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Teaching Literature through an Intercultural Perspective in the Foreign Language Classroom: Perception and Challenges

Case Study of Master One year Students at the Department of English,
University of Abbes Laghrou – KHENCHELA.

A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Language and Culture.

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Dedication

We dedicate this humble work:

*To ourselves and all those who supported us throughout
the process, We will always appreciate their helpful efforts.*

*I dedicate this work to my closest friends: who encouraged me
and*

never left my side...Yusra , Chaima.

To my friends Manar , Khawla, Selma , Djihane

To my sisters Loubna , Marwa and Youmna.

To my brothers Raïd, and Ahmed Rami

To my beautiful mom Nadia

and my dad Slimane

Also, I dedicate this work to the light of the most precious person in this

world to my mother because of their unconditional love.

To my father and brother God bless them

For all my family members, to my sisters , and friends..

To everyone who taught me even one letter to everyone who contributed to

the achievement of this humble research, even with a letter.

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Abstract

The current study examined the challenges that teachers face in teaching literature in foreign language classrooms. The main objectives of this study lie in investigating not only students' perceptions of cultural aspects in literary texts but also the challenges facing teachers in dealing with intercultural literature. To address these issues, we adopted a mixed method research. Accordingly, we relied on a questionnaire directed for first-year master students and an interview for literature teachers at Abbas Laghrour Khenchela University for the academic year 2022/2023. Where the results obtained showed that teachers rely more on the stylistic and analytical approach. The results also showed that most of the students face difficulties in understanding the language and meaning of the text, especially when dealing with poetry. In short, teachers should achieve equivalence between teaching the cultural and linguistic side and not focus only on the linguistic side of the text. Literature should be given its full right to convey the different culture and language.

Key words: culture, intercultural, cultural aspects, literature, literary texts.

List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

L2: Second language

Q: Question

%: Percentage

List of Figures:

Figure 01: Students' attitudes towards reading literature	24
Figure 02: Students' interest and motivation in literature	25
Figure 03: Students' perspective in increasing cultural knowledge through reading literature	26
Figure 04: Students' attitudes towards the enrichment of language skills through literature	27
Figure 05: Students' views of the role of literature in raising cultural awareness .	28
Figure 06: Students' attitudes towards the understanding of cultural differences through literature .	29
Figure 07: Students' attitudes towards cultural elements in the text.	30
Figure 08: Students' perspective on that literature are good materials to know other's culture .	31
Figure 09: Students' attitudes towards difficulties in reading literature	32
Figure 10: Students' views towards understanding culture in reading literary texts.	34
Figure 11: Students' perspective on the importance of culture in Literature by teachers.	35
Figure 12: Students' views in understanding the second culture through English Literature.	36
Figure 13: Students' views in respecting of norms, behaviours and customs in the second culture while reading about them.	37
Figure 14: Students' views towards the negative influence of the second culture on their culture identity.	38
Figure 15: Students' perspective in changing their behaviours while reading about people's lifestyles in the second culture.	40
Figure 16: Students' attitudes towards making a comparison between their culture and the second culture to understand the cultural aspects in literary texts.	41

List Of Tables

Table 01: Students' attitudes towards reading literature	23
Table 02: Students' interest and motivation in literature	24
Table 03: Students' perspective in increasing cultural knowledge through reading literature	25
Table 04: Students' attitudes towards the enrichment of language skills through literature	27
Table 05: Students' views of the role of literature in raising cultural awareness	28
Table 06: Students' attitudes towards the understanding of cultural differences through literature	29
Table 07: Students' attitudes towards cultural elements in the text.	30
Table 08: Students' perspective on that literature are good materials to know other's culture	31
Table 09: Students' attitudes towards difficulties in reading literature	32
Table 10: Students' views towards understanding culture in reading literary texts.	34
Table 11: Students' perspective on the importance of culture in Literature by teachers.	35
Table 12: Students' views in understanding the second culture through English Literature.	36
Table 13: Students' views in respecting of norms, behaviours and customs in the second culture while reading about them.	37
Table 14: Students' views towards the negative influence of the second culture on their culture identity.	38
Table 15: Students' perspective in changing their behaviours while reading about people's lifestyles in the second culture.	39
Table 16: Students' attitudes towards making a comparison between their culture and the second culture to understand the cultural aspects in literary texts.	41

Contents

Dedication.....	I
Acknowledgements.....	II
Abstract.....	III
List of Abbreviations.....	IV
List of Figures.....	V
1.General Introduction.....	2
2.The Background of study.....	2
3.Statement of the problem.....	3
4.Aim and significant of the study.....	4
5.Research Question.....	4
6.Research Methodology and Design	4
7.Data collection tools.....	4
8.Population and Sampling.....	5
9.The Structure of the Thesis.....	5
Chapter One: A Review ofLiterature.....	7
1.1 Introduction.....	7
1.2Reviewing Previous Studies.....	7
Conclusion.....	19
Chapter Two: Research Design &Data Analysis	
2.Introduction.....	21

2.1 Choice of the method.....	21
2.2 Aims of the Research.....	21
2.3 Data collection tools.....	21
3. Results& Discussion.....	21
3.1 Student' Questionnaire.....	21
3.2Description of student' Questionnaire.....	22
3.3Administration of the student' Questionnaire.....	23
3.4Analysis of students' Questionnaire.....	23
3.5 Finding& Discussion of the Questionnaire Results.....	42
4.Teachers' Interview.....	43
4.1Description of Teacher' Interview.....	43
4.2Administrationof the Teachers' Interview.....	43
4.3Analysis of Teachers' Interview.....	43
4.4 Finding& Discussion of Teachers' Interview.....	49
Conclusion.....	52
General Conclusion.....	54
Recommendations of the study.....	55
Recommendations for Teachers at Khenchela University.....	55
Recommendations for Students at Khenchela University.....	56
Limitations of the study.....	56
List of References.....	58

Appendices.....	63
Résumé.....	70
ملخص.	70

General Introduction

General Introduction:

The concept of culture is determined by the components that make up human identity as well as the beliefs and behaviors of individuals in a shared society. With regards to diversity, this is notable for the individual realizing that culture distinguishes one society from another. In addition, culture can be defined as all ways of life including the arts, beliefs and institutions of a population that are passed down from generation to generation.

Each culture has a different framework than the other, and this is what EFL learners need to watch out for. Integrating culture in the curricula of teaching English as a foreign language encourages different students to be aware of their own culture and various other cultures. The increasing interest in teaching English culture leads to a cultural interaction that develops the student's ability to adopt different cultures and deal with them. Teaching culture also emphasizes the importance of developing the learners' linguistic and cultural competencies at the same time. Teaching cultural difference helps learners to gain various knowledge that helps them interact and communicate as an active member of society in various cultural situations with people from cultural backgrounds different from the original culture.

1. The Background of the study:

HDouglas Brown (2007) defines culture as the way people practice their lives, as it binds people and makes them think, feel and relate to others like glue. It is defined as ideas, inherited habits that characterize a group of people in a certain period of time. (p. 188).

Louise Damen (1987) also suggested that culture can be examined in terms of such components as dress, eating patterns, beliefs and values, or depending on the social components of their systems such as education, economy and health. Literature is also a useful resource for teaching culture. Joyce Merrill Valdes (1986) notes that literature can be used to teach L2 culture as it motivates students so that they can understand the culture broadly, and they may also have the ability to understand literature in their own language alongside the L2 culture.

Therefore, in other idea of Claire Kramsh (1993, p.8) who. Considered that he views culture as merely information conveyed by language, and not a feature of language itself.

In addition, for Kramsh (1998, p. 3) when trying to understand the relationship between language and culture, three basic concepts must be taken into account. Firstly, "language expresses cultural reality" which means that with words people express facts and ideas

but also reflect their attitudes. In other wise “Language embodies cultural reality.” People give meaning to their experience through the means of communication. Also, “language symbolizes cultural reality” (people view their language as a symbol of their social identity).

Byram, Morgan and colleagues (1994) commented that despite the interest in cultural learning theories, it has not yet determined how to teach them. The suggestions of the authors of the books were to include culture within the books to be good way to teach second language students.

As for the teaching of culture, it has a positive aspect, as studies of Drexel University School of Education(2000) have confirmed that students who learn about different cultures during their education feel more comfortable and safe with these differences later in their lives, as this allows them to interact in a wider range of social groups and feel more confident in themselves as well as in their their interaction with others.

However, Vesna Mikolič (2011) mention that an intercultural approach in teaching refers to the ability of instructors to interact with students who are linguistically, culturally, socially, or in other ways different from the instructor or from each other. This approach involves understanding personal biases and adjusting teaching methods to be increasingly sensitive to diversity. An intercultural approach to learning and teaching aims to initiate discussions on exploring the issue of intercultural competence. It involves engaging interactions between people of different cultures. An intercultural approach can be applied to English language teaching and learning to broaden students' perspectives.

2.Statement of the Problem:

Teaching culture in foreign language classrooms is considered as the fifth skill of learning a foreign language. It offers students a new way of viewing the world. Culture in foreign language classrooms, according to many scholars, must be integrated to make students culturally aware. Despite its crucial role in FLC, teachers may face different challenges in dealing with culture. The present study aims at investigating the different issues that may face teachers in implementing the intercultural approach in teaching.

3.Aim and Significant of theStudy:

This research is based on investigating the perspectives of English language learners on the study of cultures in literary works as a source of cultural learning, aspects of English culture

and the cultural difficulties that students face in reading literature. As well as, looking for the role of an intercultural approach in developing positive attitudes of students towards the second culture.

On the other hand, it studies the difficulties teachers face in applying an intercultural approach to teaching literature.

4. Research Questions:

This research addresses the following question:

- 1-Do teacher teach literature through an intercultural perspective?
- 2-How can we overcome cultural issues in literary classes?
- 3-How can we teach Literature through an intercultural approach?

5. Research Methodology and Design:

The research adopts a mixed method design that will enable to understand the intercultural approach in teaching literary courses. Through combining the two types of data and take benefit from both the detailed, contextualized insights of qualitative data and quantitative data the generalizable, externally valid insights of quantitative data. The strengths of one type of data often mitigate the weaknesses of the other.

6. Data Collection Tools:

The research benefits from an interview and questionnaire .A questionnaire to Master One Students during the second semester at the English Language Department, Abbas Laghrour Khenchela University. This medium was used to gather their opinions on cultural aspects in reading literature and the difficulties that face them in literary texts .Also, using an interview to some teachers of literature to know if they use intercultural approach in teaching literature and the issues that face them in teaching literature. So, the mixed method analysis allowed to understand the both sides of the topic and collecting data by students and teachers, also offer more flexibility in designing the research, allowing to combine aspects of different types of studies to distill the most informative results and drawing statistically their views and opinions.

7. Population and Sampling :

The current research includes a sample of first-year master's students (number = 51) who volunteered to answer the questionnaire. As well as a sample of professors specializing in

teaching literature (number = 04) were selected for an interview. The selection of the population depends on the fact that First-year Master students have the necessary knowledge to engage in research and have been taught different types of literary texts. As well as professors specialized in teaching literature. Therefore, these subjects are more suitable for achieving research goals and collecting more reliable data.

8.The Structure of the Thesis:

The thesis is organized in two parts. The theoretical part consists of one chapter, which contains an overview of previous studies . Where the chapter was entitled “Teaching Culture through Literature “. The second chapter is the practical part, which includes the field of investigation, which is exploring students’ and teachers’ attitudes towards difficulties in dealing with other cultures through literature.

Chapter One

Chapter One

Chapter One:

Literary texts are included for decades in English as a foreign language for classes to improve the cultural outlook of learners through literature because it is a means of transmitting culture and highlighting the values, traditions, behaviors and ideologies of the other. Using Literature aims at transmitting writings, including the transfer of culture at the same time, and this is what makes the reader exposed to the culture of the other.. How to choose literary texts plays a major role in supporting the learner and raising his level. As well as how to apply and teach them using methods that also affect the development of the learner's ability to receive and adopt new cultures.

Many principles prevailed in societies that diminish the role of literature in deepening culture. Novels, short stories, poetry, rhetoric, and other literary genres are not aimed at teaching culture, but are considered a source of entertainment only, while the belief was that only narrative books that carry information are loaded with culture. What builds culture and makes it deeper.

1.2 Reviewing Previous Studies:

So in this chapter we will see some studies about including culture in literature and its relation to intercultural approach .The purpose of this chapter is to give an overview of the different studies including reviewing teaching culture through the use of literature and applying the intercultural approach in literature classes. Some studies are in various Algerian universities and others are international in various universities around the world.

Primarily, starting by J.M. Valdes (1986)claims that:

"It is simply accepted as given that literature is a viable component of second language programs at the appropriate level and that one of the major functions of literature is to serve as a medium to transmit the culture of the people who speak the language in which it is written."(p137)

In a study named The Inclusion Of The Filmed Versions Of Literary Works In Teaching Literature: An Effective Strategy To Foreign Cultures' Familiarity (2012) Arrabi Mellouka, focused her study in The teaching of British and American literature relatedto cultures in both countries., Teaching British and American literature considereda huge challenge for ESL teachers. In fact, many teachers feel obligated to teach students who suffer not only from lack of language

Chapter One

skills but also from the cultural heterogeneity of literary works such as novels, plays and short stories. Emphasizing cultural frameworks plays a large role in understanding literary works. The overall goal of this study is to explore how beneficial and valuable it is to combine both film and written versions of a given literary work for a full understanding of its literary, primarily cultural, content. Is to indicate whether there is this study aims to integrate cultural knowledge into EFL learning and literature classes by revealing students' perceptions of the target culture through the implementation of a film that is considered highly motivated and culturally rewarding. Discussed the importance of In fact, incorporating movies into EFL literature classes proved to be an effective strategy to illustrate those classes and turn the tedious task of studying literature into something fun and interesting. The study also suggested that the more knowledge and understanding of the target culture is enlightened and mastered, the more students' literary knowledge and linguistic proficiency in the target language used in the film is expected from native speakers. Is showing. Last but not least, the acquired cultural knowledge will be used in cross-cultural situations as well as the student's linguistic skills to communicate effectively and appropriately within the cultural context of the target language and culture. It not only develops the ability to engage with, but also frees the critical mind and allows students to think creatively and imaginatively.

