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Teaching Foreign Language Culture Through Literary Texts
A case study : Master One Student, Department of English
University of Ammar Thelidji, Laghouat

*A thesis submitted in partial fulfilment for the requirements for the Degree of Master in
Literature, Civilization and Language Teaching*

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Declaration

This work's main idea is our individual initiation. We confirm that this assignment is our own work; it is not copied from any other person's work (published or unpublished) and has not been previously submitted for assessment either at Amar Thelidji University or elsewhere. Other works are involved either by paraphrasing, summarizing, or direct quoting, accompanied with full acknowledgments to their contributions to my research. Thus, we declare as we consider that any kind of plagiarism will result in the failure of our project.

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Dedication

First and foremost, we have to thank our parents for their love and support throughout our lives. Thank you for giving us the strength to chase our dreams. Our sisters, brothers, aunts and cousins deserve our wholehearted thanks as well.

To all our friends, thank you for your understanding and encouragement in our many moments of crisis. Your friendship makes our lives a wonderful experience. We cannot list all the names here, but you are always in our minds.

Mahmoud

Dedication

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To all of you, I say: thank you.

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Abstract

The present research aims to investigate the use of the literary texts at the Algerian university. This work is mainly an attempt to investigate the importance of literary works in teaching the foreign culture as the importance in teaching the foreign language that can easily help them to improve their cultural competence. The basic hypothesis adopted in this work suggests that teaching foreign culture through literary texts and literature in general will enhance students' cultural attitudes. The research technique used for this work is descriptive. That is, it aims to describe the literary works as an approach and its benefits in enhancing students' cultural content. To carry out this research, the required data are gathered through two questionnaires, one for first year master students and another one for their teachers at the department of English Laghouat University during the academic year (2018 -2019). The results obtained suggest that literary texts are an effective tool for increasing learner's cultural performance. Based on the results, the hypothesis as students need to enhance learners' culture skill was confirmed. Finally, this work providing the point of view of teachers on whether literary texts carry culture, and whether teaching them involves teaching culture as well.

Key words : foreign language, foreign culture, literature, literary texts, teaching.

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List of Abbreviations and Acronyms

EFL: English as Foreign Language

FL: Foreign Language

GTM: Grammar Translation Method

SLA: Second Language Acquisition

TEFL: Teaching English as Foreign Language

General Introduction

General Introduction

General Introduction

The integration of culture and teaching in foreign language is not a new thing and has been long spoken about by many scholars in the field of foreign language teaching like Kramsch, Byram, Seelye, etc. However, in most countries speaking English as a FL, it seems to be common practice that most teachers of English neglect the essential information about the target language culture that would help students reach the cultural understanding to supplement their linguistic one. Pedagogically speaking, Teaching–learning language does not mean having prejudice to a course syllabus to provide learners acquaintance with the linguistic component of the targeted language, but teaching-learning language should be accompanied with integrating the culture features within the syllabus.

Recent trends in EFL research, teaching and learning demonstrate a wave of interest in developing learners’ “culture skill”. The main motive is that the learners’ inability to communicate in the target language does not arise so much from a deficiency in linguistic skills as from a lack of cultural understanding. In addition to the four traditional language skills (writing, reading, speaking and listening), a fifth modern skill, which is a “culture skill” becomes, essential. The development of such skill can be fostered through culture features in literary texts.

This current study is very essential because it show us how important is the integration of literary text in enabling students to learn more about the culture in the field of English Language Teaching and Learning. Finally, we can say that this research target everyone who is involved in the English Language Teaching and Learning, from learners to teachers.

In a view of the fact that culture has become an important element in the teaching of the foreign language, this study aims to investigate the use of the literary texts at the Algerian university. Moreover, the emphasis be on the literary works’ culture features which may develop learners’ “culture skill”. The scope of the analysis of this study narrowed down to focus on teachers think whether or not literary texts are well exploited to enhance learners’ culture skill. Besides, other sub-aims can be targeted within this study. They are as follows:

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Concentrating on the significant role that literary texts can have on developing EFL learners' fifth skill.

Providing the point of view of teachers on whether literary texts carry culture, and whether teaching them involves teaching culture as well.

In synchronization with the given aims, the following questions are worth being asked

The main question:

- **How can teaching literature include teaching culture to FL learners?**

Sub-questions:

a. **How the culture features in literary texts develop learners' "culture skill"?**

b. **To what degree is literature targeting the development of the culture skill?**

c. **What is the significance of integrating literature in EF teaching?**

Based on what has been asked in the questions section, we hypothesize that teaching literature also includes teaching culture to FL learners, and that the culture features in literary texts are a useful tool for enhancing Algerian EFL learners' culture skill. These culture features might be targeted through the literary texts.

Teaching foreign languages is a job which takes a lot of efforts, because it includes teaching culture in the way of understanding the language. This includes teaching many things such as: civilization, literature, and language sciences. Literary texts can be helpful means to achieve the job of teaching a language, which are written by foreign writers include within them culture, and it is hard to neglect the impact of culture on writing any literary text.

The political and social changes have focused on the problem of the relationship between language and culture.

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In Risager's book *Language and Culture: Global Flows and Local Complexity* (2006), she explores a new theory of language and culture in a changeable and global overview. The important view is that languages come through cultures, and cultures spread across languages, or in different words, that linguistic and cultural practices spread through social networks in the world along partially different ways and through national structures and communities.

At the Crossroads of Culture and Literature by Suchorita Chattopadhyay and Debashree Dattary (2016) includes a look at socio-cultural and literary study of the symbolic and material life of many cultures. It includes many essays which attempt to explore the way in which modern writers attempt to solve the ethical, political and personal affiliations of their identities and subjectivities.

Another book which explores the relationship between language and culture is *Culture Writing: literature and Anthropology in the Midcentury Atlantic World* (2018) which says that period of decolonization had seen dynamic exchanges between authors and anthropologists on both sides of the Atlantic. The book selects out authors who explored anthropology such as: Barbara Pym, Ursula Le Guin, Saul Bellow, Edward Glissant--and anthropologists who adopted literary forms—Laura Bohannan, Michel Leiris, and Claude Levi-Strauss.

Janusz Arabski, Adam Wojtaszk's book which is entitled: *Aspects of Culture in Second Language Acquisition and Foreign Language Learning* (2011) contains contributions which convey the linguistic interest in the culture-related concepts and structures such as time, modesty, politeness, and respect, discussing the culture-dependent differences in conceptualization and their reflection in particular language forms and linguistics devices. As in recent years language learning has been increasingly viewed by some SLA researchers as an essentially social-psychological process in which the role of a wider socio-cultural contexts should not be marginalized.

This research will involve studying how literary texts carry culture, and how teaching literary texts also involves teaching the foreign culture. It be undertaken on a sample of teachers of Master 1, as to how they view teaching literature as means of learning about culture. It is a field study which be

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carried out through a questionnaire, and through analyzing the results we conduct whether or not study requirements were met.

This research rely the descriptive-analytical, in order to gather information about teaching and learning literature, which be the skeleton of the first two chapters being the theoretical chapters.

The researchers conducting this research investigate the use of the culture features in literary texts.

Besides, to align with the objectives of the current study, the researchers formulated a questionnaire to be given to teachers as a research tool which be conducted. Through this instrument, the data be collected and analyzed.

This research be divided into three chapters. The first and second chapters be the theoretical part which include all information this research requires. While the third chapter be the analytical part, which include the data gathered from the questionnaire distributed upon teachers. The first chapter be devoted for the use of literary texts in EFL classrooms and its relation to teaching culture. The second chapter, however, shed light on “culture skill” and the importance of culture features in literary texts by means of developing such skill. The third chapter, which be the last, emphasize the investigate the concrete data gathered by the researchers.

Chapter One:

The Integration of Literature and Culture in FL Teaching

CHAPTER ONE:**The Integration of Literature and Culture in FL Teaching**

This chapter will embark to explore the integration of literary works in FL teaching and its bond with the teaching of culture. It will give a historical background about the teaching of literature in FL classrooms with specific focus on the explanation of the reason behind the inclination for its inclusion or exclusion. It will tackle the role literary works play in the teaching and learning of English as foreign language. Finally, and of enormous significance to this chapter is the inquiry of the relationship which binds literature and culture together.

1.1. Teaching Literature in FL Teaching: A Historical Background.

Since the early nineteenth century, it was a great dilemma of whether or not it was essential to integrate literature as part of teaching English as foreign language. In early 19th century, teaching English as foreign language was bound to the GTM principles in which the integration of the literature was of great importance. The main reason lying behind teaching English was to permit learners access to its literature. Literature was regarded as the highest expression of the target language. Literary works were considered as the corner stone for improving learners' lexical, syntactical, as well as cultural knowledge. Because chances for getting direct communication were very scarce, the linguistic and cultural outcomes were rather directed towards helping to facilitate the reading and comprehending of literature written in English (Howatt & Widdowson 131-134). Although understanding culture was extremely focused on in the study of literature at the time, it was not for the reason of developing learners' communicative skills.

Very affected by the late 1900s Reform Movement in education, the educational reforms gave rise to the teaching of literature in foreign language teaching in both Europe and

overseas, including many parts of the empire, considered literature as unnecessary. Pioneers of the reform movement including: Palmer, Daniel Jonse and Hornby emphasized on developing learners' oral skills through applying phonetics in order to guarantee correct sound pronunciation (ibid189). Literary works were substituted by authentic non-literary texts as the founding ground for teaching reading comprehension and pronunciation pattern.

Authenticity as was seen at that time was equally aligned with everyday spoken English but without any literature. For nearly a century, literature was viewed as artistic and elitist. Malley pointed out that "literature had lost flavor with those who write about teaching, in the structural syllabus there was often no room for literature, which was regarded as elitist; remote; deviant and not authentic" (Gilroy and Parkinson213).

As a matter of fact, neither the fifties' Audio-Lingual method, nor did the seventies' prevailing methods used literature to teach EFL, much as the Community Language Teaching, Suggestopedia, and the Silent way.

Progress in literary and cultural studies in the eighties gave birth to the reassessment of the place of literature as a developer of teaching English as a foreign language. This essential place was recognized on the grounds of two main reasons: the dawn of New Stylistics and the adoption of intercultural framework to TEFL.

On the one hand, the coming of the new branch called New Stylistics in literary criticism caught attention to the connection between language and literature. Linguists, in this respect, started to argue that the language used in literary works is the same as that we use to communicate every day. According to Brumfit and Carter (1986) there is no such a thing as literary language, as it is truly impossible to set aside any single or certain property of language that is exclusive to a literary text. For example, metaphors are not only to be found in literature, they can be used in everyday language such as advertisement and political

speeches(7).This variation in how to approach literary language was essential in rejecting arguments against the relevance and importance of literature in teaching English as a foreign language.

On the other hand, attention in cultural studies developed a change in course towards promoting learner's interculturality –the potential to communicate with people from a different culture–as the final objective of teaching English as a foreign language. The intercultural objective gave validity to the insertion of literary works in EFL classrooms (Buttjes&Byram11).In this view, reading a literary work is thought to be an intercultural experience. Debates over the reading material are learner-centered and perceived from learner's own experience if possible to contain comparison of different elements with respect to their cultural origins (Babamova et. al. 99).In this regard, learners are to develop their knowledge of the cultures in English, meanwhile, increase consciousness of intercultural differences. In short, the objective behind accepting or refusing the insertion of literature in EFL curricula was essentially based on the needs of learners as set by the progress in the theory of language and the historical context requirements. Of distinctive concern to the current subject of study is the modern progress with account to both, which drew a concentration on the promotion of interculturality and the utility of literature in reinforcing the learners' culture skill.

1.2 The Importance of the Integration of Literature in FL Teaching.

The insertion of literature as an undivided part of FL teaching has been defended on the basis of its important contributions to develop learning English as a foreign language. Usually utilized by numerous FL teachers, the use of literary works is a starting point for enhancing learner's language usage. Literary works supply language in significant contexts which authorizes the learners to “extend linguistic knowledge by giving evidence of extensive

and subtle vocabulary usage, and complex and exact syntax” (McKay191). Following the exact argument, Slater(1987) considered that the use of literary works as teaching tools help learners improve their knowledge background in grammar and vocabulary because “lexical items and syntactic structure are made more memorable via surrounding context(5). In fact, learners may enhance their linguistic knowledge depending on the study of literary works.

It is also highly agreed on that literary works supply good chances for enhancing learner’s language use. As claimed by many FL teachers and researchers, as FL learners commonly possess a highly restricted access to authentic use of language, the communicative processes they are exposed to are greatly related to classroom interaction.

