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The Impact of Teaching Literature on Students' Perception of Interculturality

The Case of Third Year EFL Students at Mila University Center

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

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Dedication

To my family with WHOM I shared different LIFE's experiences

To my friends who supported me to finish this work

To all my classmates and my teachers in the department of English

To all those who accept to be a part in this research

To my dear friend "Itachi" who suggests me many manga series that made THE WORLD of
LITERATURE more beautiful and stunning

And

To anyone who has a special place in my heart,

I dedicate this work

Salah

I want to start by thanking God for helping us finish this work and also for helping us to pass through the obstacles that we faced during this research.

This work is dedicated to my parents and to my brother and sister for all the emotional support throughout this stressful time and their advice.

This work is also dedicated to master 2 students who shared this journey with us and who took part in our work. This work is also dedicated to third year English students who also took part in our research. It is also dedicated to our supervisor who guides us to finish the work.

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Abstract

Literature is very important to the process of language learning. It plays a vital part in enriching students' vocabulary, their critical thinking, increasing their knowledge about the culture of the target language and developing their intercultural communication. Since the field of language teaching has started giving attention to promoting students' intercultural competence, the literature classroom can be considered as the best tool for teaching and promoting intercultural competence to EFL learners. This study aims to investigate and explore the extent to which interculturality can affect the teaching of literature. To collect data and information needed for this subject, the research opted to use both quantitative and qualitative methods. A questionnaire is submitted to forty five (45) third year students at Abdelhafid Boussouf, Mila University Center and an interview is conducted with seven (07) Master Two students at the same university center. The obtained data were analyzed. The results of the data showed that most students benefited from literature to develop their intercultural awareness and many of them preferred including interculturality in the literature classroom. From the findings, it can be seen that students became capable of grading their level of intercultural awareness. The results of this study highlighted the positive effects of interculturality in the literature classroom on students.

Keywords: The Literature classroom, Interculturality, Intercultural competence, Intercultural awareness, Intercultural communication

List of Acronyms

EFL: English as a Foreign Language

TL: Target Language

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Résumé

General Introduction

1. Statement of the Problem

Teaching literature is a branch of language that plays an important role in the enrichment of a student's language. As Lazer (1993, p. 17) puts it, "Literary texts enrich the language input in the classroom and stimulate acquisition by providing meaningful and memorable contexts for processing and interpreting new language." These texts can be used to teach language in an effective way. Teachers can include literary texts in order to help students develop their language skills as well as improve their general cultural awareness. This is achieved by students' exposure to different works written by literature authors from the entire world. Furthermore, literature gives access to learning about different civilizations, opening their eyes towards various cultures in the world. According to Mazi-Leskovar (2010, p. 10), "literature should alert readers to all those who are in one way or another different from the readers themselves. Literature thus encourages inter- and intra-cultural awareness." In light of this, teaching literature along with cultural aspects including the beliefs, values, behaviors, norms and social customs of people can be effective on students' awareness of these cultural aspects. This study focuses on examining the ways in which teaching literature has an impact on the student's perception of interculturality.

2. Aims of the Study

The study at hand attempts to examine the effects of including cultural aspects in the literature classroom on students. In other words, it attempts to examine whether studying literature can help students of English to build intercultural competence and increase their awareness towards other cultures.

3. The Significance of the Study

The significance of this study is that it aims to draw attention to the effects of teaching literature on students' interculturality in Mila University Center. It also helps in making an expansion in the field of teaching literature.

4. Research Question

The current study seeks to answer the following question:

- To what extent does teaching literature affect students' perception of interculturality?

5. Hypotheses

In order to answer the research question, a couple of hypotheses are proposed:

- Teaching literature, along with cultural aspects, has positive effects on students.
- Teaching Literature develops students' intercultural competence and intercultural awareness.

6. Means of the Research

In order to answer the research question, achieve the aims of study and gather information needed. We will apply both quantitative and qualitative research using a questionnaire and an interview. Hence, the quantitative method is used to analyze the students' questionnaire, while the qualitative method is applied in the analysis of the students' interview as well as some questions of the students' questionnaire. The questionnaire is administered to third year students of English at Mila University Center. The sample consists of forty five (45) students representing a fifth of third year students of English. The interview is administered to seven (07) Master Two students of English at the same university. The participants are chosen according to their familiarity with literature and their interest in cultures.

7. Structure of the Dissertation

The dissertation is composed of two (02) chapters. The first chapter forms the theoretical part. The second chapter consists of the practical part. The first chapter begins with a literature review of previous works on this topic, including definitions of the main concepts such as literature, culture, interculturality and many others. After that, it covers the importance of teaching literature and teaching culture, followed by describing how all these concepts are related to each other. Next, the focus moves to the effects of teaching culture in the literature classroom on students and the learning process. We also shed light on literature as a source of building different intercultural relations as well as a way to form intercultural competence and promote intercultural awareness. The second chapter forms the practical phase. It describes the methodology of our research. It also focuses on data analysis in detail and discusses the main findings of the work in the questionnaire as well as the interview that both batches of students have dealt with. The chapter ends by mentioning the limitations of the study and suggesting some recommendations for further research.

CHAPTER ONE: Literature, Culture and Interculturality

Introduction

This chapter attempts to give a closer look at the main concepts of this study which are literature, culture and interculturality. It aims at providing information on the aforementioned research question. It tries to reveal the impact of interculturality on teaching literature. More specifically, it accounts the effects that are shown on the students after studying literature along with cultural aspects. Also, it explains the teaching process of literature and the roles of both teachers and students in this process and its impact on students. Next, it deals with teaching culture in the literature classroom to students and explains the materials used in the process. Besides, it discusses the barriers that may hinder the process of teaching culture such as ethnocentrism, acculturation and cultural shock. This is followed by a discussion of the main concepts that are related to interculturality which are intercultural competence and intercultural awareness. This is to say that it highlights the contribution of the literature classroom in building intercultural competence of teachers and students alike and also promoting students' awareness towards other cultures which leads to creating teachers and students who are interculturally competent. Finally, the present chapter seeks to reveal the importance of the literary works, either the ones that are written in English or those which have been translated, in the literature classroom. As a model, it sheds light on some literary works that are taught in Mila University Center in the department of English.

