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Hermeneutics in foreign language classrooms: Applying the Hermeneutical Approach in teaching literary courses

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Dedication:

We thank Allah Almighty for giving us the strength and patience to accomplish this
work.

We dedicate this work to our dearest parents, who are the reasons behind
our success; we could not deny their love, tenderness and prayers. They are the source
of our strength and trust.

To the source of the kindness and the giving: our mothers, and the persons who
taught us how to face the life's obstacles: our fathers "Mahboubi Abdi , Ahmed Ayeb"

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To our lovely sisters and brothers.

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Abstract

The current research demonstrates how hermeneutics as an approach can be significant in teaching literary courses to develop cultural awareness on the part of EFL learners .Using a qualitative content analysis enables us to analyze the novel of "Things Fall Apart" written by CHINUA ACHEBE in the light of the hermeneutical principles. The results of the research revealed that the hermeneutical principles have an active role in raising intercultural understanding while teaching literary products with different cultural backgrounds. Since our analysis shows a strong relationship between including hermeneutics in teaching literary courses and developing the students' intercultural communication, we conclude that teachers should rely on such approaches because of their importance and effectiveness in teaching literature.

Key words: Hermeneutical approach, hermeneutical principles, intercultural understanding, literature .

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List of abbreviations

| | |
|-----------|--------------------------------|
| EFL | English as a Foreign Language. |
| TFA..... | Things Fall Apart. |
| FLC..... | Foreign Language Classroom. |
| SL..... | Source language. |
| TL..... | Target language |

INTRODUCTION

Literature is defined as "...a uniquely human activity, born of man's timeless desire to understand, express, and finally share experiences» PICKERING, JAMES H & HOEPER, JEFFEREY D(1981.p 01:307). In other words, literature is that slice of life which is an essential part that reflects the social side and expresses the author's feelings and thoughts .About two decades ago, literature has been gradually succeeded to pave its way back to become again an essential part of the curriculum for EFL learners , however; literature should be linked to culture to make successful relationship between them as the reverse sides of the coin .After speaking about the first side of the coin ,we need to speak about the other side of the coin which is "culture".Culture can be defined as "gravity that we do not experience it unless we jump two meters into the air "(PATIL , 2002) , PATIL also added that :

" Culture is like a banana flower or onions exists in layers , we can only understand it if we peel it layer by layer , cover by cover , the outer layer is easy to perceive as it comprises concrete and tangible manifestations like art , monuments, food, language and others, the middle layer consists of norms and values and hence it takes us sometimes to unfold it , the inner layer is rather difficult to penetrate because it subsumes assumptions about birth, life, death, happiness and so on"(PATIL , 2002) Patil, Z. N. (2002) 'India and Vietnam', in Vietnamese Studies," p 101,108 .

That is to say, each time you dig deeper you will understand better any culture and its elements .So in teaching literary courses, integrating culture is important to provide EFL learners with an opportunity to reconsider their cultural system and develop a kind of critical thinking to lead them to develop their intercultural competence and give them a kind of cultural awareness as MAZI-LESKOVER maintains "literature should alert readers to all those who are in one way or another different one from the readers themselves ,literature thus encourages inter and intercultural awareness"(2010,p 10).

Background Study

In teaching literature, there exist a lot of approaches that can be very helpful; one of them is called hermeneutics. Interest in hermeneutics has grown over the past decade in both the broader and the narrower sense ;the narrow one means the interpretation of texts, but as a theory of how we want to interpret any aspect of reality .Hermeneutics can be defined in many ways ,"it is a method for facilitating dialogues across culture with a view to accessing content "(MICHRINA & RICHARD 1996 ;GREETZ 2003).So this approach is very important in many disciplines such as culture and literature because it is very successful and effective in raising the level of intercultural

understanding while teaching literature for EFL learners. According to standard dictionary of English language (FUNK and WAGNALLS,1970; p 1368)"understanding means the sum of the mental powers by which knowledge is acquired ,retained and extended ;the power of apprehending relations and making inference (deduction, conclusion) from them .It can also mean 'an agreement between two or more persons' ". In present context intercultural understanding included close acquaintance, empathy ,and appreciation between people of different cultures .All in all, there is a link and connection between using such a successful approach "hermeneutics "in teaching literature for EFL learners in order to develop their cultural awareness and competence and intercultural understanding .

As JARDINE (1992) states:

"Hermeneutic inquiry has as its goal to reduce understanding, to bring forth the presuppositions in which we already live. Its task, therefore, is not to methodically achieve a relationship to some matter and to secure understanding in such a method. Rather, its task is to recollect the contours and textures of the life we are already living, a life that is not secured by the methods we can wield to render such a life our object" (p.116).

STATEMENT OF THE PROBLEM

The main aim of this study is to examine how can EFL learners reach a high level of intercultural understanding and cultural awareness, relying on using hermeneutics as an approach of teaching literature, as well as to shed the light on the importance of hermeneutics as an approach in teaching literary texts .In addition , this research is conducted with a view to put the hermeneutical approach into practice to see its usefulness in developing a high level of intercultural understanding on the part of FL learners.

RESEARCH QUESTIONS

- 1.How can hermeneutics as an approach be significant in teaching literary courses ?
- 2.To what extent can we apply the principles of hermeneutics in literary courses to develop interculturality on the part of EFL learners ?
- 3.To what extent does hermeneutical approach and teaching literature interrelated?

SIGNIFICANCE OF THE STUDY

This study is important because of many reasons .First; it seeks to determine the importance of hermeneutics as an approach of teaching literature and its role in raising the cultural understanding

using the art of interpretation and knowing the real meaning behind the words to know what other people want to say .Secondly, it tries to explain the use of hermeneutics principles in literary courses to help EFL learners in developing their intercultural competence. Thirdly ;to review the key hermeneutics concepts that raises understanding

Methodology

To answer the main research question, we opt for the qualitative content analysis that requires analyzing a document based on a set of concepts derived from a specific theory. As a document of analysis we select the literary text '*Things Fall Apart*' by the writer CHINUA ACHEBE. This literary text fits the aims of our research as it will be used to exemplify how the principles of the hermeneutical approach can be manipulated by foreign language teachers to develop cultural understanding while teaching literary courses.

CHAPTER ONE: Literature and Culture: Both Interaction and Effectiveness.

This chapter aims to provide background information about teaching literature and culture in foreign language classrooms. It includes five sections. The first section spots the light on the role of literature in foreign language classrooms. The second section presents the importance of integrating culture in teaching literature . The third section explains the role of literature in raising cultural awareness .The fourth section gives a glimpse about some approaches used in teaching culture .The last section provides an overview of interculturality in FL classrooms. .

1.1 THE IMPORTANCE OF TEACHING LITERATURE

In recent years ,there has been a strong move towards the study of literature because famous scholars could recognize that literary texts should be included in second language curriculum such as (COOK,1994,CARROLI,2008).From the mid 1960's almost no research was carried out on the topic of literature as a language teaching tool ,however ;after the 80's literature turned to be a main instrument in language teaching. Literature is a valuable tool of teaching the learner how to think originally in a realistic way to see the different structure ,patterns, connections and even the truth that had been hidden in the literal world.

Literature is the secret touch included in all domains like psychology, science ,culture and others.

Not only this but it is beneficial in many things including the linguistic proficiency ,language competence and even to communicate effectively as it was stated that "literature helps students acquire a native-like competence in English ,express their ideas in good English ,learn the features of modern English ,learn how the English linguistic system is used for communication ,see how idiomatic system is used, speak clearly ,precisely and concisely , and become more proficient in English as well as become creative ,critical and analytical learners "(OBEDIAT ,1997,32).

