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Teaching Literature Through the Intercultural Approach

**Meta-Analysis of Ahmed Mehdaoui's Study: TOWARDS AN
INTERCULTURAL APPROACH TO TEACHING CIVILISATION IN THE
FOREIGN LANGUAGE CLASSROOM**

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Master Degree in Civilization and Literature

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Dedication

To the memory of my father...

I dedicate this work

To my great mother

To my supervisor for her sincere guidance

To all my friends

To my brothers and sisters

To my teachers from the primary school

To all the people who helped me to achieve this work

I dedicate this work to all my family, on top my dear parents

To my friends, to all who contributed to accomplish this work

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-.....-.....-.....

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Abstract

As we live in a globalized world where we frequently interact with people from different cultural background. Hence, the development of learners' intercultural communication is inevitable. Literature is one of the best subjects at English as foreign language departments that offers students the ability to access the targeted community world in order to prepare them for potential cross-cultural communication in which they may encounter linguistic and cultural barriers.

The aim of this research is to understand the extent of intercultural approach contributions within teaching literature in the departments of the Algerian English language by investigating the link between language and culture during literature lectures and indicate the obstacles and barriers that interrupt the implementation of intercultural approach to make learning-teaching process easier for the teacher and sufficient for the learner.

To test the hypothesis which are; Language is a part of culture which confirms that culture of targeted language positively affects language acquisition, the application of intercultural approach by cultural analyze and critic art works, and the contribution of intercultural approach is to understand the updated English language. We relied on the data analysis of the students' and the teachers' questionnaire conducted by DR. Mehdaoui which is close enough to our thesis then we made our analysis to tackle our own research using these statistics. after that, we made a discussion about the results.

The findings of research demonstrate many drawbacks concerning the students, teachers and the programme. The teachers lack of motivation and conferences that gives recommendations about intercultural approach. Furthermore, the students struggle with unexpected English that varies from what they watched in movies, music ...etc. they found themselves in front of direct grammar instructions. Add to that the programme of literature that is fully charged (especially in the first year) with rules that could be learnt by time.

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General Introduction

By way of introduction, it is worth noting that Literature has long been deemed one of the most relevant topics in the departments of the Algerian English language since it gives great educational experience for teachers and/or students in English language. In reality, literature does not only help to learn language through the expansion of vocabulary and the comprehension of target cultural aspects yet it is also extremely important credible content for the improvement of efficient reading skills as Zafeiriadon (2004: 8) states “*During the 1980's there was a strong reawakening of interest in literature and language teaching*”., teaching literature at universities in international classes has drawn too much interest in recent years from a wide body of applied linguists, educators and people in the field. Collie & Slater (2001:3-4) also highlights the importance of foreign language literary content.

The need for an intercultural teaching approach has become a collective term for encouraging learners to develop the skills that allow them to convey and understand meanings, and to be qualified for cross - cultural communication in which they are highly able to suit language and cultural barriers.

To improve the delivery of English language in our universities, we needed to build a strong link between literature and this approach by getting rid of the traditional teaching methods even though the international language education scholars point to the limitations of this 'factual method,' which stresses the static body of knowledge while neglecting the representation of culture as a dynamic system. According to them, this is too dishonest since this would not allow students the ability to explore the target community in the most effective way.

This research will cover the following questions:

- To what extent targeted language culture contribute in language teaching within literature lectures in EFL classroom?
- How effective is the intercultural approach in literature lectures?
- What are the benefits of enhancing cultural awareness among EFL student?
- To what extent is the dimension of culture integrated as a teaching component?

To answer the abovementioned questions some tentative hypotheses are formulated respectively

- language is a part of culture which confirms that culture of targeted language positively affects language acquisition.
- The intercultural approach is profoundly effective in literature lectures
- the benefit is to understand the updated English language
- the majority of teachers in English department are not exceedingly familiar with the intercultural approach

In fact, this research was tackled in previous study 2016/2017 in doctoral thesis by Mehdaoui that was entitled “TOWARDS AN INTERCULTURAL APPROACH TO TEACHING CIVILISATION IN THE FOREIGN LANGUAGE CLASSROOM”. The case was submitted to Tlemcane university. Even though this research was inclusive however we can notice that it lacks the literary competence which is one of the important pillars of our research.

Structurally the present study is an investigation into the state of literature teaching at Tiaret University. The study comprises three chapters arranged in an ascending order from literature review and theoretical issues to the experiment design and findings. The first chapter is dedicated to demonstrate the nature of literature by providing the definition and a historical side while it is extended to the genres and devices of literature. Moreover, the chapter moves on to discuss culture from several dimensions in which it gives a brief definition concerning culture as subject and some examples of other cultures.

The second chapter will deal with the teaching and learning in general without forgetting some deeper important details that includes the three most known approaches added to the literary competence in order to pave us the way into the main research motive as EFL teachers “the intercultural approach”. Our last research is the main pillar of our study which is entitled the intercultural approach. We tackled a general review of the study including the intercultural and literary competence ended by the application of the approach in EFL classrooms.

The third chapter is based on the data analysis of the students and the teacher’s questionnaire. Due to the validity of this questionnaire to our thesis scope we took it a ready-made by Dr Mehdaoui that is close enough to our thesis then we made our analysis to tackle our own research using these statistics. after that, we made a discussion about the results.

To conclude, our study is presented to make the teaching process easier to the teachers and more efficient to the student which gives the researchers a giant leap to produce further studies about how to develop the EFL classrooms teaching from the side of conveying language and entertainment of student.

Chapter One

An Overview About Literature Culture

Introduction

The chapter aims at giving briefly general overview of literature and culture, which would highlight in the first part the following details; the importance to know the nature of literature tracing back its beginning in the history. Some genre or the types of literature and the literary devices that the author would use to create his literary work. In the second part, it tackles the definition of culture and some important cultures in the world. It illustrates the difference between the big “C” and the small “c” in culture. Then, is followed by understanding the characteristics of culture. At the end, it enumerates and explains briefly the elements of culture which are as following; symbols, language, norms, rituals, values, and artifacts.

1.1. Literature

1.1.1. Definition of Literature

Literature is always seen as slippery and loose term for finding a standard definition. It is viewed differently by several theorists who have sought to establish a definite definition for literature. Literature in general, as (Winchester, 1925) claims

is a criticism of life or, perhaps better, an expression and interpretation of life. And the point to be noticed here is that it is this power over emotion that makes literature an interpreter of life. For life, in the large moral sense in which we use the word, is determined, not principally by outward facts and circumstances, nor yet by thought and speculation, but by its emotions. Emotions are motives, as their name implies; they induce the will; they decide the whole current of life. Character is indicated by them, and must always be educated through them... Literature, therefore, which at once speaks the feelings of the writer and stirs those of the reader, is necessarily the truest and deepest record of human life.

In other words, we can see through the eye of the scholar Winchester that literature is strongly interrelated to our lives that works as mirror reflects events, and the experiences the human being goes through thus, the emotions are the main generator of the writer in which he

has the absolute freedom to play with words moreover, Winchester alludes that the art of literature reads out the inner sensations of the writer and guide the readers to the truthfulness of human life.

Literature is a concept utilized to define content, whether written or spoken. In extensive sense ' literature' is used to define anything from imaginative art to more academic or science works, although the word is more widely used to apply to works of literary creativity, including theatre, prose, nonfiction, drama, and poetry.

1.1.1.1. Historical Background of Literature

It has been always hard for the historians and the scholars to put an exact starting point as the beginning of literature. They always disagree on when the written records take the shape of literature. Moreover, the challenges of establishing a reliable history of literature are complicated by the fact that many writings have been lost over the centuries whether deliberately , or by natural accidents. However, since literature plays role of mirror reflecting what happens in real life of people it can be said that the very first written materials can be considered as more like literature.

1.1.1.2. The First Trace of Literature

It has been said that the ancient Mesopotamia is the earliest sources of written material when the Sumerian (Babylonian) was the first culture which established writing about 3400 B.C. They began producing drawings and marks on clay boards as a script known as cuneiform. These scripts usually tend to be administrative and economic reports which they were using to deal with daily transactions in their life yet; after approximately a thousand year Sumerians started to write down myths, hymns, and poetry and two of eldest literary works known for Sumerians; are the "Kesh Temple Hymn" and the "Shuruppak Instructions" which both exist in written versions tracing back to around 2500 B.C.(Andrews,2018)

The hymn was found to compose of about 134 lines, grouped into eight pieces called "temples" or "shrines." The hymn gives honor to the city of Kesh since the temple of the town was picked for the "Ekur" or the gathering of the deities. Shuruppak instructions are a collection of 4,600-year-old Sumerian proverb, which basically are a fatherly wisdom given by king to his son to teach him how to behave. These ancient engravings were written on clay tablets in cuneiform script which considered among the oldest literary documents in the world to exist. (Andrews,2018).

1.1.1.3. The Old Egyptian Literature

The ancient Egyptian literature considered to be one of the oldest literatures that still exist in the world which is a significant part of Ancient Egypt's great civilization and a reflection of people's lives, community and beliefs. Where the ancient Egyptians used pyramids, walls, shrines, and pillars also they used papyrus to write on with scripts known as hieroglyphic. The Pyramid Texts of Egypt, often known to be literature, speaks about the voyage of the spirit to the hereafter in the field of the Reeds. Egyptian religious belief was focusing on the truth of the hereafter and the role that the deities performed in one's everlasting existence, in which one's earth life was really just one phase. (Mark, 2009)

One of the finest examples in ancient Egyptian literature is the Tale of Sinuhe or as identified for many “Sanehat”. This is a story set out in the wake of the death of Pharaoh Amenemhat I, father of the 12th dynasty of Egypt, in the early 20th century BC. It talks about Sinuhe who overheard a discussion regarding the demise of God Amenemhet I and, as a consequence, he followed Prince Senwosret I and headed to Upper Retjenu (Canaan), leaving Egypt behind. He was the son-in-law of Chief Ammunenshi, and in time his sons grew up to become their own chiefs. Sinuhe battles against the separatist tribes on favor of Ammunenshi. As an elderly guy, after beating a strong rival in a single fight, he prays for his return to his birthplace. He therefore gets an invitation from Ruler Senwosret I of Egypt to enter, which he embraces in very touching words. He was eventually put to rest in the necropolis in a splendid temple. (Mark, 2009)

1.1.1.4. The Greek Literature

Literature before the Greeks was written in verses such as Kesh temple hymns of the Sumerians. Greek authors are introducers for the emergence of the new genres such as poetry, tragedy, comedy, and western philosophy to the world. The Greek literature has inspired not just its western Roman neighbors but also countless countries throughout the continent of Europe. Greek writers were born not only within the lands of their home Greece, but also in Asia Minor (Ionia), southern Italy, and the Aegean Islands.

The early extant examples in old Greek writings, going back to the ancient archaic phase, are the two famous poems The Iliad and The Odyssey, set in the Mycenaean era. These two masterpieces, including the Homeric Hymns and the two poems of Hesiod, Theogony and Works and Days, had become the essential pillars of the Greek literary heritage, which would extend throughout the Hellenistic and roman period. The archaic era literature often based on myth; part of history and part of storytelling such as Homer's epic, the Iliad, which

was based on the final days of the Trojan War, a conflict that began by the love of a gorgeous woman, Helen. (Wasson, 2017)

The classical period started about 338 BC when all Greek states, excluding Sparta, unified by Philip II of Macedon and his son later on, Alexander the Great, had massively expanded his father's conquests. Thus, Athens surrendered its leading position as representative of Greek civilization and was temporarily substituted by Alexandria, Egypt. This period was based on the dramas of authors such as Sophocles and his Oedipus Rex, Euripides' Hippiolytus, and the comedies of Aristophanes. Eventually, the final phase, the Hellenistic age, witnessed Greek prose, poetry, and culture distributed throughout the Mediterranean, inspiring Roman authors such as Horace, Ovid, and Virgil. Sadly, just a few examples of what created during the Archaic and Classical period retains only in fragments. (Wasson, 2017)

1.1.1.5. The Islamic Literature

The Islamic civilization started somewhere in the Arabian Peninsula in the 7th century and stretched out all over the northern African coast and some parts of Europe west and India and China east. Before the Islam came the Arabic literature was all about oral custom which played a prominent role in narration and provided visibility into the concepts of love, bravery, war, and the common lifestyle of the nomadic tribes. The poetry was the device that conveys the reflection of life thus; the poet was given a highest honor among his clan because he has the power of words.

After the prophet Mohammed peace, be upon him received the word of god "the Quran" in 7th century, the prose appeared and became gradually the dominant literary work and as a consequence to this, the poetry became no longer the main form for conveying emotions yet, remained an essential part of everyday life. The Quran plays an essential role in shifting from poetry to prose form and became the central work for studying language and the rules recitation since Quran is read by reciting. The Arabic prose flourished during the 8th and 9th centuries with the Persians who were in Baghdad under rule of the Abbasid Caliphs, one of the greatest authors and thinkers who wrote in Arabic was Ibn al-Muqaffa who is known for his books such as kalila and demna, and al Adeb al kabir. And throughout this era the Persians and Indian writings as well as Syrian dominated literature wherein, one of the finest pieces of literary work was written is Arabian nights tales of 1001 nights. (www.Libguides.Southernnc, n.d.).