Section One: Literature

1. Definition of Literature

Literature is defined as the collection of written works which include poetry, drama, fiction and non-fiction. It also includes spoken forms in some cases. Literature is considered to be a part of the world of arts and a major component of culture. According to Oxford Learner's

Dictionary ("Literature", n.d.), Literature includes "pieces of writing that are considered to be works of art, especially novels, plays and poems (in contrast to technical books and newspapers, magazines, etc.)". According to Newman (1981, p.183), "Literature stands related to Man as Science stands to Nature; it is his history." This means that literature has a great importance for humanity because it carries its legacy. It is like the fuel that feeds the individual's mind with creative imagination. Added to this, readers enrich their knowledge, developing the ability to describe their surroundings and expressing emotions in an artistic style. As a matter of fact, literature is also the map that shows us ways to discover new cultures. Literature has always been present in the field of language learning because it has a strict relationship with language. Literature needs language in order to be seen and to be recognized. At the same time, language needs literature in order to be enriched and developed.

2. Teaching Literature

Teaching literature is a very essential part in the learning process, especially in second language learning classrooms. For second Language learners, studying literature is very important because it develops their vocabularies. It also provides them with ways of communication through learning new literary words and expressions. It also helps them to develop their skills in reading and writing. Adam and Babiker (2015, p. 110) maintain that "... Reading literary text by different authors is believed to introduce the learners to different writing styles; and this will, in turn, insight learners and encourage them to develop their own writing styles." What is more, it allows them to learn about the culture of the target language. In Literature classrooms, students can develop their critical thinking by encouraging them to write reviews about works they have read as well as giving them the opportunity to express themselves freely. This creates an active class eventually. As such, students learn how to understand and analyze complex literary texts easily as they become more familiar with these texts through practice. In Literature classrooms, learners discover new different cultures; not

only the culture of the TL but also other cultures from the entire world which is achieved by the use of intercultural materials including novels, short stories and poems that have been translated into the TL. These intercultural works give learners an opportunity to enhance their knowledge about different cultures.

As stated previously, literature is a useful way to learn about other cultures and promote intercultural competence in EFL students. It gives them the opportunity to discover new cultures through which people see things from different perspectives such as, the different ways of living and the characteristics of their civilizations. According to the Council of Europe (2001, p. 1): “in an intercultural approach, it is a central objective of language education to promote the favourable development of the learner’s whole personality and sense of identity in response to the enriching experience of otherness in language and culture.” This means that language education shapes one’s personality and identity. With this in mind, it can be argued that teaching literature draws upon some cultural aspects that shape learners’ identities. This implies that when the learner is presented with “experiences of otherness”, they recognize a sense of their identities. Whether intentionally or not, aspects of culture resurface in the teaching process and it is at this point that learners make sense of their own culture. In teaching literature, teachers present universal works written by famous authors such as Charles Dickens, Jane Austen, Virginia Woolf and others. Such great works provide learners with a chance to have an inward look at different societies and countries. According to Liddicoat (2004, p. 8),

Intercultural approaches to language teaching and learning take the development of cultural understanding and the ability to use cultural knowledge to facilitate communication as primary goals for language learning, along with the development of language competence and linguistic awareness. In an intercultural approach, learners

are encouraged to notice, compare and reflect on language and culture, and to develop their own understanding of their own culture as well as the culture of others.

In light of this, dealing with literary works develops learners' understanding towards similarities and differences of their own culture and cultures of other people. It also helps them develop a capacity of observing the cultural aspects of each one of them and analyzing them to achieve better understanding of their hidden meanings. Through this comparison and reflecting on both language and culture, learners enhance their experiences of these two elements and promote their intercultural awareness. In some literature classrooms, teachers make use of different teaching techniques in order to teach culture and promote learners' intercultural awareness. According to Carter and Long (1991), teachers develop three (03) models in teaching literature which are the cultural model, the language model and the personal growth model. First, the cultural model is commonly used in teaching literature; it relies on language learners' analysis of a given text background. Next, the language model is also used in EFL classrooms. It was called the language- based approach. The main focus of this approach is to connect language with literature and it also enriches learners' vocabulary and their language skills. The third one is the personal growth model which focuses on the way the language is used in a text and the way language is used in a particular context.

3. The Role of Teachers and Students in the Literature Classroom

A literature classroom is composed of a teacher and students. Each of them has an important role to play in the learning process and in creating an active learning environment in which learners gain knowledge about culture and develop their intercultural competences. The teacher in the classroom plays the role of a guide to students which helps them to develop their knowledge by assessment and choosing literary texts to study and analyze. A competent teacher knows exactly what kind of texts and works to provide his/her students depending on

their needs and interests. Because of their experiences in the teaching field, teachers can create new strategies to make the learning process enjoyable and motivating by allowing students to express themselves freely in the classroom and share their ideas in a safe environment that accepts and respects all expressed opinions. The more the classroom becomes democratic and empowering space of free speaking, the more students can engage in expressing themselves in personal and relevant ways in the target language as quickly as possible (Mainland, 2003, p.146). On the other hand, students' role in the literature classroom is to engage with new information, make their own researches about the texts that are being exposed to them and being responsible to express themselves and interact with teachers and other students. Hence, when both teachers and students play their parts inside the classroom making their best, the learning process becomes more beneficial and successful and can achieve its main goals.