Literature plays the role of a cultural code it means each society is going through a series of changes and using literary studies the reader will be able to appreciate all those cultural practices, by looking at what the authors says and his way in analyzing the variables which are responsible for any change in society . By reading such works, the reader will live that moment and understand what are the different cultural aspects of different cultures and why not comparing between his own and the foreign one .So literature plays an important role in ENGLISH language classroom because if anyone wants to know a truly he/she should know

about its literature and culture. Literature is included in each corner of our life "there is no life without literature " (ANIBUEZE, ACHUFUSI , MADUKWE and ILOAMA, 2015, p156); means while reading any literary work such as novels , the student's comprehension and interpretation abilities are developed. In addition to the emotional awareness, enriching their own writing and reading skill ,for example, if the teacher gives his /her student a piece of writing to read and answer what follows the text of comprehension questions ,here the teacher's aim is the develop the learners skills and competence. The problem with student's nowadays is the lack and the types of activities used to analyze and discuss the important themes of a literary work? That is to say if the teacher decides to include and select the appropriate themes for the student's needs , KHATIB (2008) introduced 'authenticity' as the first advantage of teaching literature in EFL classroom saying that "literature is inherently authentic and provides us with authentic input when it comes to language learning "(GHOSN ,2002;SHRESTAH,2008;in KHATIB ,2011) ;so by using drama and conversations the student can benefit from them when the character expresses his feelings especially if they are carefully presented to raise the student's imagination and even develop his/her oral skill to speak and express his emotions freely without problems.

Another important benefit from teaching literature is seen when it comes to grammar rules and vocabulary knowledge in this context ; some authors share the idea that literature is a very important tool of teaching ,one of them is ARTHUR (1989) states that "syntactic knowledge as well as the enrichment of vocabulary can both benefit from using literary texts " (cited in KHATIB 2011:p.202)so while using literary works the student come across many new vocabulary whether it is formal or informal .

1.2 THE PLACE OF CULTURE IN TEACHING LITERATURE

Literature and culture are deeply interrelated variables that cannot be separated because both have a strong relationship with each other .Previously ,it was believed that the linguistic competence including a good pronunciation and listening ,a vocabulary knowledge besides, the mastery of structures are enough, but nowadays new intercultural communication competence is important that is based on five factors which are "attitudes ,knowledge, skills of interpreting and relating ,skills of discovery and interaction and critical cultural awareness or political education "(BYRAM,1997,p9);so knowing about different attitudes and knowledge raises the person's own

cultural knowledge and interaction with different people, especially if it is linked to other aspects like linguistics ,sociolinguistic and discourse competence ;it means mastering any language should be linked to different elements particularly interculturality .Including culture in literary classes is necessary like CHAN and HERRERO (2010) ,clearly argue that "literacy pedagogy should be linked with the changing social environment calling for a much broader view of literacy than portrayed by traditional language -based approaches " (p8) ,at the same time they stated that "we must recognize the increasing cultural and linguistic diversity proposing through the use of multiliteracies a fairer social and cultural participation " (p8).The use of language makes sense only in a context and culture is part of that context it means literature and culture are interconnected therefore they complement each other ;"if there is no culture ,language will be like water without a source or a tree without roots " (SUN. 371) in other words, teachers should include culture while teaching literature "culture should be our message to students and language our medium"(PECK,1998) it means the teacher's role is to "present students with a true picture or representation of another culture and language "(SINGHAL,1998) and this can be achieved only if cultural awareness is viewed as something more than just a compartmentalized subject with the

foreign language curriculum according to SINGHAL (1998) stated "language teachers ought to receive both experiential and academic training with the aim of becoming mediators in cultural teaching " so not any teacher can teach a language unless he/she have a special training in order to develop the student's level . The main purpose of teaching culture is to raise the student's cultural awareness in order to make him able to think logically and this cultural logic is achieved through " a recognition of otherness and of one's own cultural identity " (KILLICK and POVEDA ,1997), because this will help the student to show that respect and understanding to other cultural differences .While teaching literature the student should be aware of speech acts ,connotations ,etiquette ;that is, the appropriate or inappropriate behavior ,and why not to give the student a chance to act as if he/she is a member of the target culture. So they use literature not only to communicate but also to give a second voice to their thoughts let's take a small example in this case the teacher give his student a play to act on scene that treats a certain cultural issue , the student 's role is to use his vocabulary effectively to show a high level of cultural understanding .All in all , including culture while teaching literature is a necessity as BROWN (2000.177) described the relation between language and culture as follows "a language is a part of a culture and a culture is a

part of a language ; the two are intricately interwoven so that one cannot separate the two without losing the significance of their language or culture " .According to TOMALIN (2008) "the international role of the English language and globalization are the two main reasons to teach culture as a fifth language skill. In addition, to listening, speaking, reading and writing " it means culture is considered as an important skill in mastering a given language.

1.3 CULTURAL AWARENESS AND TEACHING LITERATURE

There are different points of views concerning what should be done to raise the cultural awareness for learners .The first thing that both the teacher and the learner should take into account is the cultural differences to recognize openly that everyone in the world are different from each other in traditions ,beliefs ,opinions ,views and other things .Secondly, teachers should first start with reflecting on learner's own another step to introduce the target culture because if the student did not discover his on knowledge it will be very difficult for him/her to see the world from another view and this will lead him to respect the other cultural differences. After recognizing the above mentioned, there exist many techniques that should be used for the purpose of raising the cultural awareness. Among them role play and drama , in which the student take the role of other

persons ,this popular method is very effective when it comes to the communicative use of language where students are encouraged to use their imagination and creativity besides, drama to direct the student in order to save him from cross- cultural misunderstanding. Another one is called audio motor unit or total physical response which is designed as a listening exercise, that includes a list of oral commands to which students respond to make them act out a cultural experience (BOWEN ,2005). Finally there is what is called culture capsule, which is based on representing isolated items about the target culture by using visual tools and discussion, to help the student to represent his /her own beliefs for the purpose of comparing between the home and the target culture .In addition to many other techniques that the teacher can use them depending on the student's main needs.

1.4 APPROACHES OF TEACHING CULTURE:

Culture is an ocean of different beliefs and values that needs a good swimmer to grasp it well, using different approaches that can be classified in different categories. Starting with the mono -cultural approach that neglects totally the learners own culture and focuses only on the target culture ,without making any link between the two. Moving to another one which is the opposite of this one, that compares between the native and the foreign culture in order to make the student discover the

similarities and the differences between the two cultures, to build that idea of my culture is not the only one in the world ,also there is what is called the multicultural approach ;from its name it is very easy to discover that it is a combination of different cultures that exists within one culture ,in addition to that there is the transcultural approach that sees any foreign language as a tool of international communication, but it neglects the connection between culture and language .Moving to a different one named the theme -based approach ,that argues that teaching about any kind of relationships that exist at any society should be in form of themes. Yet it could lead them to a kind of stereotype. .It does not matter what kind of approach the teacher wants to use what matters here is the approach that makes a comparison between the target culture and the mother one ,in addition to how the values of a particular culture effect lifestyle of the studied language.

1.5 CULTURE AND INTERCULTURALITY:

1.5.1-DEFINITION OF INTERCULTURALITY:

The majority of people heard about the expression "an intercultural action" or "an intercultural approach" ; the word intercultural becomes a very common word to use ;it is even becoming more common to say intercultural instead of cultural .The term "intercultural" as it is understood in this

context is more related to the superficial aspects of life which are least resistant to change .But what does this term means in social sciences? "interculturality refers to the presence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions, acquired through dialogue and an attitude of mutual respect " UNESCO"; in other words; it means an awareness and respect to others and their cultural differences that requires from the learners to reflect on their reaction to the other speaker , identify and understand their own culture ,accept the other's right to be different or similar . Finally, negotiate common ground .So this concept of interculturality received increasing attention in the educational field and since we are living in a developed world due to the globalization ,the person should be aware of the other cultural aspects and differences and to put in mind that there are difference and to put in mind that there are other ways to treat things rather than the person's own way and culture.

CONCLUSION

As a conclusion, using literature in foreign language classes has many advantages in developing cultural understanding and intercultural competence, in addition, to raise the language proficiency and cleverness of the student to think intelligently. Culture, from another side is an essential part that should be included in teaching literature because of the strong connection between them. Teachers use different methods and approaches to teach culture, some of the approaches used in foreign language classes are the multicultural approach and theme-based approach and others. To reach the goal of enhancing the student's intercultural thinking.

CHAPTER TWO

Hermeneutics in Both: Teaching Literature and Raising Interculturality.