Importing literary works to the classroom is, thus, considered to make up for the deficiency of authentic language use. Many researches involving those of David, Covelo, Kline, and Hsieh (1992),Tseny(2010),and Yalmaz(2012) revealed the value of teaching literature in enhancing learners speaking, reading and writing skills.

First, literary works shape a practical tool for enhancing FL learners’ speaking skill. Principally, literary works give learners genuine social contexts to practice using language to communicate. Duff and Malley (2007) demonstrated this idea by saying that “literature creates contexts in which the dialogue is often closer to lie, more credible and unpredictable than the invented speech o oral exchange in textbooks” (108). Furthermore, Mackay(1986) in her article “*literature in ESL classroom*” explained that “literary works serve to present language discourse in which parameters of setting, role and relationship are defined”(192). MacKay’s demonstration collects more evidence concerning the role played by literary works in moderating a social situation. In the imaginary realms of the literary works, learners can come face to face with genuine social norms, discourse elements and conversational archetypes.

One can safely say that these notions are a corner stone for developing learners' oral skill and appropriateness. As well as, literary works are also functional for promoting learner's reading proficiency.

According to Widdowson, as opposite to the situation of informative texts where language is easy, plain and simple, in literary works there is a greater space for expectation and personal explanation. Learners, thus, need to deduce the hidden messages a text may entail:

The amount of information we normally take out of something we read is minimal, actually, because we simply take from a passage the frame of reference we have already established before reading...with literary discourse the actual procedures for making sense are much more in evidence. You have got to employ interpretative procedures in a way which isn't required of you in the normal reading process. If you want to develop these procedural abilities to make sense of discourse, then literature has a place... (Brumfit and Carter 13-14)

Widdowson argued that students instead of reacting, they interact to the texts. The interaction occurs amongst numerous steps in the course of unwrapping meanings and the interpretation of ideas (MacKay 191-192). Literary works are an example instrument for FL teachers to develop learners' interpretative course of action and, therefore, to enhance their reading proficiency.

Ultimately, literary works can allow learners enhance their writing skill. Through getting in touch and scrutinizing literary works can learners be familiarized with elements of written language, involving the formation of sentence and clauses, the differences of possible structures, and different ways of linking ideas (Slater 5). The course of familiarization with native standards of writing allows learners to liberate themselves from the confusion and the overlap of a different language. Literary readings can also provide the learners with a number of topics and notions to write about in an imaginative way.

The recurrent concern in literature as a significant means for teaching the target culture brought with it the coming of cultural studies. In showing the ballance between a language, as a “socially conditioned system of meaning”, and literature as “the use of language effectively in suitable conditions”, the use of literary works defines itself in giving learners cultural elements of the target language and the society speaking the language. (Baird 203)

From one perspective, literary works reflect the target culture and permit learners to dig deep into its different components. Kramsch (1996) asserted that literary works provide learners with “necessary pragmatic and psychological components which constitute a foundation their being effective participants in the target culture” (90). The integration of these components can enable learners to interact effectively in an intercultural context.

From another perspective, it is said that literary works supply a starting point for learners to contemplate the target culture. Collie and Slater (1992) expressed how literary works help learners comprehend and perceive the target culture under various conditions and contexts and from the point of view of many characters and experiences in what can be named a clear understanding.

It is a certainty that when the realms of novels, plays and short stories are constructed, they provide complete and vivid situations in which characters from different social backgrounds can be portrayed. A reader can delve into their thoughts, feelings ,customs, beliefs, fears ...etc. These vocative imaginary realms can rapidly supply the foreigner reader a sense of uncovering the codes and preoccupations that govern the real society(4) By utilizing literary works as an originator of culture teaching and learning may help learners enhance their cultural and emotional empathy. In short, the linguistic, pragmatic, and cultural

contribution of literary works is specifically helpful for learners to develop these skills respectively.

1.3 The Relationship Binding Literature and Culture in FL Teaching

In education, what binds literature and culture is truly essential. Many FL teachers are becoming gradually conscious of the great outcome which is born of the relationship between literature and culture. In her book *Literature and Language Teaching: A Guide for Teachers and Trainers*, Lazar (1993) argued that the relationship between literature and culture resemble that of the two faces of a coin, they are indivisible from and essential to language teaching. The relationship between culture and literature makes teaching culture to FL learners easier.

Literature is considered to mirror the culture of the language which is the body of the culture. The works of literature entrench the intricate store of the target culture; peoples' behaviors, ways of thinking, customs, and affiliations, without forgetting the political, social, and religious orientations (Zacharias31). Reading works of literature, thus, develops a comprehensive understanding of the target culture which trespasses the areas that are considered to be vague and shallow understandings learners usually shape about a culture.

In authentic teaching situations, this relationship between literature and culture can be exploited to enhance learners' emotional, mental and socio-cultural sides. Literary works are thought to enhance learners' affective side to learn target culture.

Essentially, literary works are unfolded to various interpretations, Mally and Duff (1990) accommodated support to this argument by explaining that "only rarely two reader's understanding or reaction to a given text be identical"(6) This, in turn, forms interest and encourages learners' motivation to speak and learn about the target culture.

Besides their emotional effects, literary works improve learners' mental and cognitive abilities. Being unfolded to interpretation, literary works enhance learners' critical thinking. By reading about various ways of living, thinking and world views, learners are intellectually driven to mirror upon their own culture ways (Howie24). Lazar (1993) asserted that by reading literary works, learners "will feel empowered by their ability to grapple with the text and its language and relate it to the values and traditions of their own" (19). Literary works then may drive learners to benefit from a deep understanding of the target culture much better, in comparison, than any other material such as the media that often spreads misleading ideals.

Additionally, literary works supply a starting ground for nursing learners' social cultural knowledge. They aid in the course of providing learners with the needful pragmatic and social cultural elements which shape a sine qua non principle for their being effective participants in the target culture (Sell 90).

Moreover, Mackey (2001) asserted that the thematic variety characterizing literature shape a safe platform for learners to set aside cultural stereotyping. According to her, utilizing literary works helps "avoid cultural stereotyping that can occur when discussing cross-cultural differences because discussing on culture will be grounded in specific aspects portrayed in particular literary context" (331). Indeed, through reading literary works learners are authorized to have view points about various experiences in the target culture and thus enhance an understanding, however shallow it may be, of the way of life the target culture people and their context of living.

In short, what has been mentioned concerning: affective, cognitive and social- cultural areas, were they to be fostered and given much attention in the training of learners as principally FL users, may skyrocket their competence in the target culture to its distant limits.

Because the role literature plays in serving the learners' functioning in the target culture attaches much support to the arguments of integrating it in the FL teaching.

Conclusion

This chapter tried to sketch a historical background of the integration of literary works in FL teaching. It was, then essential to scrutinize its importance in teaching English as a foreign language. More essentially, investigating the bond between literature and culture was of great significance to explain the possible educational effects teachers can get benefit from in the classroom.

Chapter two

Culture as a Skill in FL

Teaching

Introduction :

This chapter will be dedicated to the examination of teaching culture as a skill in FL teaching and the importance that the features of culture have in enhancing the skill. The chapter will attempt to concentrate on what is definition of “culture skill” and the means by which one can enhance and promote this as skill in language out of the culture features literary works contain.

2.1 The Point of View of FL to Culture.

The principal elements of culture which are closely related to the core subject of FL teaching were examined by specialists in the field as early as the 1980’s. G. L. Robinson’s suggestion (1985) is considered to be an example of the various elements of culture which can be infused within FL curricula. They involve four elements: the behavioral, the functional, the cognitive and the symbolic. The behavioral element emphasizes on the human behaviors which are perceived consisting of real-life practices and behavioral recurrences of the people embracing the target culture. The functional element meditates on the regularity of behavioral recurrences in the target culture. The cognitive element reflects on how data resulting from culture are mentally processed and accepted by a foreigner to the culture. The symbolic element is attached to the effective system of cultural symbols which form the individuals’ perception of the world (Atamna19)

During the teaching of culture, the implementation of these elements in FL curricula can potentially lead foreign learners to soundly delve into the target culture. According to Robinson, the insertion of teaching culture would present the foreign learner to real-life practices and behavioral elements of the target culture. This in turn helps them enhance to a kind of responsiveness towards what resides behind the behavior of the people embracing the target culture. Being aware of rules which control the behavior of the people embracing the

target culture would possibly allow learners to perceive the target culture from native point of view. Ultimately, counting on insights portraying the native culture can potentially give learners meanings to fresh experiences pertaining to the target culture (ibid). In brief, from the point of view of FL, culture can be interpreted as being a dynamic which can possibly be acquired, it is founded upon behavioral recurrences, and rules controlling these behaviors and the interpretive skills necessary for decoding culture to arrive at particular possible meanings.

2.2 The Acquisition of Culture.

Recent studies in intercultural studies suggest that culture can possibly be learned and acquired, and ultimately, be taught as a skill. As a start, Damen's (1987) definition of the acquisition of culture points out that "culture learning is a natural process in which human beings internalize the knowledge needed to function in a societal group" (104). The above definition indicates that people learn about culture in the same manner they have learnt about their own. It also suggests that had people not recognized a given culture, it is not possible for them to communicate effectively with people embracing that culture. Even though, Damen's explanation focuses on the significance of the learning of culture, Piaget et al. (2003) engaged in another explanation which points out the particular are as that culture acquisition signify:

Culture learning is the process of acquiring culture-specific and culture-general knowledge, skills and attitudes required for effective communication and interaction with individuals from other cultures. It is dynamic, developmental and ongoing process which engages the learner, cognitively, behaviourally and affectively (177).

Relating to this explanation is the difference between culture-specific and culture-general acquisition. As claimed by Piaget et al .culture-general acquisition alludes to learning knowledge and skills which are common to all cultures and can be dispatched cross-

culturally. They demonstrated that this can involve culture adjustment, culture learning strategies; adopting and stress management strategies and the part played by emotions in cross-cultural interactions. Moreover, they asserted that culture-specific acquisition involves knowledge of pragmatics, sociolinguistic competence, small “c” culture (convenient everyday behavior) and big “C” culture (convenient contextual behaviour) (ibid6).

Based on this explanation of culture learning, the difference between culture-specific and culture-general learning can possibly draw the approach to pursue in culture teaching.

2.3 Culture in Classroom: Approaches and Methods.

In an endeavor to make the teaching of culture simple and easy, researchers suggested an amount of approaches. The most frequent and used ones are the Mono-Cultural Approach and the Comparative Approach. The Mono-Cultural approach reflects on the notion that the teaching of culture is an unconnected part of language teaching. It suggests that the actual knowledge about the target culture involving the descriptions of “the structures and functions of the institutions,” and people’s activities in a “generalised and stereotypical way” (Mountford&Wadham-Smith1).This method of teaching culture is thought to be unsuitable recently because it does not identify learners’ comprehension of their own culture. Byram and Morgan (1994) asserted that “learners cannot simply shake off their own culture and step into another... their culture a part of themselves created them as social beings”(43). As a response, the comparative approach was born to address the problems arisen by the Mono-Cultural Approach.

The Mono-Culture Approach favours teaching culture altogether with teaching the FL. Alternative to providing learners with information which has to do with the target culture, this approach emphasizes that a great deal must be kept for learners to think of their own culture (Buttjes& Byram31). Therefore, the comparative approach is closely associated to learners’

own knowledge, beliefs and values. The spirit of the Comparative Approach is to supply learners with a chance to foster awareness that their cultural course is not the only one possible. In this context Kramersch (1993) asserts that:

Teaching a foreign culture requires an approach which is more interested in fault lines than in smooth landscapes, in the recognition of the complexity and tolerance of ambiguity, in the search for clear yardsticks of competence or insurances against malpractices. (2)

Therefore, the central concern of this approach is found in places of varieties rather than similarities. The classic perspective which pointed out that the target culture is the one required to be taught within FL classrooms has recently been replaced by the interculturalist trend that focuses on both the target and native culture.

2.4 The Formation of a New Language Skill: Culture.

Instilling culture within FL classrooms, as well as the traditional language skills, became important as was later named the “fifth language skill”. Different researchers and scholars such as Kramersch (1993), Byram (2000) , and Tomalian (2008) tried to come near the definition for an unprecedented concept. Kramersch (1993) thought of culture skill as being the significant instrument for developing language proficiency, she pointed out:

If...language is seen as a social practice, culture becomes the very core of language teaching. Culture awareness must then be viewed as enabling language proficiency...Culture teaching is not an expendable fifth skill tacked on as to speak about the teaching of speaking, listening, reading and writing(8).