4. Effects of Teaching Literature on Students

Teaching literature with cultural aspects has a lot of effects on students. According to Taylor (1997), it develops students' vocabulary, creativity and empathy. It increases knowledge of one's own heritage and fosters students' positive self-concepts and identity. This means that students can proudly learn about their cultural heritage and their past. Colby and Lyon (2004) assert that multicultural literature can be utilized to open students' minds, because it develops their understanding of diversity in the classroom as well as respect for people from other cultures. Indeed, Literature influences students' learning behaviors, the way they see things as well as their understanding of other cultures. They become capable of distinguishing the differences and similarities between their own culture and other cultures. They can also develop their understanding of the way in which other societies react on certain issues and how to reflect on their own perceptions of their own society. This is to say that literature helps learners to show sympathy towards some issues as well as some struggles that

people of other cultures might go through. This makes it possible to create a student who is capable of communicating easily with other people from different countries and cultures without having to deal with cultural barriers. Instead of seeking a native speaker norm, teaching literature with cultural aspects to EFL learners seeks a bilingual norm. This is achieved by creating a speaker who is capable and well-situated in an intercultural context because the needs of bilingual speakers are not the same as the needs of monolinguals (Kramsch, 1999). Overall, literature is considered as a key element in cultural understanding because it represents different aspects of different societies. It helps in understanding and having a general look at various civilizations around the world. Also, literature is very important in the teaching processes because of its crucial importance to everyone, especially EFL learners.

Section Two: Culture

1. Definition of Culture

According to Tylor (1871, p. 1), culture is “that complex whole which includes knowledge, beliefs, art, morals, law, customs, and any other capabilities and habits acquired by man as a member of society.” This means that culture is a set of morals, traditions, art and customs that characterize a particular group of people or community. It includes the “...beliefs, systems of language, communication, and practices that people share in common and that can be used to define them as a collective” (Cole, 2019, para.1). It is the way that people think and act based on communities they have been raised in and people they used to live and interact with. According to Murphy (1986, p.14),

Culture means the total body of tradition borne by a society and transmitted from generation to generation. It thus refers to the norms, values, standards by which people act, and it includes the ways distinctive in each society of ordering the world and

rendering it intelligible. Culture is...a set of mechanisms for survival, but it provides us also with a definition of reality. It is the matrix into which we are born, it is the anvil upon which our persons and destinies are forged.

As seen from the passage above, culture means that behaviors of the individuals as well as the society and their particular ways of living are shaped by culture. It includes many aspects of life that characterizes each community and makes it different from other communities. These aspects preserve and transform from one generation to another. McCarthy and Carter (1994, pp. 151-152) have seen culture from the perspective of social discourse as "social knowledge and interactive skills which are required in addition to knowledge of the language system." They argued that culture is social because it has a relationship with society and it contains the social aspects. It is also a way of communication because when interacting with people from different cultural backgrounds, language on its own is not sufficient to accomplish that process.

2. Teaching Culture

Culture has a strict relationship with language. It is not possible for anyone to learn a new language without interacting with the cultural stands behind that language. Culture shapes the way in which people act or speak because people behave and speak according to the way they have lived, communities where they have been raised, the mother tongue they first spoke and the place they come from. In other words, the cultural backgrounds of people shape the way they act and speak. In teaching classrooms, students get involved in cultural insights intentionally or unintentionally which create certain reactions or make some changes in their behaviors and their ways of thinking. According to Duranti (1997, pp. 28-29):

To be part of a culture means to share the propositional knowledge and the rules of inference necessary to understand whether certain propositions are true (given certain

premises). To the propositional knowledge, one might add the procedural knowledge to carry out tasks such as cooking, weaving, farming, fishing, giving a formal speech, answering the phone, asking for a favor, writing a letter for a job application.

As it appears, we find culture in many situations of life, starting by greeting people we know, reaching to when we choose how to act according to our nature or to what we have learned from other cultures. Culture is a very important part in the language learning process because when teachers and students with different cultural backgrounds interact with each other, things like greetings, behavioral manners and particular traditions must be as clear as possible in order for everyone to avoid any misunderstanding.

2.1. Selecting the Reading Material

Teachers have to think carefully about the kinds of material they are going to use in the literature classroom in a way that helps students to fully understand the topics under discussion. Material can be either authentic or prepared by the teachers. Authentic material relates to using literary texts, original books, photographs, video Selections and all other teaching resources that were not prepared for educational purposes. Teachers also can use created material such as textbooks which are prepared and developed for educational purposes. Although created material can be useful because it is already prepared for educational purposes, authentic material is preferable over created material because it contains authentic language and reflects the real world uses of language compared with the created material content. Therefore, to teach culture through literature in an effective way, it is better for teachers to use authentic materials because this will accomplish some benefits. First, authentic materials have positive effects on students' motivation because they are more interesting than created materials. For instance, Barnett (1989, p. 145) asserted that “authentic texts are vital; they motivate students, offer a real context, transmit the target language

culture, and prepare the students for world outside the class-rooms.” Many EFL learners find it useful and interesting when studying through media and web sites where they can find any source of information they need. According to Meloni (1998, as cited in Bajrami & Vela, 2017, p.66), it “increased student motivation, authentic language, and global awareness as reasons for its use in language learning.” Paulsen (2001, as cited in Bajrami & Vela, 2017, p.66) remarks about the necessity of guiding students in the use of electronic technologies. She argued that “the effective use of online materials may provide positive spin-offs for learners much the same as if they were immersed in the language and culture while studying abroad.” Media and web sites also provide students with authentic cultural information about the culture under study. Materials can be selected to illustrate many aspects of the target culture, including culturally based practices, beliefs, and behaviors. Also, authentic materials provide exposure to real language instead of using texts which are created for educational purposes such as illustrating certain grammatical rules or parts of speech. Besides, depending on the level of each student, authentic materials are associated with students' requirements and needs. Therefore, authentic materials link students' needs inside the classroom with their needs in real life. Finally, by using authentic material as a source for teaching, teachers can develop their potential as good teachers. It helps them to create new tasks and activities in a way that students find useful. They can also develop new teaching styles and provide students with new learning styles (Richards, 2001). Using authentic materials by teachers in a literature classroom requires their cultural competence, so they can thoughtfully choose which cultural aspects should be used in classrooms and which content should be delivered to students in a way that makes them comfortable to learn about new cultures and share their ideas and opinions. Teachers also have to be competent about different cultural backgrounds because it helps them to answer students' questions and provide useful feedback that help students to interact with people from different cultures in a respectful and healthy way.