1.1.1.6. The Western Literature

Like other movements, western literature did not start from one incident in certain time it gradually evolved through time letting the scholars questioning when the appropriate starting point to western literature is. Some of them believe the actual starting point is the Bible regardless that the Bible originally is not even a western text, while others believe as better place to start is as Tung claims “*The main stream of Western civilization is, indeed, not as old as that of Eastern civilization. Yet, it still dates as far back as over 1000 years B.C. It is said to have its sources in Palestine and in Greece.*”

It can be said that the western literatures or as it known the European literatures are not ancient as eastern literatures and they are parts of the common heritage such as Greek, German, Baltic, and Celtic languages which are the members of the Indo-European family and the languages of the eastern Mediterranean that is not Indo-European languages which are strongly connected with the western literatures. The major roots of Western literature come primarily from ancient Greece, Rome and the ancient Levantine area. It has been restored, shifted and distributed by Christianity, and thus conveyed through time to the local languages of the European continent, the Western Hemisphere, and other areas inhabited by Europeans. (Encyclopedia Britannica, n.d.)

1.1.2. Types of Literature

Even if each of the three main genres of literature, fiction, drama, and poetry seems distinct, they share several elements in common. for instance, they vary from the form aspect. Because The form divides each of the literary genres: fiction is composed in sentences and paragraphs. Poetry is written in stanzas and sections. Drama is created by dialogue. to dive deeper in these types, we will tackle each one of them individually.

1.1.2.1. Fiction in Literature

Fiction is obtained from the Latin word fictum. Fiction is a term used to describe something that isn't true, mostly tales or narratives. More details, the work of fiction is an expression of artistic creativity, and therefore its absolute fidelity to the natural world is not necessarily believed by its viewers. Thus, fiction is not generally assumed to show just characters who are real people or details that are factually correct. However, Characters and

events within a piece of fiction can also be totally different from the existing world with their own context: an alternative fictional world (friend, 2012).

“Alternatively, they might be concerned with the nature of fiction and our emotional and cognitive engagement with fictional representations, such as books and films.” (Friend, 2012). From Friend’s perspective, Fiction is a tale or a scene which comes from imagination. In other words, it is not focused purely on history or reality. If we ask our grandparents about the fairy tale or other tales involving wolves, monsters they would be pleased to tell. Fiction is thus any type of narrative that deals with incidents that are not real, but rather fictional and imagined by its author whether in part or in full, moreover, fiction includes legends, novels, short stories, fables, myths, fairytales, epic and narrative poetry, plays...etc.

Fiction is usually split into a variety of genres: fiction subsets, each distinguished by a specific unitary tone or style, narrative technique, and so on. The historical fictions for example, are partially or profoundly re-imagined on the basis of an actual true events or a rewritten biography where the author inserts imagined characters in actual historical incidents. historical fictions Sometimes, even though the fictitious narrative is founded on reality, there may be changes and additions to the real story to make it more exciting. Also, in some fictional works the author presupposes or predicts developments that are not present at the time of the work such as science fiction.

1.1.2.2. Drama Scenes

It is very difficult to define any form of literature. Literature is like a living thing that develops and also drops, and so any kind of literature has undergone tremendous shift. The drama genre is no exception to this. The term "drama" came from the Greek word "dran" which means to do, to perform; a related to the Greek word "drainein" means to be able, to do, and literally it means to act activity on the stage. Thus, Drama is the actions that imitate the real life in which dialogues and acting are in full accordance with real life as Hari Ram Shanka defines drama “Drama is the representation by actors put up for show at certain place before spectators in the form of imitations of conditions and situations in which persons are placed from time to time by certain means, leading to enjoyment of a particular pleasure”. (Mishra 1965).

Drama has types that would differentiate the works of the authors. The main four types of drama that mostly used are; first, comedy its main purpose is to make the audience laugh due to funny ironic sarcasm or back comedy actions and usually it contains happy endings. Second, Tragedy Aristotle claimed that the central aspect of the story was the

changing in fortunes of the lead character owing to its flaws. Third, tragicomedy is a combination between tragedy and comedy. It is scene maybe tragic with happy ending or a scene with serious condition that contains some humor. The last one is “Melodrama” this type was originated much later than the previous ones. The main feature of this type is the lack of plot and complexity. Only events that follow each other till the end.

Drama is the replication of an action. It is a subset of literature that deals with fiction or an imaginary story that is presented through characters and dialogues. It is a different kind of fiction as it is supposed to be acted out rather than told. If we read a book or a short story, we comprehend and enjoy the plot, through the writer, but in drama, the characters experience the tale for us. The playwright did not actually speak or demonstrate anything about it. So, drama gives us a direct presentation of life's experiences. This is why we conclude that it is a truly representative art. Thus, drama utilizes imagery in the form of a gesture or conversation to convey or re-show an event. The characters who are being used to tell the story are classified as actors. (Iwuchukwu, 2008)

1.1.2.3. Poetry Verses

Poetry is perhaps the first genre of literature, which possibly resembles the beginning of writing. The oldest written texts we get are poems, mostly epic poems that tell the story of classical myths. This writing style was maybe found to assist memorize large amount of information in the days before writing. Rhythm and rhymes could really make the content quite memorable and therefore easier to protect for societies which do not have a written language.

According to Mill “The object of poetry is confessedly to act upon the emotions; and therein is poetry sufficiently distinguished from what Wordsworth affirms to be its logical opposite; namely, not prose but matter of fact, or science. The one addresses itself to the belief; the other, to the feelings. The one does its work by convincing or persuading; the other, by moving. The one acts by presenting a proposition to the understanding; the other, by offering interesting objects of contemplation to the sensibilities.” In other words, Poetry is a form of literature that provokes emotions in the reader and is often beautiful and entertaining.

It is also viewed as something cryptic, almost beyond understanding. Yet there are other pieces of material that will help us understand poetry when we are newly starting to know about poetry analysis or seeking to discover our own poetic expression. Poems are the prediction of an imaginative mind, rich with the necessary vocabulary on the right needed

moment. Poetry has a lot of types that we will briefly mention them without diving on their details; first one is Sonnet it is a short rhyming poem with 14 lines. Second one, Narrative poem. It tells the story of an event in the form of a poem. Third one, the Epic. It is a lengthy narrative poem in grand language celebrating the adventures and accomplishments of a legendary or conventional hero. Forth one, the Couplet. It is two lines of verse which rhymes and forms a unit alone or as part of a poem. Fifth one, Free Verse. it does not follow any rules, their creation is completely in the hands of the author.

Poetry is an art that has existed in man's soul and heart since the dawn of the history. A poet often speaks about his personal life and background. Poets use a tongue of their own. They consider in images words that name a senses or action. Great poetry requires a reader to experience a number of sensations. Writing great poetry became the predominant way of sharing one's feelings, insights, historical events, and diverse ideas from a particular view on life.

1.1.2.4. Nonfiction Literature:

There are many expressions that can define literary nonfiction, but the most definition that agreed upon is that the non-fiction is often assumed to include those writings that are not deemed fiction whereas the fiction is an interpretation of creativity that is basically imagined. “Literary Nonfiction is sometimes thought of as another way of writing fiction, because of the way writing changes the way we know a subject.” (Sommer, 2015) From the eye of Sommer, we can understand that literary nonfiction is a genre of prose that uses literary techniques that typically associated with fiction or poetry to write about characters, locations, and events in the actual world without changing the truth.

Nonfiction Literature is opposed to fiction as it is concise and comprises with description and illustrations the relevant details. Most notably, writing of nonfiction ought to include actual individuals, locations and things. For nonfiction plays, the tales reported tend to be real. If something is made-up so it falls into fantasy. And here are some examples about nonfiction literature shortly explained; first one is Essay. It is generally, the authors' point of view about any particular topic in a detailed way as an essay. Secondly, Autobiography or Biography is the story of the author's own life. Whether it is written by him or by someone else. Journal is one of types of diaries that records infinite information. Thirdly, Literary criticism. It is the critical study of a piece of literature applying different theories like, evaluation, discussion and explanation. Fourthly, Diary. Diaries are events where the author records without any intention of publishing them.

Non-fiction is a genre in which the transmission of knowledge is central. "It is writing about and from a world that includes the author's life and/or the author's eye on the lives of others. Literary Nonfiction is a form that uses memory, experience, observation, opinion, and all kinds of research." (Sommer, 2015) More illustration, the form of literary nonfiction is alive existing with people's lives. It is large enough to include travel guides, nature writing, science writing, sports writing, history, autobiography, diary, etc.

1.1.3. Literary Devices

Since the very first moment people have begun telling tales, literary devices have played a vital role in composing texts. The development of narrative elements came along with the creation of storytelling such as plot, tone, and characters. Literary devices are writing tools that used to produce decorative special effects that put the audience in plot, tale, or text. Some these literary devices are exclusive to poetry; others can be used anywhere.

The word Literary Devices generally refers to the traditional structures that authors use in their writing to express their message, there are two elements of literary devices. They may either be viewed as literary elements, or as literary techniques. Defining them independently would be easier.

1.1.3.1. Literary Elements

Literary elements or narrative elements are tools that help the reader to reorganize the narration and split it into clear parts that paves the path for a clearer understanding and here are some examples.

-Protagonist: is yet another term for "main character." The plot follows the perceptions of this character, and the reader is invited to see the world from his or her viewpoint. Mention that the protagonist is not always a "good person." However, much of the time the protagonist plays as hero and sometimes we see the whole story from the antagonist's viewpoint. Many novels involve just one protagonist, although it's completely feasible to create a plot that weaves several experiences together. For such a plot, in the end, the various narrative threads should all be connected together.

-Antagonist: the character that is the main source of conflict. It is not necessarily evil. Yet he is the opposed one to the protagonist. Every story has at least one protagonist, but not every story has only one antagonist. Sometimes the protagonist is actually fighting against impersonal powers such as nature, morals, or addiction. There is no antagonist of the tale of

such situations. However, the story can have any number of antagonists getting in the way of the protagonist.

-Climax: The concept climax is taken from the Greek word klimax meaning "ladder." Writing a plot is just like climbing a ladder to the most dramatic event of the story than to the end slowing down and showing the results of the climax. In other words, it is the high point in a scenario, in which the final outcome is unavoidable, typically when something unexpectedly goes horribly wrong; a hero story's "dramatic highpoint".

-Conflict: A clash among competing powers that is the motivating force of a story. Disputes may occur between particular characters, between groups of characters, between a character and society, etc., and can even be solely abstract (conflicting ideas).

Motif: An essential concept or image which is repeated. A motif varies from a theme in that it may be articulated as a single word or a fragmentary expression, while a theme would usually be presented as a complete paragraph.

Setting: It is a literary element in literature found in novels, short stories, plays, films, etc., and mostly presented during the beginning of the plot, along with the characters. The setting may often provide the world of the plot, which can be made up of specific places, weather or social and cultural atmosphere and it can change through the story.

1.1.3.2. Literary Techniques

Literary techniques are precise, intentional vocabulary structures that the author uses to express context. The usage of a literary technique by an author typically appears at one position in a text with a specific term or phrase, or with a particular set of words or phrases. Literary devices are not inherently present in any document as opposed to the literary elements. as usual here are some literary devices:

Metaphor: is one of the most commonly employed narrative devices. It is a tool to compare things by saying that one thing is the same or rather close to some apparent different thing. The first subject, which / who is the object of such phenomena, is typically contrasted to the second subject, which is used to express / pass a level of meaning that is being used to describe the first. The aim of utilizing a metaphor is to adopt an image or definition that we understand explicitly from the second subject and use it to further explain the poorly understood concept of first subject.

Point-of-view: is a literary device, which tells us the opinions or thoughts of the people participating in the scenario. It is the perspective of the character or the narrator who tells the

story. The author can choose who should tell the story by determining the point of view. The point of view can give or prevent the reader exposure to the greater sections of the story. Some of the most popular point of view tools include the first person with which the tale is informed by the narrator from his or her perspective and the third person in which the narrator does not participate in the circumstances of the narrative and relates the tale by referring to all the people and locations in the third person using third person pronouns and proper nouns.

1.2. Culture

When it comes to culture, it is reviewed as an umbrella term that tackles the social and the individual behaviors and norms that can be found in human societies. Thus, culture would be defined as follow:

1.2.1. culture's Definition

Culture is often considered to be the fifth skill in language learning but as a term it is quite fluid, shapeless, amorphous and therefore difficult to define. However, the word "culture" derives from a French term, which in turn derives from the Latin "colere," which means to tend to the earth and grow, or cultivation and nurture.