In her point of view, “culture skill” is a compliment for linguistic skills for the reason of effective communication, yet the instilling of the former is embedded within the instilling

of the latter. Learners, as she puts it, do regularly come face to face with the target culture in TEFL contexts. The incorporation of the linguistic and culture skills help learners' awareness of elements of the target culture and become more aware of their own culture.

Byram (2000) a promoter of intercultural communicative syllabi, commented on "culture skill" being "intercultural competence". On the grounds of this conception, a person who acquires a culture skill is: "someone who is able to see relationship between different cultures both internal and external to a society and is able to mediate, that is to interpret each in terms of the other, either for themselves or other people" (9). Possessing a culture skill, therefore, trespasses mere cumulation of knowledge concerning the target culture to enhancing the aptness to view things both from the point of view of one's own culture, and those of the target one, which in turn might help to link each to the other. He also assumed that "culture skill" involves thinking critically about one's own culture and other's opposite to neglecting cultural understanding:

it [culturally skilled person] is also someone who has critical or analytical understanding of [parts of] their own and other cultures – someone who is conscious of their own perspective of the way in which their thinking is culturally determined, rather than believing that their understanding and perspective is natural. (ibid)

Therefore, it is which full fills cultural consciousness which authorizes learners to recognize common grounds and accept varieties between native and target culture in a way that intensifies their understanding of both. This might establish their collaboration in more effective intercultural communication.

Closely attached to Byram's point of view, Tomalian (2008) in his article "*culture the fifth language skill*", demonstrated the cognitive nature of "culture skill", according to him the

culture skill instills “the mindset and the techniques to adapt [your] use of English to learn about, to understand and appreciate the values, ways of doing things and unique qualities of other cultures” (Para 6). He asserted that “culture skill” includes understanding how to utilize language “to accept differences, to be flexible and tolerant of ways of doing things which might be different of yours”(ibid). English Teaching had ceased to be an end in itself, it became a means to interact with and interpret with English correctly linking it to their culture. Although the perspectives stated above define “culture skill” from different viewpoints, they all come together when it comes to the fact that it increases learner’s intercultural awareness which helps to adapt their use of English. The skill of conforming with the use of English to be suitable the norms of the target culture is entrusted to result in more effective communication.

2.5 The Rationale behind Teaching Culture as a Skill.

As stated above “culture skill” is trespassing being a requirement for FL learners. There are two incomprehensive purposes for English teachers to follow the direction of developing learners’ “culture skill”. Today’s international position of English, as a consequence of globalization is an influencing element to teachers concerned with enhancing learners’ culture skill. According to Reinhold Wandel, considering the reality of English as a “world language” a serious matter, FL teaching must develop its geographical scope and include non-stream cultures...on the other hand teaching learners to utilize English as a lingua franca also means to adjust them to be interculturally sensitive(Byram & Grundy72).

In a world occupied by globalization, in which the cultures from different parts of it get close to each other, the idealized and even the local differences of American and British cultures may prove inapplicable in various international contexts. Thus, arises a requirement to interact effectively with people from various cultural backgrounds.

Successful communication and interaction demand changing the use of English in the global context. Kramsch (1998) asserted that in today's globalized world, the important skill that FL learners should get hold of is the "adaptability to select to use those forms of accuracy and those forms of appropriateness that are called for in a given social context of use" opposite to "the ability to speak and write according to the rules of academy and social etiquette of one social group" (27). Therefore, it is the requirement to successfully communicate and interact with world cultures and non-stream differences of English which demand the need of "culture skill"

The present dynamic property of culture is a different reason of teaching culture as a language skill. Based on the fact that native speakers' English is ever changing, FL learners must actively involve themselves in learning how to learn about culture rather than passively accumulate cultural knowledge (Crawford & McLaren127). The culture skill holds the ability to update their English and English use. Thus, learners are motivated to perceive cultural unchanging truths as placed in time, space and variable across, time, regions, classes and generations (ibid). being closely related with differences of English in their spatial, temporal and cross – generation dimensions, entails learners to adjust to their use of English with these in constant conditions. In short, learners must be able to view the cultures for which English is interacted from different perspectives.

2.6 Improving the Culture Skill Using Literary Works.

Culture elements found in literary works, also called culture specific items or expressions, are the main attraction for many researchers. Gillian Lazar (1993) gave a definition to culture elements being "objects or products that exist in one society but not in another" (63). That is to say, culture elements are limited to one culture makes it very distinct from other cultures. She also recognized the following as being the culture elements which are

entrenched in literary works: proverbs; idioms; conventional expressions which incarnate culture values; social structures; role and relationship; customs; traditions; beliefs; values; political, historic, and economic backgrounds; institutions; taboos; metaphorical and connotative meanings; humor; representativeness to what part of culture or a society a text may infer, and position of the written language in different cultures (ibid66). This points out that the capacity of culture limited elements in literary works untangles the hidden elements of the target culture for foreign learners such as cultural values and connotative meanings. These cultural elements, had they been well utilized by teachers can lead to better perceptions of the target culture.

The study of culture elements in literary works develops intercultural comprehension. For the reason that classroom interaction about culture will be established in particular elements depicted in definite literary contexts, with the aid of literary works helps bypass culture stereotyping which can appear when discussing cross-cultural varieties (MacKay193). Intellectual reasoning about cross-cultural problems might boost learners' intercultural awareness and make them perceive different worlds.

The specific significance of literary works in developing intercultural comprehension rests in the likeliness of reflective investigation of the culturally informative classroom interactions. As stated by Alred, Byram and Fleming (2003), possessing an intercultural experience by a direct confrontation with native speakers may not be enough to evolve a culture skill. Preferably there must be reflection, investigation and action (7). Particular items for interaction including literary works are regarded more effective through the study of literature in a view of the fact that culture particular items in literary works are well organized. By means of this, learners can draw analogies and contrasts between various cultures (MacKay193). Consequently, strict and shallow comprehension of the target culture can be safely by passed through target interactions of culture elements with in FL classrooms.

Additionally, the study of culture elements in literary works supports learners' intercultural comprehension. Analysis of culture elements enables learners to reflect on their own. Colby and Lyon (2004) asserted that thoughts on literary works enable learners to recognize their own culture (24). Through making learners reflect on different cultures can they truly be pushed to think intellectually about their own culture. Thinking about culture elements in literary works develops and increases learners' critical thinking and acceptance of varieties.

Conclusion

This chapter tried to resolve the problematics of what culture is from FL perspective, and whether or not it can be learned, and getting insight of the possible methods to teach it. The essential emphasis was on "culture skill" and the means by which it can be enhanced through culture elements in literary works. The theoretical findings of this chapter and the first one, are to be the main skeleton to feed what follows of practical fieldwork.

Chapter three

Methodology and Data Analysis

Introduction:

In the previous chapters we presented some definitions and concepts related to teaching foreign language culture through literary texts. The present chapter is considered as an empirical phase in this study. In accordance with the objectives of the study, this chapter will elicit data on the students' expectations toward the learning about the English as foreign language, foreign culture and literature at the Department of English at the University of Laghouat, and examine the teaching/learning situation of them in the aforementioned department. This chapter will also investigate whether the subjects of first-year English language "Master" provide students, from the earliest year of their academic English learning, with the relevant cultural content that can excite their interest in English learning; as far as the level of first-year English language "Master" is concerned. In this chapter, the data collected from the different research instruments utilized in this study are going to be presented in tabular form and on commentary paragraphs

3.1 Field Investigation and the Research Method:

The study was conducted in the University of Laghouat with the participation of a sample of first-year master students(30 students) and teachers of the English Language Department(05 teachers). Relevant data about the research informants and instruments are presented in the sub-sections below.

3.2 Participants:

The first-year master students and teachers of the English Language Department of Laghouat University constitute the target population of the present research. Information about the research participants' number, age and educational background are presented below.

3.3 Students' Profile:

The number of first year master students in the Department English Language at Laghouat University, registered in the academic year 2018/2019, is about 279 students. We have randomly chosen 30 students as sample for our research. Our choice of the first year master students is deliberate and due to multiple reasons. First year master students have been studying English Language for four years which make us believe that they have a high proficiency in using English, therefore their answers will be helpful to conduct our research.

3.3.1 The Research Instruments:

For this study, a combination of data was collected by means of research questionnaire : questionnaire is designed for first-year master students of the English Language Department, while the other is carried out with 5 teachers from the same department.

3.4.1. Students' Questionnaire:

The Students' questionnaire is a combination of different kinds of questions; choices questions and multiple choices questions. It is designed to elicit data on the first-year master students' expectations in the Department of English at the University of Laghouat. We have selected a sample of (30) students from the first year LMD, since it seems difficult to address the whole students. The questionnaire (See Appendix) includes (19) questions presented in three sections: 'Background Information ' students expectations in literature '. 'students expectations in culture'. The description of each is as follows:

3.4.1.1 Section One : Background Information (Q1)

This section is for general information about the students, it consists of two questions,. In this question (Q1) students are asked to specify their language level in the question (Q2).

3.4.1.2 Section Two: 'students expectations in literature'(Q2 to Q9)

This part of the questionnaire is a contribution of (8)questions, it inquires into the cultural topics the students expect to discuss at the level of first-year master English language these questions are asked for the sake of knowing the students' attitudes and their level of literature, and to see if they are willing to develop their level and eventually know what are the useful materials to enhance the foreign languages and cultures. This questionnaire was randomly handed to 30 first-year master students it is stated in its introduction and instructions concerning its completion were given to make sure they understand the way to fill it right. The completion of the questionnaire took the students about 30 minutes.

3.4.1.3 Section Three: 'students opinions on the culture (Q10 to Q19)

This is the third section and the last in the research questionnaire, it is a combination of (9) questions. This section is dedicated to cultural interference in EFL

learning. It is set with the aim of finding out students' opinions on their learning about the English cultures. At the two first questions, the students were asking how their culture is influencing their English Foreign language learning way. Moreover, know what culture; own culture or the targeted culture, that students would insert in their learning. Then, the after questions intends to examine students' opinions about whether teaching about the English cultures should be taught incidentally or systematically. Than the students were asked to say whether they are satisfied with the cultural content that they have learned from the subjects of first-year master level and to state whether the cultural content that is embodied in these subjects provides a kind of contribution to raising their interest in the English language learning and improving their competence while communicating in English. In the end of this section, the students were requested to rate the culture teaching strategies they consider helpful and most useful for learning the English

3.5 Data Collection, Analysis and Interpretation of Students' Questionnaire :

The data obtained from the students questionnaires were collected and then analyzed. This section is set to the analysis of the data obtained from the research tools utilized in the present research work regarding the subject in question and to the discussion of its main findings. All the way through this section, the researcher analyzes the data gathered from the data gathering tools employed in this research work, namely the students and teachers' questionnaires and interprets the obtained results, as well. The present part of study is concerned with the analysis of the data and the interpretation of results as regards the students' questionnaire.

3.5.1 Section One: Background Information (1Q)

As the title implies the investigator is going to analyze in this section some personal information about the respondents of the questionnaire.

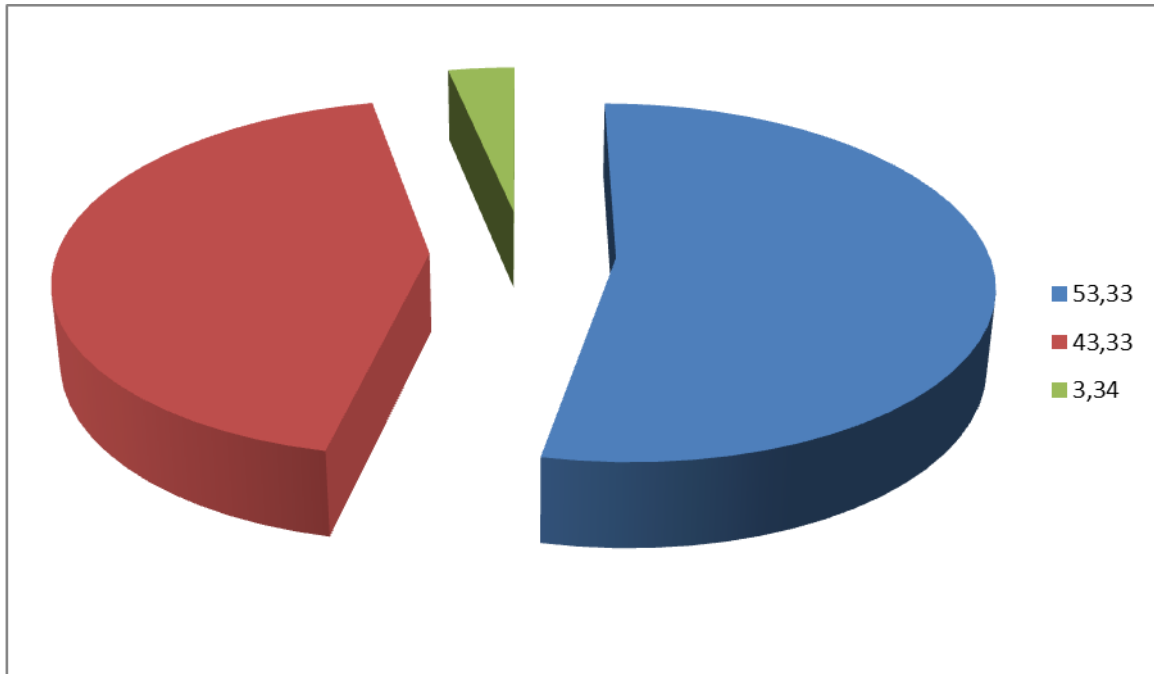
Q1: Students level in English language

	number	Parentage
Good	16	53.33%
average	13	43.33%

Less than average	1	3.33%
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Table 1. 1 : Students’ Level in English

Graph1. 1 : Students’ Level in English



According to the results above, the table and the figure illustrates the English proficiency level of the students sample. Question two in the first section shows the numbers and the percentage of students in each level. The highest percentage of students (53.33%) claimed that their level in English is good, sixteen students, while(43.33%) of them believe that they have an average English, thirteen students said that they are average in English. The other (3.33%) stated that he/she is not good in English, one student think that he have a poor English level. This result shows, that most of the students in our sample believe of having a good English level, which may be due to the good marks they have got in the previous semesters. However, those who believe in having an average English level may due to the typical marks they got. The other student who have less than average level, seem to have no intention to study English language. All in all, while the majority have a good and an average English level we can trustfully consider their coming answers in this questionnaire.