3. Barriers to Teaching Culture

3.1. Ethnocentrism

According to the Merriam-Webster dictionary, "Ethnocentrism is the attitude that one's own group, ethnicity, or nationality is superior to others" ("Ethnocentrism", n.d). This means that teachers must be aware of cultural aspects of the topic that they present in the literature classroom in order for students and teachers alike to avoid developing an ethnocentric attitude towards certain aspects of other cultures. In order for this attitude to be avoided, teachers and students should follow some tips such as: Avoiding Assumptions, which mean that students have to keep in mind that people with different cultural backgrounds would have different beliefs, customs, traditions and values that everyone should respect. Also, they must learn about other cultures. In order to appreciate culture diversity, both teachers and students need to search and read about other cultures in different countries, their traditions and lifestyles in order to keep their minds open towards the differences that they find. In addition, students and teachers should avoid judgments, meaning that instead of assuming that people are making mistakes by acting in a certain way which is different from theirs. Teachers and students must learn to appreciate these differences. Finally, they have to be respectful, implying that everyone should keep the rule of "Treat people the way you want to be treated" in their minds. So, in order to get respect, you should give respect.

It is so important for teachers and students to follow these steps in order to achieve better understanding of features and characteristics of other cultures. In this way, teachers will be able to deal with the students' questions and doubts. Also, students will be more open to ask and share their ideas and opinions towards the culture presented in a respectful way.

3.2. Acculturation

According to Merriam Webster dictionary, acculturation is "the cultural modification of an individual, group, or people by adapting to or borrowing traits from another culture". Also, acculturation is "a merging of cultures as a result of prolonged contact". Besides, it is "the process by which a human being acquires the culture of a particular society from infancy" ("Acculturation", n.d). When teachers achieve a higher level of understanding of the aspects of other cultures in topics they are going to present and discuss with students, the latter can develop positive reactions towards the new cultural features.

3.3. Cultural Shock

When new cultural aspects are exposed to EFL students in literature classrooms, culture shock may happen to any one of them because they are involved in a different environment where new cultures with their differences are taught and their aspects explained in detail. The term culture shock refers to the feelings of uncertainty, confusion, or anxiety that people experience when they are transplanted into a society that is different from their own. Culture shock sets in when people travel for vacations, do business, go to school, or move to another city or country. The syndrome arises from an individual's unfamiliarity with local customs, language, and acceptable behavior (Segal, 2021). An example of culture shock can be seen in the story of a Japanese business man called Taro who was sent to the Philippines by his company to be a country manager there. He tells the story of his cross cultural success in the Philippines (2016):

My name is Taro; I spent my entire life in Japan. I've only interacted with other Japanese. I don't have problems getting along communicating with them. When our company expanded to other regions, I was sent to the Philippines to be the country manager. This is my first overseas assignment. I only know Japanese culture but I'm

excited to learn more about Filipinos and their culture. Everything in the Philippines is new to me. I already met many Filipinos. I hear about hallow hallow, the Jeepney, José Rizal from them. They also want to talk about their family. I really found Filipinos very hospitable and cheerful. I like being around them even at times I don't fully understand them or I get lost in our conversations. Because everything is new to me, I was in many instances especially in my first few weeks in the Philippines. I met with some company executives, many of them didn't give their business cards or they don't carry one with them. I was really surprised, it's impossible in japan to meet someone in a business meeting without exchanging business cards. I also experienced some problems with my staff. Filipinos are hard workers, but many of them are not punctual. They also become emotional when I reprimand them. I hear Filipinos also hop from one job to other every two or three years, is that normal? I've been in the Philippines for six months now, but there are still situations I find myself confused, surprised, thinking frustrated, unsure and nervous. Is learning about a different culture that difficult? (Explaino Mania, 2016).

In his experience, Taro faces many problems in understanding Filipinos culture. Even after six months spent there, he still faces such problems and this is exactly what we have defined previously as Culture shock. According to Segal (2021), people who experience culture shock go through distinct phases of euphoria, discomfort, adjustment, and acceptance. The first stage is referred to as the honeymoon phase. That's because people are thrilled to be in their new environment. They often see it as an exciting adventure. If someone is on a short stay, this initial excitement may define the entire experience. But the honeymoon phase for those on a longer-term move eventually ends, even though people expect it to last. In the frustration stage, people grow increasingly irritated and disoriented. Fatigue sets in with the misunderstanding of others' actions or conversations. They also become unable to effectively

communicate with others. This stage is the most difficult period of culture shock because depression, homesickness and longing for the familiar and comfort become most prominent. Once the frustration and feelings of anger subside, people will start to adjust to their new surroundings. Although they may still not understand certain cultural cues, people will become a little more familiar; at least to the point that interpreting them becomes much easier. This stage is called the adaptation stage. In the last level of culture shock which is called the acceptance stage, people realize that complete understanding of all cultural aspects is not necessary in order to function in the new surroundings. During this stage, people gain the familiarity they need to feel more comfortable with life in a society where culture is different from their own. Segal (2021) suggests some useful tips to overcome culture shock. First, one tries to learn about the new country's culture and understand cultural differences. Also, avoiding indulge in thoughts of home, constantly comparing it to the new land in a favorable way. Next, trying to meet and socialize with the locals there. After that, one tries to be honest about feeling disoriented and confused asking for advice and help when needed. Finally, sharing one's cultural background is helpful because the communication process runs both ways.

4. Teaching Culture through Literature

The use of language must be in a context in order to make sense of that word and culture is a part of that context. This makes language and culture strictly related. When teaching languages, there is a corresponding culture. Literature, as previously mentioned, is considered as an ideal means to teach both language and culture at the same time. Seelye (1985) discussed a couple of benefits of teaching culture on students:

- It develops an understanding of the fact that all people exhibit culturally- conditioned behaviors.