Culture is a "shared understanding" developed in situations where all orientation relates to how others orientate to the situation (Becker 1982).

According to Backer culture is generally a set of behaviors, thoughts, beliefs, and interactions shared between group of people. thus, it can be seen as the growth of a group identity fostered by social patterns unique to the group.

1.2.1.1. The Western Culture

Western culture is defined by a host of artistic, philosophical, literary and political concepts and traditions. It is the legacy of Celtic, Germanic, Hellenic, Jewish, Slavic, Latin, and other groups and linguistic communities. Western culture began to evolve along with the Christianization of the middle Ages, the reform and modernization of the Renaissance, and the successive expansion of European powers introduced Western modes of life to the entire world between the 16th and 20th centuries. Furthermore, throughout centuries, the ideals of Western civilization have been drawn from political thinking, the common usage of rational arguments in defense of freedom, the integration of civil rights, and the desire for equality and democracy.

The word "Western culture" has evolved to describe both the community of Countries in Europe from those strongly affected by European immigration, like the United States. The Western culture has its roots in the Classical Period of the Greco-Roman era and the rise of Christianity in the 14th century according to Khan University. Thus, for nearly every nation in the world the influences of Western culture are evident.

1.2.1.2. Eastern Culture

The Eastern culture refers to the Far East including China, Japan, North/ South Korea and Vietnam. Religion had a significant impact on Eastern culture throughout its early history, but it was also strongly affected by the production and harvesting of rice. For the Eastern we see clearly that there is less distinction between the religious society and secular individuals as it is common in the Western society.

1.2.1.3. Middle Eastern Culture

The Middle East countries have several things in common but not all. This is no surprise as the area is made up of around 20 nations, Arabic language is one factor that is widespread in the region. Though, the large variety of dialects can also make communication a challenge. The Middle East is the birthplace of Judaism, Christianity and Islam so it is obviously that religion is another cultural field related to the countries of the Near East. Yet there are more distinctions in the East society than the Middle Easterners due to the variety of religions in Asia.

1.2.2. Big “C” Culture and Small “c” Culture

A popular saying goes that when we travel far enough, we meet ourselves. The project offered us the opportunity to embark on a ride to parts each of us have never been purely to figure out who we are, what we believe in and how best to navigate the trip together. Our project discusses cultural subjects. It was necessary to get a clearer understanding of what culture is, and how it influences our values, perceptions, behaviors and styles in conversation.

We have a graph that illustrates the two phases of culture showing the Big (C) culture as the clear side of the iceberg however the small (c) seems to be less visible.



Figure 1: cultural iceberg

Note: reprinted from My Way Your Way Our Shared Cultural Identities. Used in Big C” culture, “Little c” culture
retrieved July, 11, 2020, from <https://erasmusmyway.wordpress.com/2017/05/19/big-c-culture-little-c-culture/>

1.2.2.1. Big (c) Culture

The big “C” cultural components would be easily found while thinking of a new culture; these are the most evident aspects of any culture that we use to differentiate between one culture to another. Its components would be realized initially; they are the most open forms of culture. Bennet 1998 refers “to this aspect of culture as “Culture writ large,” with a capital “C.” that includes the traditional aspects of culture, such as literature, art and history which are often taught in school and mentioned in foreign language classes.

1.2.2.2. Small (c) Culture

In contrast, small “c” culture is identified with a place, community of citizens, language, etc., it is more invisible form of culture. It is the material that is here now and may go away tomorrow. According to bennet (1998), the small “c” can be defined as “the learned and shared patterns of beliefs, behaviors, and values of groups of interacting people.” It is “culture refers to the psychological features that define a group of people—their everyday

thinking and behavior—rather than to the institutions they have created.” (Bennet 1998) In other words, the small (c) culture includes how we behave, our communication style, verbal and non-verbal language symbols and cultural norms (what is appropriate and what is not appropriate).

1.2.3. Culture’s Characteristics

According to Haviland, Prins, McBride and Walrath (2010: 28), it is only through a comparative examination of human being cultures, one can understand the basic characteristics of culture. Haviland et al., (2010). Saying that all cultures are socially developed, exchanged, symbolically oriented, integrated and dynamic.

So. Examining culture’s characteristics is one of the easiest ways to grasp culture. A clear study of its characteristics allows to understand its roles and also identify its significance in language classes. Thus, the most important characteristics of culture are briefly summarized in Damen (1987, p. 367) definition to culture:

Culture: learned and shared human patterns or models for living; day- to-day living patterns. These patterns and models pervade all aspects of human social interaction. Culture is mankind's primary adaptive mechanism.

The first characteristic is that the culture is social which means that Culture cannot emerge in isolation nor is it a biological phenomenon. It's societal item. It evolves and originates from social contact. Society member shares this. The personality of man is totally based on other men. Secondly, Culture is acquired and not innate. It's usually named learned behavioral ways. Individuals are not born with cultural awareness but by socialization they master it. a newborn infant, for example, explores such cultural values through studying the behaviors of people in his / her community. As a child grows up in a society, they go through a cycle of enculturation. third, Culture is based on symbols. A symbol is something else which stands for. Symbols differ across societies and are random in existence. They have significance only as people come to decide about their usage in a society. Language, wealth and art are symbols of it all. Language is the culturally most significant symbolic piece. Fourth, culture is dynamic (Liddicoat, 2002; Liddicoat, 2005; Liddicoat and Scarino, 2013; Byram et al., 2013). No culture remains constant. According to Byram et al., (2013), as a result of political, economic and historical activities and changes all cultures evolve with time and as a consequence of interactions with other societies who share different concepts and

symbols. Fifth culture is integrated. It is regarded as holism, or the intertwined different sections of a society. All facets of a culture are interrelated and in order to fully comprehend a culture, one needs to know all its elements, not just a few.

1.2.4. The Elements of Culture

Culture is an immense subject for sociologists to research. There are cultures anywhere human beings live, and there are no two societies which are precisely the same. we started to talk about culture and explored the mixture of elements that together shape a special way of life for a country. we will take a deeper look at certain things, including symbols, language, values and norms.

1.2.4.1. Symbols as Signs of Culture

Each culture is packed with symbols, or stuff that stands for something important and sometimes evokes various reactions and emotions. Some symbols are essentially nonverbal contact forms and other symbols are simply tangible objects.

A popular one is hand shake that is practiced in certain cultures, but not in others. It often conveys friendship and is used as a symbol of salutation and departure. However, the same gesture can mean one thing in one society and something quite different in another society (Axtell, 1998). For instance, in the United States, if we raise our head up and down, then we mean yes, and if we rock it back and forward on, we mean no. However, nodding does mean no in Bulgaria, though turning our heads back and forth says yes!

1.2.4.2. Language for Communicational Purposes

Culture is ever more necessary in today's global appropriate communication, where traveling and working abroad are becoming a daily activity for many people. It also plays a more primary role in language teaching, which can be seen in the objectives of language teaching guidelines. Culture has a strong mutual relationship with language on one hand; to mastering another language without its cultural norms would be difficult if not impossible. On the other hand, language, as (Duranti, 1997) alludes, is a 'carrier' of culture or a vehicle that helps culture to reach its destination.

As long as the language is the most needed too in any society so that they can communicate it is considered as one of the varied elements of culture, let's take as example any English word "chair" which means something that we sit on .in other hand we have the

word "كرسي" which means the same thing with different language .so By the same token, differences in languages can make it quite difficult to communicate.

1.2.4.3. Norms in Society Perspective

A great variation occurs in Cultures from the perspective of their norms, or standards and expectations for behaving. Norms are mostly subdivided into two types: formal norms and informal norms. Formal Norms Refers to moral norms which are known to be the most relevant of every culture. For instance, in England we see that queuing is sacred behavior added to traffic laws respect. while informal norms indicate to moral norms that are considered less essential but which influence how we handle ourselves. thus, Table manners are a common illustration of informal norms, as are everyday habits such as how we communicate with a cashier and how we ride in an elevator.

Some of the most interesting norms that differ by culture govern how people stand apart when they talk with each other (Hall & Hall, 2007).

People who aren't interpersonal in the United States commonly stand about three or four feet apart while they talk. If anyone is standing closer to us, especially in Northern Europe they would feel uncomfortable. though people from other parts of the world. especially Italy, France, Spain, and several of the Latin American and Middle East nations — would feel awkward if they stood three to four feet apart. This separation is too big for them, which shows that the people who speak dislike each other.

1.2.4.4. Rituals in Societies and Cultures

There are also various societies which have specific rituals, Graduation ceremonies are common examples of the time-honored practices at colleges and universities. Among the Bemba of Zambia, girls undergo a month-long initiation ceremony called the chisungu, in which girls learn songs, dances, and secret terms that only women know (Maybury-Lewis, 1998). In some cultures, special ceremonies also mark a girl's first menstrual period. Such ceremonies are largely absent in the United States, where a girl's first period is a private matter. But in other cultures, the first period is a cause for celebration involving gifts, music, and food (Hathaway, 1997).

Boys have their own rituals for initiation, with those requiring circumcision. In the United States, boys who are circumcised usually undergo a quick procedure in the hospital. If their parents are observant Jews, circumcision will be part of a religious ceremony, and a religious figure called a moyel will perform the circumcision. In contrast, circumcision

among the Maasai of East Africa is used as a test of manhood. If a boy being circumcised shows signs of fear, he might well be ridiculed (Maybury-Lewis, 1998).

1.2.4.5. Values in Cultures

Values are another essential aspect in culture, requiring decisions on what is nice or evil, and what is acceptable or unwelcome. The ideals of one society form the standards. One core concept in Japan, for example, is group harmony. The Japanese place great emphasis on harmonious social relationships and dislike interpersonal conflict. Individuals are fairly unassertive by American standards, lest they be perceived as trying to force their will on others (Schneider & Silverman, 2010).

The case is of course very different in the United States. American culture extols human freedoms and encourages competition in the business and sports spheres as well as in many aspects of living. Law suits are very popular and often predicted for the most trivial things. If the Japanese respect the feeling of unity and team, Americans value rivalry and individualism. Since the Japanese ethic harmony frowns on self-affirmation in intimate partnerships and litigation to correct alleged errors. As Americans respect and often rely on competitiveness, our values promote trust of partnerships and definitely encourage the usage of legislation to address all kinds of problems.

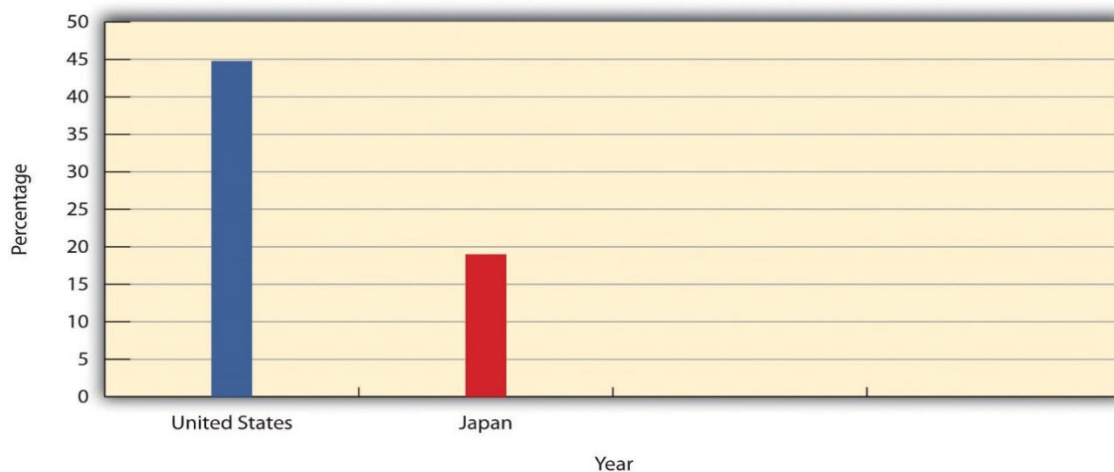


Figure 2 Percentage of People Who Think Competition Is Very Beneficial

Data from World Values Survey, 2002.

1.2.4.6. Artifacts as Aspect of Culture

The last aspect of culture is the material items, or artifacts, that constitute the material culture of a culture. Artifacts are pretty much limited to a few materials in the simplest

societies, the villages people live in, and the clothes they wear. Almost all of modern life is now dominated by smartphones, netbooks and laptops and GPS devices. A generation ago, the artifacts associated with this culture were unknown. thus, sometimes people in one society may find it difficult to understand the artifacts that are an important part of another society's culture. If a person of a primitive community who had never used a mobile phone, or who had never really used batteries or power, were somewhere to enter the a modern community, he or she will obviously have no idea what a cell phone was or how important it is in basically all that we are doing now.