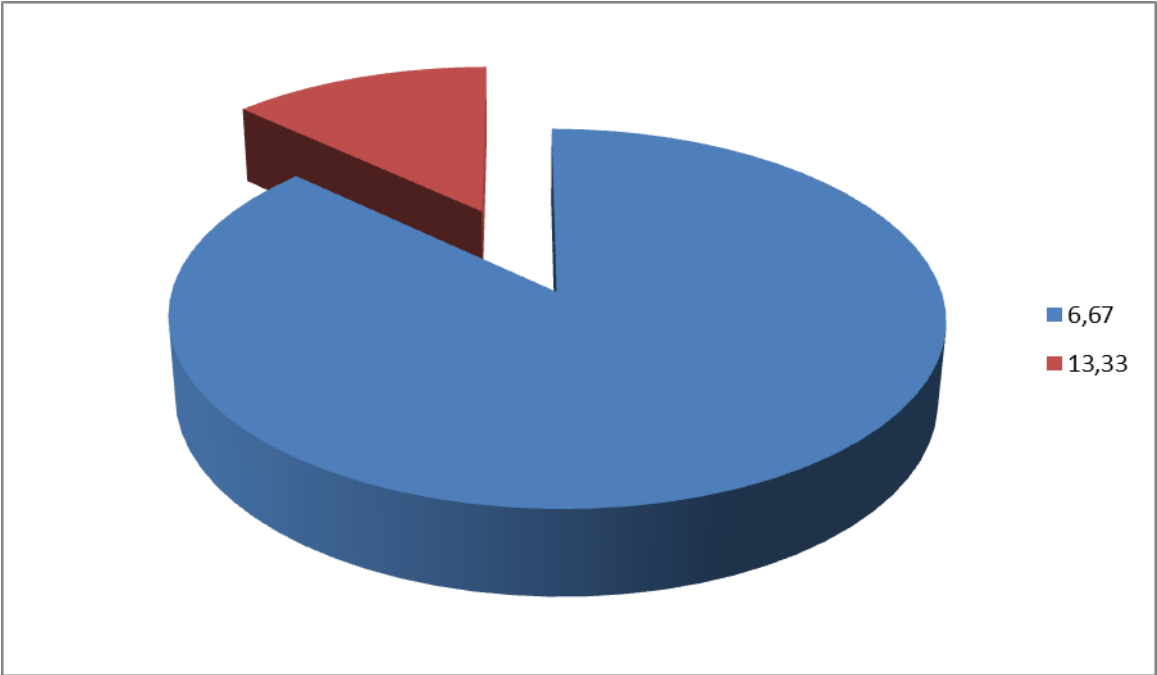
3.5.2 Section Two: Students expectations on literature

Q 2:Do you like literature?

	number	Parentage
Yes	26	86.67%
No	4	13.33%

Table 1.2 : Analysis of the Second Question in Section Two

Graph 1.2: Data Analysis of the Second Question in Section Two



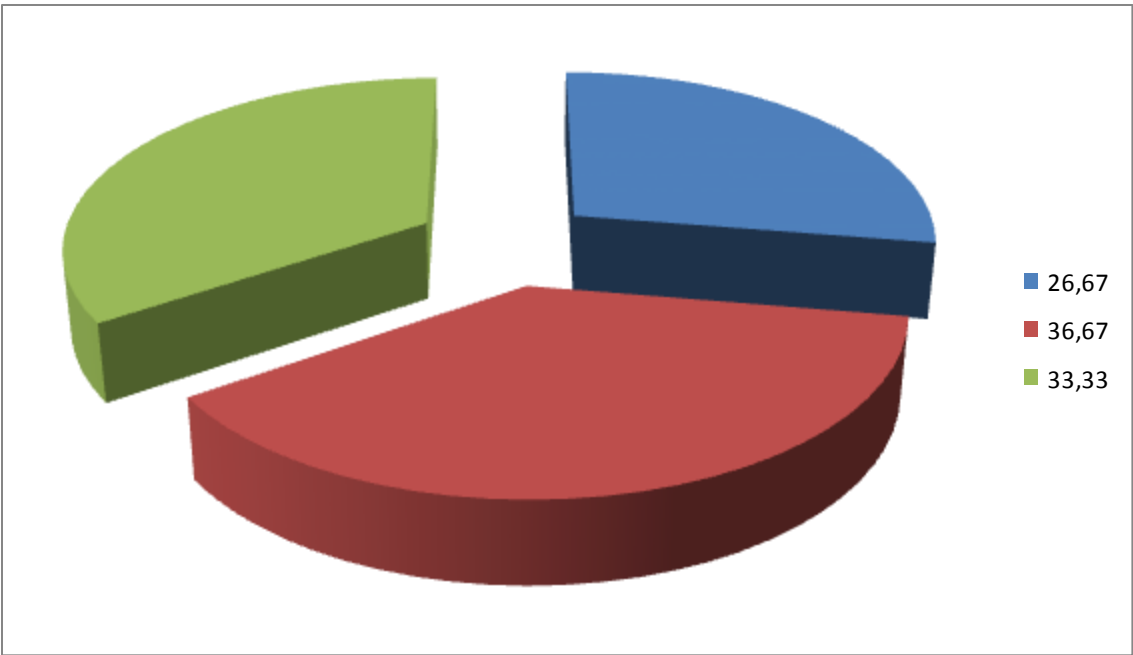
As shown in the table (1.2) and the figure (1.2) above the majority of the participants (26) who represent (86.67%)like literature, while (13.33%) of them, four students dislike it

Q 3: What kind of literature texts do you prefer?

Kind of literature texts	Students number	Total
drama	9	30
Realistic fiction	8	30
Short story fiction	6	30
Historical fiction, Legend story , Fantasy fiction	5	30
poetry	4	30
Fairy tale, Horror fiction	3	30
Fiction inverse, Humour fiction, Science fiction	1	30
Folklore, Fable	0	30

Table 1. 3 : The kind of literature texts that students prefer

Graph 1.3 : The kind of literature texts that students prefer



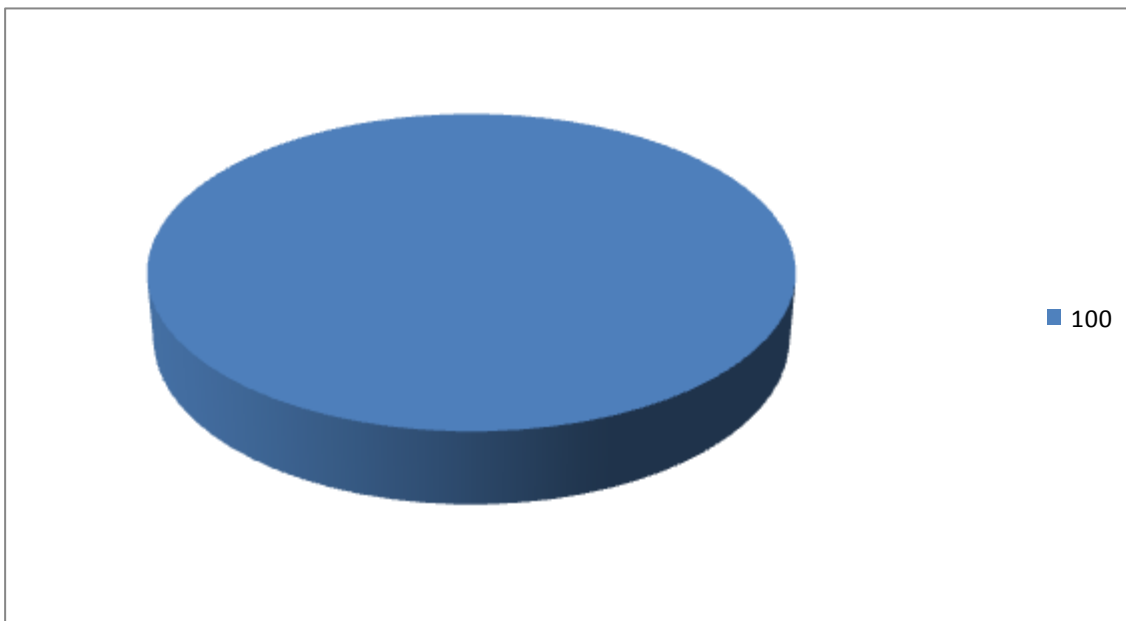
From the above that results reveals the responses of the forth question in section two, we have got from the pupils' views we can recognize that drama is preferable (36.67%) than realistic fiction (33.33%) after it short story fiction(26.67%) than the rest less of them as presented above.

Q 4: Does literary texts make students obtain much vocabulary

answers	Student's number	Parentage
Yes	30	100%
No	0	0%

Table 1.4 : Students' opinion about the literary texts

Graph 1.4 : Student' opinion about the literary texts.



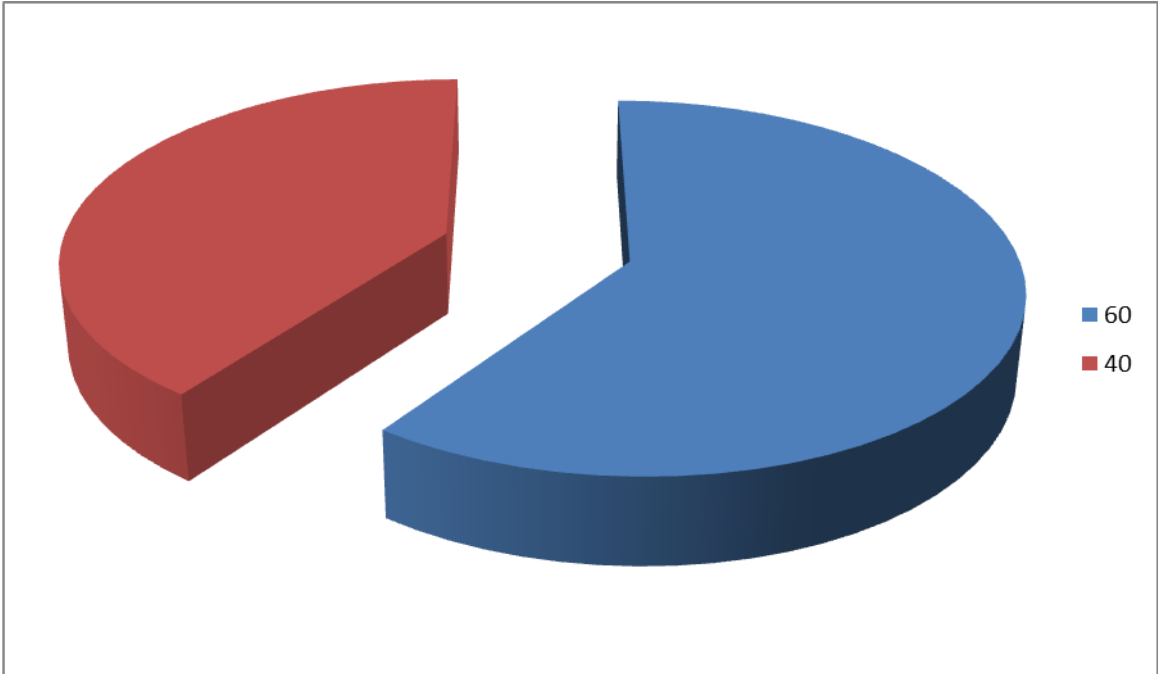
It is clear from the figure and the table that all of the participants (30) who represent (100%) see that studying literary texts make them obtain much vocabulary.