- It develops an understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave.
- Students become more aware of conventional behavior in common situations in the target culture.
- It increases their awareness of the cultural connotations of words and phrases in the target language.
- It develops the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
- It develops the necessary skills to locate and organize information about the target culture.
- It stimulates students' intellectual curiosity about the target culture, and to encourage empathy towards its people.

Rezaei and Naghibian (2018) argued that students' reaction to cultural texts can be seen through their performance in the literature classroom. For instance, when they present a poem written by Rakesh Ratti, students seem to be interested in its topic. They show empathy towards the struggles of women in Chicano society which has inspired some students to write their own poems. It means that cultural texts develop students' creativity and learning autonomy. Indeed, studying literature can offer a better understanding of other cultures because it allows students to experience new cultural aspects. These aspects are responded by writers whose cultural backgrounds are totally different from the students'. Literature classes help students to recognize the culture that the literary text under study belongs to. This, eventually, makes them aware of their own culture as well because they learn to analyze and compare different aspects of different cultures. As it appears here, literature classrooms offer

an appropriate environment for teaching culture in a significant way. This is mainly because of the universal literary texts that teachers use. These texts tend to offer vivid images about the lives of other societies in different periods of time. With this in mind, it can be said that students can build their intercultural awareness in literature classrooms because it provides them with motivation to learn more about other cultures. It opens the gate of curiosity for discovering new cultures in order to communicate with different people around the world in a very effective way. Robbins, an American speaker, states: "To effectively communicate, we must realize that we are all different in the way that we perceive the world and use this understanding as a guide to our communication with others" ("Tony Robbins Quotes", n.d.). In literature classrooms, students learn that the ways in which people perceive the world are different and there is nothing called 'obvious' when it comes to cultures. In this way, they need to check their understanding of how others think or see things when interacting with them.

Section Three: Interculturality

1. Definition of Interculturality

According to UNESCO in Article 4.8 of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions, "Interculturality refers to the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect" ("UNESCO", n.d.). Also, James (2007, p.1) defines interculturality as

a dynamic process by which people from different cultures interact to learn about and question their own and each other's cultures. Over time this may lead to cultural change. It recognizes the inequalities at work in society and the need to overcome these. It is a process which requires mutual respect and acknowledges human rights.

This means that interculturality occurs when people who have different cultural backgrounds interact with each other in order to learn and understand each other's beliefs, attitudes, languages, behaviors and other aspects of culture. In doing so through time, people get to recognize the cultural differences and get ready to overcome these differences in order to live in harmony with each other in a healthy and respectful society. The term Interculturality is composed of the prefix "inter" which points out how people, either individuals or groups, interact with each other. The word culture shows that cultures are reciprocally connected. Indeed, interculturality is a process in which people from various cultures connect to each other in order to learn about their own culture and other cultures as well. This interaction occurs in an equivalent environment and assumes the ability to communicate with the other. It is also defined as a series of intentional relationships and interactions among people from different cultural backgrounds. It helps people develop communication, respect for others and it also promotes integration, solidarity, coexistence and awareness towards cultural identity of individuals (Briceño, 2019). The former American president of the USA, John F. Kennedy said that "If we cannot now end our differences, at least we can help make the world safe for diversity" ("John F. Kennedy Quotes", n.d.). So in order for people to live in peace and avoid misunderstanding among other people around the world, the first step that one should take is to offer a world for culture diversity in which people from different cultures can live in harmony.

2. Intercultural Competence

According to the Macmillan Dictionary, intercultural competence is "the ability to communicate effectively and appropriately with people of other cultures" ("Intercultural Competence", n.d.). This means that people with different cultural backgrounds become interculturally competent when they can communicate with each other in an effective and appropriate way. Intercultural competence is the capacity to expand particular information

and abilities which lead to visible acts and communication that affect intercultural interactions in appropriate ways (Deardorff, 2006).

2.1. Building Intercultural Competence

The development of intercultural competence became an important goal in the field of English teaching. In a study conducted by Smoclic and Arends (2017), they assert that teaching different cultural aspects can affect the learning process. The study shows that cultural interaction helps to build students' intercultural competence. Many students who have been interviewed in their study were not capable of identifying even their own cultures. Through interaction with other students who have totally different cultures, they started to build self-trust and self-confidence. Some of the students appear to be controlled by stereotypes, ignorance and the fear of other cultures. By interacting with each other, students realize that they share more similarities with their cultures than differences. It is an important task for the future teachers of English as a second language to develop their intercultural competence in order to learn how to deal with students from different cultural backgrounds. By doing so, they can build a cross-cultural community that gathers and supports students' differences and various capacities to interact in an effective way (Smoclic & Arends, 2017). According to Fischer (2001), there is a shift in the teaching of English language which moves from teaching grammar and vocabulary to teaching communication. This shift helps language learners to develop intercultural communication and distinguish the differences between their own culture and the other cultures. Hence, Nemouchi and Byram (2019) assert that a literature classroom creates intercultural communicative competent learners because of the literary texts and the intercultural materials included in it.

3. Intercultural Awareness

Nelson Mandela once said: "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart" ("Nelson Mandela Quotes", n.d.). To learn a new language means to learn and understand other cultures and how to communicate with people who talk in this language and have totally different cultural backgrounds from yours. Intercultural awareness is an essential part to start communication among people from different cultures. It happens when people achieve two qualities of awareness. By this, we mean that they become aware of their own culture and the other cultures. Communication with people who have different cultural values and perceptions requires full understanding of other cultures especially similarities and differences among them in order to avoid what they consider as inappropriate when interacting with them which also demands sensitivity ("Intercultural Awareness – Interculturality", n.d.).