This chapter will provide a detailed information about the meaning of the Hermeneutical approach for both scholars and dictionary .Secondly, it presents how hermeneutics is used as an approach of teaching and learning literature in classroom in which students are given the chance to express their ideas .Thirdly, it shows that the correct use of the hermeneutical principles will reinforce the student's ability to communicate effectively with others.

2.1-DEFINITION OF HERMENEUTICS (scholars and dictionary).

According to THOMPSON (1990, p. 230) the term hermeneutics, was derived from the Greek verb, henneneueuein, 'to interpret,' and from the noun, hermeneiaor 'interpretation' ").Hermeneutics also is defined as "the art and science of interpreting the meaning of texts" (RUNES, 1986, p. 141).Hermeneutics is considered as a broad field that deals with the interpretation of any text and that text is known as the product ,first it started with the interpretation of Biblical texts then it moved to interpreting religious and philosophical texts. Hermeneutics as an approach covers with both sides verbal and non-verbal communication.

2.2 HERMENEUTICS AND LITERATURE

Literature does not only mean looking at imagery, plot, setting, character, and the point of view used in a piece of writing ,but it deals with analyzing the form (structure) to show the uniqueness of each literary work ,and to understand what is happening between the writer and his/her text to show the reader that he/she can easily dig deeper in that conversation to understand it effectively .Hermeneutics then, is the approach that focuses on interpreting that conversation between the reader and the text ,and this interpretation is always linked to the history and the culture of a given text ,thus the text is seen as "what someone says to someone about something "VANHOOZER,SMITH & BENSON ,2006,p19) , in other words ;"the text is a verbal work by which or in which various persons have made or discovered the attempt to say something about something .As such ,the text is the site for a work of meaning "(VANHOOZER et al .2006,p20).

Understanding what is written or said is an important step because "understanding a text does not primarily mean to reason one's way back into the past ,but to have a present involvement in what is said "(GADAMER in VANHOOZER et al ,2006,p42) .Therefore , the reader plays the role of an interpreter that has a previous knowledge to provoke and raise his/her ability to think

because it is more important to think rather than to recount what is said ,besides reading between the lines and identifying meanings expressed in metaphors and similes .The two processes 'understanding ' and 'interpretation ' cannot be separated at any condition and the difference between them is that understanding is linked to our consciousness and sub-consciousness ,however; interpretation is related to our consciousness of mind in which the interpreter should take into account culture ,history ,and language of the text ;because without the reader's history the text cannot speak .In literature classroom, the teacher should follow a specific approach that enables students to understand the text and communicate with each other effectively and this approach is "hermeneutics " by which the reader became able to decode each word , read symbols and even to develop the logic of their own while interacting with each other .When a student reads a piece of writing, he/she will find a lot of meanings and contexts and it is up to him/her to determine and recognize the real meaning by exchanging thoughts between students ,to raise the level of respecting other's

ideas besides learning how to think in a different way. Hermeneutics can be useful in developing the listening skill; speakers do not explain things that are simply comprehended directly by

listeners. It is while interacting with speakers that listeners are viewed as cooperating in the creation of meaning, and the importance of hermeneutics is to build the bridge between the listener and the speaker. Writing does not lose its form with years, and it will stay forever to be understood even after many years as it is mentioned "In writing, language gains its true spirituality"

(WEINSHEIMER 1985, P, 222). Language is our tool to express our behaviors and feelings " language gives us a world, but language should not be conceived as a tool 'to carve a world' ; rather, it is 'an activity in which language and world first appear' (HOWARD , 1982, P,154) , so language helps us to interpret what we have understood by applying the hermeneutical principles . Hermeneutics guides the interpretation of language by assigning a meaning for each word based on the idea that "'this' means that'" (SMITH, 2010, p. 433); students engage with the text in order to find the deeper meaning and understanding; also hermeneutics is considered as "a way for discerning openings in their own traditions which in turn enable creative dialogue with other traditions" (Smith, 2010, p. 435).

2.3 HERMENEUTICS IN EFL LEARNING /TEACHING:

Teaching and learning are two difficult tasks that need efforts especially teaching .Teachers

should know which approach is the appropriate one that facilitates the teacher's role from one

side in addition to the student's job from the other side as HEIDEGGER (1968) argues that ;

"Teaching is even more difficult than learning. We know that; but we rarely think about it. And why is teaching more difficult than learning? Not because the teacher must have a larger store of information, and have it always ready. Teaching is more difficult than learning because what teaching calls for is this: to let learn. The real teacher ,in fact, lets nothing else be learned than – learning. His conduct, therefore, often produces the impression that we properly learn nothing from him, if by “learning” we now suddenly understand merely the procurement of useful information. The teacher is ahead of his apprentices in this alone, that he has still far more to learn than they/he has to learn to let them learn". (p.15)

A real educated individual is the person who does not ignore the others, who is always ready to accept differences ,who is able to be creative and imagine unreal things in addition to understanding what others mean ,and this is the objective of hermeneutics in the teaching process for EFL learners .Some people think that imagination is not that important but this is wrong because the person who can imagine impossible things is the one who can interact with new information , contexts , and situations to lead him /her to a successful communication with the world, and by applying the hermeneutical principles the learner will develop his ability to imagine and communicate with other people . Critical thinking is a necessity for both learning and teaching processes, and hermeneutics enables the individual to ask questions about things and how they are related, in

addition to developing their ability to criticize literary works students need to be able to distinguish truth from error, besides they'll be better prepared to evaluate the information. Hermeneutics can be used in teaching many modules such as literature, culture, history ,philosophy and others .In teaching culture it raises the learners understanding to the unique ideas , habits , customs, cultures ,religions, likes and dislikes of the “other” who maybe very different from us, to ensure that our action towards them are suitable. In teaching literature; hermeneutics helps the student to understand the hidden meaning and interpret any piece of writing easily and freely, and why not to become a critical thinker.

2.4 HERMENEUTICS IN TEACHING LITERATURE IN CLASSROOMS

People live in different societies and places having different thoughts and ideas and even cultures ,and each one of them is influenced by different circumstances of what to do and how to do things ,in addition to the way they interpret things depending on many elements including the language they speak ,their traditions and even their pre-suppositions .The language used is the main tool that gives an idea about the real life for instance a person from ALGERIA is not familiar with the RUSSIAN culture and history and if it happened and he /she visited RUSSIA they will be

shocked with the different types and names of snow not as in their mother country they just stay it is the snow ,in other words ,people interpret things differently from each other ,that is to say through the use of literature you can interpret what happened on paper to reflect in on the real side of life and this is the main problem because understanding and interpreting any piece of writing is one of the difficult tasks facing students nowadays in any literary classroom ; it means they are only trained to read a text or an expression or even a phrase but they are not really trained to build that capacity of independent interpretation of a text and to focus on the meaningful reading to understand what is behind the word as it is mentioned "on the one hand ,reading is the strategy of a thinking person's life ,and on the other hand it is a creative process that requires considerable energy to perceive ,understand and process any text "(KUCHARIKOVA ,2012;p,4) and this can be realized only if the hermeneutics approach is

applied ,that approach which is used to understand the meaning of a text trying to link between what the author said and what the reader understand mentioning the author's ideology for the reason of building the communicative competence .So the concept of hermeneutics as an approach is related to the concepts of interpretation, understanding ,and questioning things and this will help the

learner to determine the actual meaning and understand it well . As human beings interpreting, judging and acting are necessary but they should be in the right way, because it is useless to read a text without trying to judge or interpret what the reader understands. So here it comes the role of hermeneutics in literary classrooms that is defined as "science of correct understanding and interpretation"(POLKINGHORNE ,1983,p2018).It is not the writer's task only to write ,however; it should be accomplished with both parts the writer and the reader it means "life stories produced by those who experience the phenomenon ,this interpretation is accomplished by means of using semiotics to develop an appropriate writing approach for the method of phenomenology and hermeneutics "(VAN MANEN,1990,p3-4).Teachers find some difficulties in dealing with the student in literature session and start asking themselves what am I supposed to say now ?or if the student really understands what the teacher said ?and if the student asks the teacher to re-explain what he did not get ?the teacher here will be confused how to make the idea clear for the student that's why teachers should follow a framework to be able to interpret concrete situations ,COOMBS (2012) uses the hermeneutics of GADAMER (1996(1975) and RICOEUR(1990(1973) as a framework for exploring how adolescents "interpret their

experiences and make sense of seemingly disconnected elements of life by turning them into stories "(COOMBS 2012,p82);it means literature helps in interpreting and understanding what happened in real life through the use of hermeneutics approach .