Bouridane Kaouther (2017) found that the main purpose of teaching English literature through literary texts is to make EFL students appreciate the target literature and culture; to enriches learners' reading skills, and make learners' vocabulary grow for helping them communicate very fluently in the target language. To rich these purpose, most EFL teachers of literature have been, focusing on the use of literary texts as the main teaching tool for they always believed that an EFL class should focus on mastering linguistic elements only. However, recent trend in EFL teaching indicates the necessity of integrating new technologies and certain ICT's within literature classes because of its rich potential to provide an authentic model of language use. Among these tools, one should note the audio short stories, videos and computers which seem to be the most suitable teaching and learning instruments due to their potential to create a sense of diversity in literature classrooms; and thus, to enhance learners' motivation to improve their interest, knowledge and awareness of both English language and literature. All in all, the purpose of our comparative study is to investigate about which of the two foretasted strategies to teaching English literature is more motivational to EFL students, also to familiarize

Chapter One

EFL instructors of literature with the effectiveness of adopting new technologies- based classrooms that the current technological era urges to use. For this reason, we collect data using two research tools: questionnaires and classroom observations. Finally, analysis of the study results confirmed the main assumptions made by this study. Educational implications and recommendations for further research are proposed based on the results obtained

Benseddik Belkacem (2015) claimed that Language is inseparable from culture. Learning one of them teaches the other at the same time. Among the main objectives of including culture in literature is to multiply the student's sense of his self-evaluation, his feeling of the ability to deal with different cultures and the speed of his integration, and to achieve education for the student through culture in literature. One of the most important benefits of teaching culture through literature is to raise Algerian students' awareness of other cultures. This helps them or students avoid confusion while discussing a literary text, especially when it carries a new culture or contains examples that include other cultures. Through the inclusion of culture in literary works, the student will be more able to harmonize, while avoiding a lack of understanding of what the writer wants to communicate. He stressed that the greater the student's attachment to the content of reading, even if it is something small, about what he reads, he is able to prepare to accept what he reads. Here, the concept of trust is realized in relation to literary texts that actually carry cultural and literary messages for different cultures. Which makes the student automatically fit into the literary texts that bear the culture in the English language.

Boudjrida Messouda (2021) focused her study on Digital literature which has been visited by many learners to develop their culture and linguistic competence. This article examines the role of idiomatic expressions, as represented by digital literature, in facilitating intercultural communication skills. One of the most important objectives of teaching English in the world today is to develop learners' intercultural competence, cultural awareness, and critical thinking in order to develop their intercultural communication skills. To develop culture, idioms are certainly considered an integral part of language as they represent culture. English literature as the true source of language and culture certainly contains a large number of idiomatic expressions and is a good way to introduce learners to the social and cultural knowledge of society. These days, the proliferation of digital literature makes learning idiomatic expressions more fun and easier, which has a positive effect in terms of cross-cultural development.

Chapter One

Bellour Leila(2013) mentioned that teaching culture is for a purpose, and literature is a catalyst for teaching culture, in order to make students read with love and passion. It conveys to them some of the social life, and encourages students to communicate culturally and socially. The achievement of students' understanding is more when they find what they learn related to their lives, experiences in reality. While also using their cultural backgrounds to read and learn literature. Critic Servinaz Al-Khatib(2011) supported the teaching of literature by stating that the ability to relate to the topics and resources that people read and their ability to relate them to their own lives, emotions, and intellectual capacities provides them with the ability to communicate vividly in understanding the lifestyles of the target community. This is one of the advantages of using literature to support and bring culture closer through foreign language.

While in another research which entitled *Enhancing Students' Linguistic Competence And Cultural Awareness Through Literature (2020)* Naimi Nabila touched on the fact that language studies have always focused on the structure of sentences and the meaning as well as the context, But literature in its artistic way, brought everyone together, they aim as language, literature, and culture, to the student's ability to build a deep understanding of a specific culture pertaining to the culture of a particular country with its language and literature. Language and literature are considered together as means of expressing and building culture through its transmission and expression in the form of society. Expression is the strongest carrier and embodiment of culture and society. The need to use literature as a means to support culture and highlight it among students, and it is moreover an assistant for students in their appreciation of cultural difference and communication. The aim of this study is to enable foreign language teachers to use literature as a means of teaching language and culture and to develop students' abilities in communicative competence through culture.

Yahia Fatima&Melouk Mohammed(2017) claimed that the purpose of this study is to evaluate the perceptions of EFL teachers at the University of Algeria to improve the teaching materials of literature classes in culture classes by relying on audiovisual materials and techniques. Examine the importance of multimedia equipment in FL classrooms. Combining visual aids with her intercultural competence teaching in the EFL classroom can enhance learners' cultural and linguistic competencies. These materials are also suitable for literature classes where the actions, beliefs and ways of life of characters can be conveyed through film or photography. Algerian teachers and learners alike recognize the importance of integrating audiovisual materials and

Chapter One

technology into the classroom culture of literature teaching, but their use is still very limited. This is due to the lack of time, great effort, unfamiliarity with technical equipment, and the complexity of designing a cultural curriculum and the use of these visual aids to present culture-related topics and activities. This may be due to the complexity of choosing the appropriate technique in the field of must have both diplomas.

Berahlia Sara (2018) claimed that the purpose of this study was to investigate the impact of foreign language culture integration on the cultural identity of English language learners. This was done to highlight the relationship between integrating cultural insights into English and reconstructing the cultural identities of learners of English as a foreign language through descriptive research. The use of the questionnaire not only revealed strong interrelationships between the study variables, but also against the already established native language. The foreign language culture had a positive impact on building the student's identity. This requires that teachers, learners and curriculum designers understand the importance of introducing elements of their indigenous culture through the English language in the context of teaching English in Algeria. To help draw some educational effects and also to confront the negative effects of foreign language culture on the learner's mother cultural identity.

According to Houda Bouhidel & HachemiAboubou (2014) who mentioned that teaching culture is imperative to learning and teaching foreign languages. Civilization and literature were not given harsh importance, and the focus was only on the aspect that literature is for telling stories, expression and civilization with the aim of reviving the past, meaning that it did not give importance to teaching culture. Although literature is one of the basic means of teaching culture and supporting the student's understanding of culture. Accordingly, following the experimental method has been followed and data was gathered using an experimental design and a questionnaire with a sample from second year students at the department of English, Batna2 University, it was found that literature has an effective role in cultural teaching based on students and teachers who seek to develop their methods of teaching literature to better support culture.

Benttayeb Asia (2011) claimed that as a student of a foreign language, he must understand the relationship between language, literature, and culture when teaching a foreign language. He cannot learn a language or literary works without understanding some cultural terms that help him understand more about the cultural content. On the other hand, the teacher can separate the

Chapter One

teaching of foreign language and its literature, i.e. focusing on language only, literature only, or culture alone.

Khaledi Mohammed (2021) mentioned that literature has many advantages though it is not given importance, especially when it contains culture. Sometimes it is difficult for students to understand some cultural texts, as it has been shown through classroom observation. It has been shown that when dealing with such an issue, the teacher may give the students an opportunity to see the different cultural values through the text from several ethical or social aspects, so the teachers resort to not giving importance For the original culture and focusing on foreign cultures at the expense of the students' culture in teaching literature, this study supports the independence and freedom of students in expressing their opinions in foreign literature and the integration of English literature with Arabic literature to support culture.

Djaija Asma&Bechar Ahmed (2021) in their study that deals with teaching literature to develop the intercultural competence claimed that literary texts help in boosting the students' understanding, comprehension capacity and strong intercultural awareness. Where it can help the student to develop their competence in interaction and participation in communication with different cultures. The findings were collected through two questionnaires administrated to a sample of EFL students and teachers from various universities in Algeria. Accordingly, teaching literature through an intercultural perspective creates a powerful avenue for developing the skills that students will need in understanding and in their ability to analyze literary texts. Intercultural competence has a major role in teaching literature. In their turn, teachers must create opportunities that support culture through the literary class or in the literature class to inform them of the importance of culture and to develop their cultural competence. The ability to interact and deal with any situation with other cultures.

Similarly, Djaidja and Bechar in another study whichentitled Investigating Algerian Efl Teachers' Perception Towards Intercultural Competence In Teaching Literature(2022) reported that intercultural competence is an essential part of foreign language education. It is based on teaching learners different cultures than their own. Through it, they demonstrated the intercultural awareness asa major component of the intercultural dimension of teaching literature. The results of the study aimed at the importance of intercultural competence in teaching literature and stipulated the need to include culture in literary teaching in order to multiply learners' opportunities to develop competence and cultural and linguistic awareness.

Chapter One

In their research, MekeffesHafidha& Oudjedi Nadjjet (2021)aimed toclarify the difficulties and problems that EFL students face in developing a reading culture and habits. A questionnaire was distributed to 100 English language students from the English Department of Khaldoon University. The data analyzed by using qualitative and quantitative method. Based on the overall results, there appears to be a correlation between students' lack of interest in reading literary works and current teaching and learning practices, particularly for reading and English literature in general. Finally, some pedagogical considerations were proposed regarding curriculum, teaching and learning approaches and objectives, adopting the text as a condition and an integral part of addressing students' vulnerabilities. Generally, they mentioned that Learners of English as a foreign language usually encounter difficulty in studying and developing culture, and this is what led to a lack of interest in studying literature. Therefore, the situation is confirmed that the decline in students' interest in reading literary text is due to the educational content that English literature includes, and he has to propose some solutions such as changing teaching methods and using appropriate curricula to bridge the gap. In line with the interests of the students.

Mehrdad Rezaee &Majid Farahian(2011) claimedthat Language cannot be separated from culture, meaning that learning a second language means learning its culture. Most teachers do not know how to strike a balance between language and culture, meaning that highlighting the teaching of grammar negates the teaching of culture , and the focus is on one of them, and this is what should be suggested to integrate culture and language. Since focusing on language and culture is difficult, the best solution to use them is to use them in literature, which is an easy source for teaching culture and the second language, and achieving a better understanding of students and learners to both culture and language. Also, Literary works are important in teaching a different culture. The purpose of this is to find out how important it is to use literary works to teach culture. A test was conducted for 40 students of the English language, where they were divided into two groups. The first group dealt with an exam consisting of 20 questions that included culture in a second language. The second group also dealt with lessons that included explained cultures, while the other group dealt with ordinary texts, where the results showed a difference, as culture is taught through literature.

Merrouch Sara(2013) reported that Language and culture are two related elements , the use of language is to convey something and its use is not sufficient alone if there is no culture, i. It is ideal for conveying people's lives and culture. The distinctive way to convey foreign language

Chapter One

literature and make it clear to learners is to introduce them first to the culture of the literature they study and the types of literature that include culture.

Leonarda Lovrović Cathy-Theresa Kolega (2021) tried to discover how different cultural and social relations succeed, as she suggested that there must be a common language such as English that allows everyone to deal and communicate, as it has become a primary motive in developing the capabilities of intercultural speakers and has also become a means of achieving culture and language education is its use in Literary works and classes to allows students to relate their different personal experiences to the literature they read and thus the cognitive and emotional engagement. So, based on Hanauer (2001) a method called focus on cultural understanding, this study showed its success in the Croatian university education system, which provides for increasing students' awareness and developing their competencies. This is what is called cultural understanding to make learners involved in cultural interaction and interpretation. Their linguistic and cultural competence between different cultures.

Shan Salih (2017) stated that educational materials can include culture, including the use of literature. He stated that literature is an ideal way to teach cultural awareness in English as a foreign language class and its use allows Swedish students to deal with different cultures as literature and culture are two coherent elements and one of the reasons for supporting the cultural awareness of learners

Yemurai Gwatorisa(2021) depends on the current study, using the method of ethnographic observation classes, where the proposal was to use a pedagogical approach to teaching foreign languages by focusing on intercultural abilities and competencies for literary studies. She emphasized that literature includes some intercultural issues that allow students the ability to communicate between cultures and develop their linguistic competencies when dealing with a foreign language. She also stresses that teaching foreign language in literature requires an educational approach that is compatible with the abilities of German students and learners, also counted the ability of students to make balance in the study of two cultures at the same time through its application that stipulates making literature an essential focus in a intercultural approach.