Q 5: Did studying literature give students better understanding for grammatical rules?

answers	Student's number	Parentage
Yes	18	60%
No	12	40%

Table 1.5 : Students' opinion about the literature.

Graph 1.5 : Students' opinion about the literature.



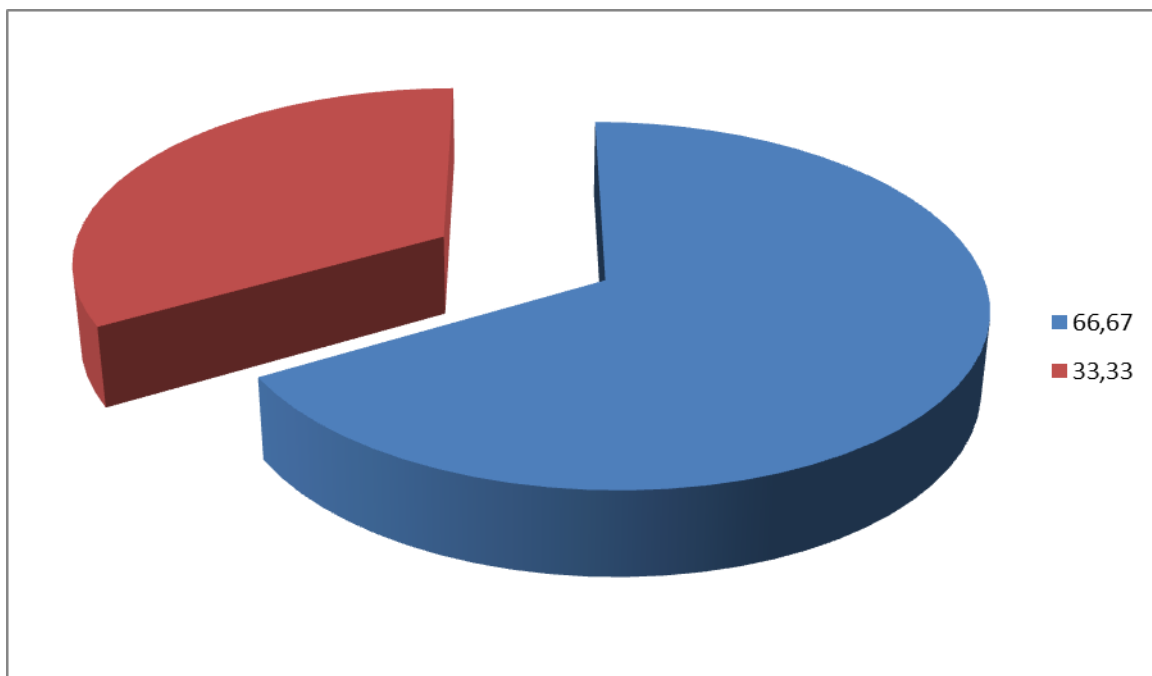
These results shows that (60%) eighteen students argue that literature give them better understanding for grammatical rules. In other hands, 12 students (40%) disagree that point.

Q 6: Did literature makes you good at the 4 skills?

answers	Student's number	Parentage
Yes	20	66.67%
No	10	33.33%

Table 1.6 : students expectation about literature at the 4 skill.

Graph 1.6 : students expectation about literature at the 4 skill.



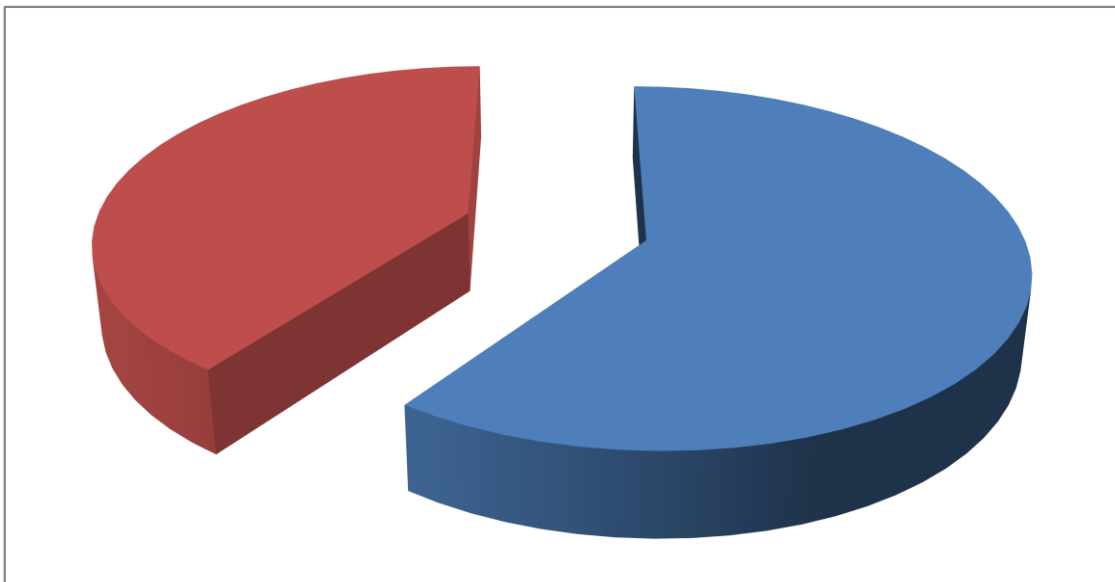
Through the results concerning students' view if literature make them good at the four skills shows that 20 students (66.67%) of them consider literature beneficial at the four skills. While the rest ten students (33.33%) are against. The explanations provided by the participants were basically centered on the following ideas which are listed in the students' responses as; Literature does certainly enhance reading and writing skills through its traditional way, as it can also improve (L/S) skills through digital content. Then, Reading gives you more vocabulary which facilitate your writing process and makes your speech richer and reading enhances your written skill as well as it helps you improve your speaking skills, avoiding mistakes.

Q 7: Do you find literary texts entertaining or boring? Why?

Choice	Students number	Parentage
Boring	12	40%
Entertaining	18	60%

Table1. 7 : Students' expectation about literary texts.

Graph 1.7 : Students' expectation about literary texts.



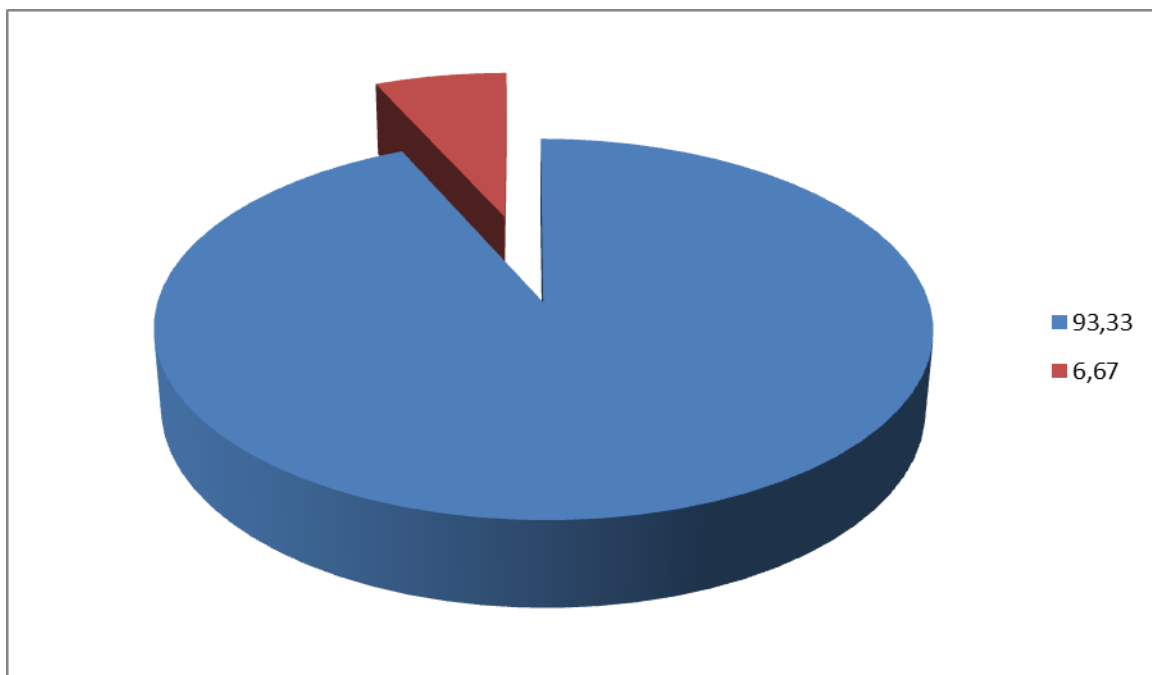
In that figure and table that more than half of the participants (18) who represent (60%) find that literary texts entertaining, while (40%) see it as bored way of learning meaning that (12) participants considers the literary texts as boring. Some of the justifications provided by the participants are : Enjoy reading about others regions of the world, they are entertaining since they always bring something new, it's depends on each one's cup of tea, causes you the chance to discus new cultures and people and boring, people care too much about past so they dismissed the future.

Q 8: Did you get new expression ,words or idioms from literary works ?

answers	Student's number	Parentage
Yes	28	93.33%
No	2	6.67%

Table 1.8: Students' answer of Q 8.

Graph 1.8: Students' answer of Q 8.



It is clear from the table and the figure that most of the participants (28) whom present (93.33%) learn new expression, words and idioms from the literary texts, in the other side just two participants(6.67%) don't learn from the literary texts.

Q 9: Why language instructors should use literature for language teaching ?

The participant's answers are in different way but stored in the same goal and for one idea that literary texts, literature in general should be used in teaching FIC. The following sentences are some of the students answers, the first said that literature represents people's culture. Thus, to know more about the culture means more mastery of language. The second student claim that it should be used for more information and vocabulary. Then, the third students answer is that they should use it, it is the bearer of culture and sometimes an ideology which makes learning variable.

3.5.3 Section Three : students' opinions on the culture.

Q 10: Does the activity influence the participants' attitudes towards their native and target cultures?

answers	number	Parentage
Yes	21	70%
No	9	30%

Table 1.9 : Students' answers

The results outlined in Table(1.9) displays also that (21)of the students (70%) said that the activity influence the attitudes of the participants towards their native and target cultures, while nine of them(30%) said that the activity didn't influence the attitudes of the participants.

Q 11: In your opinion, culture should be taught incidentally or systematically?

Table 1.10 : the way of culture's taught.

Answers	number	Parentage
Incidentally	8	26.67%
Systematically	22	73.33%

To investigate what students think about the way culture teaching/learning should be treated, they were asked to choose between an incidental learning or a systematic learning. On account of their answers, it was uncovered that the vast majority of the respondents (73.33%) chose 'systematically' as an answer, while only a few of them (26.67%) opted for 'incidentally'. This means that the incidental dealing with culture alone is not enough for these students and that a culture-specific subject should be allocated to the treatment of the cultural component.

Q 12 :Do you think it is important for FL teachers to include cultural matters of the foreign language-speaking countries into their courses?

Answers	Student's number	Parentage
Yes , very important	9	30%
Yes, important	20	66.67%
Not important	1	3.33%

Table 1.11 : Students' perception

This question shows that (20) students,(66.67%)think that is important for FL teachers to include cultural matters of the foreign language-speaking countries into their courses, and nine(9) students (30%) shows that is very important, while one student who present(3.33%) shows that is not important to include cultural matters into their courses and explain his point that our objective is to respect others' culture not to learn it.

Q 13: According to you, which of the following culture teaching strategies would be most useful for you in-class learning about the English cultures?

The students were asked about the ways that they consider most useful for their learning about the foreign culture after being given a list of some common ones. This question was set with the aim of investigating the preferences of the students on a five point scale (1=least useful, 2=less useful, 3=average, 4 =useful, 5=most useful) in which the students were supposed to rank their preferences.