2.5 HERMENEUTICS AND INTERCULTURALIT.

An intercultural understanding refers to the understanding of one's own culture, language and symbolism .If anyone can realize them it means he/she is ready to develop what is called a cultural awareness .Hermeneutics in this case serves as a useful tool to deal with intercultural exchange depending on language power and symbolism and helps in showing that respect and openness towards different cultures .Besides, how people understand what someone wrote and the ideology behind his writing, in addition, to the way he /she followed to become aware about the different human conditions on the globe including our nature ,our surrounding and

the universe in general .All in all; hermeneutics is the appropriate means to understand ourselves and the whole world that is a mixture of different ideologies and visions but no culture is superior than another culture in any field e.g.: economics ,culture ,literature and so on . So hermeneutics serves as a method to interpret other cultures to appreciate the uniqueness of each

person .Our cultural environment is becoming more and more diverse and faces many changes ,and this diversity needs to be understood in order not to fall in problems such as stereotypes ,and misunderstanding to have an effective communication and learn how to live together peacefully and why not to develop projects together and even empathy to each other .Depending on hermeneutics the student will build a deeper level of understanding and give them the opportunity to communicate with other students from other countries having different cultural background .When it comes to interpreting what is on paper to the real world does not mean that I am the speaker and you are the listener but it should be taken as "the language is the speaker" and the individual's role is to be able to listen not only to the words but to what is behind the word and try to interpret it to the real meaning (reality) and that is how the person can develop that awareness to think freely and openly .(MOLLER,et al,2003,p110).COHEN et al ,(2002) state that :

"hermeneutics focuses on interaction and language ;it seek to understand situation through the eyes of the participants ,echoing the VERSTEHEN approaches of WEBER and premised on the view that reality is socially constructed (.....) ,Hermeneutics involves the recapturing of the meaning of interacting (with) others ,recovering and reconstructing the intentions of the other actors in a situation". (p29).

the readers understanding of any text plays a key role in drawing the real meaning of a text taking into consideration the pre-meaning that he/she could understand ,the structure of the text and the

ideology being interpreted and this will help in experiencing the real world ,in other words read ,interpret and try to draw the real meaning .When developing an intercultural understanding students learn to value their own culture and other cultures ,they become able to appreciate other's beliefs and language and even how other identities are shaped which can help students also to build relationships and make connections with others from different parts of the world .So developing an appreciation of other **culture** is an essential need and literature can be the best tool used to introduce different aspects of culture as CARTER and LONG state "the literature enables students to understand and appreciate cultures and ideologies different from their own in time and space"(CARTER and LONG 1991,p2)SYLVESTER from his side claims that "when reading a piece of literature ,

students are given an opportunity to step out of a culture -bound process of thinking learning and viewing the world "(SYLVESTER,1998 p186) means literature opens the gate to see the world from different views .All in all ,language and culture are connected and linked together and when students deal with a foreign culture they become able to compare it with their own culture and lead them to understanding the differences ,so literature in this case acts like a bridge between different

cultures and intercultural understanding using different approaches.

2.6 THE HERMENEUTICS PRINCIPLES

The process of interpretation is described using the core concept of the hermeneutics circle where the reader and the text engage together ,and the hermeneutics circle itself contains many principles that can be applied to teach literature for EFL learners including openness and resisting , structures of understanding , communication through interpretation ,in addition to questioning Things and others. The hermeneutics circle is defined by HANG-GEORG GADAMER as "a hermeneutic Principles that the whole must be understood from the individual and individual from the whole ;it is a circular relation which exists here ,thus the movement of understanding is always from Whole to part and back to whole" HANG -GEORG GADAMER

(GADAMER ON HERMENEUTICS) (personal communication 28 September 2019).So the concept 'hermeneutics circle' is used to explain the process of interpretation which is based on the idea that any text contains parts including sentences and paragraphs and to interpret that text the person should interpret each small part starting from the letter as GADAMER mentioned that "we have to understand the whole in terms of the detail and the detail in terms of the whole "

GADAMER (1998, p291).

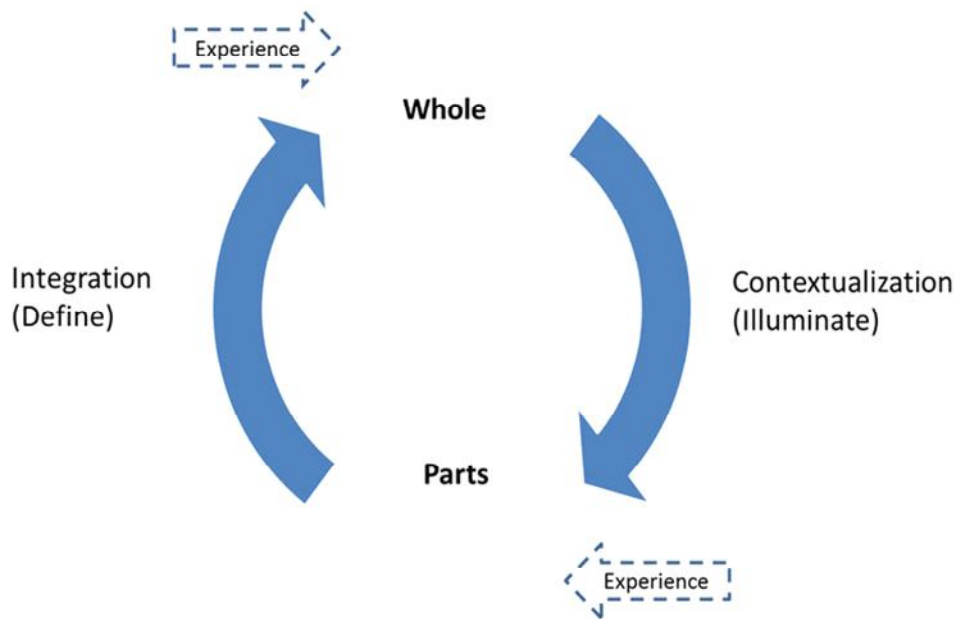


figure 1: the hermeneutics circle . (BONTEKOE, 1996, p.4)

According to GADAMER (2004) The hermeneutics process starts with the first step which is " something that addresses us" , (GADAMER, 2004, p298); when it comes to understand the other you should avoid making prejudices and judgments .Secondly it comes the second step which is "fundamental agreement"(GADAMER ,2004,p430; means the goal of any understanding is to make agreement with the other part to build a strong relations with other members .Moving to the third thing which is the common language that links between people as the main tool of comes to

speech is not a possession at the disposal of one or the other of interlocutors. Every conversation presupposes a common language, or better, creates a common language. (...). Language is the medium in which substantive understanding and agreement take place between two people” states Gadamer (Gadamer, 2004, p. 371, p. 386), means the person must choose the correct word to use to make the other part knows well the message behind to not lead him to misunderstanding or confusion .Then it comes what is called communication of meaning is the core of hermeneutical process ; when two parts meet and try to make a conversation each part should share and exchange his/her ideas with the other part by asking questions and answering what the other part asks him /her ,of course with showing respect to others.

The last step is concerned with openness, as GADAMER holds that "Hermeneutical process is basically impossible if one partner “is not really open” (Gadamer, 2001, p. 450) in other words having the ability to hear what the other say and respect that he /she can have different view to the topic especially if the two parts share the same language and understand what the speaker wants to express as it is mentioned that “I can listen with understanding” (Gadamer, 2004, p. 378). Will build a strong relation of communication and openness .All in all , the world of hermeneutics,

interpretation and understanding is related to showing respect ,openness, listening carefully and in a wise way to otherness . To understand the whole meaning the starting point is to understand what a word means to reach what the whole text means as it was mentioned that "The search for understanding requires the interpreter's awareness of their own bias and pre-conceptions affecting the habit of projecting a meaning for the text as a whole as soon as initial meaning is grasped"(GADAMER ,2004 p269).As a result ,the process of interpretation is described as the hermeneutics circle that plays a major factor in raising the learners awareness and understanding to other people and cultures and respect the differences between them in which the reader should have at least a pre- understanding to find the real meaning of the text ,in addition to the ideology behind starting from the part to the whole for EFL learners in literary classroom.