Amerane Soumia & Abide Khadija (2020)claimed that modern students' acquisition of intercultural communication competence, based on the grammar and vocabulary of a particular language, are essential teaching tools in teaching language and culture. They also confirmed that

Chapter One

evaluating the cultural contents in English as a foreign language books is a must, due to the increasing interest in culture and the development of multicultural approaches in teaching the language. The aim of their study was to present A report on the findings of an investigation into the multicultural component of textbook packages for the fourth intermediate grade in middle school. Specifically examining the intercultural competence in teaching through literary texts for learners of English as a foreign language. Their hypothesis was that the literary texts in English textbooks are not sufficient to develop the intercultural competence of learners of English as a foreign language, where they concluded that culture was not covered well targeted in the textbook that was under investigation at that time. To verify their hypothesis, their research work attempted to present an analysis of the cultural content of the textbook. In addition, a questionnaire was conducted with 20 teachers of English as a foreign language in the preparatory stage in order to ensure more accurate facts. They claimed that cultural content alone is not sufficient for learners to deal with different real-life intercultural communication situations. For Algerians, they still attach great importance to the linguistic competence of learners at the expense of intercultural linguistic competence.

Based on the research of OuedAhmed Fatima (2021) where the aim of her research was to highlight the status of cultural stereotypes in the teaching of colonial literature. Teaching literary courses. And so that teachers can examine educational methods to deal with stereotypes in teaching literary courses. Her study relied on the use of the monitoring network to collect data, by observing the activities of teachers, their questions, and the initial reactions of students, as it reached the conclusion that stereotypes were ignored in abroad and thus hinder students' understanding of cultures.

DriciAisha (2019) dealt in her research with teaching English and mastering English as a foreign language students, but despite this, she faced difficulty communicating appropriately with people from other cultures in most cases. However, learning any language requires not only linguistic competence but also intercultural competence through which learners can build skills that enable them to discover cultural differences and increase cultural understanding. In addition, she emphasized that literary texts provide opportunities to develop better understanding and create more awareness of other peoples and cultures. The purpose that she seeks in his research is to show how to raise students' intercultural competence by reading literary texts in English, where the most important suggestions of his studies is to introduce authentic literary texts

Chapter One

through the implementation of Byram's Intercultural Communication Competence (ICC) as a means of developing awareness between cultures. Many literary texts with different cultural themes were presented in order to raise the competence of learners between cultures, and to achieve this goal successfully, she incorporated Byram's strategy (ICC) when reading selected literary texts, where the main goal about dealing with literary texts is that they contain realistic language. And full of social and cultural content and to confirm this hypothesis, he conducted an experiment that studies the effectiveness of reading literary texts through the strategy of the International Chamber of Commerce, which consists of three main components: knowledge, skills, and attitudes, thanks to which learners can develop their intercultural competence. In the end, he concluded that literary texts can be a valuable resource and tool. An occasion to enhance the intercultural competence of the learners, where he suggested some educational implications and recommendations for teachers of English literature to make better use of the literary text to develop intercultural competence.

Ouahmiche Ghania&Boughouas Lemya (2015) mentioned that when learning English language can be subjected to cultural shock. The use of the multicultural model as a new educational philosophy facilitates the discovery of foreign cultural dimensions and highlights the cultural difference. It creates an opportunity for students to interact culturally in the world of literature, which is considered one of the most prominent means of depicting the social and cultural reality of people. Equipping students with different cultural aspects will help them develop positive perceptions of the content read in English. This paper presents the theoretical background that led to the inclusion of the concept of cultural difference in its relation to language and literary text.

Mermoul Housseem&Trichine Hacene (2020) reported that the intercultural communication competence is already emphasized in literature classrooms to highlight the role of culture as well as literature and that teaching literature stimulates learners' intercultural awareness. To collect data for this research, two questionnaires were used for both students and teachers. The first questionnaire was for sixty English language students in the Department of Foreign Languages at Mila University, while the second questionnaire was for ten teachers in the field of teaching, and this confirms that teaching literature raises awareness between cultures. And that teaching literature has a role in enhancing the awareness of learners between cultures. And that the interdependence between literature and culture helps in the development of

Chapter One

communicative competence between cultures in various situations, which in turn increases the awareness of the learners.

According to Ghani Yamina & Ouerrad Belabbes (2022) said that teaching literature in English as a foreign language classrooms was recognized more widely in order to introduce learners to language development, cultural awareness, motivation, and critical thinking skills. Their goal was to examine the perceptions of students and teachers. In integrating exemplary science fiction films in the context of literature as a means of promoting gender awareness and intercultural learning in the Department of English and specifically at the University of Mascara. In addition, they used a mixed approach. Data was collected through student questionnaires and teacher interviews. Then, the results were also analyzed quantitatively and qualitatively. From that survey, they concluded that the interest of students and teachers in science fiction literature tended to be able to motivate students and enhance learning. However, although it is highly appreciated by students, some Teachers do not prefer such a design in their literature course because their main focus is on providing learners with sufficient knowledge of literature that they need after graduation. Then and finally some recommendations are made to draw ideas from the literature review and research results.

Panagiotis Maniatis (2010) stated that societies differ according to their cultural character, and this is what created interculturalism. Recently, the presence of different students with different cultures has spread in the same schools, and this is what necessitated the educational and educational system to change according to these conditions. As intercultural education spreads multiculturalism. It is used in children's and youth literature to ensure the achievement of its goals, which stipulate interculturalism, by following the ideological method through which negative and positive interaction is embodied, discrimination between them, and an attempt to develop intercultural education. An intercultural approach to children's literature was applied in the context of the Art and Speech Laboratory of the Department of Humanities of the Ministry of Education of the Kapodistrian National University of Athens. Its sublime forest was the dissemination of cultural pluralism and making students and teachers think about cultural pluralism. Also, its dissemination in the circles of primary schools, which stipulates the necessity of including cultural pluralism. They also used literature as a source for various works and cultural studies. The ultimate goal of this study was to revive the relationship between

Chapter One

literature and culture and its great role in supporting it. In the article, literary analysis and then program evaluation in the Greek education system are highlighted.

As mentioned in various studies. Scott M.S & Huntington A.J (2002) claimed that their study *"confirms our belief that literature can be used, even at the earliest stages of language learning to develop students' empathy for and non judgmental evaluation of another culture."*(p. 629).

Chapter One

Conclusion:

After collecting these studies in this chapter, we can confirm that most of the studies used in this review have reached a common assumption. Although they used different studies in a different environment, but most of them concluded that teaching culture through literature is an effective method .On the other hand, literature gives room for developing cultural awareness and intellectual and communicative growth in various situations that will encounter the student and also creates for the teacher the possibility of creativity in his teaching because he possesses various types that make his teaching not boring but rather enjoyable.

Chapter Two

Chapter Two

Chapter Two:

Research Design and Data Analysis :

Unlike the previous chapter which contained the literature review of the topic in question, this chapter is devoted to the practical part of the current research. It is designed to highlight the fieldwork that is conducted to gather the information required to answer research questions and reach study objectives. This chapter aims to provide a comprehensive description of the most basic elements relevant to fieldwork. This includes reiterating the central objectives of the study, the participants, and the data collection tools. More importantly, this chapter is concerned with description analysis, and discussion of both the students' questionnaire and the teachers' interview. Furthermore, the use of investigation, an account is made of the main limitations of the study as well as some suggestions for further research are made based on the analysis and interpretation of the results obtained.

2.1 Choice of the Method:

In this present research study a mixed method research is administrated. We opt for both a questionnaire and interview in order to obtain the necessary data and results. Both tools were distributed for Master One year Students and teachers of literature at the department of English ,of Abbes Laghrour Khenchela University.

2.2 Data Collection Tools:

In the pursuit of the aims the study, a questionnaires for students and an interview for teachers are used as a data collection tools, administered to both teachers and students so as to obtain the necessary information.

Results and Discussion:

3. The Students' Questionnaire :

3.1 Description of Students' Questionnaire :

The students' questionnaire aimed at exploring their perspective in teaching culture in the literature classroom and whether it is promoted culture through the teaching of literature. The respondents informed about the significance of their answers in the progress of the research, and that their responses intended to be utilized for study purposes merely. Of course, students also informed that filling in the questionnaire, through ticking the appropriate answer,

Chapter Two

remained anonymous and voluntary in order for them to express themselves freely and provide truthful answers.

The questionnaire consisted of sixteen items that are a mixture of multiple choice questions and open questions consisting of four questions in which the student explained their answers. It should be noted that the number of questions reduced to sixteen in order to include the most important questions that contributed to answering the research questions. Including more questions supposed to bore the students and thus will affect the quality of their answers.

The first section concerned with teaching literature, which examines students' viewpoints towards teaching literature. The first question sought to determine whether students like literature. The second objective was students' view of whether reading literature was improving and interesting. Also, whether literature develops their cultural knowledge with justification if there was in the third question. The fourth question designed to highlight whether literature develops language skills, and also, whether literature is a source for understanding people in other cultures, This was the fifth question. The sixth question dealt with whether literature was a source for understanding cultural differences. The next question addressed whether the student skipped cultural elements when reading literature this was in the seventh questions. The next focus on if literature were good materials that can be used to define about other's culture ,this was the eighth question. The last one dealt with the difficulties in reading literature with explanation ,as a ninth question.

The second section entitled culture teaching and the cultural aspects in literature . To begin with, this section initiated by the first question that aimed at exploring whether students were interested in understanding culture in reading literary texts. The second question tackled if teachers gave importance to culture in literature. After that, the third question of this section aimed at investigating if they understood the second culture while they reading English literature . The fourth question concerned with whether students respect the norms , behaviours and customs of other's culture when reading about them .The fifth question investigated if learning a second culture had a negative impact on individual own culture identity with explanation. The sixth question looked for if behaviours change when reading about people's lifestyles in other culture and justification. Bringing the end of the section with last question in which aimed to whether a

Chapter Two

comparison between our culture and other culture offer to understand the cultural aspects in literary texts.

3.2 Administration of the Students' Questionnaire:

Since students were not attending their classes due to the spring vacation , it opted for email as a platform to send the questionnaire to Master One year students and receive their responses. The process of collecting data took about three weeks to reach the intended sample number which was 51 students.

3.3 Analysis of the Students' Questionnaire

Section One: The Literature Teaching:

Reading Literature :

Q1. I like reading literature.

The results displayed in the table above show that the majority of students 23 participants (45,1%) said that they like reading literature by choosing totally agree, and 19 participants (37,3%) chose the item agree which means that they like reading literature , While ,the other ones chose to be neutral about 5 participants (9,8%),and 4 participants vote to disagree(7,8%) which means that they hate reading literature. However, no one claimed for totally disagree.

Table 01: Students'attitudes towards reading literature

Options	Number	Percentage
Totally Agree	23	45,1%
Agree	19	37,3%
Neutral	05	9,8%
Disagree	04	7,8%
Totally Disagree	00	00%
Total	51	100%

Chapter Two

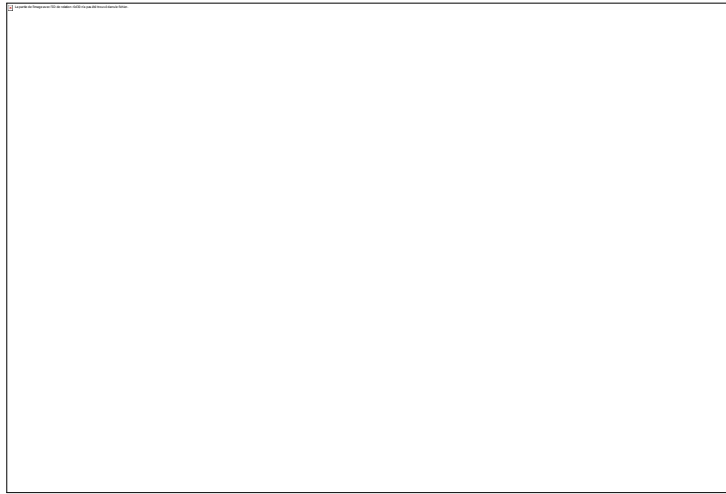


Figure01: Students' attitudes towards reading literature

Q2. I find literature motivating and interesting.

As it is displayed through the table, it can be noticed that 23 (45,1%) of students claimed that they enjoy reading literature and they find it very motivating and interesting , and 21(41,2%) of students said hat they agree, However,4 (7,8%) participants choose to be neutral. While, 2 of them (4%) didn't find any interest while reading literature and they vote to disagree. And the rest participant 1 (1,9%)claimed for totally disagree

Table02: Students' interest and motivation in literature

Options	Number	Percentage
Totally Agree	23	45,1%
Agree	21	41,2%
Neutral	04	,7,8%
Disagree	02	04%
Totally Disagree	01	1,9%
Total	51	100%

Chapter Two

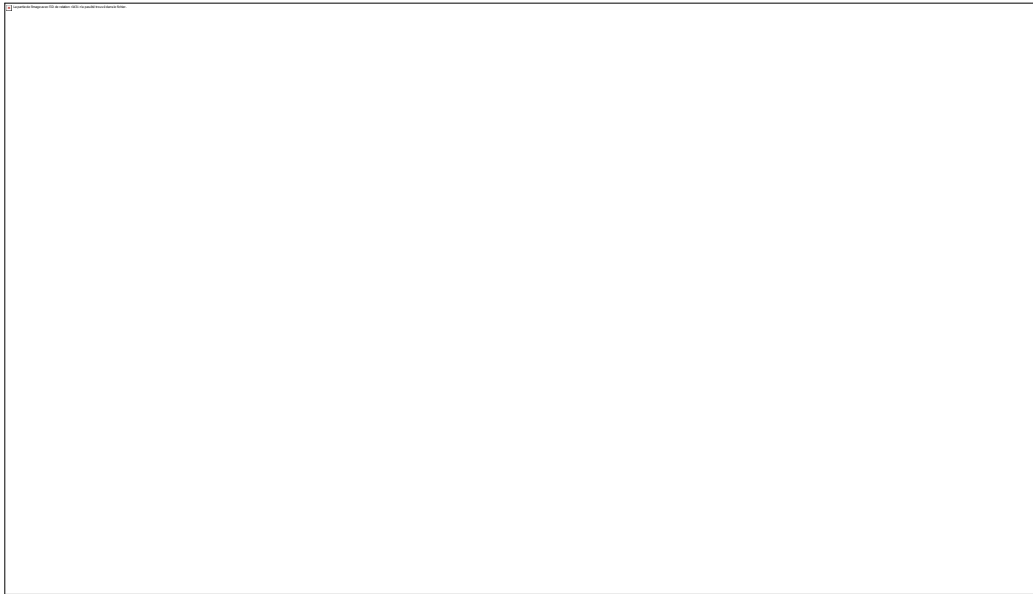


Figure 02: Students' interest and motivation in literature

Q3. Reading literature to develop Students' cultural knowledge.