Conclusion:

Traditionally, literature and culture have been classified individually, although more recently, second-language teachers and international language specialists have started to understand that language skills alone are not enough for a learner to be genuinely language qualified. As result we have found that literature is the mirror of society's culture .and that's a good start to begin the second chapter by introducing the benefits of culture in the intercultural approach during teaching English as a foreign language in classrooms.

Chapter two

The intercultural approach

Introduction:

This chapter sheds light on the general concept of teaching and learning process highlighting the main approaches related to teaching English as foreign language from the broad sense passing to teaching literature, its approaches and some literary competence notions. The lion's share of this chapter discusses the intercultural approach covering its main connotations, importance and its main aim. Then we unfolded its relationship with literature revealing its application and implementation in the field of teaching English.

2.1. Teaching and Learning process

It's a known truth that teachers are not generally born yet made. Effective teachers use persistent and concerted attempts to develop their expertise and skills. One of the prerequisites for becoming a successful teacher is a more holistic view of teaching and learning process. It promotes a greater understanding of the teaching career and the method of educational delivery.

2.1.1. Teaching From the Broad Sense

According to Nilsen and Albertalli (2002), teaching in its broadest sense is the process whereby a teacher guides a learner or a group of learners to a higher level of knowledge or skills.

teaching is defined as ‘the act of giving someone knowledge or to train someone to instruct.’ According to Cambridge dictionary. Actually, effective teaching is tethering tied to intention by offering students a refined environment with a cause to learn and realize that students are achievers need to know that students want everything to be achieved. So, in linking these students the instructor must be rather innovative. In other words, you cannot motivate others if you are not self-motivated. Motives are not seen, but Behaviors are seen.

As brief definition we can say that teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given.

2.1.2. Learning Definition

As most people talk of learning, they typically think about classrooms, universities or teachers, but in fact learning has far greater meanings, for example, if I asked you what was your new learning about, you would possibly give an explanation of a recent life event that has nothing to do with a school, college or teacher. Learning is knowledge gain by experience, study or instruction. This concept means that learning happens as activity varies from the unfamiliar to the familiar. *“we view the world through the lenses of our conceptions, interpreting and acting in accordance with our understanding of the world” (Pratt, 1992, p. 204).*

Pratt here describes the very general concept of learning describing it as the process of perception ideas and information that can be benefit in surviving during living in the environment. It is a primitive description that leads us to dive through other definitions.

2.1.3. General Teaching Approaches

It is a set of principles, beliefs, or ideas about the nature of learning which is translated into the classroom and applied according to the teacher needs and the environment created on the classroom. We can use one or more approaches if needed to successfully deliver as much as we can from the meant message. We have Here some well-known approaches that will be briefly illustrated.

Your teaching method option depends on what's best for you — your academic ideology, your classroom, topic area(s) and point of objectives for the school.

2.1.3.1. Teacher-Centered Approach

A method of teaching in which the teacher is directly engaged in teaching whilst the learners are in a passive, attentive listening state while the teacher is explaining. This approach focuses mainly on the teacher considering it as the only reliable source of information in contrast to the learner-centered approach.

In teacher-centered learning, teachers play important roles in the learning process. Teachers are information providers or evaluator to monitor students to get the right answers, yet students are viewed as learners who passively receive information. In the teaching of EFL, the main focus is getting the

students to perform well on state-mandated tests rather than catering to students' need (Zohrabi, et al., 2012).

Teachers typically use specific textbooks in teacher-centered learning, which are often grammar-oriented, which equate the language structures of the native which target languages. Students appear to be more competitive and individualistic in this setting, since they have little opportunity to reflect openly or talk.

2.1.3.2. Learner-Centered Approach

. . . people learn by confronting intriguing, beautiful, or important problems, authentic tasks that will challenge them to grapple with ideas, rethink their assumptions, and examine their mental models of reality. These are challenging yet supportive conditions in which learners feel a sense of control over their education; work collaboratively with others; believe that their work will be considered fairly and honestly; and try, fail, and receive feedback from expert learners in advance of and separate from any summative judgment of their effort. Bain (2004, p.18)

The basic problems can be defined by such main terms as "constructivism," "learner-centered," and "problem-based." At the core is the belief that people learn better when they are immersed in the subject, inspired to try new knowledge and skills since they need them to resolve the issue at hand. And here are the basics of learner centered approach.

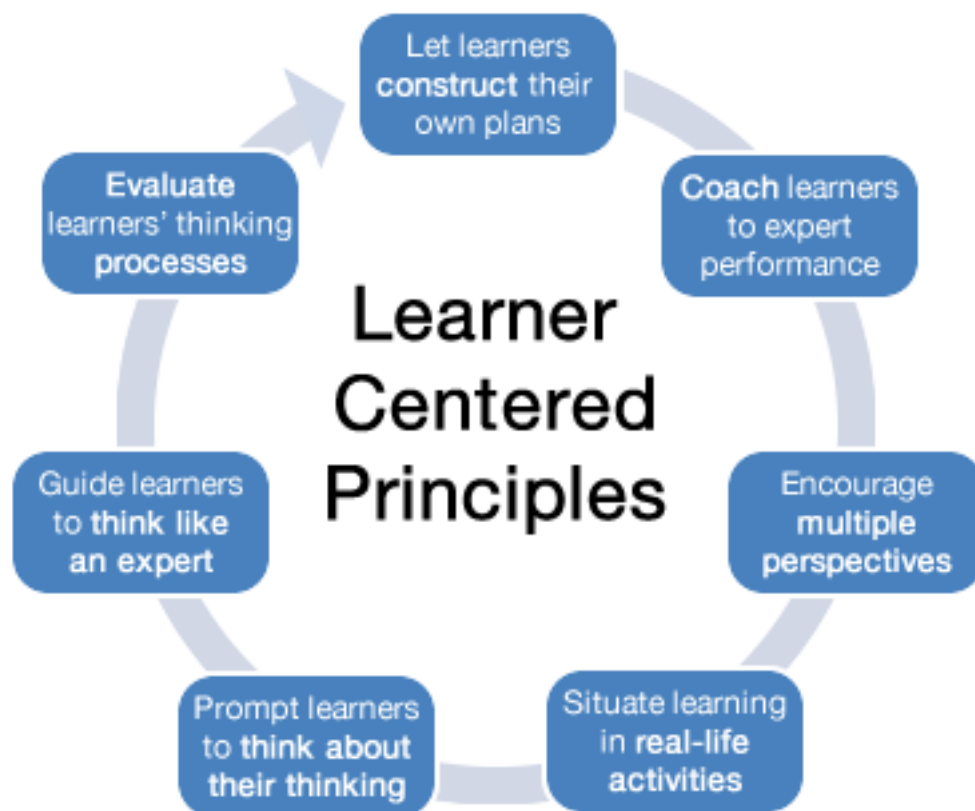


Figure 3: learner centered principles

Note: reprinted from University of Wisconsin-Madison: used in Learner-centered assessment methods personalize the learning outcomes by permitting mistakes and allowing students to learn from them. Retrieved August 15, 2020, from https://courses.dcs.wisc.edu/design-teaching/PlanDesign_Fall2016/2-Online-Course-Design/3_Learning-Assessments/7_assessments-CATs

2.1.3.3. The Interactive Teaching Approach

The interactive teaching - learning approach presented here is used to involve students in resilience and well-being, the strategy intended to enhance critical and reflective reasoning, research and evaluation skills that will allow students take positive steps to protect, improve and advocate for their health, well-being and safety.

In this approach, an interactive classroom will have more student talk and less teacher talk. Students are given the opportunity to interact with teacher and with other students, this method is mainly based on involving facilitator and learners in the lesson topic trying to encourage and expect them to participate .moreover, a good teacher will strive to use questions to stimulate discussion, emphasizing the value of answers, engaging the pupils in their learning, in this approach the participants should be given hands-on experience built on previous skills doing their best to cultivate their students.

2.1.4. Literary Competence:

According to Culler (1975:13):

the mastery of the grammar of literature is associated with the understanding of those norms that allow the reader to absorb both the explicit and the implicit meaning of the literary text. In other way, these conventions help to decipher the author's intent as well as giving the experience of reading much more depth and resonance.

Teaching literature in English as a foreign language EFL should not be exclusive to improving the linguistic skill of students, but should also allow them to gain literary competence. Most of literature teachers are familiar with the term of grammatical competence of Chomsky which refers to the internal awareness of rules and the standards that control the language and make native speakers spontaneously converse and comprehend meaningful utterances however, that does not mean every native speaker is aware with literary competence. It seems an obligation to understand what literary competence is. Literary competence or as it known “grammar of literature” is a set of rules, patterns, and symbols that aid to improve our comprehension of piece of writing.

Lazer (2000:12) argues that:

Effective readers of a literary text possess 'literary competence', in that they have an implicit understanding of, and familiarity with, certain conventions which allow them to take the words on page of a play or other literary work and convert them into literary meaning.

This is another way of saying that the teaching of literature should go beyond pure linguistic ends in order to cover certain norms of literary reading which, in effect, allow students dealing with literature efficiently by converting the words on the page into literary meanings. The reader is most much faced with a language that utilizes metaphorical and symbolic concepts which include figures of speech, metaphors, simile, etc. Thus, Teachers of literature must familiarize their students with this usage of literary language and motivate them to find any noticeable differences from common vocabulary and grammar. In addition, readers should acquire some kind of expertise to assist them to understand literary genres, since each genre will require some specific understanding on the part of readers.

Improving the literary skill of students appears to be a mutual obligation between both the students themselves and the literary instructor as well. The role of students falls in their

self-responsibility for their learning. As a matter of fact, several scholars, such as Brumfit and Carter (1986), suggest that many who are actively involved in intensive reading have the real capacity to improve their literary competence because they are aware of and used to literary form, tools and other similar techniques. Teachers' role, on the other hand, is to assist learners develop the knowledge and skills required to cope with literary work. These skills, which are important to focus on, particularly in early interaction with literature, include the ability to identify and decipher speech figures, learn about narratives and various literary instruments, separating genres, and so on.

2.1.4.1. Reading Skill

Since literature is a reading-centered activity, it is good enough to highlights the importance of reading and the reader.

Grabe (2009.p21) identifies:

lower-level processes, including word recognition, syntactic parsing and meaning encoding as propositions” and “higher-level processing, including text-model formation (what the text is about), situation-model building (how we decide to interpret the text), inferencing, executive-control processing (how we direct our attention), and strategic processing.

To read is to decipher and comprehend text for common user purposes. Readers decode written text by translating it into speech, and directly translating it into meaning. The readers participate in constructive processes to make text relevant, which is the end purpose or object, to understand written text.

Reading continues to remain, in fact, an important and essential skill for the acquisition of a foreign language. It allows students exposure to an infinite amount of words. In other words, the more students read, the more vocabulary, language expressions, sentence structures and cultural understanding of the target language are enhanced. However, it really doesn't necessarily mean that you can read a word or a sentence, the conveyed meaning can be understood. Thereby, to be a good reader, it should indicate other interconnected reading sub- skills. Davis (1968) has examined the nature of the mental skills involved in reading comprehension in a comprehensive and well-designed study. He picked eight skills and formed items were used to measure each of these skills, each based on a different way of understanding, in order to prevent the risk of experimental dependence between responses to items. According to him to be fluent reader, the one must have the ability to recall the meaning of words second, drawing inferences about the meaning or a word from context

third, finding answers to questions answered explicitly or in paraphrase forth, weaving together ideas in the content fifth, "drawing inferences from the content sixth, recognizing a writer's purpose, attitude, tone, and mood seventh, "identifying a writer's techniques eighth, following the structure of a passage. In other words, reading comprehension seems to be the level of text and message understanding. This understanding stems from the interaction between the words that are written and how they trigger knowledge outside the text. Comprehension is an "artistic, multistep concept" that relies on four basic language skills: phonology, syntax, semantics, and pragmatism.

2.1.4.2. Literature-Reading Relationship:

Reading skill is an instrument that used to decode and get the wanted meaning from written symbols and signs which considered as literature. More illustration, the relationship between literature and reading as they go on parallel; literature is a pedagogical true means of learning in educating the target language and of intellectual growth. While, reading skill is the first seeds for the imagination and creativity to produce a particular literary piece. Furthermore, Reading may be seen as a speech that talks in the name of literature as living thoughts of an individual taken away from us by space or time. Therefore, it comes to conclude that the perfect relationship of reading and literature is not merely seen as a good reader, but rather as a living environment that fuels our imagination, rather than the acquisition of knowledge that meaningless.

2.1.5. Literature Teaching Approaches

A very brief review of the historical development of modern approach in teaching literature shows that these approaches evolved from a singular emphasis on literature as a topic to be used as a pedagogical basis for other topics, not only used for language teaching. There are different approaches a literature teacher may need to use.

Carter and Long (1991) suggest three approaches: (1) the cultural approach (2) the language-based approach and (3) the personal growth approach.