Culture teaching strategies	Least useful	Less useful	Average	Useful	Most useful
Providing lectures on certain topics		2	2	4	3
Using culture capsules		1	4	2	1
Using culture assimilators			1	7	2
Discussion of cultural differences and similarities	0	1	2	6	3
Watching videos and/or TV shows	0	1	1	5	3
Listening to songs and discussing lyrics	0	2	3	4	2
Listening to recording(listening to tapes or radio programme)	0	1	2	3	1
Discussing articles of newspaper/ magazine	0	5	4	3	1
	0	0	4	10	5
Talking about current events	1	1	1	1	1
Role plays	0	0	2	4	2
Drama	1	1	2	4	2
Doing projects	0	1	3	5	1

Table 1.12 : the useful culture teaching strategies

The gathered data, presented in the above table. A closer examination of Table shows that ‘Providing lectures on certain topics’ and ‘Discussion of cultural differences and similarities’ than ‘watching videos’ are rated the highest. The high ranking of ‘Reading and discussing authentic texts(excerpts from short stories, novels and poem)’ which is followed shortly by ‘watching videos’. The low ranking of ‘talking about current events’ suggest that these students get fed up with the university teachers’ common teaching ways (chiefly, delivering lectures, discussing things orally...) and that instead they prefer teaching techniques and certain classroom activities that are set with certain technological aids and tools. ‘Role plays’, ‘Discussions of cultural differences and similarities’ and ‘Drama’ are other useful techniques and activities for the learning about the foreign culture which gain near average scores.

Q 14: Please, tell us about your opinion on the cultural content that you have been taught about ?

The participant opinion on the cultural content that they have been taught about are as follow: It is average. The cultural-content that we’re taught is too limited. It was just incedently through attending lit/civ classes. We were taught literary content; all of them were very useful for us and it is not very useful.

Q 15 : Are you satisfied with the cultural content that you have learned from the subjects of first-year master level?

Answers	Yes, completely	Partially	Not at all	Total
Student’s number	10	15	5	30
Percentage	33.33%	50%	16.67%	100%

Table 1.13 : Students’ Degree of Satisfaction with the Learned Cultural Content

Because of the results delineated in Table (16) and the figure (16) .Third of the students(10)who presents (33.33%) believe that the subjects of the first-year master level opted for ‘completely’, and one of them claim that” it was not enough”. Half of the

participants (15) students(50%) believe that the subjects of the first-year master level had partially satisfied their foreign cultural needs. In justifying their partial satisfaction, the respondents provided the following reasons: Though it covered culture from history, it didn't reflect now days culture. Culture does change. The other one is 'Because we learned something that we don't need. Then, because it was boring and it wasn't interesting, as a result, I wasn't paying attention so I'm not satisfied with my cultural content and the final reason is 'Not in depth'.

While five respondents (16.67%) oppose them and chose 'not at all' as an answer. The following are some of their explanation: The first said 'It is not rich' .The next claim that 'Some teachers are too limited in the content they gave'. The later one said 'It was passive learning, lecturing one side interact, authoritative'.

Q 16 : Does the literary texts mirror several target language-speaking cultures and other non target language speaking cultures?

Answers	Students' number	Percentage
Yes	29	96.67%
No	1	3.33%

Table 1.14 : Students' point of view

The obtained results show that (96.67%) of participants (29) students claim that the literary texts have a great effect in delivering the foreign cultures. Just one student (3.33%) against them.

Q 17 :In your opinion, have the subjects of the first-year foreign language discussed cultural aspects that increase your interest in the foreign language learning and that help improving your competence in your forthcoming communication with foreigners?

Answers	Yes, completely	Partially	Not at all	Total
Students' number	8	22	0	30
Percentage	26.67%	73.33%	0%	100%

Table 1.15 : Students' Opinions about the Learned Cultural Content.

Data regarding the above were collected through asking students to choose between 'Yes, completely', 'partially' or 'not at all'. The results presented in Table (18) show that more than two-third of the participants (73.33%) asserted that the cultural content they had learned throughout their first year master had stimulated their motivation in learning English and improved their competence while communicating in English only to a partial extent. The other remaining options were selected with very little percentages; Yes, 'Completely' was chosen by only eight students (26.67%) while 'Not at All' choice wasn't selected.

Q 18 : Do you think it is important for the teaching of culture to be planned on a culture-specific subject?

Answers	Student's number	Percentage
Yes	24	80%
No	6	20%

Table 1.16 : The importance of culture teaching.

From the result obtained through students' choice it seems that the majority of the participants(80%),(24) students that is important for the teaching of culture to be planned on a culture-specific subject. While(6) students who represent (20%) against their previous classmates.

Q 19: What sources do you use for learning culture?

Culture teaching sources	Students' number	Percentage
The Internet	14	46.67%
Literature(short stories, novels, poems)	10	33.33%
Video tapes	8	26.67%
Recordings, Folklore	4	13.33%
Newspapers/magazines	3	10 %

Table 1.17 : The useful sources for learning culture.

The results above shows that the most culture teaching sources is 'The internet' with(46.67%) , then, literature which present (33.33%), than 'Videos tapes'(26.67%) ,than Recordings, Folklore by the percentage of (13.33%), than the last source is 'Newspapers/magazines' which present (10 %).

3.6Teachers' Profile:

Five teachers were interviewed for this research. Undoubtedly, all are of Algerian nationality. All of them teach English as a Foreign Language to students enrolled at the university education. Therefore, the teachers may hold either a 'Magister' or a 'Doctorate' degree; the necessary degrees for teaching at university. Out of five teachers, there are (4) teachers who hold a MA degree, while the remaining ones (1) hold PhD degree. They all come from diverse educational specialties related to English, including TEFL and Applied Linguistics, Sociolinguistics, Literature and Civilization. Most interviewees have varying years of teaching experience ranging from (4) to (15)years.

3.7 Teachers' Questionnaire:

Our participants in this questionnaire consist a number of teachers in the department of English at Laghouat University. The questionnaire was devoted to (5) teachers. Their contributions have a great effect to diagnose our research. This questionnaire is designed to describe and analyze teachers' attitudes toward the use of literature in enhancing foreign language culture by investigating teachers' views of how English culture is being enhanced and problems being encountered with them in their teaching tasks.

3.7.1 Description of the Questionnaire:

The whole questionnaire consists of (13) questions classified under (2) sections, each section focuses on a particular characteristics. Teachers' questionnaire includes different kinds of questions: independent and dependent variables. Closed questions require the teachers to answer 'yes' or 'no' and open-ended questions which require from them to give their personal views or background knowledge about matters.

3.7.1.1 Section 1: Independent Variables (Q1 to Q2)

This section includes general information that consists of three questions concerning the age of teachers, their academic degree and their experience in teaching EFL at university.

3.7.1.2 Section 2: Dependent Variables (Q3 to Q13)

Questions involving this part are set to know about the teachers' opinions about the importance of foreign culture teaching in EFL education, but also to find out about the teachers' culture teaching approaches, methods and techniques and to indicate how often they deal with the foreign culture in their EFL classes; adding to that, the sources they utilize for teaching it, and the difficulties they encounter when in the foreign language/culture teaching situation.

3.7.1.2.1. Teachers' Perception of literature and literary texts (Q3-Q8)

This section includes only questions concerning literary texts literature in general. In (Q3) teachers are asked if they integrate literature in their classrooms. In the next (Q4 and Q5) they are asked about the importance of foreign language teaching and the use of literary texts in it. (Q6), they are supposed to state if literary texts, literature in general help EFL learners to learn culture, in (Q7) teachers are asked to identify the role of the teacher in culture learning process. The last question (Q8)

3.7.1.2.2 Teachers' Perception of teaching foreign culture (Q9-Q13)

This section also includes (5) questions about the foreign culture, and how to teach it. In the (Q9) teachers are asked whether the foreign language is easy for first year students or not. In (Q10) teachers are also asked about if they correct students' mistakes during their learning process. The (Q11) is directed to the teachers to declare the suitable culture teaching strategies. Then, the (12) is designed to clarify if foreign culture learning helps students to interact with each other or not. In the final questions teachers are supposed to declare the learning problems that the majority of students face when they learn culture.

3.8 Analysis and Interpretation of Teachers' Questionnaire:

This sub-section concerns itself with the analysis of the data and the interpretation of the results attained from the teachers' interview. With a view of gaining insights into the way teachers go about the teaching of the English cultures in first-year level classes of the English Language Department, a whole part of the instruments was devoted for that. Questions pertaining to this part are about the teachers' perceptions of the importance of literary texts and culture teaching in the EFL classroom, the approach, methods and techniques they utilize in class in teaching these cultures, and the sources they make use of in teaching these foreign cultures and the difficulties they encounter in the foreign language/culture class..

3.8.1 Section 1: Independent Variations

Q1: Teachers' Degree

Degree	MA	PhD
Teacher	4	1

Table 2.1 : The degree of teachers.

From the table (2.1) above we notice that the teachers of the Magister are four (4) teachers whom presents the percentage degree (80 %), while just one (1) teacher have the PhD (20%)

Q 2: How long have you been teaching English at university?

Teachers	2	1	1	1
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Age experience	of 4	5	6	15
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Table 2.2 :Teachers’ experience.

From the table and the figure we notice that the five teachers have no more 20 years teaching at the university. The only experienced teachers have been teaching for (15) years are representing (20%), one teacher who represent (20%) taught for (6) years, one teacher spent (5) years, two (2) teachers spent (4) years teaching English at university represent (40%).

3.8.2 Section 2: Dependent Variables

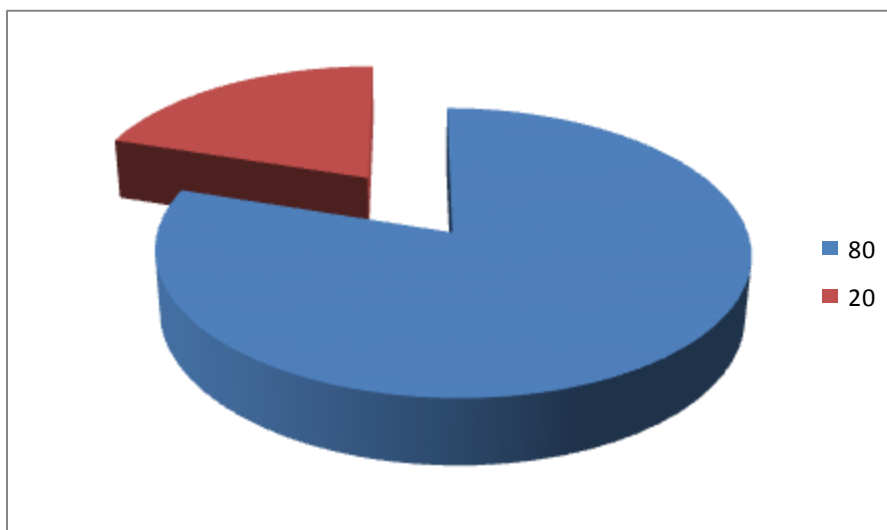
2.1. Teachers’ Perception of Literature, literary texts.

Q3: Do you integrate literary texts in your classes?

Answers	Yes	No
Teachers	4	1
Percentage	80%	20%

Table 2.3 :Teacher’ opinion.

Graph 2.3 : Teacher’ opinion.



The table (2.3) And the graph shows that four teachers (80%) integrate the literary texts in their classes, while one teacher does not integrate literary texts in his class

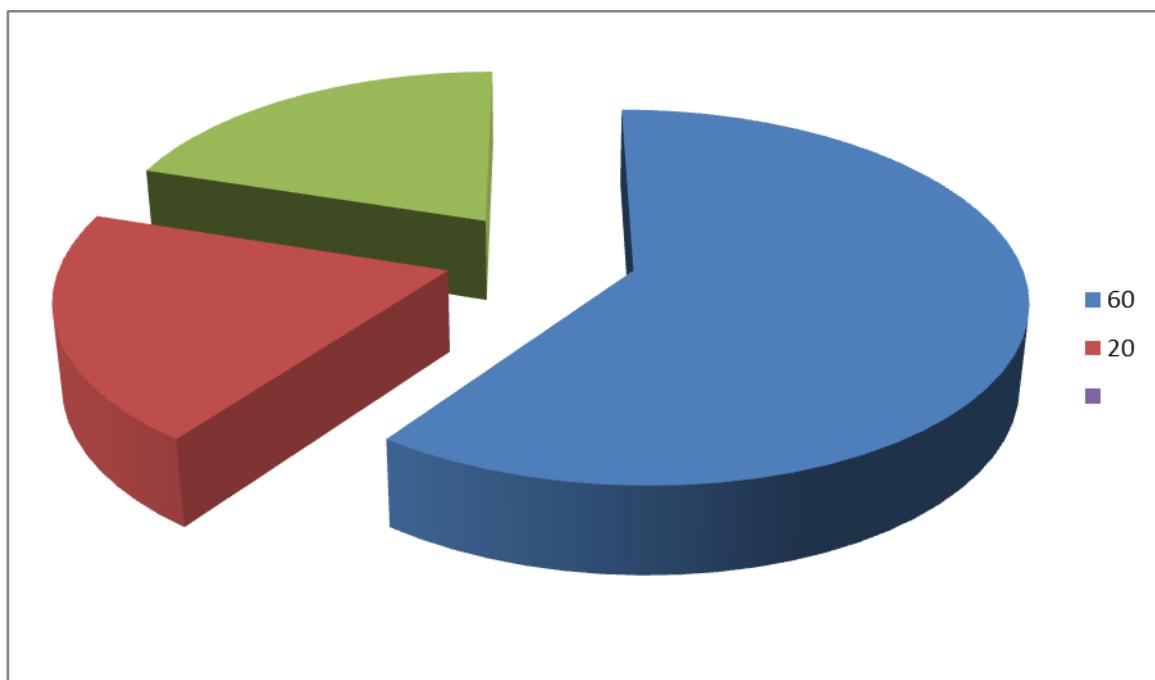
(20%) . From the teachers’ perception, we notice that the most of them agree that the literary texts is helpful approach to make students interchange their ideas and knowledge with each other.