The results in the table disclosed that 26 (51%) chose the item “agree” this meant that they were developing their cultural knowledge through reading literature. (41,2%) represented students who chose totally agree which indicated that reading literature greatly develops their cultural knowledge, While, 4 (7,8%) of them said they disagree and no one chose to be neutral or totally disagree.

Table 03: Students' perspective in increasing cultural knowledge through reading literature

Options	Number	Percentage
Totally Agree	21	41,2%
Agree	26	51%
Neutral	00	00%
Disagree	,04	7,8%
Totally Disagree	00	00%
Total	40	100%

Chapter Two

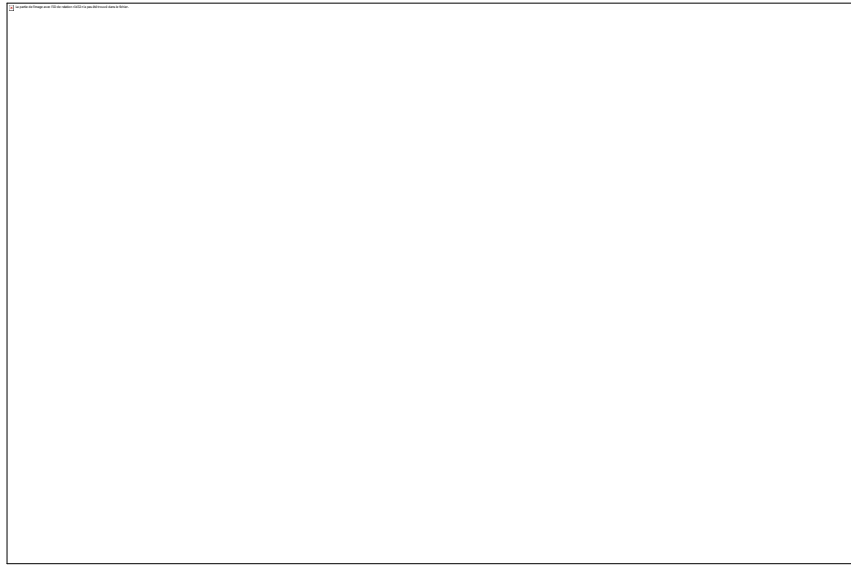


Figure 03: Students' perspective in increasing cultural knowledge through reading literature

Students' explanation:

When asked to explain their answer, some students argued that Reading literature of a certain area or country was more helpful in learning culture by reading short stories of that country because it allowed you to go back in time and knew the past of that country and learning about the culture and traditions of others, how they work, how they think and their values ,and this considered as a development of cultural knowledge. While , others said that they didn't think so because originally, they found it very boring, although they wanted to develop cultural knowledge and to discover different cultures in other ways, for example, in movies, plays, serials. Also ,they said that there were many other methods to develop cultural knowledge .

Q4. Reading literature's role in enriching the language skills.

According to the results shown in the table below, it is clear that half of students 26(51%) totally agree that reading literature enriches their language skills. Others making up of 23 (45,1%) said that they agree , and 2 (3,9%) affirmed that they disagree.

Chapter Two

Table 04: Students' attitudes towards the enrichment of language skills through literature

Options	Number	Percentage
Totally Agree	26	51%
Agree	23	45,1%
Neutral	00	00%
Disagree	02	3,9%
Totally Disagree	00	00%
Total	40	100%

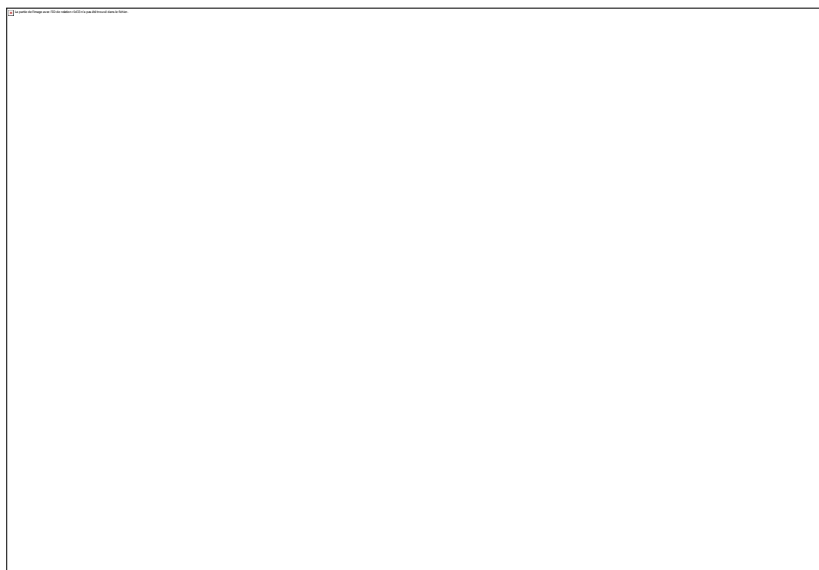


Figure 04: Students' attitudes towards the enrichment of language skills through literature

Q5.Literature'srole in awareness about people in other culture.

The majority of the questioned students 33(64,7%) agree that literature made them aware about people in other culture, also,14 (27,5%) of students who said they totally agree they sawthat literature made them aware about people in other culture. While, no one chose to be neutral or totally disagree.

Chapter Two

Table 05: Students' views of the role of literature in raising cultural awareness .

Options	Number	Percentage
Totally Agree	14	27,5%
Agree	33	64,7%
Neutral	00	00%
Disagree	04	7,8%
Totally Disagree	00	00%
Total	51	100%

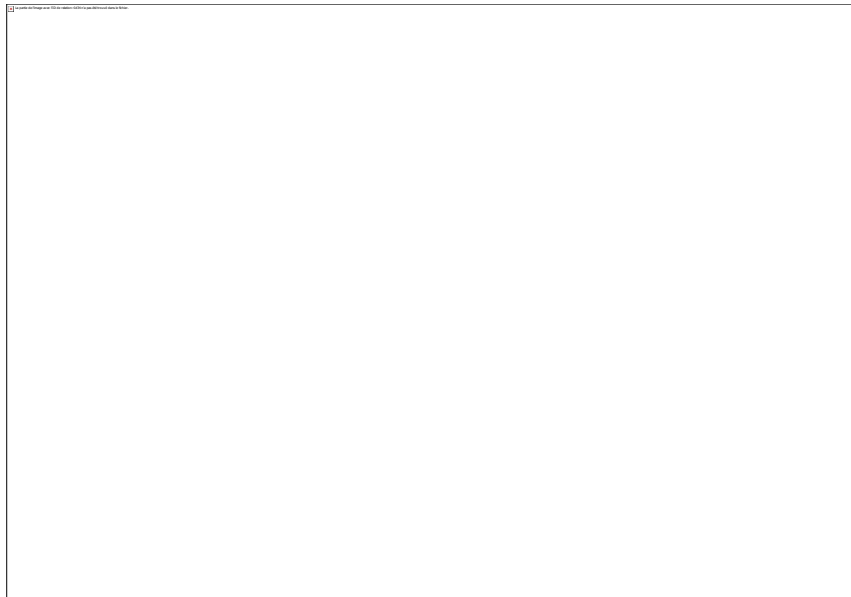


Figure 05: Students' views of the role of literature in raising cultural awareness .

Q6.Literature role in understanding the cultural differences.

The majority (54,9%) of students totally agree that literature helped them to understand the cultural differences. In addition (35,3%) of students said they agree, and (5,9%) represented students who chose disagree, and the rest (3,9%) chose to be neutral, however no one claimed for totally disagree .

Chapter Two

Table 06: Students' attitudes towards the understanding cultural differences through literature

Options	Number	Percentage
Totally Agree	28	54,9%
Agree	18	35,3%
Neutral	02	3,9%
Disagree	03	5,9%
Totally Disagree	00	00%
Total	51	100%

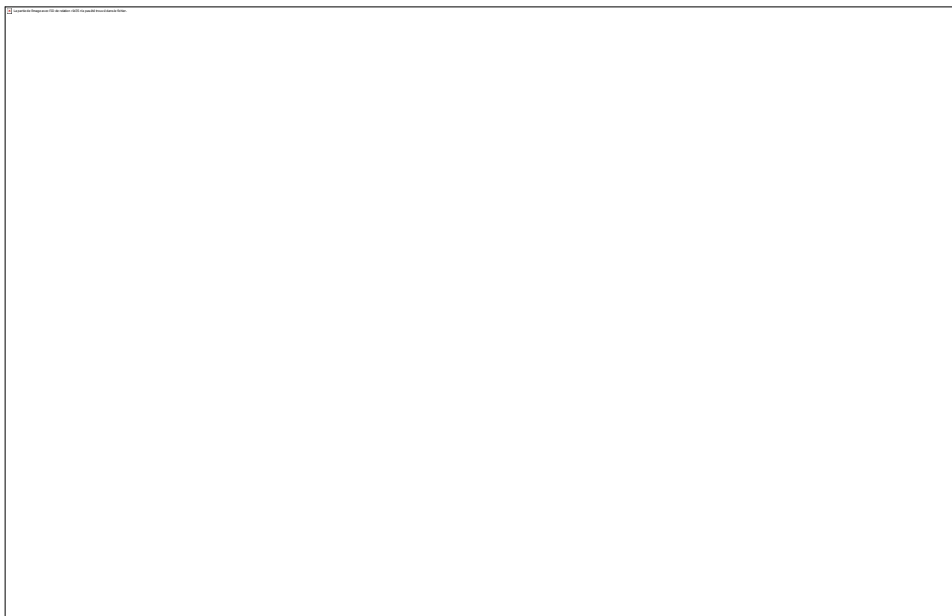


Figure 06: Students' attitudes towards the understanding of cultural differences through literature

Q7. In reading literary texts, I ignore the cultural elements

The results showed that (62,7%) of participants disagree on ignoring cultural elements in reading literature, While, (19,6%) of them chose to be neutral . However, the rest of students divided through (11,8%) agree , (4%) totally agree, and(1,9%) totally disagree.

Chapter Two

Table 07: Students' attitudes towards cultural elements in the text

Options	Number	Percentage
Totally Agree	02	04%
Agree	06	11,8%
Neutral	10	19,6%
Disagree	32	62,7%
TotallyDisagree	01	1,9%
Total	51	100%

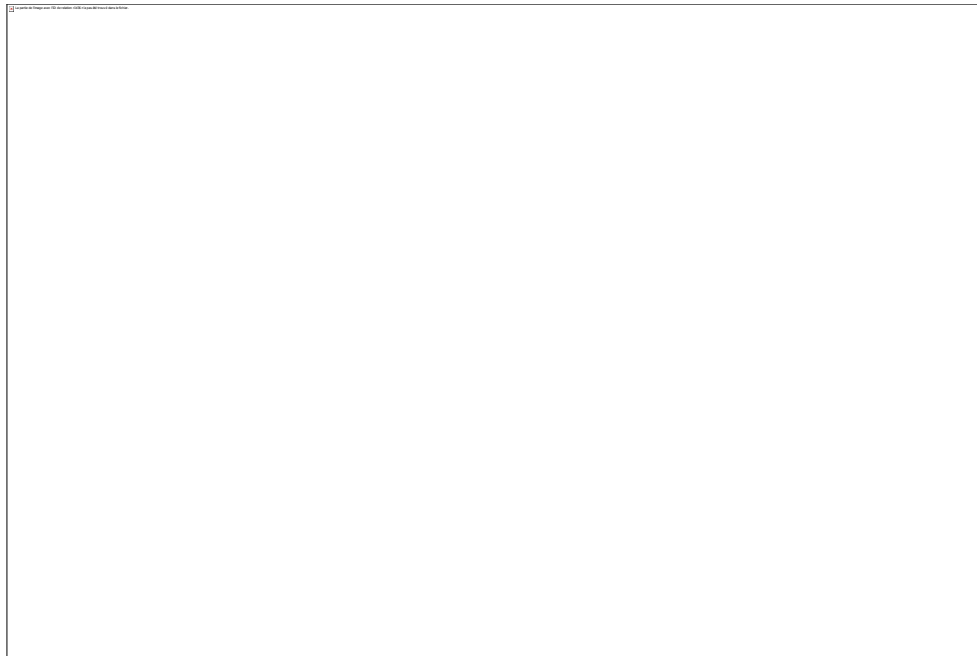


Figure 07: Students' attitudes towards cultural elements in the text

Chapter Two

Q8.Literary texts are good materials that can be used to know about other's culture.