2.1.5.1. The Cultural Approach

It is a conventional approach to teach literature, the cultural model appears to be a teacher-centered approach where the instructor gives the social, political and historical history of the texts to the students by lectures. This model often highlights the history of literary movements, the different styles, biographical details regarding writers and numerous

synopses. The literary text is regarded as a tool inside it, and is seen as a way of learning about the target culture.

Teaching literature within a cultural model enables the students to understand and appreciate cultures and ideologies different from their own and space and to come to perceive traditions of thought, feeling and artistic form of 17 heritage literature of such cultures endows. Carter and long (1991: 2).

This approach is considered to be very appropriate for teaching literature at university level, where students are expected to have built a certain amount of language skills and are therefore able to manage literature as material.

Lazar (1993) also insists that the general point of such a method is to penetrate the great historical cultural trends, the social elements of writing, the numerous literary styles, the biographies of writers and their importance to the comprehension of texts.

2.1.5.2. Language-Based Approach

It focuses on the study of the language of the literary text. The latter is considered as student centered approach, it is used to exemplify certain types of linguistic patterns, such as literal and figurative language. This is a different method to claim that it aims to inculcate the consistency of the students' study and analysis of the literary language and thereby to improve their literary skills. Another reason to use the strategy is to improve the language performance of the learners. Teachers can use the text to plan a variety of vocabulary exercises and grammar.

The students would have the chance to enrich and develop their language input. This approach often makes use of the text 's stylistic examination to assist the students in building language, and thus more efficiently in reading literature.

However, the language-based approach was opposed by many scholars such as McKay (1982) who argues that this approach neglects the reader 's response to the text as it may be too mechanistic and, therefore, may demotivate the pleasure of reading literature.

2.1.5.3. The Personal Growth Approach

This approach emphasizes the need to include literature with the students. the approach was presented by Carter and Long (1991:3) when they posit that the personal

growth approach enables the students to “*achieve an engagement with the reading of literary text...and helping them to grow as individuals*”.

In other terms, the approach aims to optimize the personal satisfaction of the students in reading literature. The students are closely concerned with the quality of reading a literary text. This constructive engagement should contribute to a more enjoyable yet still engaging literary activity. Thus, students are no longer passive receivers of ready-made explanations. Instead, they both become intellectually and emotionally active participants as they are constantly prompted to express their views and thoughts. However, Savvidou (2004) has advocated an integrated approach to literature teaching.

2.1.5.4. The Integrated Approach

As long as the approaches discussed above are kind of ideal forms since there is a larger similarity between them in reality. This prompted Savvidou (2004) to propose a strategy combining the three styles.

Savvidou (2004) claims that The integrated approach emphasizes the notion that literature in the EFL classroom can make the learning process much more fun and engaging rather than a lesson based exclusively on understanding the linguistic components of the text. so, this approach helps to promote the personal development of the students; it improves their cultural environments and also enhances their language ability.

The integration of linguistic as well as literary elements, according to Duff and Maley (2004), helps improve the learner 's comprehension of both his own and other cultures. It also gives him the ability for personal speech and often improves his understanding of the English language's lexical and grammatical systems.

2.2. The Intercultural Approach

There are simple ideas on when and how people were studying influenced the way languages were taught, many educational methods and approaches have evolved over time, having been affected by ideas and philosophy of learning. They just come up for a period of time then vanish. The Method of Grammar-Translation, Direct Method, Audio-Lingual Method and Communicative Teaching method are well developed in teaching foreign languages. The goal was always to discover different and hence better teaching methods. to be more specific Communicative competence in the target language has also been the main objective. One of these approaches is the intercultural approach that we are going to do further researches about.

Liddicoat and Scarino (2009) suggest that:

a solid approach to culture teaching should integrate a wide range of understandings to culture. The main purpose of this approach is to treat culture as dynamic, social practice, and recognizing its dimension. Lo Bianco et al., (1999, p. 11).

Students realize they have a society, but they don't really grasp precisely how it influences their actions and thought. Their society is so much a part of them that at a subconscious point it influences them. We need to be careful not to punish students for holding the values they have been taught to last their entire lives.

2.2.1. An Introduction to Intercultural Approach

As today 's world became as a tiny village in the light of globalization, and as a consequence of the development of technology and media, it does not require a visa to speak with anyone in the any place in the world. the intercultural contact became easier. So, as long as this tectonic change occurred no one is hidden. What actually happens in one section of every speaking group is no longer invisible to all speaking communities. Thus, due to the unavoidable communication between cultures we decided to do further researches about the intercultural teaching and learning as a crucial subject. the term intercultural refers to *'the meeting of two cultures or two languages across the political boundaries of nations-states [and] within the boundaries of the same national language'* (Kramsch, 1998, p. 81).

In all context's communication is basically considered intercultural, either between individuals with the same country but do not have the same norms and values, or between people of various nationalities. On the basis, and by extension According to Kramsch (1998), this ability of learning is called cross-cultural, intercultural, or multicultural communication. Other used terms include cross-cultural awareness, 'cross-cultural competence', 'cross-cultural capability', 'cross-cultural skills', 'inter-cultural studies', 'intercultural communication', 'intercultural effectiveness', 'intercultural awareness' and 'intercultural competence', 'intercultural communicative competence'. Henceforth any of the terms are used interchangeably in this study.

2.2.2. The Importance of Intercultural Approach in EFL Teaching

An intercultural education seeks to allow learners to mediate efficiently among two languages and cultures whilst retaining their own, and thereby to interact effectively in cross-cultural environments. in the sense of foreign language teaching. It is not enough to learn

other languages through a grammar book or a dictionary. There are certain language rules that decide communication between people. These rules which are only known by native speakers are mostly concealed from the new learners, since the concepts of the ordinary language are inferred in most situations. as a result many learners can clearly understand each word of the target language, but they cannot grasp the true significance of the salient.

While some expressions that have another meaning in one country yet it has a various meaning in other. During our research we have met a point when a failure of communication occurred the example performed on YouTube

The English speaker: oh hi, nice to meet you?

The Asian speaker: nice to meet you too.

The English speaker: beautiful weather we're having today, is not it?

The Asian speaker: oh Yeah.

*The English speaker: very impressive. Anyway, **nice to meet you.***

The Asian speaker: what course are you doing at NMIT?

The English speaker: ooh sorry!!! I have to go now.

In this illustration, when the English speaker says nice to meet you in Bold, he indicates that he ended up talking so he had to go. yet he was misinterpreted by the Asian student. This will make the English speaker feels that the Asian a pushy person who does not respect others space and time, while the Asian will consider the English speaker as being rude, and probably tries to avoid him. (Kramsch ,1998)

2.2.3. Teaching and Learning Through the Intercultural Approach

A successful teaching requires a plan and method, this method in a way or in another function to improve and ease learning process as follow.

2.2.3.1. Intercultural and Literature Competence

Literature in EFL classes should be used to enhance intercultural understanding among learners, as learners are asked to react to certain foreign cultural encounters most of the time varying from their own. The comprehension, recognition and interpretation of literary texts

thus relies mainly on the cross - cultural skill of the learners. “Students intercultural competence can be developed through the literature text”. Han (2005:73) explains that *Literature, actually can act as a very powerful agent to develop the learners’ intercultural competence which manifests in fostering empathy; a tolerance to cultural, political and even religious diversity.*

Literary texts permit the readers to see and observe the culture of a nation Their history, their present and their future scope, though subjectively portrayed. The experience acquired from literature texts give learners the opportunity to check their own principles and exchange restricted viewpoints. This will help them to interact culturally with foreign cultures, and if not at least aesthetically.

2.2.3.2. The Intercultural Approach Through Literature

Literature is a mirror of the views and opinions of the society as we have talked on chapter one (section 1.1). This is a representation of every society's social, political, and cultural values. This often quite creatively and imaginarily represents people's beliefs, convictions and dreams. Through this way, literary texts demonstrate people's actual as well as fictional reality and aim at turning the unreal world of man into actual one.

In the literature of the past we can find the roots of the present, in the literature of the future we believe we will see the traditions of the past. Literature contains and presents both the transition of time and social reality as the agent of change. Han (2005: 74) claims *Generally. The insights acquired from literature texts offer learners the ability to test their own beliefs and share restricted viewpoints. This will help them communicate culturally towards foreign cultures’*. Thus, we should as teachers to search out and carefully chose a targeted text to expand and enrich the learner 's experience, rather than those experiencing opposition and disapproval from the student. The creation of intercultural competence by literature texts remains, in general, tremendously dependent on the choice of texts and the teacher's purpose, as well as on the comprehension and analytical activities Such exercises will encourage the critical and observational faculties of the learners, instead of filling them with ready-made stereotyped ideas and principles. In reality, learners are given so much chance to study their own culture resources by introducing them to various cultures represented in literary texts from growing ethnic groups and nations. It would promote their vital capacity if the tasks given to the texts are interpreted and recognized as useful resources, appreciate and eventually evaluate them in contrast to their original views and social values as Han (ibid: 14) illustrates:

Often creative tasks lend themselves to a blend of literary and intercultural objectives, leaving enough space and an “anxiety-free” zone for the learners in which they can experiment with different points of view as well as compare their own culture to the culture in the text.

Thus, literature lessons tend to be a crossover and an inter-disciplinary frame in which learners grow and develop ideal-integral foreign language learning. Byram & Risager (1997: 76) suggest the following objectives of these lessons.

Starting by Identifying and recognizing the elements from foreign cultures in the literary texts, then spotting a conflict / misunderstanding between cultures in the literary texts after understanding the fictional characters in the literary text of course. From the learner perspective, they need to express their feelings about the literary texts comparing each other's opinions and attitudes towards the texts and their fictional characters.

2.2.3.3. The Main Aims of Intercultural Education

It is therefore obvious that a literature course should not only aim at improving linguistic and social capacities but also at helping learners to understand cultural , linguistic and social elements in the foreign language and then communicate their attitudes and reactions to them, keeping in mind their own cultural elements and the fictionality of literary texts and how people of different cultures think, react and imagine. For instance, if students deal with a text that describes Christian beliefs, it doesn't mean that we want to turn them to that religion, but it does mean that we are giving them the opportunity to have an internal view to how do they practice their religion rituals through their culture therefore they will get.

the impression that not all citizens are of the same cultural block. They should rise in tolerance, awareness and appreciation. It in exchange do lift their own cultural consciousness which will allow them to rid themselves of negative beliefs which racism. Nevertheless. to accomplish these objectives, it remains in the teacher's hands to offer guidance, text collection and flexibility to the learners.

As result. In addition to the linguistic benefits obtained by reading fictional texts, literary texts may be invested in the EFL class as a successful resource for improving the learner's cultural understanding and then achieving intercultural communication between the learner's cultural background and the people of target language community.

Conclusion

From this chapter we will be able to have a broad vision about learning and teaching process. the more important is the relationship between literature and the intercultural approach. thus, our thesis demonstrate how can we make the module of literature as tool to give a new birth to the intercultural approach in Algeria universities. Furthermore, it will surely improve and ease the acquisition of English as a foreign language. We as a researchers seeks to give the other learners a new opportunity to have a better language skill, not by a dictionary. Yet, by learning from the foreigners personally or by viewing their cultures to grasp their expressions. Attitudes ...etc.

The next chapter will turn the intercultural approach from a thesis to be applied and expressed in the real world showing to how extent this approach is taken in consideration in our universities.

Chapter Three

Research Methodology and Data Analysis

Introduction

This chapter includes the practical side of our research, it contains two questionnaires that was directed to the students and teachers of Tiaret university. We also did analysis and discussions to the answers giving suggestions.

Unfortunately, the questions and the answers were not made by us due to the quarantine caused by covid-19, it was impossible to get a sample to do our studies .so we decided to bring a previously-made questionnaire that was made by Dr Ahmed Mehdaoui to apply our thesis on.

3.1. Meta-analysis

A meta-analysis is basically a study about studies. It is a systematic analysis that integrates the outcomes of a variety of experimental tests. It may be done where several experimental studies examine the same topic, with each individual study documenting observations assumed to have some degree of error. More illustration, Glass (1976, p. 3) defined meta-analysis as a quantitative analysis of a wide spectrum of results obtained from individual experiments for the intention of combining the conclusions.

3.1.1. The reason of using meta-analysis

As we now know, the main objective of meta-analysis is to give a summary of integrated results analyzed for their differences. Any field research needs to be either experimental or observational in order to achieve predictable outcomes. For this reason, this research method of investigation is based on the use the results of Dr. Mehdaoui's study titled; "TOWARDS AN INTERCULTURAL APPROACH TO TEACHING CIVILIZATION IN THE FOREIGN LANGUAGE CLASSROOM" in order to evaluate effects in different subsets of participant.