Q 4: How much foreign culture teaching is important for you?

	Very important	important	Normal
Teachers	3	1	1
Percentage	60 %	20%	20%

Table 2.4 : The importance of FC Teaching.

Graph 2.4: Teachers' Opinions on the Importance of Foreign culture teaching



According to the results above , the highest percentage of teachers (60 %) claimed that the foreign culture teaching is very important, whereas of them who presented (20%) said that is important, while one (1) teacher (20%) see the foreign language teaching is normal. The following are the full answers of teachers: The first teacher said that foreign culture teaching is mandatory and imminent nowadays to meet

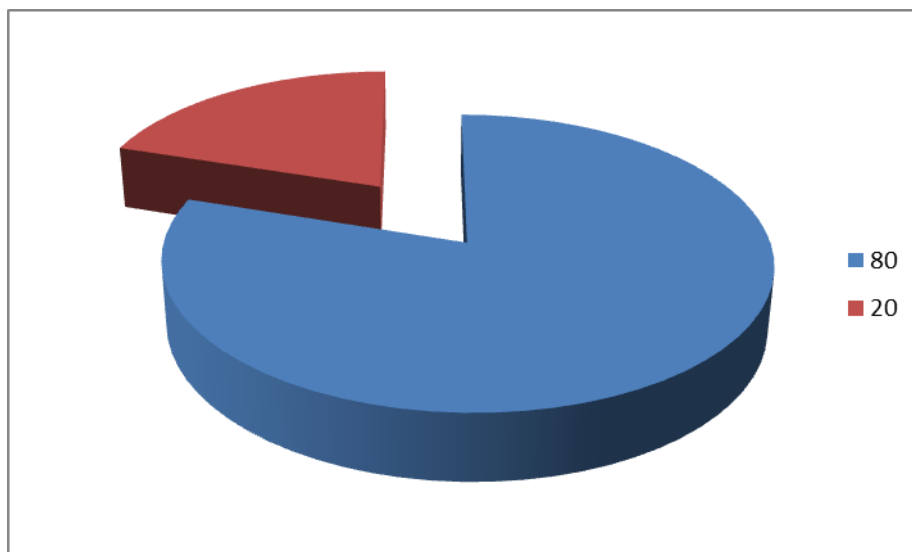
the requirements of the age. The second and the third teacher said that it is very important. The fourth one told us that it is essential as it plays a key role in shaping and sharpening not only the student's vision but the teacher's as well. The later teacher claim that foreign culture teaching is a key access to modern world and scientific documentation.

Q 5: How much the use of literary texts is important for you?

	Very important	Important
Teachers	4	1
Percentage	80%	20%

Table 2.5 : The importance of literary texts.

Graph 2.5: Literary texts' importance.



As it is shown in the table and the graph we can notice that the majority(4) of teachers(80%) said that is very important, while one (1) teacher (20%) said that the literary texts is important. From the result we notice that the majority of teachers agree that the literary texts is beneficial tool in EFL classroom, because students enjoy studying it as we see before at the answers of the students questionnaire. The instrument explained their standpoints on the importance of the use of literary texts in their EFL classes by giving the following reasons: Literary texts are necessary in the

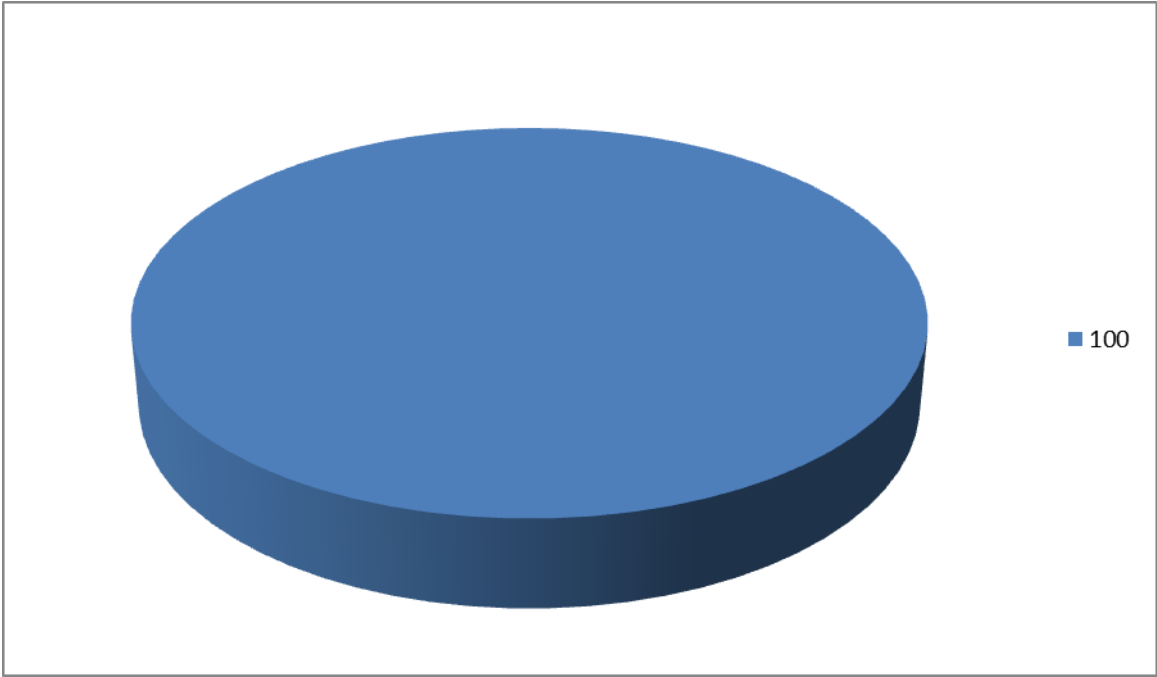
sense that they can help students apprehend the studied subject. Very important. Important. The integration of literary texts in teaching culture has a set of different advantages, like making the subject more enjoyable, comprehensible, interesting, besides imposing the reading skill that is so crucial for language learning.

Q 6: Do you agree that the literary texts motivate students to learn the foreign language culture?

	Teachers	Percentage
Yes	5	100
No	0	0

Table 2.6 : Teachers’ perception to Q6.

Graph 2.6 : Teachers’ perception to Q6.



The results above shows that all teachers (5) representing (100)claim that literary texts motivate students to learn the foreign language culture.

Q 7: What is the teacher’s role in culture learning process?

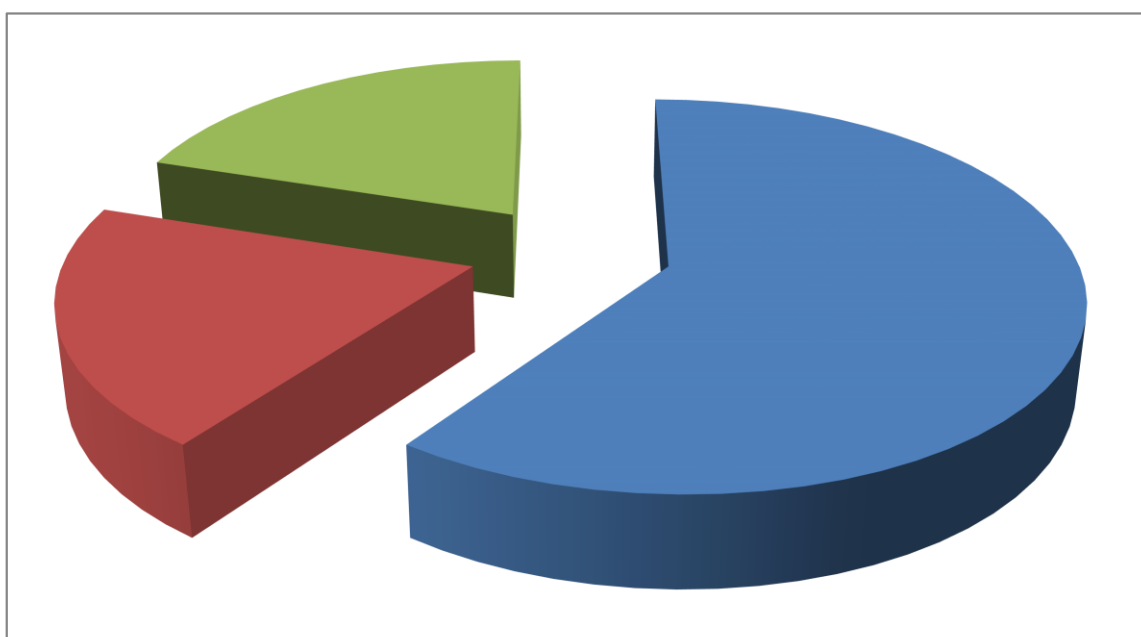
Throughout the answers we can see that the teachers are considered teacher the role in classroom is guide, foster, organizer. None of the teachers chose controller and assessor. Teachers giving the following answers: The teacher may help students comprehend the cultural background of the target language. Moreover, the teacher may bridge the cultural variations between the native cultural and the studied one. To structure, guide and foster cultural bridging between the student’s original culture and the culture of the f l he learns. Organizing the class and engaging in debates with students. His role is to explain, facilitate and most importantly to compare and contrast the taught culture with the culture of the students.

Q8 : How often do you integrate literary texts when teaching foreign language culture ?

	Every time	Some time	Rarely
Teachers	3	1	1
Percentage	60%	20%	20%

Table 2.7 : Teachers’ integration

Graph 2.7: Teachers’ integration.



From the above results we notice that three (3) teachers representing (60%) always integrate literary texts in their classes. One teacher representing (20%) sometimes integrate literary texts, than just one teachers said that he rarely use it, while none of the teachers (0%) chose 'never'. It seems that teachers prefer integrating the literary texts in their teaching process.

B. Teachers' Perception of teaching foreign culture (Q10-Q14)

Q9: Is learning a foreign language culture an easy task for master first year university students?

	Teachers	Percentage
Yes	5	100%
No	0	0

Table 2.8 : Teachers' opinion.

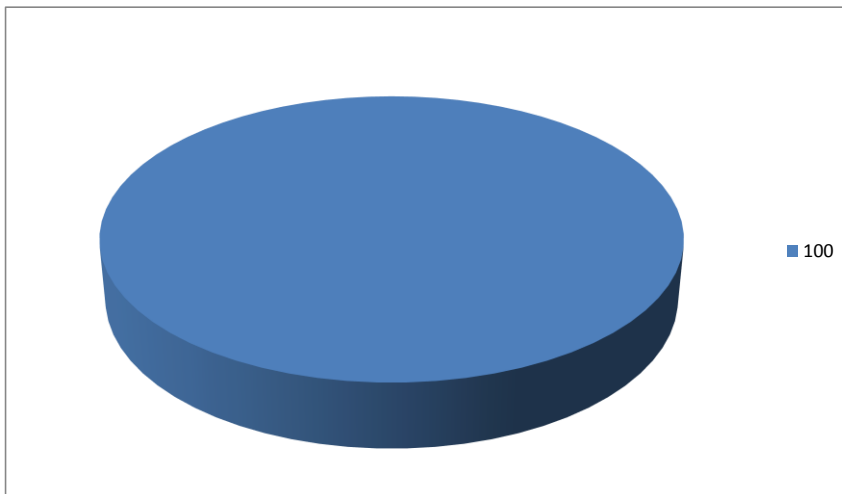
As shown in the table above, all the teachers (5) who represent (100%) agree that the foreign language culture learning is an easy for EFL university students, while none (0 %) of the teachers disagree. From their answers we notice that the majority of them consider the foreign language culture an easy task because their students enjoy it.