According to the results shown in the table above, it is showed that more than half of students (62,7%) agree that they find literary text as good materials to be used to make them know about others' culture.. Others (33,3%) said that they totally agree, and (4%) affirmed that they disagree.

Table 08: Students' perspective on that literature are good materials to know about other's culture

Options	Number	Percentage
Totally Agree	17	33,3%
Agree	32	62,7%
Neutral	00	00%
Disagree	02	04%
Totally Disagree	00	00%
Total	51	100%

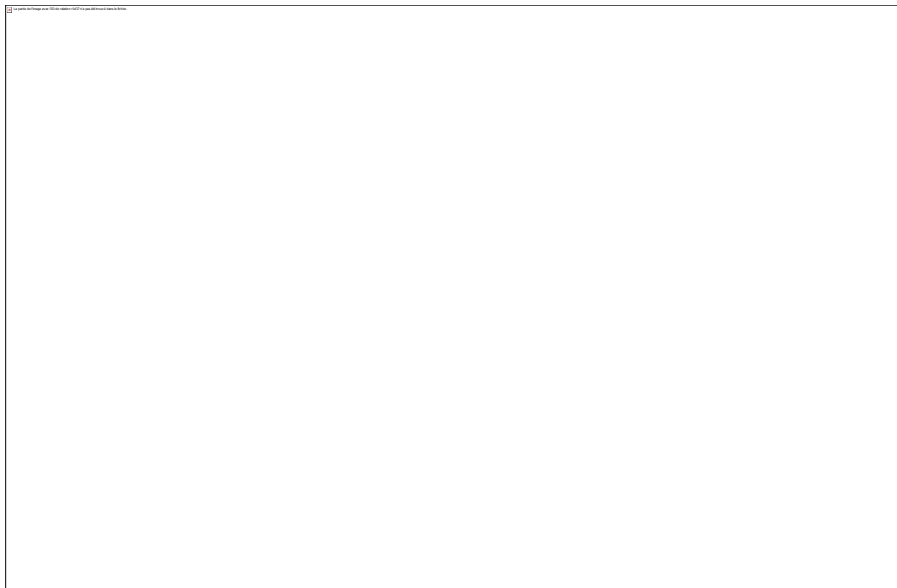


Figure 08: Students' perspective on that literature are good materials to know other's culture

Chapter Two

Q9. In reading literature, I find many difficulties. What are these difficulties?

. From the table below it was clear that all the questioned students the majority's of them(68,6%) agree with finding difficulties while reading literature,Also, (21,6%) totally agree with that. However, (6,5%)chose to be neutral , and (3,3%) disagree.

Table 09: Students' attitudes towards difficulties in reading literature

Options	Number	Percentage
Totally Agree	11	21,6%
Agree	35	68,6%
Neutral	03	6,5%
Disagree	02	3,3%
Totally Disagree	00	00%
Total	51	100%

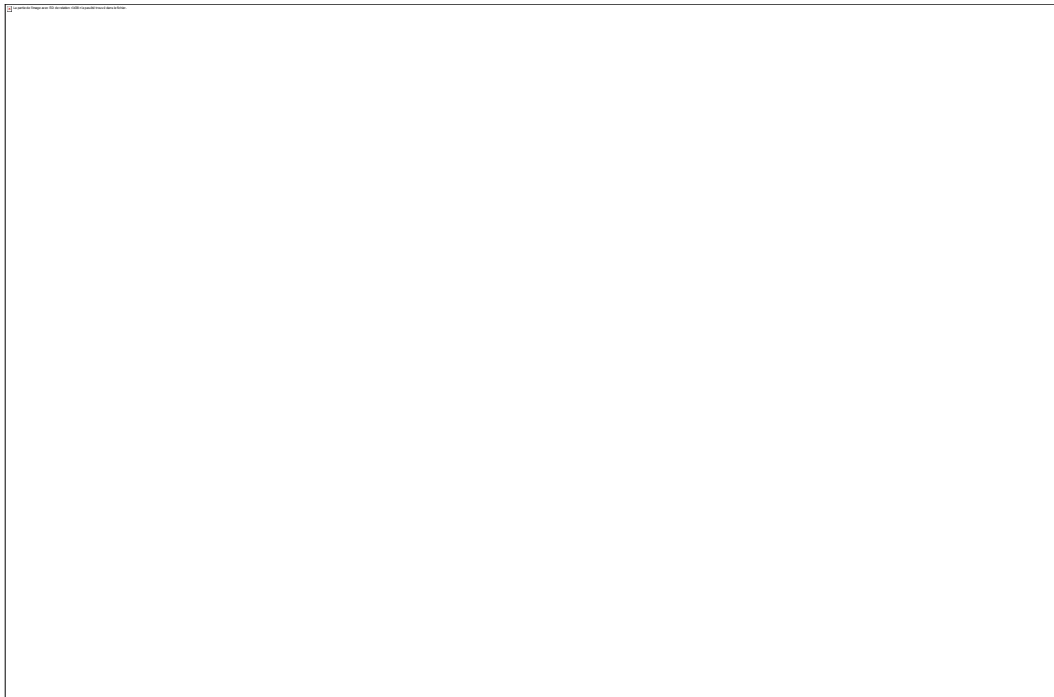


Figure 09: Students' attitudes towards difficulties in reading literature

Chapter Two

What are these difficulties?

With regard to this part of the question, The majority of answers were limited to a common element, which is the difficulty of language, they found it difficult to understand the writer's language, and they also found it difficult to analyze stories and some types of literature such as poems and poetry. They also reported that the most important difficulties in reading literature are low linguistic competence and misconceptions about the value of literature, as well as the linguistic complexity of the literary text in terms of words and sentence structure, as the deep meaning results in multiple interpretations of a word. In addition, lack of knowledge and cultural background leads to a lack of understanding of literary texts. Other the contrary, there were one or two answers that contained that literature was not difficult when making a comparison with such type of literature as “postcolonial literature”.

Section Two: Culture Teaching

Chapter Two

Cultural aspects in teaching literature

Q1.I'm interested in understanding culture in reading literary texts.

As shown in table below, the majority of students agree in understanding culture in reading literary texts, However 11respondentstotally agree ,and 5 respondents whorepresent (9,8%)disagree,. While 4 participants preferred to be neutral, and no one claimed for totally disagree.

Table10: Students' views towards understanding culture in reading literary texts.

Options	Number	Percentage
Totally Agree	11	21,6%
Agree	31	60,8%
Neutral	04	7,8%
Disagree	05	9,8%
Totally Disagree	00	00%
Total	51	100%

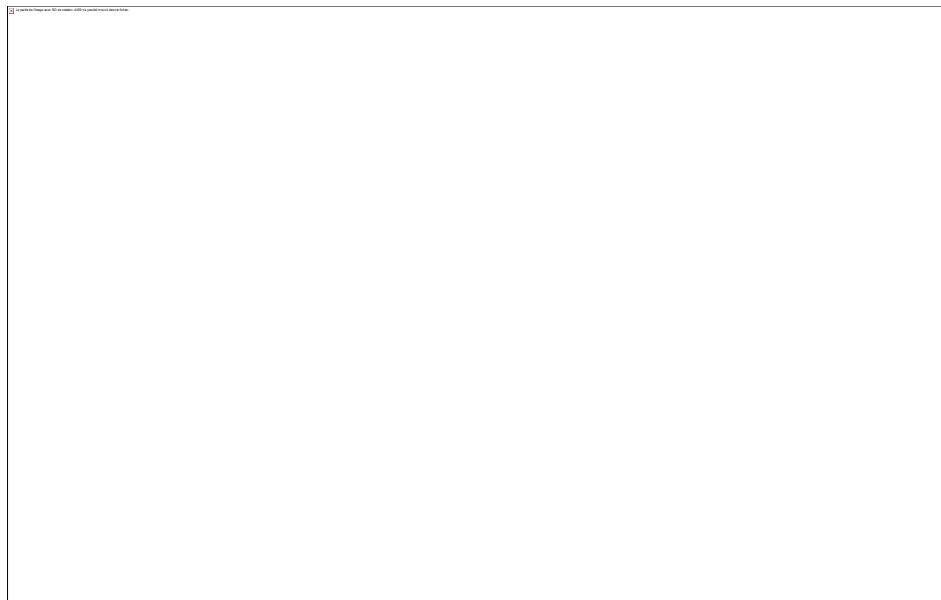


Figure 10: Students' views towards understanding culture in reading literary texts.

Q2.Our teachers give great importance to culture in literature.

Chapter Two

Table 11 illustrated that, 20 respondents who represented (39,2%) agree on that teachers gave great importance to culture in literature,. While the remaining 2 participants answered totally disagree. However, (23,5%) represent the participants who chose to be neutral. (21,6%) disagree which meant that the teachers didn't give a great importance to culture in literature , and (11,8%) voted to totally agree.

Table 11: Students' perspective on the importance of culture in literature by teachers.

Options	Number	Percentage
Totally Agree	06	11,8%
Agree	20	39,2%
Neutral	12	23,5%
Disagree	11	21,6%
Totally Disagree	02	3,9%
Total	51	100%

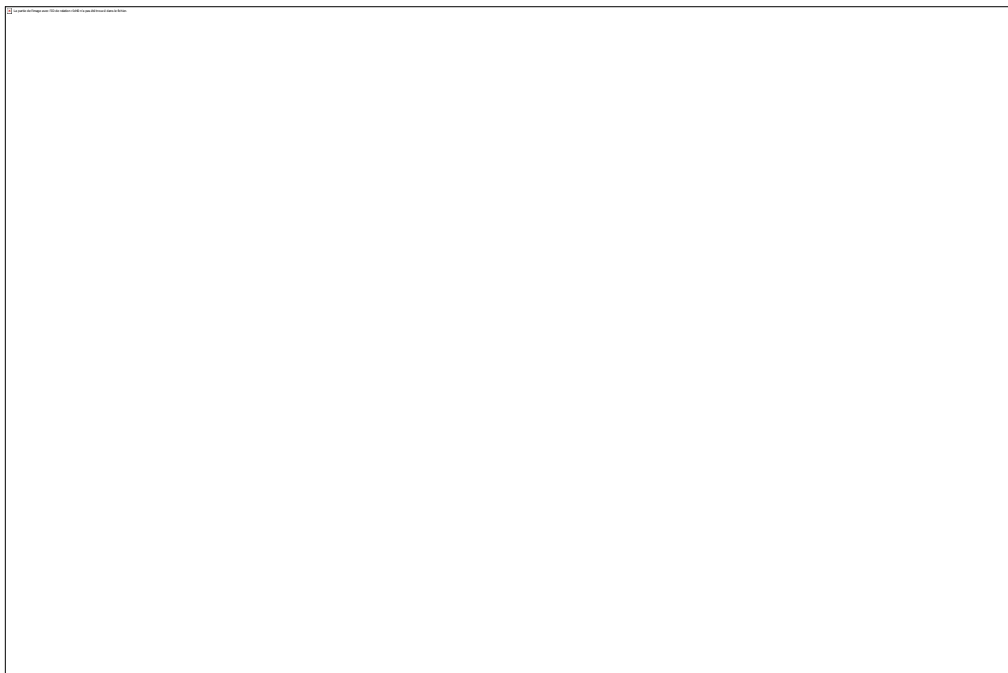


Figure 11: Students' perspective on the importance of culture in Literature by teachers.

Q3. While reading English Literature, I don't understand the second culture.

Chapter Two

Table 12 showed that 35 students agree while reading English Literature that they didn't understand the second culture .Whereas,thereststudentswere devided to 9 students totally agree, 6 neutral , and 1 student disagree which meant that he understood the second culture while reading English Literature.

Table 12: Students' views in understanding the second culture through English Literature.

Options	Number	Percentage
Totally Agree	09	17,6%
Agree	35	68,6%
Neutral	06	11,8%
Disagree	01	02%
Totally Disagree	00	00%
Total	51	100%

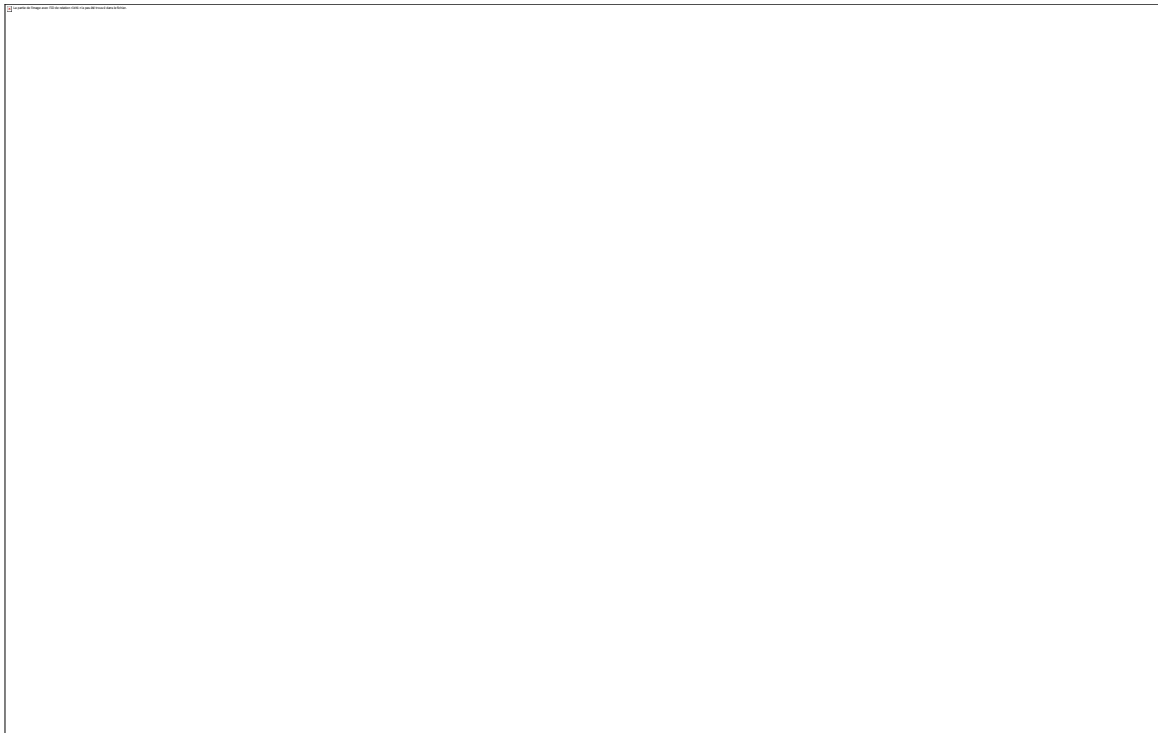


Figure 12: Students' views in understanding the second culture through English Literature.