There are four (04) levels of Intercultural Awareness. It is composed of four degrees which are: My way is the only way, My way is the best way, There are several ways, my way and others and Our way. First, at My way is the only way level, people either do not know or do not even care if there is any other way to do things. An example of this can be seen in kids who when hearing another language they have never heard before, they are just stunned because they think that all people are the same as them. Second, at My way is the best way. People have awareness towards different values and beliefs of other cultures, even so, they think that only their way is appropriate and try to show it to others because they think it is the best for them too. Next, at There are several ways, my way and others' level. People understand that there are other perspectives and views in the world and there are other people who believe and behave in totally different ways. Based on this, they do not judge them, instead, they seek to find good aspects from each culture in order to adopt them. Finally, at Our way level, people from different cultures are gathering to make a new world of cultural

diversity. Cultural diversity is defined as "a system that recognizes and respects the existence and presence of diverse groups of people within a society"(Man, 2021) which holds new meanings for everyone ("Intercultural Awareness", n.d.). Former USA president, Jimmy Carter, once said "We become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams." ("Jimmy Carter Quotes", n.d.). In this world, there are a lot of people with different cultural aspects, they should learn about cultural diversity and seek for the moment when all the cultures around the world live in peace and harmony amongst each other.

3.1. Promoting Intercultural Awareness through Literature

Studying literature opens the door for a better understanding of culture. The term Intercultural awareness is highly important in teaching literature. Fenner and Newby (2006, p.87) asserted that "If we want to understand in what way reading literature can promote intercultural awareness we need first of all to consider what we understand by the term “culture”". According to Tomalin and Stempleski (1993, as cited in Fenner & Newby, 2006, p.87), "For a long time culture was – and to some extent still is – understood as the visible and audible cultural products of a country". This implies the fact that culture has a relation with people's background, meaning, their way of living, traditions, music, physical features, religion, food, language, clothing, arts, crafts and other aspects they share in their community or country. Narančić-Kovač and Kaltenbacher (2006) asserted that literature is an important subject to learn in an EFL classroom because it helps Improve learners' four skills and enrich their vocabulary. These authors pointed out that literature enhance learners' awareness by dealing with different literary works. Indeed, literature also develops their critical thinking, learning autonomy and cultural respect. They pointed to authenticity as the most important characteristic of resources that can be used in teaching literature. They explain that the future teachers would use literary texts in teaching literature more than current teachers do because

they recognize its positive impact on learners such as improving their communicative skills and learning about cultures. Steppat (2017) asserted that comparing different literary works and focusing on people's changes in cultural concepts such as regions, attitudes and traditions develops intercultural awareness. He maintains that literature helps us to think and see things not only from our own side but also from others' side. He explains that literary works are affected by the interaction of people from different cultural backgrounds. They can transform and move their culture through their writings. By doing so, people understand their culture better and grow their intercultural awareness. Steppat explains that cultures are mixed with each other because literature is "mobile" which means that it is not stable; moving from a part of the world to another. The author mentioned that there are some boundaries such as stereotypes that prevent intercultural awareness to be achieved.

Intercultural awareness in the literature classroom could be achieved through studying different literary texts, teaching culture, building teachers' intercultural competence, discussions and different cultural interactions and social communication among teachers and learners.

Section Four: Literature as a Source of Interculturality

English students at Mila University Center study many literary works during their academic years studying literature in the theoretical sessions. Also, they got the chance to choose any literary works to read and present in the practical sessions either with teachers' help or totally on their own. Reading and studying these works help students to see and learn much more about other cultures especially when discussing the topics in class with their teachers and colleagues. Students are brought into a world where they discover new feelings and live new experiences and adventures that would be hard or impossible to feel or experience if they only live an ordinary life. Since literature teachers are dealing with students

in the English department, they focus on particular kinds of literary works according to the general curriculum in which these works have meeting points with the other modules such as grammar, oral expression, civilization and culture. This means that literary works give a closer look at the historical or daily life of native English speakers. The classical literature offers hundreds of works that are useful and worthy to read and they are fruitful sources of interculturality, and most of them have a great impact on the vision of students towards cultures. This section will shed light on some examples extracted from some canonical literary texts which clarify the relationship between culture and literature.

The Great Gatsby (1925) is a novel by an American author F. Scott Fitzgerald. It is widely considered as one of the greatest works in English literature along with Mark Twain's *Adventures of Huckleberry Finn* (1884). It is the foremost contender for the title of the “Great American Novel”. Many lines from the book are still analyzed by enthusiasts and several have become legendary. In his novel, F. Scott Fitzgerald documents the life of American society in that era when the materialist culture spread and the value of a man is represented in his wealth. Daisy and Tom, two characters in the novel, thought that only money can make them powerful and authoritative and it is the only way to protect their love and keep them in high class and save their status forgetting that materialism has led to the increased corruption and breakage of the law. Also, in his novel, Fitzgerald captures the Jazz era that was born in America in 1920. He describes the parties that Gatsby organizes where nothing is prohibited. For example, the youth are described as having alcohol and both men and women have no boundaries. In chapter three of the novel, Jordan Baker says: "I like large parties. They're so intimate. At small parties there isn't any privacy" (Fitzgerald, 2004) Baker says these words to Nick Carraway at a party thrown by Jay Gatsby. She means that at a small gathering, everyone is expected to contribute to the topic being discussed and it is difficult to have a one-on-one conversation with someone without being overheard. While a large party

provides an opportunity to have intimate discussions in small groups as there are so many people. Both economic and social immoralities in the novel reveal the lost American dream. The latter concept is developed in chapter nine of the novel as the moral values that are about accomplishing happiness through wealth in that time when rising immorality characterizes the culture of 1920' America. This novel is full of values that reflect our own lives and lessons that help students to raise their intercultural awareness. For instance, Chapter one of *The Great Gatsby* begins with a quotation from the father of Nick Carraway, the narrator, in which the father warns his son about judging others too quickly: "Whenever you feel like criticizing any one," he told me, "just remember that all the people in this world haven't had the advantages that you've had" (Fitzgerald, 2004). These words tend to teach students to avoid judging people before knowing them because everybody has an experience in his/her life different from the others.