Conclusion

All in all, Hermeneutics has come to play a central role within a variety of disciplines that deal with the process of developing understanding such as literature; so hermeneutics is an approach that can be useful in teaching and learning literature from one side and developing an intercultural thinking from the other side as it was mentioned above. Applying the hermeneutical principles correctly, has

a great impact on the student's development in interpreting texts, understanding the hidden meaning.

Moreover; they help learners communicate in the target language meaningfully and appropriately.

CHAPTER THREE:

3.1 INTRODUCTION

This chapter provides an overview of the type of research that is conducted, the method used and its characteristics. From another side, it throws light on the chosen document and its relevance to our topic . It also presents the process of coding and categorizing. Finally, it ends up with an analysis of the chosen novel "Things Fall Apart".

3.2 THE RESEARCH METHOD

The current research is based on a qualitative method that is defined as" ...multimethod in focus, Involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them"(DENZIN & LINCOLN (1994, p. 2).

Generally, this method takes place in a natural setting in which the researcher cannot be separated from the research; it means that the researcher is the most important element to proceed the analysis

What specifies this type of research also is that it goes only with a few

sample using a narrative description that starts from particular to more general statement .DENZIN

& LINCOLN tried to gather some characteristics of qualitative research saying that:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them"(DENZIN & LINCOLN, 2005, p. 3)

Using a qualitative method will enable the researcher to provide complex textual descriptions of

how people experience a given research issue or phenomenon. In simple words NKWI,

NYAMONGO, and RYAN introduced a simpler definition about qualitative research: "Qualitative

research involves any research that uses data that do not indicate ordinal values." (2001, p.

1).Qualitative research has its own unique differences and characteristics. CASSELL and SYMON

(1994) stated the following:

"A focus on interpretation rather than quantification; an emphasis on subjectivity rather than objectivity; flexibility in the process of conducting research; an orientation towards process rather than outcome; a concern with context— regarding behavior and situation as inextricably linked in forming experience; and finally, an explicit recognition of the impact of the research process on the research situation" (p.7).

So ,qualitative research involves subjective analysis of data. That data can be in form of words,

pictures or objects. Qualitative data is more 'rich', time consuming, and less able to be generalized.

The process of gathering those data is more in a verbal and visual than in a numeric form and

the main part of the qualitative analysis of the material is formed by the coding process, i.e.

interpreting the analyzed text. The qualitative research paradigm is divided into many methods. One

of them is called content analysis or document analysis) which is conducted in this study because

the research question could not be answered using quantitative method , also the aim of this study is

not to measure or quantify something, but to improve understanding of a phenomenon, also to

analyze and present significant findings of content, clearly and effectively. As a research method

documentary analysis recommends itself to many qualitative researchers as straightforward,

efficient, cost-effective and manageable, its major advantage is the availability of documents.

Content analysis is concerned with the classification of emergent themes, through the

identification of codes and categories .Qualitative content analysis is defined as “a research method

for the subjective interpretation of the content of text data through the systematic classification

process of coding and identifying themes or patterns” (HSEIH & SHANNON, 2005, p. 1278),

because the main step in this research technique is the coding process. BRYMAN (2003) suggests

that analyzing documents can bring multiple advantages to the qualitative research study." In his view they can provide information on issues that cannot readily be addressed through other methods; they can check the validity of information deriving from other methods; and they can contribute a different level of analysis from other methods" (p.150).In conducting the content analysis the researcher should follow a particular process that includes several steps which are :

1- Formulate the research question; identifying an effective research question can give a good shape and direction to the study by trying to choose a question which can be measured with variables; it means what are you trying to find out , in addition to what contribution is your research going to make to your discipline.

2-Selecting the document to be analyzed; it should be a relevant document that goes with the objectives of the research .The document can be a novel ,a newspaper article ,quote ,report ...etc

3-To define the context of the document; context means circumstances forming a background of an event, idea or statement, and all what concerns the document .

4- Selecting units of analysis (depending on the research question). In other words; it means deciding units of analysis which are based on the objectives of the analysis. According to

NEUMAN (2011, p.363) "The unit of analysis can vary a great deal in content analysis. It can be a word, a phrase, a them, a plot ,a newspaper article, a character and so forth". While BABBIE (2001, p.104) stated that" individuals ,organizations, social interaction and social artifact are the unit of analysis in content analysis", so the chosen units should correspond to the objectives of the study .

5-To construct categories and codes, there are many different coding strategies, but one thing is for sure: qualitative work needs time and reading, as well as working with the material over and over again to be able to analyze the content, it is important to divide the entire content collected into categories so that it can be managed better ,it means to extract the main themes that represent a general idea ,categories that contain many codes . Coding qualitative data means ” Coding is the process of analyzing qualitative text data by taking them apart

to see what they yield before putting the data back together in a meaningful way” (CRESWELL, 2015, p. 156), for the purpose of providing an overview of disparate data that

allows the researcher to make sense of them in relation to their research questions. The researcher must decide how many different concepts to code for.

6- Conducting the analysis, once you have collected your data, you can begin to analyze it and

come up with answers and theories to your research question.

7- Summarizing and raising new hypothesis; once the coding is done, the researcher examines the data and attempts to draw whatever conclusions and generalizations are possible.

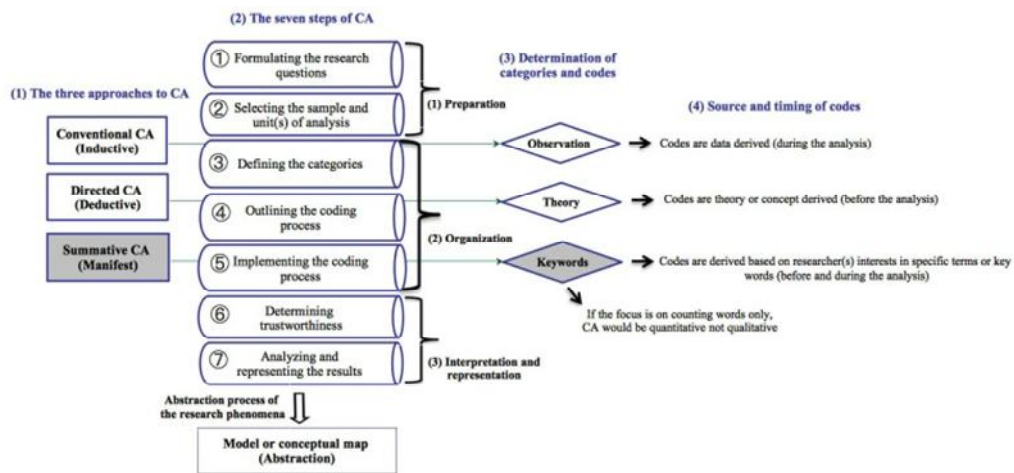


Figure 2: content analysis steps HSEIH & SHANNON (2004, p 1286, Table 4) .

3.3 CODES AND CATEGORIES:

Coding is considered as the fundamental activity in the qualitative research because it manipulated actual data; for instance, LE COMPTE and PREISSEL stated that "the next step after writing an initial summary is to begin the time -consuming and laborious process of pulling apart field notes, matching ,comparing ,and contrasting ,which constitutes the heart of analysis" (1993,p.237).

The researcher's job is to break down his/her data to create something new as CRESWELL

mentioned that " coding is the process of analyzing qualitative text data by taking them apart to see what they yield before putting the data back together in a meaningful way" (2015,p.156).This is what the word coding means in brief .Concerning the word categorizing, categories "are broad units of information that consist of several codes aggregated to form a common idea" (CRESWELL, 2013, p. 186).