Q4.In reading about the norms, behaviours and customs in second culture ,I respect them.

Chapter Two

It was apparent from the table 13 that more than half of the whole respondents 30 (58,8%) respect the norms , behaviours and customs in the second culture while reading about them.

In contrast, 2 of them who represent (4%) claimed that they disagree. Also, 12 students are totally agree. However, There were 7 participants preferred to chose neutral.

Table 13: Students' views in respecting of norms , behaviours and customs in second culture while reading about them.

Options	Number	Percentage
Totally Agree	12	23,5%
Agree	30	58,8%
Neutral	07	13,7%
Disagree	02	04%
Totally Disagree	00	00%
Total	51	100%

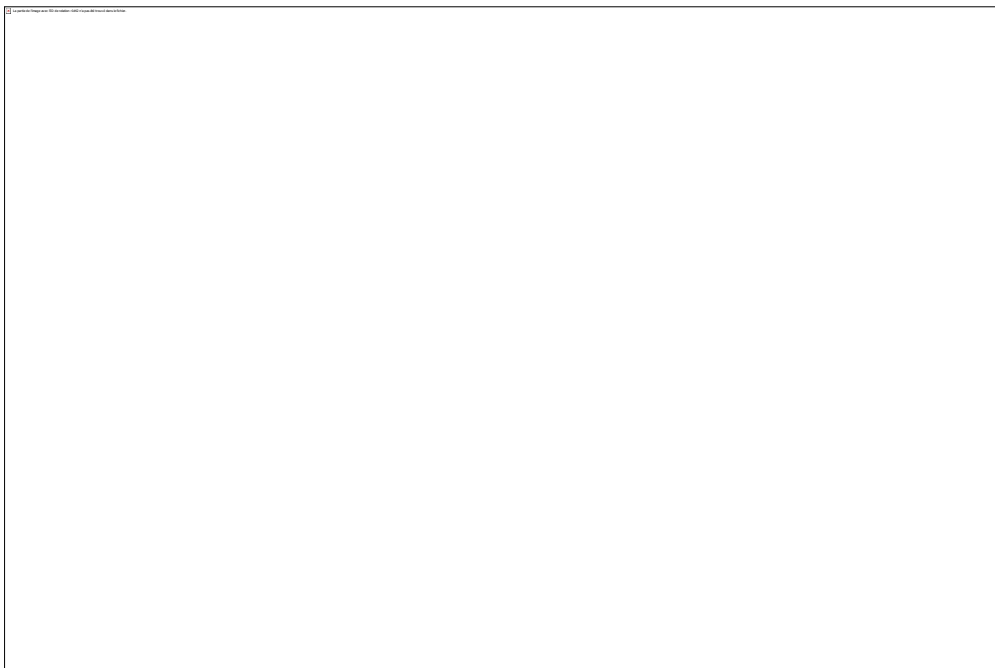


Figure 13: Students' views in respecting of norms, behaviours and customs in the second culture while reading about them.

Q5. Learning about the second culture have a negative influence on my own culture identity.

Chapter Two

We could notice from table 14 , that, 22 students who represent (43,1%) found that learning about the second culture had not a negative influence on their culture identity, in contrast, 8 of students agree on that .While , 6 of them totally agree and also 6 other's totally disagree. However, the rest 9 students who represent (17,6%)preferred to be neutral

Table 14: Students' views towards the negative influence of the second culture on their culture identity.

Options	Number	Percentage
Totally Agree	06	11,8%
Agree	08	15,7%
Neutral	09	17,6%
Disagree	22	43,1%
Totally Disagree	06	11,8%
Total	51	100%

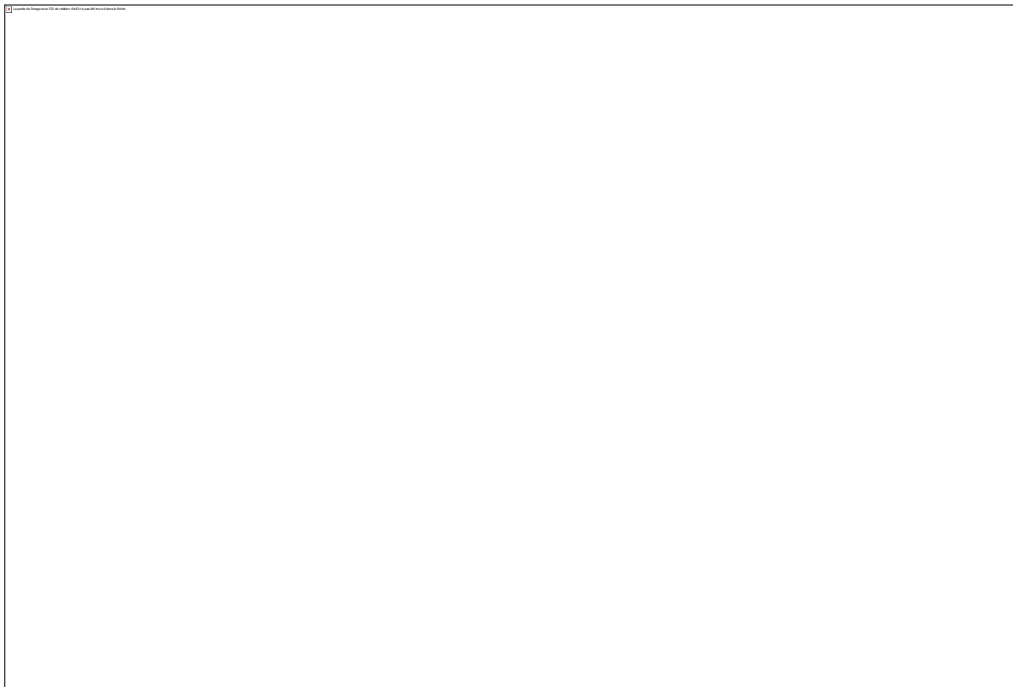


Figure 14: Students' views towards the negative influence of the second culture on their culture identity.

Students' Explanation:

Chapter Two

Related to this question, Some of the answers said that learning a second language had a negative impact on the culture of our identity because culture was the hallmark of a person's identity, and contributed to how they saw themselves. One's identity and the identities of others develop from birth and were shaped by the values and attitudes prevailing at home and in the surrounding community. This meant that cultural identity was an integral part of the individual regardless of the number of cultures. In contrast, others justified that since identity was a part of the individual's culture, one of the main reasons for the loss of cultural identity was immigration, artificiality and globalization. When people migrated to a new country, they often had to assimilate the culture, as they strove to adapt to the host culture, and then began to lose their own.

Q6. In reading about people's lifestyles in the second culture, my behaviours change.

In asking about if their behaviours changed when reading about people's lifestyles in the second culture, we could illustrate through the table 15 that only one (1) student who represent (1,9%) claimed that his behaviours change and 11 represents agree. While, another 2 represents who represented (3,9%) chose to be neutral. Nevertheless, the majority of respondents said that their behaviours doesn't change while reading about people's lifestyles in the second culture and it represent (47,1%) disagree, and (25,5%) totally disagree.

Table 15: Students' perspective in changing their behaviours while reading about people's lifestyles in the second culture.

Options	Number	Percentage
Totally Agree	01	1,9%
Agree	11	21,6%
Neutral	02	3,9%
Disagree	24	47,1%
Totally Disagree	13	25,5%
Total	51	100%

Chapter Two



Figure 15: Students' perspective in changing their behaviours while reading about people's lifestyles in the second culture.

Students' Explanation:

Because of the many opinions on this question, there were those who said that cultural identity is an integral part of the individual. Likewise, with regard to behaviors, behaviors were related to the identity and personality of the individual, so this innate behavior could not be replaced, no matter how many changes occur around the individual, it was just a way and considered an artistic way to express the image of society, which the individual should only enjoy, But it was not affected. On the other hand, some of them said that when they read some literary stories that affected them and feel connected to the characters, they said that they change their behavior in one case if the situation needed or required that.

Chapter Two

Q7.To understand the cultural aspects in literary texts, I usually make a comparison between the first and the second culture.

We could see from the table that the majority of students 31 respondents who represented (60,8%) made a comparison between their culture and the second culture to understand foreign literature .While,6 students who represented (11,8%)disagree.10 of the respondentspreferred to be neutral, and the rest 4 students totally agree

Table 16: Students' attitudes towards making a comparison between their culture and the second culture to understand the cultural aspects in the literary texts.

Options	Number	Percentage
Totally Agree	04	7,8%
Agree	31	60,8%
Neutral	10	19,6%
Disagree	06	11,8%
Totally Disagree	00	00%
Total	51	100%

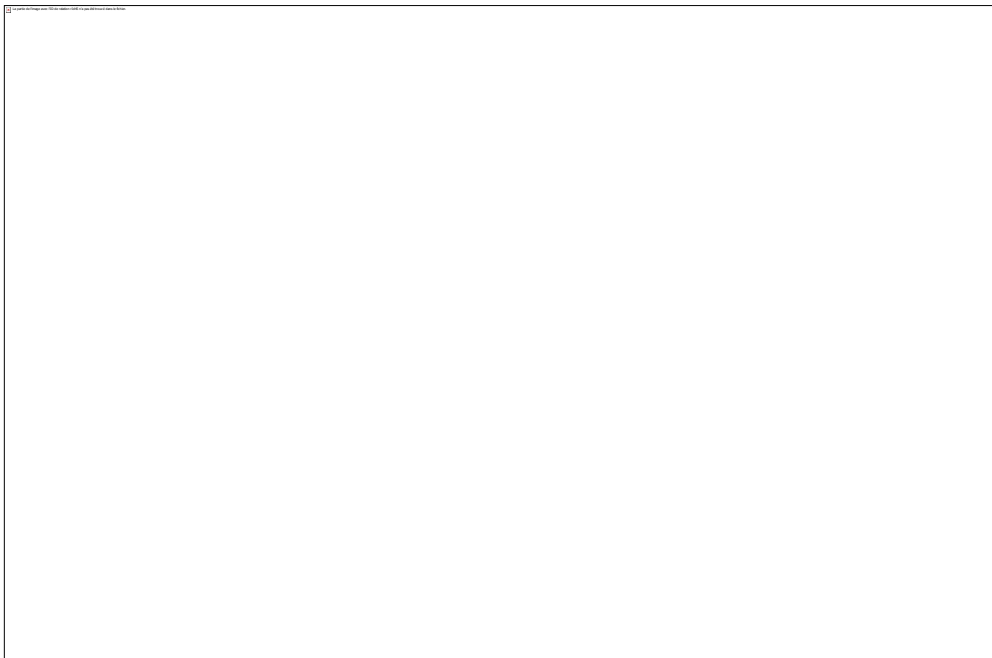


Figure 16: Students' attitudes towards making a comparison between their culture and the second culture to understand the cultural aspects in literary texts.

Chapter Two

3.4 Discussion of the Main Findings of the Students' Questionnaire:

The analysis of the students' questionnaire allowed to obtain the extent to which students were exposed to a culture different from their own in the literature class. The main results showed that most of the first-year master's students were aware of the importance and diversity of cultures in the teaching of literature. Students admitted that they face a number of intercultural barriers that affect their ability to accept other cultures, especially those that were against religion and Arabs. However, they still showed a positive attitudes towards cultures that were very different from their own. It could be seen that although they touched different cultures, they clung to their identity. Cultural where it appears clearly in their attempt to explore cultural differences to eventually lead to the so-called understanding between cultures. In the same vein, the majority of students assumed that literature class played a vital role in improving intercultural teaching. The points out that it enabled them to learn about other cultures, regardless of the difficulties they faced in . However, as the results indicated, the students confirmed that they face many difficulties while reading literature, such as knowing the meaning of words, recognizing them, and understanding the text because of the difficult language of the subject. And most of students of English as a foreign language were not interested in reading other culture's literature.