Another example of cultural elements in literary texts can be found in some works of Charles Dickens (1812 - 1870). He was an English writer and social critic. His works enjoyed unprecedented popularity during his lifetime. By the 20th century, critics and scholars had recognized him as a literary genius. His novels and short stories are widely read today. After publishing a significant number of novels, Charles Dickens showed a different aspect to the world, in many ways he changed the culture in the mid eighteen hundreds. He had one of the greatest impacts on culture due to the way in which he expressed his thoughts. His books still influence our culture to this day. Besides having outstanding literacy skills, philanthropy is another well-known trait of Dickens. He was generous enough to start a home for women that were unable to support themselves, and had prevailed on debts. Here, women would be given an education and also would be given basic lessons on the native household chores. What Dickens did for these women was incredible and he is still recognized for helping more than a couple hundred women graduate with a college education (Rogers, 2003).

Dickens' *Oliver Twist* (1838) is one of Charles Dickens's most famous novels. It has been made into films and stage productions and translated to many languages. In this novel, Dickens wants to make people aware of the terrible lives of poor people during that period. People, in his novel, are captured as starved and beaten either children or adults. The characters in the novel mirror some realities of his society.

Dickens' *David Copperfield* (1850), *Nicholas Nickleby* (1838), and *Great Expectations* (1861) are also stories written by Charles Dickens. In most of them, he used his own life as a reference because he went through a lot of experiences from poverty and debt to prison. In these stories, Dickens describes life during different periods of time like the Victorian era and the industrial revolution. He also describes the English society where people of the lower class work hard for living and their suffering and how people of high class can manipulate them and use them for their own benefits. Through his writings, Charles Dickens obviously supported prison reform but did not support public execution or slavery. In one of his books, called *American Notes for General Circulation* (1842), he criticized the American society at that time and mentioned the slavery movement.

Dickens' *A Christmas Carol* (1843) is another novel in which Dickens sheds the light on the most important occasion for English people. By reading and discussing the story, the student would open their eyes towards new traditions and learn a lot about a different culture which is totally different from theirs. Many movies and cartoons were made based on this story from the biggest companies in the world like *Disney* (2013) which makes it universal.

In the opening line of the novel *A Tale of Two Cities*, Dickens writes (1993, p.4):

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Life, it was the season of Darkness, it was the spring of hope, it was the

winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way-in short, the period was so far the like present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.

Here, readers experience quite a long opening line of *A Tale of Two Cities*, packed with comparisons and a deep reflection on both the past and the present time. Most people are familiar with these words from Dickens' 1859 novel set during the French Revolution, which is the time period this quote refers to. This opening line explores two different cities: Paris and London. The writer specifically focuses on both past and current societal and personal events and experiences. It is wonderful that a book written over a hundred and fifty years ago is still very influential in the teaching processes to this day. Charles Dickens portrays themes in *A Tale of Two Cities* that offer some significant life lessons and can be easily taught to students. It also has great historical significance which makes it an outstanding selection. Many books have been written about the life and works of Charles Dickens. Also, there have been a lot of films, stage and musical adaptations about his novels and short stories. He is often called the greatest English novelist of all time and his characters and their statements have become so real to us as a part of language in real life.

Literature is also a domain of intercultural relations. For example, *Les Misérables* (1862), the most famous novel written by French author Victor Hugo was translated into many languages and has inspired authors, musicians and film directors. Everyone who reads this novel or watches it as a movie or anime lives an intercultural experience. It is arguable that the greatest world literature affects the vision of people with different cultural backgrounds towards otherness. Because of these works that spread around the world thanks to translation, students can build intercultural relations while reading the originals, translated as well as the works based on them such as movies, anime and musical performance. In his famous novel,

Hugo (2018, p. 231) writes: “Diamonds are found only in the dark places of the earth, truths are found only in the depths of thought.” In the depth of the authors' thoughts, students can find certain truths and hidden meanings about culture.

Literature works as mentioned earlier inspired a lot of writers and musicians. For instance, Shakespeare sonnets and plays have a huge influence on a countless number of film directors and manga writers. For example, a Japanese manga series called *Zetsuen no Tempest*, also known as *Blast of Tempest: The Civilization Blaster*. It was adapted into an anime series in 2012. It is a tragic tale that explores the balance of sanity and madness, sense and intelligence, and self-confidence and convictions ("*Zetsuen No Tempest Wiki*", n.d.). This work is inspired by the works of William Shakespeare, especially his plays *Hamlet* (1603) and *The Tempest* (1623). A lot of quotations in the manga and the anime series are taken from his plays, even those who never read Shakespeare would become curious to explore his works. With universal works as such, Literature works influence many productions and help to connect people with different cultures with each other and contribute in building intercultural relations among them.

Students at Mila University Center also deal with some African Literature such as Chinua Achebe's *Things Fall Apart* (1959). Achebe was one of the founders of a Nigerian literary movement that draws upon the traditional oral culture of its indigenous peoples. In 1959, he published *Things Fall Apart* as a response to novels, such as Joseph Conrad's *Heart of Darkness* (1899), which treats Africa as a primordial and cultureless foil for Europe. *Things Fall Apart* is set in the 1890s and portrays the clash between Nigeria's white colonial government and the traditional culture of the indigenous Igbo people. It shatters the stereotypical European portraits of native Africans. Achebe was careful to portray the complex, advanced social institutions and artistic traditions of Igbo culture prior to its contact with Europeans ("*Things Fall Apart: Context*", n.d.). Chinua Achebe's 1958 novel *Things*

Fall Apart explores the complex Igbo culture of Nigeria in the wake of European colonialism. He wanted to introduce the complexities and richness of African culture to Western readers who often perceive African society as primitive or backward. Achebe also wrote this novel with his Nigerian people in mind. Achebe (1988, p. 44), said he wished to “help my society regain belief in itself and put away the complexes of the years of denigration and self-abasement.” Regarding language, Achebe chose to write this novel in English in order to reach a wide audience. However, he honors the Igbo language by including Igbo words, proverbs, metaphors, speech rhythms, and cultural ideas (Scorse, n.d.).