Q 10: Should the teacher correct every culture shock the students make during their learning process?

	Teachers	Percentage
Yes	0	0%
No	5	100%

Table 2.9 : Teachers' point of view.

Graph 2.9: Teachers' point of view.



From the results above we see that all the teachers (100%) claim that they have not to correct the students' mistakes during their learning process.

Q 11: What are the culture teaching strategies that you focus most to motivate students to interact?

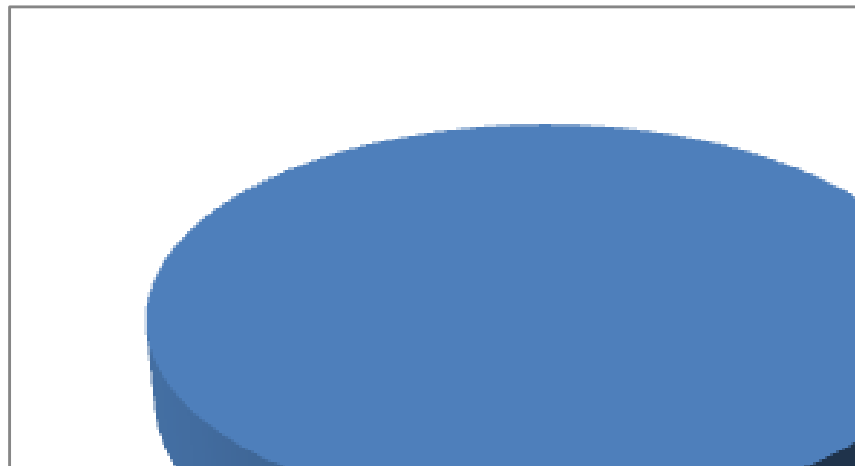
The teachers answers shows that each teacher prefer such strategy as the following answers. The first chose 'Story-telling' works a lot in enhancing the students' interaction. The second prefer 'Creating circles' and 'open discussions' might help as well. The third focus on the comparison between their own culture and the foreign culture. Then, the fourth claim that ' Teaching culture is like peeling onions, we should go slice by slice from the surface to the bottom to get a good understanding of the least details of the given culture'. The fifth teacher does not answer.

Q 12: Does foreign culture learning help your students to interact with each other?

	Teachers	Percentage
Yes	5	100%
No	0	0

Table 2.10: Teachers' perception.

Graph 2.10: Teachers' perception.



As shown in the table and the figure above we see that all of the teachers (100%) see that foreign culture learning support their students to interact with each other during the learning process. The result shows that the teachers believe that foreign culture learning enables students to interact with each other.

Q 13: What are the problems that students most face in learning the foreign language culture?

The answers explained the teachers opinions about the problems that students most face in learning the foreign language culture are as follow. 1) One of the impediments that students may come across is the differences and variations between cultures. Knowing how to cross the boundaries between languages and culture specifically may

help students interact and learn the other culture with certain easiness. 2) Lack of possible ways of establishing a direct contact with the foreign culture. 3) I didn't think that they face much difficulty. 4) The ability to tolerate knowing and learning other people's cultures. 5) language barrier, intercultural incompetence.

Conclusion:

After having analyzed the data collected concerning first year master students' responses to the questionnaire, we have reached the following conclusions: first, most of the first year master students are satisfied with their level of English Language, as well in particular are satisfied with their level in English and like literature. Moreover, students are willing to develop their cultural performance, they also see that literary texts, literature in general is a very helping tool to the teaching of FLC. Secondly, most students are partially satisfied with their cultural content from the subject of the first year-master level. Then, they agree and select that literary texts, generally literature as the best source and the most useful teaching strategy in FLC teaching. In the other side, the data collected concerning teachers responses to the instruments, we shed light on the following conclusions. The most teachers claim that the foreign language culture is important to first year master's students in their learning process and in the teaching process for teachers as well. Than this process is acquired / learned through literary texts.

General conclusion

General conclusion

In the latter, the researcher summarizes the dissertation, discusses its main findings and , points out the limitations of the present investigation.

The cultural aspects have not yet got equal attention as other language aspects in EFL classrooms, even though the relationship of language and culture and the emphasis of culture foreign language teaching / learning. The purpose of this study was to find out the cultural topics, teaching strategies, motives and to to investigate the use of the literary texts .It can contribute in arousing teachers and students' interest in the target culture teaching and learning through the literary texts. Since successful teaching and learning is all about motivation, the researcher hypothesized that the focus that teaching literature also includes teaching culture to FL learners may have a great deal to offer in arousing EFL teachers and students' interest in the target culture teaching and learning.

The teachers' outlooks on its teaching show a big divergence in the perceptions teachers and students hold about the culture teaching/learning situation , even though the analysis data gathered from the research instruments used in this study and the discussion of the research findings regarding the teaching/learning situation through the literary texts of the English cultures among the first-year master students of the Department of English. Teachers and students agree on the need of the literary texts in teaching and learning the foreign culture as it is important as in teaching the foreign language in EFL classroom and its importance to arousing the students' interest in EFL learning and promoting their competence. These findings prove the previous hypothesis, the latter underlying this research work, being the need of the literary texts in teaching the foreign language culture. The main findings of this study is to find techniques and activities in support of achieving a concord between students' preferences and teachers' practices and in realizing better culture teaching which is through the literary texts and of achieving an effective learning of English and of its corresponding cultures.

The researcher highlights the significance of the study and its problematic situation and states the different research objectives, questions and hypotheses, research subjects, tools and methods. Chapter one and two are set for the review of literature and culture as a component in foreign language instruction. Chapter one aims at explaining the teaching Literature in FL Teaching, its importance, and meaning of culture together with its intrinsic relationship with language; while chapter two complements what was discussed in

chapter one, the formation of culture as a new language skill and its rational, than improving this skill using literary works.

Main Findings and Conclusions :

Hopefully, the research objectives have been accomplished and the research questions and hypotheses have been largely answered and confirmed respectively. Actually, the analysis, interpretation and discussion of the results uncover certain findings and conclusions that do coincide with the research hypotheses underlying this study...

these results that the first research hypothesis is partially correct and partially not. Therefore, teaching culture to FL learners can be include the teaching literature.

The data collected from students' answers to Q16 and Q18 indicate that the cultural content involving the subjects of first-year master level does not contributed in increasing students' interest in foreign culture learning and improving their competence in the their forthcoming communication with foreigners.

The findings of the study are some values for EFL teachers and researchers to be the most motivating techniques to be included while teaching foreign language cultures and what would be helpful for attaining an effective teaching/learning of English and of the target culture(s).

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Appendix

Teaching FL Culture through Literary Texts

Case study: a sample of Master 1

The questionnaire:

The Students questionnaire is designed to elicit data on the first-year Master students' expectations on learning about the foreign cultures, foreign language and literature in the Department of English at the University of Laghouat .

Section one:

1. How is your level of English language?

Good Average Less than average

Section two:

2. Do you like literature?

YES NO

3. What kind of literature texts do you prefer?

Legend story	<input type="checkbox"/>
Folklore	<input type="checkbox"/>
Drama	<input type="checkbox"/>
Poetry	<input type="checkbox"/>
Fable	<input type="checkbox"/>
Science Fiction	<input type="checkbox"/>
Fairy tale	<input type="checkbox"/>
Realistic Fiction	<input type="checkbox"/>
Fantasy fiction	<input type="checkbox"/>
Fiction inverse	<input type="checkbox"/>
Short story fiction	<input type="checkbox"/>
Historical fiction	<input type="checkbox"/>
Horror fiction	<input type="checkbox"/>
Humour fiction	<input type="checkbox"/>

4. In your opinion, does studying literary texts make you obtain much vocabulary?

YES NO

5. Did studying literature gives you a better understanding for grammatical rules?

YES NO

6. Did literature makes you good at the 4 skills (R W S L)? Why? Explain how?

YES NO

.....
.....

7. Do you find literary texts entertaining or boring? Why?

YES NO

.....
.....

8. Did you get/learn new expression, words or idioms from literary works?

YES NO

9. Why language instructors should use literature for language teaching?

Section three:

10. Does the activity influence the participants' attitudes towards their native and target cultures?

11. In your opinion, culture should be taught:

Incidentally (to be dealt with when it incidentally arises in texts, activities, audio/visual tapes)

systematically (to be planned in a culture-specific subject, in addition to its inevitable teaching and learning in your FL classes)

12. Do you think it is important for FL teachers to include cultural matters of the foreign language-speaking countries into their courses? Why?

a. Yes, very important

b. Yes, important

c. Not important

Please explain:

13. According to you, which of the following culture teaching strategies would be most useful for your in-class learning about the English cultures? (Please, rate from 1 to 5 for each selection. **1-** Least useful, **2-** less useful, **3-** average,

4- useful, 5- most useful)

Culture Teaching Strategies	Answers
• Providing lectures on certain topics	
• Using culture capsules	
• Discussions of cultural differences and similarities	
• Watching videos and/or TV shows	
• Listening to songs and discussing lyrics	
• Listening to recordings (listening to tapes or radio programmes)	
• discussing articles of newspapers/ magazines	
• Reading and discussing authentic texts (Excerpts from short stories, novels and poems)	
• Role plays	
• Drama	
• Doing projects	

Other:

14. Please, tell us about your opinion on the cultural content that you have been taught about ?

15. Are you satisfied with the cultural content that you have learned from the subjects of the four years of studies?

a) Yes, completely partially not at all

16. Does the literary texts mirror several target language-speaking cultures and other non target language speaking cultures?

Yes, completely partially not at all

17. In your opinion, have the subjects of the first-year foreign language discussed cultural aspects that increase your interest in the foreign language learning and that help improving your competence in your forthcoming communication with foreigners?

18. Do you think it is important for the teaching of culture to be planned on a culture-specific subject?

Yes No

19. What sources do you use for learning culture?

Thank you for your cooperation

.....

• Q 6: Do you agree that the literary texts motivate students to learn the foreign language culture?

YES

NO

• Q 7: What is the teacher's role in culture learning process?

.....

• Q 8 : How often do you integrate literary texts when teaching foreign language culture ?.....

.....

B. Teachers' Perception of teaching foreigners culture (Q10-Q14)

• Q 9: Is learning a foreign language culture an easy task for master first year university students?

YES

NO

• Q 10: Should the teacher correct every mistake the students make during their learning process?

YES

NO

• Q 11: What are the culture teaching strategies that you focus most to motivate students to interact?

.....

• Q 12: Does foreign culture learning help your students to interact with each other?

YES

NO

• Q 13: What are the problems that students most face in learning the foreign language culture?

.....

.....

ملخص

يهدف هذا البحث إلى تطوير استعمال النصوص الأدبية في الجامعات الجزائرية فهو يسلط الضوء على أهمية الأخيرة في تعليم الثقافة الأجنبية كأهميتها في اللغة الأجنبية التي تساعد الطلبة في تطوير كفاءتهم الثقافية وأساس هذا البحث مبني على الفرضية التالية: تعليم الثقافة الأجنبية من خلال النصوص الأدبية فهي تثري الكفاءة الثقافية للطلبة.

هذا البحث مبني على وصف النصوص الأدبية كوسيلة مهمة لتطوير كفاءة الثقافة للطلبة ولتكملة اعتمادنا على جمع احصاءات من خلال استبيان موجه للأساتذة والطلبة بجامعة عما ر ثلجي - الأغواط حيث النتائج المتحصل عليها تؤكد لنا الفرضيات المقترحة والنصوص الأدبية وسيلة معتمدة ومساعدة لتدريس الثقافة الأجنبية.

الكلمات المفتاحية: اللغة الأجنبية ، الثقافة الأجنبية ، الأدب ، النصوص الأدبية ، التعليم .

Abstract

The present research aims to investigate the use of the literary texts in the Algerian university. This work is mainly an attempt to investigate the importance of literary works in teaching the foreign culture as the importance in teaching the foreign language that can easily help them to improve their cultural competence. The basic hypothesis adopted in this work sets out that teaching foreign culture through literary texts, literature in general will enhance students' cultural performance. The research method used for this work was descriptive. That is, it aims to describe the literary works as an approach and its benefits in enhancing students' cultural content. To carry out this research, the required data were gathered through two questionnaires; one for fist year master students and another one for their teachers in the English department of Laghouat University during the academic year (2018 -2019). The results obtained provide that literary texts is an effective tool for increasing learner's cultural performance. On the basis of the results, the hypothesis was confirmed that students need to enhance learners' culture skill. Finally, this work Providing the point of view of teachers on whether literary texts carry culture, and whether teaching them involves teaching culture as well.

Key words : foreign language, foreign culture, literature, literary texts, teaching.