With regard to the research topic, which suggests that the teaching practices of literature don not really reflect intercultural teaching and learning as an educational purpose for teaching and learning foreign languages, the use of Dr. Mehdaoui's empirical results to analyze it give an opportunity to reach the objective of our study in record time and in more effective way since the subject of civilization and subject of literature are similar in their objectives in the Algerian English departments. Literature program as civilization program are mainly delivered at foreign language departments to foster not only language skills, but culture

skills as well. Based on the content of civilization and literature the students are exposed to, it can be assumed that such teaching modules have certain objectives such as expose students to the people who gave birth to the language they use, so they cannot study the language without learning something about it. Also, help students to understand the culture of people whose language is taught, and how and why they are different from their culture. Moreover, To improve students English language skills by helping them to be acquainted with new vocabularies and terms they use in communication.

Finally, the usage of meta-analytic method in conducting the research helps us as students financially, and save us the efforts of doing our own tool which is questionnaire for both students and teachers since the quarantine that caused by the pandemic of covid-19. Moreover, we assumed that the taken statistics from Dr. Mehdaoui are more reliable and genuine since it was conducted by him as a teacher where he used his influence on his colleagues and on his students where the study took place at the Department of English at the University of Tiaret. In very suitable time, the study was conducted without any external factors that could possibly interrupt or prevent him to achieve the objective of his study unlike us.

4.1. The Student Questionnaire

4.1.1. The Sample

The students' questionnaire is administrated to 150 EFL license students it consists of sixteen question that have been examined by the students of Tiaret university. The sample contains the three levels undergraduate students who have full competence of cultural background.

4.1.2. Description of the Questionnaire

The questionnaire paper contains sixteen question divided into three models and three sections. the models are like, yes/no questions, chose the right answer and open-ended questions that give the sample the freedom to express and clarify their point of views. While the three sections are divided into.

- **the information of the sample:** the section serves to identify each student's individual information to reveal each student educational background, gender.
- **the student reflection to the programme of literature** this section mainly tackles the programme of literature, the chronological side and the depth of the syllabus concerning their necessity.
- **the student's reflection to the teaching method.** This one touches the methodology of teaching process, it gives the student the opportunity to give his opinion. Seeking to make the perfect teacher.

4.1.3. Analysis of Student Questionnaire

Section One: Students' Information, Expectations, and Needs

Question 1: What is your Baccalaureate stream?

- Letter and humanities
- Letter and foreign languages
- Scientific
- Mathematic
- Accounting
- Other, specify:

...

ITEMS	RESPONDENTS	FREQUENCY%
Letter and Humanities	43	35.83
Foreign languages	39	32.5
Scientific	19	15.83
Mathematic	09	07.5
Accounting	06	05
Others	04	03.33

Table3, 1: Students' Baccalaureate Stream

The question's concern is to see the background of the student and to compare whether their main baccalaureate stream affects their skills or not while we can create new suggestion to improve the student acceptance to English language as a foreign language

As we see in the previous table that the great percentage of students came from foreign languages and letters and humanities making sure that studying English was their main concern by 67.88% while we notice that an unexpected notable percentage of students who came from mathematics, accounting and scientific streams. From this result we can not judge who really accepted English as their main study.so, we did further studies to discover.

Question 2: Was English your first choice?

- Yes
- No

ITEMS	RESPONDENTS	FREQUENCY %
Yes	82	68.33
No	38	31.66

Table3, 2 Students' First Choice

This question derives us to uncover the internal well of a sample from the English department student that will be more specific than the previous question .and we all know the well of any learner is the main engine that pushes him in his field to achieve better.

The good thing that the major quantity of the student 68% have chosen the English studies as their main field and the and may conducts us hopefully to a better result.

Question 3: If yes, why? It is for

- Professional careers
- Language of technology
- Enable you to communicate with different people of different cultures
- Others reasons

ITEMS	RESPONDENTS	FREQUENCY%
Professional careers	69	84.14
Language of technology	29	35.36
To communicate with people of different cultures	39	47.56

Other reasons	/	/
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Table3, 3: Students' Reasons for Majoring in English

As human behavior says, every action has a motive, this question digs out the motivation of their option to extract the real need of the students. here we can notice that the professional careers have a great impact on their option by 84.14% which leads us to think that the social, cultural and economic norms affected their preference. And we think that this will make our mission difficult to apply our approach.

Question 4: What skills are you expected to develop through learning English?

- The language skills (Grammar, Writing Listening, speaking)
- The Culture Skills (customs, traditions, way of life, beliefs, etc)
- Both

ITEMS	RESPONDENTS	FREQUENCY %
The Language Skills	81	67.5
The Culture Skills	00	00
Both	39	32.5

Table3, 4: Students' Expectations to the English Skills Expected to be Developed

The table clarifies that the majority of student in our country are not really concerned about learning culture. While they are all expecting at the end of learning that they will develop more language skills rather than understanding the origin of that language.

The problem here that no one is attracted to collect the culture skills unless there is a bridge of language .as our thesis defends, language power should be achieved through the main culture, it puts us as teachers in front of a challenge.

Section Two: Students' Reflection on the Literature Programme

Question 5: In your opinion, what is the objective of learning literature?

- Enriches your language skills (lexical items, vocabularies, etc)
- Makes you understand the literature of British and American people

- Makes you understand the culture of British and American people
- Raise your awareness to the cultural differences
- All of them

ITEMS	RESPONDENTS	FREQUENCY%
Enriches your lexical terms and vocabularies	17	14.16
Makes you understand the literary of Brit/ Am people	50	41.66
Makes you understand the culture of Brit/ Am people	23	19.16
Raise your awareness to the cultural differences	46	38.33
Other reasons	/	/

Table3, 5: Students' Opinions about their Reasons of Learning Literature

A course aim should be identified in order to put the eyes of the students toward the main objective of certain lesson. thus, this question extracts the aim of the lesson.

In this table it is clearly that the majority of students focuses on understanding the American and British literature followed by raising the cultural awareness and the differences between the local literature studies and the foreign literature including language, culture, novels and some critical point of views.

Enriches lexical and vocabularies is not that important according to their choice which make it a good sign to start our project.

Question 6: In respect to your English language competence, how do you find the module of literature?

- Difficult
- Average
- Easy

	ITEMS	RESPONDENTS	FREQUENCY %
Difficult		53	44.16
Average		55	45.83
Easy		12	10

Table3, 6: Students' Points of Views towards the Civilization Programme Based on their Competence

The responses of the students varying according to their competence, the table shows that 44.16% find the module of literature hard to understand 45.83% average and this is natural due to the previous answered questions. That was affected by two factors from the previous questions

The first is their need to study English because we noticed that many student were forced to study English(not their choice).secondly, is that the relationship between literature and culture is significantly deep, and the true goal of the student is to learn incorrectly by dictionary which made as obstacle to them to grasp literature.

Question 7: Among other modules, how do you find the programme of Literature?

- Motivating
- Interesting
- Uninteresting

ITEMS	RESPONDENTS	FREQUENCY %
Motivating	39	26
Interesting	40	26.66
Uninteresting	71	47.33

Table3, 7: Students' Points of Views towards the literature Programme

As any student there are many factors that influence the value of a certain module including the way of teaching/the teacher himself, the module and the program besides the student motivation. The next questions will dive into this quest.

Question 8: Motivating/Interesting, why? Is it due to:

- The richness of the content
- The way of teaching
- Both
- Other reasons

ITEMS	RESPONDENTS	FREQUENCY %
The richness of content	/	/
The way of teaching	/	/
Both	39	100
Other reasons	00	00

Table3, 8: Students' Justification of their Interest in Learning Civilisation

Only the 39 of the students who claimed that literature is interesting from the previous question (question no7) were concerned with this one.

the result was clearly presented that the motivation in this module is totally based on the mixture between the way of teaching (method) added to the content of the syllabus. from this result we believe the method/approach is a principal factor to the success of teaching. thus, our approach needs to be taken in consideration added to the richness of content.

Questions 9: Uninteresting, why? Is it due to?

- The content is not interesting
- The way of teaching is not interesting
- Both
- Other reasons

ITEMS	RESPONDENTS	FREQUENCY %
The content is not interesting	23	20.72
The way of teaching is not interesting	20	18.01
Both	59	53.15
Other reasons	09	08.10

Table3, 9; Students' Justification to their Lack of Interest in Learning

This question is more beneficial than the last one, because it manifests the gap that should be taken in consideration to improve the teaching process. Of course, the answer (both) was expected to take the top percentage because most of those students suffers from lack of competence and both is their main escape. while there is a considerable percentage divided between the uninteresting content and the way of teaching , the two latter answers are the results of methodology because a student with no cultural background is not expected to grasp the content of literature from other country while the way of teaching is more broad topic that can include the content accepting to the student which can be corrected using the intercultural approach the needs to be broaden.

Section Three: Students' Reflection on the Teaching Practices of Literature

Question 10: What types of the following topics does your teacher of literature present to you?

- *Factual-information:* (historical events and figures, movements and scholars political/economic system, etc.).

- *Way of life and behaviour:* (customs and traditions, festivals, personal space, etc.).
- *Communicative style:* (rule of politeness, appropriate conversation topics).
- *All of them*
- *Others, specify*.....

ITEMS	RESPONDENT	FREQ%
<i>Factual information:</i> (historical events and movements, scholars and wars political/economic system, etc).	56	46.66
<i>Way of life and behaviour:</i> (customs and traditions, festivals, personal space, etc).	38	31.66
<i>Communicative style:</i> (rule of politeness, appropriate conversation topics).	00	00
All of them	25	20.83
Others	/	/

Table3, 10:: Students' Identification of the Cultural Topics They Learn

The majority of the students answers were related to the factual information that tackles directly the programme of literature and language acquisition by repeating the literary language ,so the main result collected from this teaching is the mere acquisition of information that would be asked later in exams and tests which make it a traditional way that doesn't give a hand to the original language learning . in other hand we find 31.66% that deliver the way of life and behaviors of the foreigners which make a good sign of some teaching methodologies to enrich the real language of the student and keep the student in touch with the targeted culture.

Question 11: How do you find them?

This question is to shed the light on the student's point of view whether he accepts the mere information (factual information) or he needs to inspect the cultural vision of that language and where exactly he can find his pleasure. The data gathered by Dr Ahmed mehdaoui are as follow

“According to the gathered data, there is affinity between the majority of students that, especially those who refer in the above question to factual information, the subjects they learn are not interesting, too long or difficult to remember.

For instance, as indicated by the following students:

1. *They are interesting but boring at the same time;*
2. *I find them interesting but too long;*
3. *I wanted to know them since I was student, but it seems to me so boring...may be if they change the way of teaching, it will be cool.”.*

The student here clearly suffers from the programme of the module claiming that it is not interesting at all. The reason according to them is that the module mostly deals with factual information.

We suggest that the programme either have a gap if we notice that it deals with factual information and we claim that the programme should tackle the cultural background of the targeted language.

Question 12: Among the above list of topics, what cultural topics would you like to know more, why?

Dr Ahmed mehdaoui has collected the data gathered from the student’s answers claimed that

this open-ended question is primary designed to know the learners’ needs. It seems that students have more needs than what is taught. While some choose topics like customs, traditions and behaviors, others emphasize their needs for topics like non-verbal language and way of communication. The following example clarifies these needs:

1. *“I would like to know about way of living”;*
2. *“I like to know their ways of behavior”;*
3. *“Communicative style”;*

4. "I like to talk about difference"

From this data it seems that the student needs more attention to the side that feeds their curiosity, they asked questions to know more about the others. they are really in need to explore the other worlds. such student seems to be ready to receive this kind of information whether as a lesson or as entertainment.

Question 13: What types of the following teaching techniques and resources does your teacher of literature use?

- Chalkboard and lecture-based courses
- Home works research / class Presentation
- Video
- Postcards
- Maps
- Others, specify

ITEMS	RESPONDENTS	FREQUENCY%
Chalkboard and lecture based course	120	79.18
Home works research/class presentation	17	14.16
Video	08	06.66
Postcards	00	00
Maps	00	00
Others	/	/

Table3, 11: Students' Identification of the Teaching Methods Used by their Teachers

here a significant percentage of the student claimed that most of the teachers uses chalkboard and lecture-based course which identifies the gap of the teacher's role. the second ratio (homework research/class presentation) is good for introducing other cultures but not perfect. the teachers who uses videos supported by postcards are better who contributed in their field. Yet, rare unfortunately. To deepen this question, we moved to the next question.

Question 14: How do you find them?

The students answers are as follow according to A.Mehdaoui

Students claim that the teaching ways, mainly the chalkboard and lecture-based course, is not motivating. For instance, to quote from a few:

1. *Interesting but not always;*
2. *I find them not enough;*
3. *Chalkboard and lecture base course is insufficient to understand;*

Few students; however, report a positive attitude towards the ways of teaching. May be their teachers use homework researches and class presentations as shown in table (14).

As usual we always take a look from the student perspective to see how do they react to the intercultural approach. this time they are obliged to answer according to their last answer. thus, most of them talk about chalkboard and lecture-based course.