Chapter Two

4. The Teachers' Interview:

4.1 Description of the Teachers' Interview:

The teacher interview corresponds to the students' questionnaire, which aims to investigate the use of an intercultural approach in teaching literature and whether interculturalism is being promoted through the teaching of literature. As well as the difficulties to use it, So, It includes different types of questions consisting of 11 questions. The study included four teachers of literature, including two senior lecturers with more than five years of experience in the field of teaching literature, one of whom was a teacher and a writer, with no more than two or three years of experience. Another teacher majoring in Literature.

4.2 Administration of Teachers' Interview:

Interviews with teachers are a way to provide valuable information about teachers Teaching literature in general and also expressed their experiences that would provide a detailed explanation of some of the difficulties faced by students of literature in addition to the method used in teaching, and the researcher was able to conduct four interviews with teachers of literature and they answered the research questions frankly and completely reasonable. The teachers participating in the research are referred to as (Teacher 1, Teacher 2, Teacher 3, Teacher 3) for :Anonymity, and the following is a summary of the results of the interview.

4.3 Analysis of Teachers' Interview:

Question1: teachers' qualifications

The teachers were two females and two males. Teacher 1, Teacher 2 , Teacher 3 are Magister degree
And Teacher 4 holds a doctorate degree.

Question 2: How long have you been teaching literature The teacher

Teacher 1 admitted that her experience in teaching literature is about three years. While, Teacher 2 admitted that her specialty is literature and she is not a literature. However, Teachers 3 and 4 who had experience more than 5 years.

Question 3: According to you what is the most useful approach to teaching literature?

All the respondents considered that there are different approaches that are used in the classroom. Teacher 1 said that there is no particular approach that we think have been effective or more useful than the other approach it depends on the teacher's objectives. Whereas,

Chapter Two

Teacher 2 preferred that she will introduce her students to theories of literature. However,

Teacher 3 affirmed that the thematic and stylistic analysis since he teaching third year students. While, Teacher 4 preferred to use the thematic analysis but in a simple way. and he said that:” when it comes to teaching literature it depends on the level of the students you teach, when your students are firstly students, you need to be as simple as possible, because when it comes to the level of the student, for me I try to choose the simplest, shortest ,smallest text to analyze. So, you can say that my way of teaching is focus in a thematic analysis but in a simple way.”

Question 4 : As a teacher of literature, do you think that teaching of literature in Efl classroom is important?

Concerning this question, the teachers were asked about the importance of teaching literature Teacher 1 said that it is important, because literature help in learning the English language. Teacher 2 admitted that teacher is very important part of the culture and the target culture, and the teacher is considered as one rich source for developing students' academic performance, as well as, the aesthetic content of the literary text itself that may motivate students to deal with the literary texts.

Teacher 3 said that we are not teaching literature for the seek of literature itself. we are much more concerned with teaching literature to learn language. And that's why since we are at an EFL context, so we need to keep structurally The context we are working in. While, Teacher 4 said that literature is one of the best tools in order to raise students awareness about critical thinking and as a student ,you yourself how can you develop your critical thinking without these literary texts. So, you know that Literary texts are creation of imagination. So, this is the best way to train you as student ,to be critical thinkers and use your imagination to create a new stuff.

Question 5: How do you get your whole class involved in debating cultural issues?

This question aims at asking about the opinion of teachers about how getting the whole class involved in debating Cultural issues.

Teacher 1 said “ As I told you before, I did not teaching literature before. However, my specialty is literature. So, I taught oral expression, and I relied on literature when teaching oral expression, so, I gave them short stories to read beforehand. and when we were in class we discussed the Novels characters and events.” .In contrast, Teacher 2 affirmed that the important step to help your students to be involved in the text. is that they must be motivated. You need to help them to explain, to understand, to interact with the text, and to help them to understand the

Chapter Two

text and choosing the periphrastic approach in order to simplify the words for them when the text is hard . confirms that the first thing is they have to be motivated, the second thing is you need to help them to understand the literary text itself. and then you can choose questions that help them to actually interact with each other. through classroom discussion, comprehension question to compare the cultural component of the target language with their own culture. Also, Teacher 3 affirmed that :”generally,cultural issues that are going to be getting out of literary works are going to be discussed, much more implicitly, not directly, and let’s say explicitly, because these kind of cultural aspects of the work of the writer and of the work itself is going to have a great effect on raising the cultural awareness of the students.”.In addition, Teacher 4 said that:” We go back again to the remark about the level of the students. So, as I said, for first year students don't expect them to be participants in a debate. They can have some Ideas, preconceived ideas, especially when the text has something to do with the culture,for example, my text is about clandestine immigration ‘Haraga’and you know that as Algerians,, we suffer from this phenomenon, sothey share the same ideas they know about this phenomenon. So they have some ideas about this form, they can share, they can participate. But if we raise the debate like talking about something else. Which is outside of their culture, they have no idea about economic problems in the United States ,inequality between blacksand whites in America. Do you think we expect them to have a debate! maybe a few of them, they share or participate, but not all of them.”.

Question 6: According to you what are the criteria that you make to select your literary text or to designed them in the syllabus?

Teacher 1 claimed that: “ I try to choose short stories because they are short. So, students will not get bored reading a long story , because in general students are not interested in reading novels. One of the characteristics is choosing, a short stories, or novels that are adapted into movie. So they know the movie, and they know about the novel.” . Moreover, Teacher 2 said that : “First thing I need to know about my students linguistic level, I need to know what their linguistic competence in order to decide the difficulty of the language of the literary texts. Then it’s according to the whole syllabus for example, I cannot teach them American poetry. when I’m teaching something about British literature. So, it depends on the whole syllabus, it depends on the language, if ever I’m interested in one particular cultural elements I will try to look for a text that includes that one cultural elements. ”While, Teacher 3 claimed that: “we try to select works

Chapter Two

that are going to be affordable, that they are going to meet the level of the students. And, the grade as well, first year is not similar to second year and second year are not similar to third year. In addition, to the themes that are discussed and the cultural values imported by the work itself. Sometimes, we cannot deal with works that include some cultural references, that are totally in contradiction or that are in conflict with our Arabic and Muslim culture, a cultural norms". Likewise,

Teacher 4 affirmed that: "so when it comes to the text, my way of choosing the text is a bit progressive. So, I try to bring the simplest, smallest and shortest texts to my students, especially first year students. I even start with a text, which is one line and a half. It is called Vixen and Alliance. It is the shortest known literary text ever. In which includes all the elements of literature, it has a characters and setting. So, everything is include it has events and it has a dialogue, a vixen and alliance is a part of a genre which is a favor. So this is the smallest, shortest text. We start from this one simple one, then we move on progressively to another one, which is longer, and more longer until we reach a text of 5 pages, that's it, so this is my way. We start from the simplest, and I try to bring as many genres as possible to my students. So, that they get acquainted with all the possible genre".

Question 7: Do your objectives meet your students' needs in terms of culture teaching?

Teacher 1 mentioned that: "they do, because students have like to know about different cultures, and they are interested in learning about different cultures." In contrast, Teacher 2 affirmed that "Sometimes it is a bit hard to concentrate on the cultural side of a literature, as I said, for students, they think that literature is a bit difficult and hard to grasp and that's why it is so hard for them to focus on the cultural side of the text. So, it's hard to make balance, sometimes, is difficult to understand, So, you will explain the language regardless of the text and you will try not to concentrate on cultural side of the text." Additionally, Teacher claimed that "of course, that we really try to, enable the students to learn much more, the language itself and the style. All what is related to the work from a thematic and from stylistic point of view. But, at the same time, the cultural side is quite important as well. It means that, through a literary work, the student can get break the wall with other, European or Western cultures. In addition to the point that, student will be critically, discussing these cultural values and cultural norms that are coming from the other between inverted commons." Furthermore, Teacher 4 said that: "When it comes to taking culture into consideration of choosing the text. I teach, it's a bit difficult to do to bring both

Chapter Two

possibilities. So, make a bring in culture and teaching our students about critical thinking and about how to analyze a literary text. But, still, I can add other stuff. I can add things related to culture in my class. Teaching them about other cultures, what they think, how they think, how they wear, this stuff related to culture”.

Question 8: How does literature support cognitive and culture development?

Teacher 1 said that: “Literature supports culture development in many ways. One of them is that each text represent demonstrate the writer’s culture. So, we are going to learn about the story, and we are going to learn about the culture, especially when it is historical or is based on real story. So, we would learn a lot about the writer, about the environment and the context.”. Also, Teacher 2

affirmed that: “it is clear for everyone that literature is one important part of the target culture. We cannot teach the target culture or the language without talking about literature.” Whereas, Teacher 3 claimed that: “we can say in cultural speaking. It's going to raise what we got to enhance the cultural awareness of the student. And this is so important in terms of teaching, because culture and language are totally inter get ,totally interwoven. And we cannot separate one from the other.”

On the other hand, Teacher 4 proposed about the word cognitive to be omitted and he proposed that: “ I made the mark of all the words cognitive, because this is not right here in this case. Because the focus is about culture. We will deal just with. How does literature support cultural development. As I said before, as a teacher. You can bring as many text as possible from different cultures, from different countries. Which helps your students getting acquainted with different cultures, what people think, how people think in order to be ready, in order to what is your focus, which is interculturality to be aware and raise it to get their awareness about the different cultures so that they compare.”

Question 9: Do you encourage your students to be intercultural speakers? How?

Teacher 1 said that: “I do, I always encourage them to read about different cultures to have an open mind to receive information about different cultures. ”Aswell, Teacher 2 affirmed that “,Absolutely, it is important for students as EFL learners to know about the target culture and to compare it to their own culture.” Too, Teacher 3 confirmed that : “of course, I mean knowing the culture of the other and trying to go hand in hand with your own culture. But at the same time, we do not, urge our students to get into a total assimilation and the integration in the culture of

Chapter Two

the other. You need to keep stuck to your own roots. And at the same time, you learn about the culture on forms and aspects of the others there is no problem with that.” .Also, Teacher 4 affirmed that : “Somehow. Not directly, it is an indirect way of including it in my teaching in the text I chose.”

Question 10: Have you ever used intercultural approach in teaching?

If yes ,How do you implement it in teaching?

Teacher 1 confirmed that “I do, yes, We need to do that. I think every teacher does that in class, especially in literature.”. In contrast, Teacher 2 admitted that: “Well, so far, I’m using the language based approach. Sometimes the paraphrastic approach, information based approach.” . However,

Teacher 3 claimed that: “as we said before, we use it, but it’s a little bit implicitly and not explicitly. And we try always to ask our students about the cultural aspect that they can provide from the literary work and how the writer is affecting you culturally speaking.” In addition, Teacher 4 said that: “Of course, it is the best way of making them ready. And not suffering from a cultural shock if ever they travel abroad This is one of the things you need to prepare students for. And, of course, choosing the text and choosing the culture to teach them, We have some restrictions, I’m not supposed as a teacher to bring them a texts about alcohol or about gases, this is not possible. So, choosing the text, and teaching them about different culture. There are some restrictions taken into consideration specially the religious ones..”

Question 11: What are the different issues that may face teachers in implementing the intercultural approach in teaching?

Teacher 1 said that: “When some of the students may find it difficult to accept other cultures, or to be open to other cultures, or they do not have an idea about other cultures. So, you find yourself trying to explain in details what you want to also what you want them to understand.” While, Teacher 2 affirmed that : “Well, the first, It’s challenge that teachers face is the difficulty of language, and also stereotype or the misconception that students have about literature generally, students think that literature is difficult to understand intercultural approach. And that’s why they want to be motivated to know about literature or to study literature, because they think it’s very hard. This is one major challenge. Something else. Maybe it’s about the teaching methods. The teaching method itself. It’s not important it is traditional so students want to be motivated and they want to be interested in those difference between their culture and

Chapter Two

target culture..” Also, Teacher 3 said that : “there are no obstacles at all. You see, it means it depends on the, the approach that is used by the teacher himself or herself. So, I think we as Teachers of, literature We need to pay attention to these things, these cultural issues because we cannot really, disassociate the literary work from its cultural background. As we know the writer remains the product of his cultural milieu.” In other words, Teacher 4 claimed that:”The same remark. Well, the previous question, this is you can be open by bringing everything to your students about the other countries. Yes, and still. We go back to the remark about the level of your students. If your students, are mature enough and big enough to distinguish between cultures and they have this intercultural competence of knowing or taking from the other cultures, the good stuff and leaving the bad stuff, you can bring them these courses and tell them, teach them about these ones. But if they are too young to know about these differences ,no ,we only bring them what is good choose for them.”

4.4 Finding and Discussion of Teachers Interview:

After the analysis of the teachers interview ,the results obtained affirmed that the EFL teachers taught literature through carrying out a stylistic analysis approach and thematic analysis approach of literature . Choosing the suitable approach depends on the level of students and on the objectives of teachers in which they introduce theories of literature , Also, according to the teachers’ answers which affirmed that literature is important in developing their critical thinking, help them in learning English language and developing students academic performance .As the results indicated, teachers mentioned that their students showed their interact depends on the choosing of the literary texts when the text is familiar with them they showed a positive attitude they interact when they feel motivated and when the subject is interesting.

Then ,They also emphasized that they made the entire students participate in the discussion of cultural issues when they were motivating and the text was familiar and easy, they made their interaction through discussion on the subject and when the level of the text was of their level, they affirmed that they encourage them to open up to other cultures and compare them with their own.

Moreover, teachers helped students in understanding the literary text in an intercultural context by selecting easy, simple and short literary texts that were accessible to everyone, such as short stories and novels that are inspired by movies. Teachers gave freedom of choice to the

Chapter Two

student and focus on a specific culture without mixing cultures. And tried to remove any text that harms religious culture and was not allowed to be in our culture as Muslims.