The number of codes differs from one scholar to another; for instance, CRESWELL (2015) said that:

I try to code all of my text data (whether a small database of a few pages or a large one of thousands of pages) into about 30 to 50 codes. I then look for overlap and redundant codes and start to / reduce the number to, say, 20 codes. These 20 codes then collapse further into about five to seven themes that become the major headings in my findings section of my qualitative report. (P.155–156).

CRESWELL (2015) regards coding as an act of "winnowing" (, p. 160) while MILES, HUBERMAN, and SALDANA (2014) consider it as "data condensation" (p. 73); so the researcher should spend his time to decide which line should ends up with a code or not ,and the larger the chunk of data, the more likely the researcher needs to assign it more than one code. Some students

ask the question of should I count codes? Actually “counting is easy; thinking is hard work” (SALDANA , 2016, p. 41) and researchers differ from one to another ; some of them see that counting is an important step as it was mentioned that “counting conveys quantitative orientation of magnitude and frequency contrary to qualitative research”(CRESWELL, 2013, p. 185). The novel of «Things Fall Apart» written by ACHEBE CHINUA in1959, that speaks about a person called Okonkwo who experienced two different eras; the pre- and the post-European imperial era to show to the reader changes that occurred in society as a result of imperialism. ACHEBE's Things Fall Apart has focused also on Okonkwo and his time spent in exile in the second part of the novel. Things Fall Apart shows Ibo society and the different cultural aspects that specify the Igbo culture. Those elements are what we call categories, including: history, law, customs, language, religion, traditions, and ethics .Each category has particular codes for instance the customs can be seen as a symbol to show respect to either the family unit or the gods; when the bride styles her hair in a creative way. She has cam wood rubbed on her body with black patterns drawn with oil. She has a black necklace which is hung in three coils. On her arms there are red and yellow bangles and on her waist there are five rows of digida that’s one of the characteristics that specify the Ibo people.

Facing such cultural differences in literary texts, students will be confused and consequently develop cultural misunderstanding. Using the hermeneutical principles to teach such cultural elements, the teacher must enhance students to view such differences from the whole perspective, i.e., to interpret the cultural values of these cultural differences according to the second culture to avoid developing stereotypes and prejudices. Similarly, the teacher may ask students to compare these cultural traditions to those available in the first culture and try to find the similarities between both cultures.

When it comes to religion, they worship the goddess of the earth and are always careful to avoid committing sins against her for fear of vengeance. Another element to speak about is education that refers to the ability to learn for the Ibo people .

Language is one of the categories that was included in the novel; the white man asked for help from the local people who could speak English as it is stated by ACHEBE (2005) .

"When all the people had met in the village, the white man began to spoke to them. But he has an interpreter with him to speak to the people. The interpreter repeated all the white man's words in their language" (p.53).

Things Fall Apart (1958) explores the beliefs and the judicial system of the Igbo culture that shows high sense of respect for authorities and the elder. In their judicial system the Egwugwo -who are

the most important part of the governmental system and they dress up like gods - act as the jury and the judges of the Igbo culture , also they have no lawyers and no jail . When it comes to traditions, one of the etiquettes for guests is when the host passes the kola nut to his guest, who gives it back to the host, insisting that it is the host's place to break the kola nut. This ritual exchange continues until at last the host accepts the honor of breaking the nut and serves it to the guest.

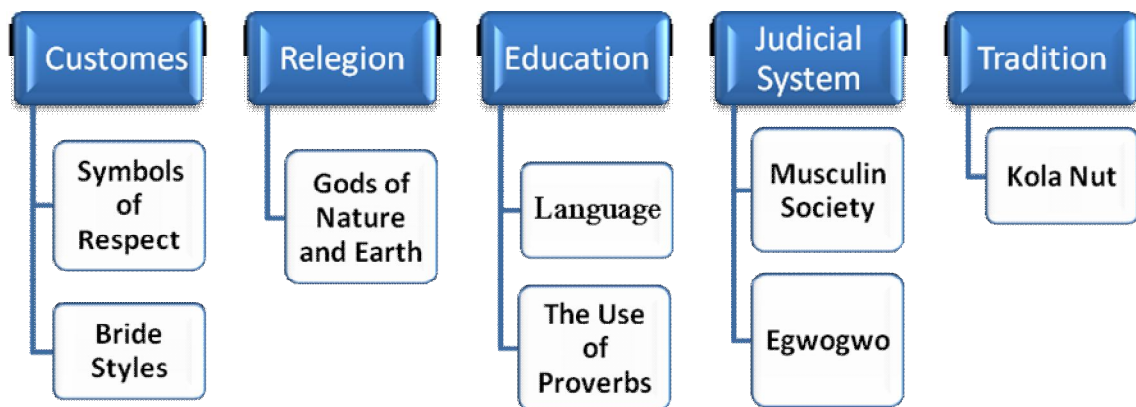


Figure 3 : Codes and Categories

3.4THE ANALYSIS:

This analysis is divided into six sections .Firstly and before anything else, it started with a glance about the novel of Things Fall Apart and its content. Secondly, the analysis provides detailed information about the cultural elements included in the novel ,besides the cultural differences between cultures .Thirdly, it shows the main obstacles facing students to know culture and its

elements .Moving to the fourth section, that presents what happened in literature classroom when it comes to the application of the hermeneutical principles to teach students .Last but not least , the analysis offers some tasks and activities that the teacher can use in classroom .Finally, it shows the relationship between including such an approach in the curriculum and the chosen novel.

3.4.1- Background knowledge about the novel

CHINUA ACHEBE is a famous African author who is known as The Father of African Literature.

He published many works including poems, essays, political commentary, and children's books, but

, what really made him famous is his first published novel which is called Things Fall Apart

.CHINUA ACHEBE (1930- 2013) published his first novel Things Fall Apart (TFA) in 1958 in

response to European novels that depicted Africans as savages who needed to be enlightened by the

Europeans. The novel is about the land of the Ibo in a part of Africa called Umuofi (the Eastern

region of present- day Nigeria) ; covering life both before and after the arrival of the British

colonies .

3.4.2. THE CULTURAL ELEMENTS in THE NOVEL

ACHEBE described both cultures (the western colonialism and the Ibo people) and the cultural differences between them especially on the levels of costumes , ceremonies, religion, and beliefs .In writing ‘Things Fall Apart’, the writer displays different cultural behaviors habits, concepts, philosophy of life and world views. In which readers are drawn into the Ibo culture that is not familiar at all for them , to be exposed to a unique point of view and foreign cultural experience that serves to expand their base of world literature.

Including such literary texts in FLC is important to give new unknown information to the reader,

That is to say , it represents a rich source of knowledge . Let’s take an example from the novel.

"The Ibos, or Igbos, are related tribes, sharing a common language, beliefs, Traditions and social structure, they inhabit a large forest inland in South- eastern Nigeria between Niger and the Cross Rivers. In the past, the Ibos were agricultural people .With the interest in education; they spread out of Nigeria as teachers, traders, and professional men"(ACHEBE,1958, p126).

When the student reads such passage, he/she will build a cultural background about different culture and different society, to be able to know where this tribe is located , what is specific about these people and so on .Therefore; the questions arise, how it is possible on the one hand to communicate a completely different culture and world-view ? In other words, how can teachers in FLC help

students to communicate cross culturally using cultural incidents in literary texts? How foreign language students can understand the culture lies behind words in foreign language education? .

Teaching literature with

different culture in foreign language classrooms requires from the teacher to help students understand and interpret cultural elements according to the whole perspective. That is to say, pushing students to question things before making judgment. In the following, we offer a discussion of how Things fall part might be used to open the students' minds into the whole perspective that is explained by Gadamer : ACHEBE is trying to build a bridge to western readers by using the English language; however, he tried to include some concepts and words, using the IBO language to mention their traditions and culture; like: chi, obi, and ayi,,(ACHEBE:1959, p18;19) .Second burial (p.18),share cropping (p.22) and even idioms like “the lizard that jumped from the high iroko tree to the ground said he would praise himself if no one else did .” (p.21), are translated but only partly explained. So any language reflects a particular culture and that is what CHINUA ACHEBE wanted to show; in other words, to show with the Ibo vocabulary that the Africans have their unique culture and language .people of Umuofia speak a complex language full of proverbs, literary and rhetorical

devices. The writer mentioned that “Among the Ibo the art of conversation is regarded very highly, and proverbs are the palm-oil with which words are eaten.”(p.7); that is to say that idioms are part of the IBO traditions .