Any sample should have variations. this one contains some student who claimed that chalkboard is sometimes good but not always .in the other hand, the majority were against this option, they do need more creativity, modern methods to be use in our universities.

Question 15: What types of teaching techniques and resources do you prefer, why?

“The response to this question in connection with the teaching techniques and resources that the students prefer, the majority emphasizes their preference to the visual aids (video, maps, and post cards). Undoubtedly, learners prefer these aids for it reflects their daily interest. Other respondents prefer teaching and learning techniques such as presentations and homework project.” To Dr mehdaoui.

This is certainly clarifying the students’ needs to improve the teaching methods by adding more visionary and entertainment tools to avoid boredom and to make learning easier process.

We as EFL teachers need to take this chance by posting a videos and postcards that shows the rea culture of the targeted language (English) contains people who have English as their mother tongue which make the student more familiar with the right expressions.

Question 16: What finally would like to suggest?

The students are given an opportunity to provide either comments or suggestions. Though not all students respond the question, here are some chosen ones:

- *I suggest that teachers should use many techniques so as to improve students' skills and enrich their information.*
- *I would like teachers to create more activities, and give them more opportunities to participate.*
- *I like using technology and different techniques*
- *I would like to suggest the teachers should use more dynamic techniques*
- *Others talk about the teaching syllabus like the following:*
- *Modifying the programme*
- *Teachers should change the content*

4.1.4. Discussion of the student's questionnaire

The analysis in the last title (3.1.3) reveals many teaching problems concerning EFL classroom. thus, our study was broaden to tackle the history of the students, even before they enroll to the department of English at university ,because we do need to have take a look into each student origins whether their stream is scientific or literature and foreign languages. Taking their choice of English department in consideration when we asked whether English was their option or not, because we do believe that the stimulus is the main engine that could push a learn to be more productive. thankfully we found that the results are mostly positive and most of them have chosen the studies of English as their main interest which we consider it a good sign to start our questionnaire.

Moving to section two that looks over the programme of literature extracting out the hidden gaps within the syllabus and inspecting their main goals from taking the lesson of literature, we have found that many of them have a wrong idea about the learning process. For instance, most of them believe that taking the courses during the lesson is only to empower their grammar and vocabularies. we cannot deny that the lectures have large impact on a student vocabulary and grammatical learning. Yet, we can't say that this is our

main concern. because literature as our thesis states can be used as principal tool to deliver the culture of the other nations using novels and poems from that specific culture which transmit our bodies into that place and time living the character's life through a book or a movie. Hence, learning the language from them including verbal and non-verbal expressions and attitudes.

The third and last section that touches the teacher's side that was explicitly aiming at the performance of the teacher during the class. As we expect that the teacher should mend the double competence, we are looking forward to see them improving their efficiency by taking a look into the previously mentioned gaps by the witnesses (students) a good teacher should be always updates through seminars and training courses that offers a mixture of lesson full of pleasure . chalkboard and lecturing based method are a traditional and insufficient method that is unfortunately over-used by today's teachers. Hence, we highly recommend the teacher to be the bridge between the local culture and the foreign culture to meet the modern society's English language.

4.2. Teachers Questionnaire

4.2.1. The sample

The teaching questionnaire was administered to twenty teachers of literature from different English Departments (Tiaret, Saida, Tlemcen, Mostaganem, and Chelef), but only 16 were collected. The target sample was chosen to understand the primary challenges and problems that negatively affect the application of intercultural teaching and learning in the course of literature.

4.2.2. Description of the questionnaire

The questionnaire is composed of sixteen closed and open-ended questions, which were categorized under six main sections. The first section is concerned about the professional background of teachers and the teaching experience. The second section deals with training of teacher in the field of culture and intercultural teaching. Section three is constructed about the opinion of teachers on the literature Program in terms of objectives, intended results and the attitude of their learners towards it. The section four is for knowing point of view of teachers about the literature content that being taught to the EFL students, in terms of goals and

intended results. Section five designed to obtain relevant data on the teachers' practices and the activities of literature teaching. Eventually, in section six the teachers are asked to give their points of view freely on literature program and give suggestions that would be helpful to better teaching process.

4.2.3. Analysis of teachers' questionnaire

Section one: Teachers' Professional Background

Question 1: How long have you been teaching at the department of English?

- Less than 3 years
- Between 3to 5 years
- Between 5to 10 years
- More than 10 years
-

ITEMS	RESPONDENTS	FREQUENCY%
Less than 3 years	01	06.66
Between 3 to 5 years	03	20
Between 5 to 10 years	07	46.66
More than 10 years	04	26.66

Table3, 12;the experience of teachers in EFL department

The collected data that is shown in this table proves that seven teachers who represent (46.66%) of the whole sample have between five to ten years of teaching experience and four teachers represent (26.66%) have taught more than ten years. (20%) of the sample has from three to five teaching experience and only one teacher who represent (6.66%) has less than three years.

As it known, the more practice the more get experienced. That is means teachers who practice teaching more than ten years and between five to ten are more familiar with the methods and strategies that applied in teaching foreign languages than the others. They gained the absolute ability to reach to the ultimate level of teaching.

Question 2: How long have you been teaching literature?

- Less than 3 years
- Between 3 to five years

- Between 5 to 10 years
- More than 10 years

ITEMS	RESPONDENTS	FREQUENCY %
Less than 3 years	03	20
Between 3 to 5 years	03	20
Between 5 years to 10 years	05	33.33
More than 10 years	04	26.66

Table 3, 13: the experience of teachers in teaching literature

From the table above we observe that (33.33%) of teachers have an experience of five to ten years in teaching literature, and (26.66%) of the sample have more than ten years. Teachers who experienced between three to five years are represented (20%) of the whole sample and equally to the previous result are not long experienced teachers of literature.

As it aforementioned before the practice make the teacher aware of the subject he/she teaches. In other words, through time may the teacher gradually increase his mastery in teaching a certain subject even if is not his specialty.

Question 3: Is literature your field of study?

- Yes
- No

ITEMS	RESPONDENTS	FREQUENCY %
Yes	09	60
No	06	40

Table 3, 14: the specialties of teachers

As far as the specialties are very important to master of any educational field, literature is not exceptional. Teacher who teaches his own specialty will do better unlike who does not. The table above shows that nine of teachers (60 %) are teachers of literature means that the teaching and learning process would be more efficient and sufficient. Moreover, they can share their knowledge with those six teachers (40%) who are not specialists.

Section two:

Question 4: Have you ever been trained during your initial training on how to integrate culture along language?

- Yes
- No

ITEMS	RESPONDENTS	FREQUENCY %
Yes	06	40
No	09	60

Table3, 15; cultural training for teachers

From the table above, we observe that only (40 %) of the whole sample had their training on how to integrate culture in teaching literature. However, the rest of the sample which is more than half (60%) responded that they did not get training on how to integrate culture.

Integrate culture will help learners to acquire the skills of foreign languages easily. Thus, the training on how to use culture in teaching English language in EFL has become a paramount requirement in teaching English language process.

Question 5: If yes, what benefits have you gained?

According to Dr. Mahdaoui one of teachers claims that:

“the training helps me to understand the point that history doesn’t only develop through events but also by the perception on one’s self and the world Another respondent quotes that the culture integration’ training makes him aware that ‘learning culture is important for mastering the English language’”

That means the training plays a big role to understand the importance and the roles of learning culture and how integrate it. It makes the teacher conversant with all methods and techniques to use intercultural approach in teaching the language.

Question 6: Have you taken/attended courses workshops, study days, or seminars on cultural awareness and/or intercultural communication?

- Once
- Twice
- Three times
- More than three

- No

ITEMS	RESPONDENTS	FREQUENCY %
Once	03	20
Twice	03	20
Three times	00	00
More than three	00	00
No	10	60

Table3, 16; teacher's participation on cultural workshops

The table shows that the majority of the responses did not attend before any workshops related to cultural awareness or intercultural communication. Only (20 of the sample attended once or twice. That's means the lack of intercultural awareness for the teachers may result in inefficiency of the teaching learning process in EFL.

Question 7: As a teacher of literature, what are the main objectives of teaching literature for EFL learners?

To grab knowledge about what the teachers of literature think about the objectives of teaching literature for EFL learners, we may have to assume that the objectives of teaching civilization are similar to the objectives of literature. According to Mahdaoui, the responses of civilization teachers the main objectives are “to know the culture of the others”, to “make them aware with the English culture”, and to “introduce students to the cultures of foreign civilizations”. The responses would cover proper answers the objectives of literature. The real idea is that literature could be seen as a part of culture that would help learners to adequate language skills and develop learners' awareness of culture.

Question 8: Is the allotted time to literature in the program sufficient to cover all the cultural aspects associated with the target language?

- Yes
- No

ITEMS	RESPONDENTS	FREQUENCY %
Yes	05	33.33
No	10	66.66

Table3, 17:opinions of teachers about hours of literature

We notice from the above table that two thirds of responses said no which means the allotted hours to literature program in English department are not sufficient to provide students with all aspects of culture that associated with English language. For literature teachers, it is uneasy to transmit all cultures of British and American to the learners in short time which means that they had to escape parts of, or lessons dealing with culture.

Question 9: To what extent do you think your students enjoy the learning of literature?

- Very certain
- Certain
- Uncertain
- ambivalent

ITEMS	RESPONDENTS	FREQUENCY%
Very certain	00	00
Certain	07	46.66
Uncertain	03	20
Ambivalent	05	33.33

Table3, 18; teachers' opinions about students' attitude toward literature

The data that is shown in the above table demonstrates that nearly half of samples (46.66) are certain about the enjoying of students to literature and (33.33% + 20%) are either uncertain or ambivalent. That means the teachers of literature are not one hundred percent sure about their students' attitudes toward the subject. The students' response to the literature materials that given in the classroom helps the teachers whether continue in the same way of teaching or should change and develop new effective skills in order to grasp the attention of the students.

Section four:

Question 10: Being a teacher of literature, how do you find the program of literature?

- Mainly literary
- Mainly cultural
- Both

ITEMS	RESPONDENTS	FREQUENCY %
Mainly literary	04	25

Mainly Cultural	00	00
Both	12	75

Table3, 19:teachers' opinion about the content

We can notice from the table above that (75%) of the responses believe the content of literature in the program is both literary and cultural. From the nature of the subject, most of the teachers agreed that literature is part of the culture and would be reflected on their teaching practices.

- **Question 11:** What is your aim (objective) behind teaching such topics? Is to help the learners:
- Develop their English language proficiency
- Make them aware with the literature associated with the target language
- Make them aware with the culture associated with the target language
- Make them aware of the culture differences
- All of them
- Other reasons, specify please?

ITEMS	RESPONDENTS	FREQUENCY %
Develop their English language proficiency	/	/
Make them aware with the literature ...	/	/
Make them aware with the culture	/	/
Make them aware of cultural differences	/	/
All of them	16	100
Other reasons	/	/

Table3, 20 :the justification of teaches for the cultural topics they teach

From the table we notice that all teachers indicate all respondents selected all the items which demonstrates the purpose behind the topics they choose is to make their students aware with literary works and cultural aspects and enhancing their proficiency of language. However, are these topics would tackle all they indicated in the table above particularly the cultural awareness?

Question 12: Do you consider the topics you teach sufficient for making your students fully aware of the country, culture, and people primarily associated with the target language? Explain, please.

Dr. Mehdaoui collected data that would give answers to question. According to one of the respondents:

“Not fully. Time is not sufficient for achieving that purpose. Learners’ incorrect perception of the module is also another handicap. Paramount priority here is given to Linguistics, Didactics and TEFL. Learners come with preconceived ideas that this module is not important. It is me who try to charm learners to like it, but I am not sure other teachers do the same with other groups or in the following years.”

The quote helps us to understand that teachers see the given time to reach such purpose is insufficient in the civilization as literature since they have the same allotted time. Also, they see the students are convinced that the civilization as like as literature are not important since that the great interest is oriented to linguistics, didactic, and teaching English as foreign language.

Section five:

Question 13: What types of the following teaching techniques and resources do you mainly use?

- Chalkboard and lecture-based courses
- Students’ presentation
- Home works researches
- Videos o Postcards
- Maps
- Others

ITEMS	RESPONDENTS	FREQUENCY%
Chalkboard and lecture-based course	09	60
Students’ presentation	03	24.33
Home works researches	02	20
Videos	01	12.66
Postcards	00	00
Maps	01	00

Others	/	/
--------	---	---

Table3, 21: teaching techniques of teachers

From the table above, the majority of teachers use the chalkboard and lecture based on courses means that the teacher is the main source of information and transmit it to the receivers which are the students. This technique is widely used by the teachers of literature in classroom environments which known as teacher centered technique. The other techniques are less used by the teacher that raise a question why they use chalkboard and lecture based on courses excessively.

Question 14: What is your aim (objective) behind using them?

