d'anglais langue étrangère et de démontrer que la promotion de la conscience interculturelle tout en enseignant des textes littéraires dans les cours d'anglais langue étrangère peut augmenter la capacité des apprenants à comprendre les textes littéraires, qui se traduisent par une bonne appréciation et une analyse efficace. Dans la poursuite de cet objectif, la population cible de cette étude est constituée des étudiants de deuxième année du département d'anglais de l'Université de M'sila et d'une trentaine d'enseignants de littérature de différentes universités. Diverses méthodes de recherche ont été utilisées ; l'expérimental et le descriptif, qui nécessitent tous deux une collecte de données nécessaire à l'aide d'outils de recherche spécifiques. Ainsi, l'échelle de sensibilité interculturelle (ISS) a été utilisée afin d'évaluer le niveau de sensibilisation de l'échantillon d'étudiants retenu, en plus de deux questionnaires, menés sur les deux échantillons des deux populations différentes, étudiants et enseignants. Par ailleurs, une expérimentation a été menée sur un échantillon d'étudiants de deuxième année en classe, tout en enseignant les cours américains et britanniques, afin d'obtenir les données quantitatives et qualitatives nécessaires. Les résultats obtenus ont révélé que malgré le grand enthousiasme et la passion des étudiants à en savoir plus sur d'autres cultures, le niveau de conscience interculturelle est faible, mais après avoir fourni aux étudiants des connaissances suffisantes à travers une variété de textes littéraires, nous avons remarqué un changement positif et une remarquable développement du niveau des élèves, tant en termes de connaissances culturelles que d'analyse de textes littéraires. À la lumière des conclusions de cette étude, il est recommandé de réfléchir aux moyens d'intégrer la culture dans un programme d'enseignement des langues pour une compétence globale en communication interculturelle car la littérature modifie considérablement le contexte et la portée de l'apprentissage des langues étrangères ; il redéfinit l'enseignement des langues étrangères, se concentre sur de nouveaux objectifs et le rend plus pratique en termes d'ouverture de nouveaux horizons pour que les apprenants EFL découvrent et apprennent d'autres cultures différentes de la leur.