If the student wants to understand the Ibo language and hence the culture, he/she has to construct meaning to all the unfamiliarity that he /she faces , then to translate them to his/her own language relying on our grammatical, formal and structural knowledge; if we fail to understand the Ibo language, we fail to understand the culture. People’s identity, their lifestyles and practices are formed within the context of a certain culture, and to deal with that culture ,teachers should teach their student about the cultural elements using the hermeneutical approach . This approach focuses on communication between people from different cultures, to build a bridge between their thoughts. In order to avoid what is called cultural misunderstanding .So when students see what is different about their culture and the Ibo culture, they will show respect and understanding to the each small detail concerns that culture .

3.4.3. STUDENT'S DIFFICULTIES DUE TO CULTURAL DIFFERENCES.

Students can face many obstacles in understanding cultural elements; one of them is the fear that the students will be influenced by the target culture and lose their own identity since this may be categorized as linguistic imperialism. Furthermore, learners may find difficulties in understanding the other's way of life and customs and even the way of speaking and thinking, for instance; the chosen novel includes Ibo culture that exists in Nigeria is absolutely different than other cultures. Though not all students face the same problems, but the majority of EFL students face what is called misunderstandings and frustrations, because of cultural differences. So teachers must be aware of the student's cultural norms and traditions to avoid cultural misunderstanding, besides teachers should be provided with professional development opportunities that assist them in learning how to assess, train, teach, and be motivated to use multicultural teaching, in addition, to follow certain approaches and methods to facilitate their job and even to raise the student's competence one of them is called hermeneutics.

3.4.4 HERMENEUTICAL APPROACH IN EFL CLASSROOM

Teachers in classrooms should rely on hermeneutics that sheds the light on three major concepts "Understanding, interpretation, and application are interconnected activities"; by applying the hermeneutical concepts, principles and steps in defining the cultural differences between the two cultures. Starting by the concepts of understanding and interpretation; the novel of TFA should be understood from the perspective that the learner or the reader should first understand the conversation between the text and the writer in order to be able to participate in a conversation with what he/ she experiences . In the novel the writer used the third person omniscient perspective in order to make the reader understands that the writer knows and communicates the ideas and feelings of the characters in the novel .Moreover, to take into consideration that cultures differ from each other, for instance ; ACHEBE paints a vivid picture of Ibo society both before and after the arrival of white men, in other words ; when England sent colonizers and missionaries to Africa; it had great effect on African tribal life to become completely different and this is the goal that the writer tried to achieve ;first , to show the reader that there are tremendous differences between these people and the Europeans at that time. Secondly, to show how easily a way of life can be destroyed.

An example of the changes in religion is when Nwoye, son of great villager Okonkwo, converts his beliefs to Christianity this shows how the Europeans were starting to change the African's culture and cast aside their traditional beliefs, the teacher in this stage applies the hermeneutical approach that shows learners how to become familiar with other's cultural changes and understanding that adopting such changes will help in raising the cultural understanding .In hermeneutic what matters is not

transferring messages from one language to another, but it should also involve transferring certain cultural elements from source language (SL) to target language (TL).The goal of GADAMER in interpreting any text using the hermeneutics approach is to make a mute text speaks, teachers should teach their students that one of the primary senses of hermeneutics is to read and allow the text to speak , to allow written language to come to the live of speech again because the oral language is more clear than the written one , reading aloud involves a kind of reproduction ,and therefore an interpretation of the text . ACHEBE 's novel could show that the Igbo culture is rich, balanced, and has an effective justice system, when the reader can read what is between the lines and realize that conversation between his/her thoughts and the text. Hermeneutics makes human

language as the core of understanding, and that understanding is realized only if we link theory to practice, with a reflective interpretation of meaning. Because what anyone attempts to do in the hermeneutical situation, is to understand the other in order to be able to understand the text .So having that idea of understanding ,will allow the student to understand what is said about the Igbo people ,their ideas and ideals, preferences and desires, likes and dislikes, etc

While Teaching students about different cultural elements, and differences in a literature classroom ,using the hermeneutical approach ,the teacher should develop a connection with the student as a learner, and aid the student in clearing away obfuscation so as to have a greater possession of the meaning of the text, as a result ,the student develops an understanding of the text through interpretation of its parts ,which affects one's ability to interpret events, arts, ethics, culture ,and even the ability to interpret the world.

3.4.5 HERMENEUTICAL TASKS IN LITERATURE CLASSROOM

When it comes to activities carried out in literature classroom using the hermeneutical approach, it is clear to put in mind that most of the teacher's education programs include a considerable amount of practice that raises the learners capacities . In this case reading and writing are the main

hermeneutical activities , first of all , the teacher is a guide who gives a piece of writing to his students and asks them to write down what the text told them, because each learner will have a different conversation with the text and even interpretation will vary from one person to another , for instance , if students are given a passage from the novel of Things Fall Apart that portrays the Igbo music and the use of different instruments as a symbol of their culture , or even the part that includes worshipping numbers of god to keep their life happy when they obey them , the teacher should know that answers will be different because each student has a specific method in engaging in that text . After finishing the reading process and determining what is going on between lines ,it comes the step of writing ;this stage is very important to show creativity and imagination ; writing does not mean to put the pen on the paper and start writing down symbols and letters however ; it is related more to our way of thinking and feelings . Some EFL learners view it as a difficult activity, since it requires different abilities such as: mastering grammar, vocabulary, punctuation and higher level of productive language ,so the teacher should use some tasks that would enhance the application of this skill starting by using the diagram below that shows various elements of writing that should be taken into account to get

a clear writing .While writing such piece, the teacher shall offer his/her students the idea of hermeneutics , that each written word or phrase is related to the whole meaning and the same thing the other way round , therefore, the task of writing shows that real conversation between the student who wrote it and his colleagues who will read it and try to understand it .In other words ,the reader must bring himself/herself to the written text.

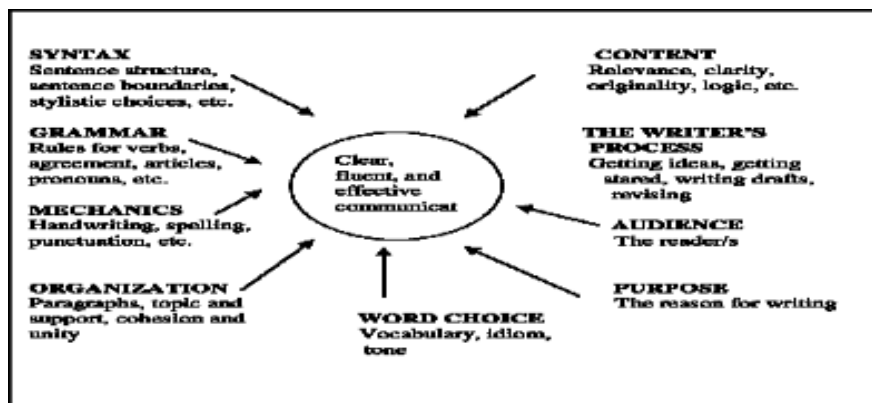


Figure 4: Producing a Piece of Writing (Raimes,1983 :11)

Teachers want their students be able to use language to explore and express ideas and communicate

those ideas clearly, therefore,, students are asked to write about what they have read, they are required to present essays concerning what they know and understand from the literary text learners are given the opportunity to discuss some issues that interest them, and at the same time express their own opinions and interpretations. Thus, enrich their writing skills, because good writing skills are important for developing an intercultural understanding by helping you refine your ideas ,Writing equips you with the communication and thinking skills you need to recognize ,in order to value language ,culture ,and beliefs .Intercultural understanding encourages students to make connections between their own worlds and the worlds of others. Providing learners with writing activities in which they write the same way they read, will not only improve their abilities to write in a variety of discourse forms, but also it will develop their abilities to read and interpret texts. To meet this objective, teachers need first to provide their learners with meaningful activities, and second give them an opportunity to express their ideas and thoughts. The teacher can extract some quotes from the novel of Things Fall Apart for example;"Okonkwo was as slippery as a fish in water."(Chapter 1) and let students interpret it in their way so see if they really could understand that the writer wanted to mean that Okonkwo was fast and agile. The objective from the following

exercise is to help learners extend their ideas, and write coherent and organized essays. These are some suggestions that may help to improve EFL learners' writing. Finally, it comes the step of sharing thoughts and asking question, and this is how the student develops a high level of intercultural understanding and the ability to communicate effectively .Students must do their part by coming to class ready to participate and ask

question because an effective class discussion means better understanding , the teacher should know how to push his students to question themes before judging them? By training them how to think analytically and critically ;it means to break down the novel into parts by asking questions about each part then trying to judge them to find out themes .To ask questions is much better than answering them ,for instance ;in a literature session while the educator is giving information about the TFA novel ; and someone asks any question about that topic it means that he /she has done a creative act to express his point of view ,in this case the teacher should make sure to show care about every student because a simple "well done, that was a great question!" goes a long way. So the student will start asking himself what is the message that the writer wanted me to perceive? or does this part of the novel has any significant meaning ? Before making any judgment.