After that, the teachers agreed that they tried as much as possible that their goals in teaching met the needs of their students in terms of teaching culture. They focused on teaching cultural aspects, if any in the text, such as the beliefs of others, their clothing, their way of life, and through literary texts, the student could look at Western cultures. At the same time, it was difficult to make the text adopt the two possibilities, i.e. teaching culture and analyzing the text.

As another point, from the point of view of teachers, literature is one of the means to encourage cultural development and also to acquire cultural competence, because most Western texts must in some way carry culture. Also, it helped the student to know the host culture through comparison with other cultures, so literature helped to make them culturally open and to develop their cultural awareness and become cultural speakers.

Furthermore, the opinions of teachers differ on the use of the intercultural approach in teaching. Some of them emphasized the necessity of using it to avoid cultural shock to the student, and they confirmed that they use it, but in an indirect way, such as asking some questions related to the cultural aspect of the text and whether the writer had a cultural impact on the student. Moreover, some are using language based approach, periphrastic approach and information based approach.

As a final point, teachers asserted that they had difficulty applying an intercultural approach when they found their students had difficulty in accepting other cultures or had no insight into other cultures. They found themselves explaining in details everything they would them to understand. Also, challenges in language, stereotypes and the misunderstanding about literature . Likewise, the traditional teaching methods. While ,others affirmed that there are no difficulties at all, that it depends on the approach used by the teacher himself, so that the literary work could not be separated from its cultural background. Furthermore, It goes back to the level of the students. At each level, they offer something different. The younger were the more teachers' selected the texts carefully for them because, they were not aware of the cultural differences.

To summarize, the teachers' interview and students' questionnaire analysis helped us to answer the research questions of the current study:

Chapter Two

Question 1: Do teachers teach literature through an intercultural perspective?

Through the results, we concluded that teacher focus on the analytical , stylistical side of the text and language more than his focus on culture, and since the literary text without the effort of the teacher contains the cultural background of any writer, the teacher tends more to deal with the linguistic side of the literary text to control the learner's difficulty in understanding the meaning of words. The student understands the meaning and purpose of the text and will easily relate to the understanding of culture. In addition, teachers encourage students to read literary texts with a intercultural perspective to raise their level of critical thinking and their ability to deal with different situations in different cultures. Therefore, they must explain and simplify the words and explain the text to ensure students' interaction and cultural understanding.

Question 2: How can we overcome cultural issues in literary classes?

The data displayed that we could overcome the cultural issues in the literary classes by simplifying and explaining the literary text to their students in a multicultural context. This is by choosing easy, simple and short literary texts. They focus on a specific culture without mixing cultures. And trying to remove any text that harms religious culture and should not be in our culture as Muslims. Trying to select texts that contain only the positive side of any culture, and this is to ensure that students are not affected by some of the negative cultures points.

Question 3: How can we teach Literature through an intercultural approach?

From the obtained data we could teach literature through an intercultural approach by choosing the best ways like choosing the right texts which include cultures because the necessity of using it to avoid cultural shock to the student .Also ,use it but in an indirect way, such as asking some questions related to the cultural aspect of the text and whether the writer had a cultural effect on the students' mind .

As a result, intercultural literature is an important source for understanding and appreciating cultural awareness from different cultures. These elements are very important for learners of English as a foreign language to develop their abilities to interact and deal with various situations in their lives.

Conclusion :

Chapter Two

After analyzing the teachers' interview and the learners' questionnaire, we can say students and teachers showed a positive attitude to the value of learning the cultural aspects of the literary text that contained an intercultural perspective and culture support. In conclusion, the more the text is selected correctly, the learner involuntarily acquired the ability to make it a cultural element and a cultural speaker.

General Conclusion

General conclusion

General Conclusion:

Our research is based on an investigation of the use of literature in an intercultural perspective. Also, one of the main aims of this study is to show how to create a balance between the teacher's goals and students' needs and how to deal with culture in literary texts. The aim of this research is to find out the common difficult elements for students when addressing a literary text. It also highlights how teachers deal with cultural issues in the text. To answer our questions, we chose a mixed method paradigm. Therefore, we provided questionnaire to first-year master's students and an interview with teachers at Abbas Laghrour Khenchela University during the academic year 2022-2023.

Based on the research questions that we presented in the introduction, we divided our research into two main parts, the theoretical and practical part. The first part contains one chapter, through which we review previous studies or related to the teaching of culture in the literature. The second part presented the research methodology including the research design. In this part we analyze the data collected from the questionnaires for the first year master and the interview with the teachers.

Based on the results obtained from the questionnaire and the interview, we can say that teachers of English as a foreign language face different types of challenges in teaching literature, including difficulty focusing on the cultural and linguistic sides of the text and difficulty in making consistency between the two sides, so they always focus on the level of the student. To choose either the analytical or stylistic type of the literary text for students' understanding, this is what made them use the stylistic approach to help students understand the text and its content. As mentioned in the results, teachers are challenged to choose a good text for students, especially from the cultural point of view, to avoid cultural shock, and they also face difficulty in dealing

General conclusion

with Western cultures from the linguistic point of view, such as the inability to understand the meaning. The data obtained also showed that they face difficulty in analyzing the text and some types of literary pieces such as poetry and its difficult terminology. This is what makes teachers choose carefully and cautiously the texts and stand on their interpretation and explanation in details.

To sum up, literature is an important component of cultural transmission and a multicultural approach is also important for students of English as a foreign language. Literature is an essential medium that contains the language and culture of the writer. This makes them linguistic and cultural thinkers, and they can deal with different situations and avoid cultural shocks by addressing cultural differences. Therefore, it is necessary to give the literary work its right to communicate culture and language equally.

Recommendations:

To end this current study that investigates the use of a intercultural perspective in literature. It also states the difficulties faced by students in literature, and the various challenges that teachers face in teaching literature and applying the intercultural approach. Based on this, we offer some suggestions that may help students and teachers.

Recommendations for Teachers at Khenchela University:

- ✓ The teachers should encourage students.
- ✓ The teachers should propose some challenges to the students, such as reading a novel every week to create a competition.
- ✓ The teachers should achieve equivalence between the linguistic and cultural aspects of the text.
- ✓ The teachers should give more importance to the use of intercultural approach.

General conclusion

✓ The teachers need to choose motivating and interesting texts that the student does not get bored of.

Recommendations for Students at Khenchela University:

✓ The students should address various literary topics to develop their linguistic and cultural competence.

✓ The students should compare the original culture and the host culture to enhance their understanding.

✓ The students should remove misconceptions about literature as boring and useless.

✓ Openness to different cultures by dealing with others from other cultures.

Limitations of the study:

The responses to the questionnaire were not sufficient to provide us with appropriate answers, especially when placing a box to explain their answer.

Another problem arose while examining the questionnaire for analysis. Some of them did not explain, they just wrote yes or no, to be interpreted as a kind of lack of interest or a kind of laziness. Also, some students did not answer clarifying questions.

As for the interview, some of the professors confirmed that they did not provide appropriate answers in the interview and preferred to write them.

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Appendix

Students' questionnaire:

My dear students,

You are invited to answer the following questionnaire which is part of our master's thesis research. It examines English language learners' perspectives on the study of cultures in literary works as a source for articles that address aspects of English culture and the cultural difficulties students face in reading literature.

The information collected will be treated with great confidentiality and care.

Put a sign (✓) in the appropriate answer and provide full answers when necessary:

Section One: Teaching literature.

Reading literature.

1-I like reading literature.

- Totally agree
- Agree
- Neutral
- Disagree
- Totally disagree

2- I find reading literature motivating and interesting.

- Totally agree
- Agree
- Neutral
- Disagree
- Totally disagree

3-Reading literature develops my cultural knowledge.

- Totally agree
- Agree
- Neutral
- Disagree
- Totally disagree

Explain!

.....

4-Reading literature enriches my language skills.

- Totally agree
- Agree
- Neutral
- Disagree
- Totally disagree

5-Literature makes me aware about people in other culture.

- Totally agree
- Agree
- Neutral
- Disagree
- Totally disagree

6-Literature makes me understand the cultural differences..

- Totally agree
- Agree
- Neutral

- Disagree
- Totally disagree

7-In reading literary texts, I ignore the cultural elements .

- Totally agree
- Agree
- Neutral
- Disagree
- Totally disagree

8-Literary texts are good materials that can be used to make me know about other's culture.

- Totally agree
- Agree
- Neutral
- Disagree
- Totally disagree

8-In reading literature, I find many difficulties .

- Totally agree
- Agree
- Neutral
- Disagree
- Totally disagree

What are these difficulties?

.....

Section Two : Culture teaching.

Cultural aspects in literature.

1-I'm interested in understanding culture in reading literary texts

- Totally agree
- Agree
- Neutral
- Disagree
- Totally disagree

2-Our teachers give great importance to culture in literature.

- Totally agree
- Agree
- Neutral
- Disagree
- Totally disagree

3-While reading English literature, I don't understand the second culture.

- Totally agree
- Agree
- Neutral
- Disagree
- Totally disagree

4-In reading about the norms, behaviours and customs in second culture ,I respect them.

- Totally agree
- Agree
- Neutral

- Disagree
- Totally disagree

5-Learning about the second culture have a negative influence on my own culture Identity.

- Totally agree
- Agree
- Neutral
- Disagree
- Totally disagree

Explain!

.....

6-In reading about people's lifestyles in the second culture, my behaviours change

- Totally agree
- Agree
- Neutral
- Disagree
- Totally disagree

Explain!

.....

7-To understand the cultural aspects in literary texts, I usually make a comparison between the first and the second culture.

- Totally agree
- Agree
- Neutral

- Disagree
- Totally disagree

Teachers' Interview:

Dear teachers.

The aim of this interview is to collect data about the assessment of different issues that may face teachers in implementing the intercultural approach in teaching literature. So please, you are kindly requested to answer the following questions:

Q1. What is your academic qualification(s), please?

Q2. How long have you been teaching literature ?

Q3. According to you what is the most useful approach to teaching literature? Why?

Q4. As a teacher of literature, do you think that teaching of literature in Efl classroom is important?

Q5. How do you get your whole class involved in debating cultural issues?

Q6. According to you what are the criteria that you make to select your literary text or to design them in the syllabus?

Q7. Do your objectives meet your students' needs in terms of culture teaching”?

Q8. How does literature support cognitive and culture development?

Q9. Do you encourage your students to be intercultural speakers? How?

Q10. Have you ever used intercultural approach in teaching?

If yes ,How do you implement it in teaching?

Q11. What are the different issues that may face teachers in implementing the intercultural approach in teaching?

Résumé

Principaux objectifs de cette étude sont la façon dont les enseignants traitent l'approche multiculturelle et comment l'inclure dans la littérature, certaines difficultés auxquelles les étudiants sont confrontés en littérature, et donner quelques suggestions pour éviter le manque de La capacité de se concentrer sur l'aspect culturel d'un texte littéraire. Pour répondre à toutes ces réponses, nous avons adopté une méthode mixte. Ainsi, nous présentons un questionnaire destiné aux étudiants de première année de master et un entretien avec les professeurs de littérature de l'Université Abbas Lagharour Khenchela pour l'année académique 2022/2023. Où les résultats obtenus ont montré que les professeurs d'anglais langue étrangère enseignent la littérature dans une perspective multiculturelle, mais de manière indirecte, comme en abordant l'approche stylistique et analytique du texte. Les résultats ont également montré que la plupart des élèves ont des difficultés à comprendre la langue et le sens du texte, en particulier lorsqu'il s'agit de poésie. En bref, les enseignants doivent parvenir à une équivalence entre l'enseignement du côté culturel et linguistique et ne pas se concentrer uniquement sur le côté linguistique du texte. La littérature devrait avoir pleinement le droit de transmettre les différentes cultures et langues.

ملخص

تبحث الدراسة الحالية في التحديات التي تواجه المعلمين في تدريس الادب من خلال منظور تعدد الثقافات. حيث تتمثل الأهداف الرئيسية لهذه الدراسة في طريقة تعامل المعلمين مع نهج تعدد الثقافات وكيفية ادراجه في الأدب ، و بعض الصعوبات التي تواجه الطلاب في الأدب، واعطاء بعض الاقتراحات لتفادي عدم القدرة على التركيز على الجانب الثقافي للنص الأدبي. للتطرق لكل هاته الأجوبة ، اعتمدنا استخدام طريقة مختلطة. لذلك نقدم استبيان لطلبة السنة الأولى ماستر ومقابلة مع المعلمين في التخصص الادبي في جامعة عباس لغرور خنشلة العام الدراسي 2023/2022. حيث أظهرت النتائج المتحصل عليها أن معلمي اللغة الإنجليزية كلغة أجنبية يقومون بتدريس الأدب عن طريق منظور متعدد الثقافات لكن بطريقة غير مباشرة، كالتطرق لنهج الاسلوبي والتحليلي للنص. كما أظهرت النتائج أن معظم الطلاب يواجهون صعوبات في فهم لغة ومعنى النص خاصة عند التطرق للشعر . اختصارا لذلك ، يجب على المعلمين تحقيق التكافؤ بين تدريس الجانب الثقافي واللغوي وليس التركيز فقط على الجانب اللغوي للنص. وأن يعطى للأدب حقه الكامل في اىصال الثقافة و اللغة المختلفة .