The data that is collected by Dr. Mehdaoui shows that teachers who indicated the chalkboard and lecture based on courses method have their reasons due to the environment in classroom and the program of the subject. According to Mehdaoui the conditions mainly are the overcrowded curriculum and the large classroom. In addition,

Section Six: Teachers' Recommendations and Suggestions

Question 15: what can you recommend to enhance intercultural learning?

The teachers were granted to offer remarks or suggestions in enhancing intercultural competence of learners via teaching literature. Here some responses chosen by DR. Mehdaoui:

1. *".....module like Literature enhances learners' critical thinking. But the question is asked here, why their syllabus trimmed in the LMD system?"*
2. *".....the teachers' should focus more on the cultural elements of the English language (social habits, rules of politeness, etc) rather than confining their lectures on historical events."*
3. *"...we acknowledge that that no one today can deny the importance of raising our learners' intercultural communication. We have to add some syllabus that should guide our students to achieve this goal...I suggest the use various activities that help our students to develop their intercultural skills while learning and retaining new words and structure."*
4. *Learners must be informed right at the beginning about the purpose of learning this module so that they give it more interest.*

4.2.4. Discussion of Teacher's Questionnaire

The questionnaire results indicated some pedagogical problems that maybe faced the teachers of literature to develop their learners' intercultural competency. Thus, the first and the second questions reveals that the majority of teachers have a good experience in teaching English as language and literature as module which gives us a good sign of skilled teachers who own the double competence (the power of science and the skill of delivering the material) .on the other hand, the second section manifests clearly that many teachers if not most of them haven't attended seminars or initial trainings about the intercultural modern teaching approach .because a well-developed teacher needs to be updated through these conferences so he can include the newest teaching technics. There is a considerable percentage of teachers seeks to apply innovative teaching methods who attended several courses and seminars that shows how to arise the student cultural awareness. those teachers who do appreciate the effect of intercultural teaching approach trying to apply it in the EFL classes to improve the skills of their students.

One of the main challenges that face a teacher of English is the allotted time to literature programme. Even though it is calculated to be sufficient for the full programme. yet, many teachers find that it is not enough. This can be returned to the lack of experience. or the unorganized topics. or even the programme could be excessively full. Anyways. the time devoted in the classroom needs to be extended in order to specialize certain time for applying the IC approach in education process.

The vulnerable point of some teachers is the use of chalkboard and lecture-based method that is over used by more then half of the teachers is caused by the accumulation of the lessons and the lack of dedicated teaching hours. So, the improvement needs to start from the superior authorities who create the programme and allotted the number of hours.

We suggest as researchers to reconsider the appropriate time in order to start this approach in the classrooms, start an awareness campaign to the teachers so they will assign at least twenty minutes to show a foreign video (news. cultural videos, documentaries, music, movies shots ...etc.). after that the teacher asks the student a varied question around what did they hear.

Conclusion

In this chapter we analyzed the data that were collected from both teachers and students about the questionnaire that was carefully selected. the questionnaire included the teacher's opinion about (experience, timing, syllabus, methodology...etc.) while the student where given the chance to express their opinions considering (programme, their cultural and educational background, teaching methods).

The practical chapter shows some gaps that happens in the field of teaching Inside EFL classrooms of the local universities. Thus, our thesis boosts us into a big step forward that may fix these drawbacks and enhance the quality of EFL teaching in the future.

General Conclusion

This research aimed to reveal the pedagogical ways and methods to apply the intercultural approach in EFL classrooms using literature as module in order to enhance teaching in the Algerian universities. however, it sheds the light upon many cultures and its characteristics from the theoretical and practical dimensions as having a dynamic property that is innately made by set of symbols, we had a look into the literary competence that touched reading and literature. our research moved on to tackle the intercultural approach showing how it provided to the EFL teaching methods a great achievement. For instance, how it impacts the vocabulary richness of the students and how to ease the delivery of language.

This research included data analysis that shows many drawbacks concerning the students, teachers and the programme .as we analyzed the teachers' questionnaire we discovered that the teachers lack of motivation and conferences that gives recommendations about this method is the main reason .furthermore the students struggle with unexpected English that varies from what they watched in movies, music ...etc. they found themselves in front of direct grammar instructions . they were not well-prepared during baccalaureate stage with its different steams. Add to that the programme of literature that is fully charged (especially in the first year) with rules that could be learnt by time.

As a result. We recommend to adjust the programme of literature so it contains more listening documentaries about the movements, theories, novels analysis, scholar's bibliography, characters...etc. the syllabus needs to show the foreigners' point of view according to their culture and values which gives the chance to the students to be acquainted to their culture .the teachers needs to take a deeper consideration into this method, they have to learn more how to pass the education through this new-born method. moreover, they have to take a step to motivate their students by showing them the importance of the education through the intercultural approach. In the other hand. The student has to be motivated to the new culture not by following their bad habits. yet, by understanding their verbal and non-verbal attitudes and habits whether it is verbal or non-verbal.

Learning English cannot be simply achieved by a dictionary. We can understand every word of what a foreign English-mother-tongue says but we may not grasp what he means. That's why we need to think out of the box by following the intercultural approach instruction in our Algerian universities.

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Appendices

4.3. Appendix A: STUDENTS' QUESTIONNAIRE.

Section One: Students' Information, Expectations and Needs

1- What is your Baccalaureate stream?

- ☐ Letter and humanities
- ☐ Letter and foreign languages
- ☐ Science
- ☐ Mathematic
- ☐ Accounting
- ☐ Other, specify:

2- Was English your first choice?

- ☐ Yes
- ☐ No

3- If yes, why? It is for:

- ☐ Professional careers
- ☐ Language of technology
- ☐ Enable you to communicate with different people of different cultures
- ☐ Others

4- What skills were you expected to develop through learning English?

- ☐ the language skills (Grammar, Writing Listening, speaking)
- ☐ The Culture Skills (customs, traditions, way of life, beliefs, etc.)
- ☐ Both

.....

Section Two: Students' Reflection on the literature Programme

5- In your opinion, what is the objective of learning literature?

- ☐ Enriches your language skills (lexical items, vocabularies, etc.)
- ☐ Develops your communicative skills
- ☐ Makes you understand the history of British and American people
- ☐ Makes you understand the culture of British and American people
- ☐ Raise your awareness about the cultural differences
- ☐ Other reasons

6- In respect to your English language competence, how do you find the module of literature?

- ☐ Difficult
- ☐ Average
- ☐ Easy

7- Among other modules, how do you find the programme of literature?

- ☐ Motivating
- ☐ Interesting
- ☐ Uninteresting

8- Motivating/ interesting, why? Is it due to:

- ☐ the richness of the content
- ☐ the way of teaching
- ☐ Both
- ☐ Other reasons

9- Not interesting, why? Is it due to:

- ☐ the content is not interesting
- ☐ the way of teaching is not interesting
- ☐ Both
- ☐ Other reasons

.....

Section Three: Students' Reflection on the Teaching practices of literature

10- What types of information do you learn from the literature programme? is it information related to:

- ☐ Factual information: (historical events and figures, novels and wars political/economic system, etc).
- ☐ Way of life and behaviour: (customs and traditions, festivals, personal space, etc).
- ☐ Communicative style: (rule of politeness, appropriate conversation topics).
- ☐ All of them
- ☐ Others, specify.....

11- How do you find them?

.....
.....

12- What cultural topics would you like to know more?

.....
.....

13- What types of the following teaching techniques and resources are used by your teacher of literature?

- ☐ Lecturing/chalk and board based
- ☐ Students' Presentation
- ☐ Home works research
- ☐ Debates
- ☐ Video
- ☐ Postcards
- ☐ Maps
- ☐ Others.....

14- How do you find them?

.....
.....

15- What types of teaching techniques and resources do you prefer, why?

.....
.....

16- What finally would like to suggest?

.....
.....

4.4. Appendix B: teachers' questionnaire

Section One: Professional Information

1. How long have you been teaching at the department of English?

- ☐ Less than three years
- ☐ Between three and five years
- ☐ Between five and ten years
- ☐ More than ten years

2. How long have you been teaching literature?

- ☐ Less than three years
- ☐ Between three and five years
- ☐ Between five and ten years
- ☐ More than ten years

3: Is literature your field of study?

- ☐ Yes
- ☐ No

.....

Section Two: Teachers' Training

4. Have you ever been trained during your initial training on how to integrate culture along language?

- ☐ Yes
- ☐ No

5. If yes, what benefits have you gained?

.....

.....

6. Have you taken/attended courses workshops, study days or seminars on cultural awareness and/or intercultural communication

- ☐ once
- ☐ twice
- ☐ three times
- ☐ more than three
- ☐ No

.....

Section Three: Teachers' Point of Views towards the Programme of literature

7.As a teacher of literature, what are the main objectives of teaching literature for EFL learners?

.....

.....

8 Is the time allotted to the programme of literature is sufficient to cover all the cultural aspects associated with the target language?

- ☐ Yes
- ☐ No

9.To what extent do you think your students enjoy the learning of literature?

- ☐ Very certain
 - ☐ Certain
 - ☐ Uncertain
 - ☐ Ambivalent
-

Section Four: Teachers' Point of views to the Teaching Content

10 Being a teacher of literature, how do you consider the programme of literature?

- ☐ Mainly historical
- ☐ Mainly cultural
- ☐ Both

11 What is your aim (objective) behind teaching such topics? Is to help the learners:

- ☐ Develop their English language proficiency?
- ☐ Make them aware of the history associated with the target language?
- ☐ Make them aware of the culture associated with the target language?
- ☐ Make them aware of cultural differences?
- ☐ Other reasons, specify please.....

12 Do you consider the topics you teach sufficient for making your students fully aware of the country, culture, and people primarily associated with the target language? Please, explain.

.....

Section Five: Teachers' Ways and Practices of Teaching Literature

13. What types of the following teaching techniques and resources do you mainly use?

- ☐ Chalkboard and lecture-based courses
- ☐ Students' presentations
- ☐ Home works researches
- ☐ Videos
- ☐ postcards
- ☐ Maps
- ☐ Others

14 What is your aim (objective) behind using them?

.....
.....

Section Six: Teachers ‘Recommendations and Suggestions

15 We welcome your feedback. Please write any comment or suggestion in connection with the teaching of the module of literature.

.....
.....
.....
.....
.....
.....
.....

ملخص

نحاول من خلال هذه المذكرة ان نضع بين ايدي الاستاذ و الادارة والطلبة منهجية مميزة بحيث يتم باستعمالها تسهيل تعلم اللغة الاجنبية (الانجليزية) اثناء تدريس مقياس الادب الانجليزي. المنهجية تعتمد اساسا على تدريس ثقافة اللغة المستهدفة من خلال الادب الانجليزي لأننا على العموم نؤمن اننا اللغة لا يتم اكتسابها من القاموس فقط , و ذلك لخاصيتها الديناميكية, بل يجب اقتناء ثقافة المتكلم و طريقة تعبيره عن آراءه ,سواء عن طريق اللغة اللفظية او الغير لفظية .ولهذا نحن نحاول قدر الامكان تنمية الوعي الثقافي لطلبة اللغة الانجليزية وتحويل صبيب الاساتذة و المناهج المقررة الى هذا المنهج نظرا الى النقص الواضح والذي لاحظناه من خلال نتائج البحث.

الكلمات المفتاحية : متعدد الثقافات . اللغة النجليزية . الادب الانجليزي . ديناميكية الوعي الثقافي . المنهج

Abstract

We try through this research to give the teachers, students and the administration a unique method that allow us to ease teaching the foreign language (English) during the module of literature. therefore, this method basically relies on teaching the culture of the targeted language through Literature module because we do believe that language cannot be acquired through dictionaries merely, due to its dynamic property. Yet we need to gain their culture, their verbal and nonverbal expressions. Thus, we hardly try to expanse the English department students' cultural awareness by correcting their attention into this method of accounting of the explicit lack that we found throughout our research.

Keywords: multicultural, English language, English literature, dynamic, cultural awareness, method.

Resumé

À travers cet mémoire nous essayons de remettre au professeur, l'administration et les étudiants une méthodologie distinctive pour qu'elle soit facile d'apprendre la langue étrangère (anglais) , Quand on enseignant l'échelle de la littérature anglaise la méthodologie dépend d'enseigner la culture de la langue cible à travers la littérature anglaise Par ce que ne croyons que la langue ne peut pas être apprise uniquement à partir du livre, cela est dû à sa caractéristique dynamique donc il faut avoir la culture de locuteur et la façon dont il exprime ses opinions que ce soit par langage verbal ou non verbal. C'est pourquoi nous essayons autant que possible de développer la conscience culturelle des étudiants de la langue anglaise et attirer l'attention des professeurs et les programmes prescrits vers cette approche, étant donné la carence apparente que nous avons trouvé à travers les résultats de la recherche.

Les mots clés: multicultural, la langue anglaise, la littérature anglaise, la dynamique, la conscience culturelle , l'approche.