3.4.6 THE HERMENEUTICAL PRINCIPLES IN TEACHING THE NOVEL OF TFA

Reading and writing are the major activities that should be carried in hermeneutical classroom.

Including the novel of ACHEBE in the curriculum helps students from one side to get the chance to expand their knowledge of living conditions, social issues and cultural features in different contexts and parts of the world even if the village is fictional and also the educators from another side to be as subjective as possible in their teaching . Besides, by addressing Things Fall Apart in the classroom the students will, probably, compare the society depicted in the novel to his own society and realize that there are, actually, more similarities than differences between “us” and “them”. One of the similarities between the Igbo culture and Westerns, is the strong belief towards patriarchy and sexism ;Patriarchy is the system of having the rule of father in family and woman doesn't have any authority to lead a family or society Okonkwo is the protagonist of the novel who is the supreme person of his family and the voice of women is always neglected .So sexism is the most constant theme in the story, which means the same common point between the two cultures .Also ,the two religions are equally developed, equally irrational, and equally effective.

3.5 RESULTS

The obtained results enable us to provide an answer for the research questions of the study. First, how can hermeneutics as an approach be significant in teaching literary courses? Secondly, to what extent can we apply the principles of hermeneutics in literary courses to develop interculturality on the part of EFL learners? And thirdly, what purpose does hermeneutics serve in literature classroom? To find out at the end that on the light of scholars arguments and the analysis of the novel "Things Fall Apart" by ACHEBE .C , it is concluded that for understanding to take place, an open and ethical exchange is recommended along the way. However, to be open to otherness is not only demanding, but sometimes obscure. To engage in this kind of encounter is to be ready to question and change one's prejudices, beliefs; in other words, to put oneself at risk with regards to what the other has to tell. The importance of Gadamer's ideas resides in the fact that it calls participants in a cross-cultural encounter to welcome otherness and accept the differences between the two cultures .Another important idea seen through the use of hermeneutical principles is as far as the educator carries the correct way to apply them in his/her literature session as the learners become able to engage at any conversation easily, either with the text or with other people without any kind of misunderstanding; for example; the teacher presents the novel to his /her students and

asks them to read it at home , when they come back for the next day it is the teacher's job to ask some question and apply some activities to make sure that they really could read the novel and understood the main cultural elements of it . The question that the teacher can ask is what do the Igbo people value ? or what does it mean the word Igbo ? Now it comes the student's role to turn those ideas in his /her mind into words, perhaps by using a pen and paper or even by translating his/her thoughts orally ,to answer that the Ibo values of culture are many including ; the ability to support oneself and family, respect for sacred things and tradition, in addition, to the ability to adapt to new challenges or surroundings and so on . Secondly, the word Igbo means International Gay Bowlers' Organization. So the main aim of the oral or the written task is to show understanding, sharing thoughts and communicating with others, interpreting what is written into sayings; that is to say applying the hermeneutics principles .Another task that can be applied in literature session, is performing a play by giving the role of the novel's characters to students to improve brain functionality, stimulating creativity, learning how to value relationships and connection to others. This will be very helpful to recognize that there are different cultures and different people and thoughts which helps in raising the cultural understanding .

3.6 LIMITATIONS OF THE STUDY

In this study we faced many obstacles starting from the strike and Corona virus that prevented us to have sessions with our supervisor ,moving to problems of Pregnancy that faced one of the partners, and finally lack of data and sources .

3.7 IMPLICATIONS AND RECOMMENDATIONS

We recommend the following:

- The Hermeneutical approach is a useful one that teachers should include in their teaching system and strategies to help their learners for a better understanding , communication and even to raise the level of creativity , imagination and self-development .

- Teachers also should encourage their students to read different works, even in their free time to become able to dig deeper and to understand the conversation between the writer and his text .

-Teachers should apply the hermeneutical principles in literary sessions to raise the learner's Intercultural communication.

GENERAL CONCLUSION

It is often said that quantitative studies conclude with answers while qualitative (phenomenological) studies often conclude with more questions as Van Manen (2014) noted that "“Phenomenology is more a method of questioning than answering, realizing that insights come to us in that mode of musing, reflective questioning, and being obsessed with sources and meanings of lived meaning” (p. 749) .Thus, this study provided insight into how can literary texts help students to understand the cultural norms and values embedded in the language i.e. by using literary texts , EFL students are given the opportunity to study and use English in a language context. literary texts also, provide learners with various ideas, vocabulary, grammar, paragraph structure, and different writing styles that help them improve their language proficiency. One of the problems facing the students nowadays is the lack of communication. In addition to the ignorance of reading what is between the lines to acquire the skill of understanding . So hermeneutics has come to show the learner the right path towards success and communicating effectively through applying its principles and concepts .Our work aimed to find out the significance of including such new methods of understanding in the domain of education especially in literature that is based on understanding process and also in

teaching culture .Hermeneutics is the theory of interpretation that gives voice to the silent text to speak with the reader .From the entire study, it can be concluded that the secret recipe to develop the students' intercultural understanding and help in teaching literary courses, is the hermeneutical approach that the teachers should take into consideration while dealing with literary texts in English classrooms.

Résumé

On dit souvent que les études quantitatives se terminent par des réponses, par contre les études qualitative (phénoménologique) qui se terminent souvent par plus des questions comme Van Manen a noté que "" La phénoménologie est plus une méthode de questionnement plutôt que de répondre, en réalisant que les insights viennent à nous dans ce mode de rêverie, de questionnement réfléchi et d'être obsédé par les sources et les significations du sens vécu" (2014,p. 749) ainsi, cette étude a permis de mieux comprendre comment les textes littéraires peuvent aider les élèves à comprendre les normes culturelles et les valeurs ancrées de la langue, en utilisant les textes littéraires les étudiants EFL ont la possibilité d'étudier et d'utiliser l'anglais dans un contexte linguistique.les textes littéraires également, fournissent aux apprenants diverses idées, vocabulaire, grammaire, structure de paragraphe et différents des styles d'écriture qui les aident à améliorer leurs compétences linguistiques.L'un des problèmes aux quels sont confrontés les étudiants de nos jours est le manque de communication. En plus de l'ignorance de lire ce qui se trouve entre les lignes pour acquérir la compétence de compréhension .Alors,L'héméneutique est venu pour montrer à l'apprenant le bon chemin vers le succès et la communication efficacement en appliquant ses principes et ses concepts.Notre travail visait à découvrir l'importance d'inclure ces nouvelles

méthodes de compréhension dans le domaine de l'éducation en particulier dans la littérature ,qui est basée sur le processus de compréhension et aussi dans l'enseignement de la culture.

L'herméneutique est la théorie de l'interprétation qui donne la parole au texte silencieux pour parler avec le lecteur.

De l'étude initiale, on peut conclure que la recette secrète pour développer les étudiants compréhension interculturelle et aide dans les sessions littéraires est l'approche herméneutique , que les enseignants et les apprenants devraient prendre en considération.

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