As can be seen from these literary examples, literature represents a great source for teaching cultures and learning about them. According to Mazi-Leskovar (2006, p. 278), "multicultural literature remains one of the sources through which issues related to intercultural communicative competence can be successfully addressed." Hence, it is a path that leads to open students' minds and their eyes towards better understanding of other people with different cultural backgrounds. Studying universal literary works can build a bridge that connects people from different parts of the world with each other. Overall, studying Literature with interculturally competent teachers creates a helpful environment for students in which they can proudly communicate with people from different cultures in a respectful way with a very high level of intercultural awareness.

Conclusion

This chapter is concerned with the theoretical phase. From all the reviews that have been discussed and summarized, it can be said that Literature along with culture and interculturality are all in a crucial relationship. The literature classroom can put all these concepts together because it creates an environment where different cultural aspects can be taught through universal literary works. The latter represent a vital source of intercultural relations. These works develop the communication skills of students and help them to interact with people whose cultures are different from theirs. Both the goals and effects of teaching cultural aspects in the literature classroom have been mentioned in this chapter. Developing students' intercultural competence as well as their awareness towards other cultures is considered as the main goal that can be achieved in teaching literature. This chapter also highlights the importance of interculturality in teaching literature for educators and students alike. It cannot be denied that including intercultural issues has both positive and negative effects on the teaching literature process. As the most prominent effects, building students' intercultural competence and promoting their intercultural awareness have to be introduced.

This chapter illuminates the study's topic from a theoretical standpoint. On the other hand, the next chapter takes a more practical way to examine the impact of literature classroom on students' interculturality.

CHAPTER TWO: The Impact of Teaching Literature on Students' Interculturality

Introduction

The second chapter of this study is devoted to the practical part. It is concerned with the description of the tools that are used in the data collection process. These tools, namely a questionnaire to Third year students at Mila University Center and an interview with Master Two students of the university center are conducted in order to investigate the effects of including cultural aspects in teaching literature on students. After describing how data has been collected from different sources, this chapter also looks at the analysis and description of the collected data. At the end, this chapter examines the major limitations of the study. It also provides some suggestions and recommendations for further research based on the analysis of the main findings as well as to help both students and teachers to achieve the best results of including interculturality in teaching literature.

1. The Students' Questionnaire

1.2. Description of the Students' Questionnaire

In order to collect data about the effects of interculturality in the literature classroom on students, we submitted a questionnaire to a sample of forty five (45) third year students of English at Mila University Center which represents the fifth (1/5) of the population of 3rd year students in the academic year "2020/2021". This questionnaire is composed of four (04) sections with twenty eight (28) questions. Each section is composed of a group of questions. Each of those will be discussed and analyzed separately.

The first section of the questionnaire is about the background knowledge of students such as the reason behind their choice of English as a field of study, another example of questions

is the first time they start dealing with English language and their interest in reading books and watching shows in English.

The second section of the questionnaire is composed of ten (10) questions that are concerned with information about studying literature. In this section, students were asked about their interest in studying literature, the content that they enjoy the most and the time they start having interest towards literature. Also, they were asked to express their feelings and impressions during the literature sessions. Students have dealt with questions about their views towards the effort and capacities of their teachers of literature. After that, students answered questions about the use of technology for more understanding, the use of new knowledge in their interactions with other people and their attitudes towards the importance of literature.

The third section of the students' questionnaire is composed of six (06) questions which deal with students' experiences and views towards cultures. The first three (03) questions were about students' interest in learning about cultures, their experience of traveling and reading about cultures. The last questions in this section were about students' ways of interacting, acceptance, respect and judging people from different cultures.

The last section of the students' questionnaire is composed of eight (08) questions which are all about including culture in the literature classroom and its effects on students. Students were asked about their teachers focusing on culture in the classroom. Also, students were asked about the cultural competence of their teachers of literature. Besides, students were asked about the contribution of studying literature in helping them to avoid cultural stereotypes. After that, students were asked about their interest in including culture in the literature classroom and their favorite cultures. Finally, students were given questions in order for them to measure their level of awareness towards other cultures.

1.2. Analysis of the students' questionnaire

1.2.1. Background Knowledge

Question 01: Why did you decide to learn English at university?

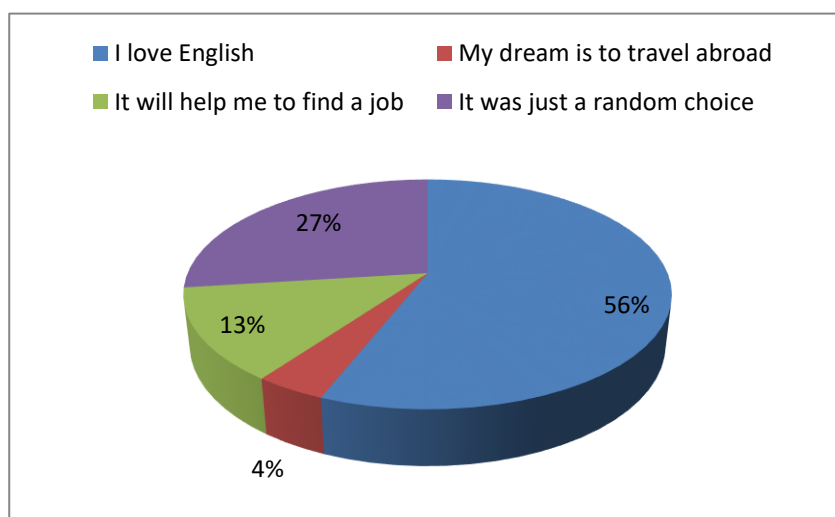


Figure 1. Third year students' reasons behind studying English

Third year university students of English are asked about the reason why they decided to learn English at university. As can be seen from the pie chart above, 25 respondents (56%) state that they love English. (13%) of the respondents agree that it will help them to find a job. (4%) of respondents point out that they have chosen to study English because they dream of traveling abroad. These answers show that the majority of students of English have decided to learn English because they love the language and they really want to learn it in order to travel abroad or to find a job. Meanwhile, (27%) of students have answered that it was just a random choice which means that they did not plan to study it.

Question 02: When did you figure out that you like English language?

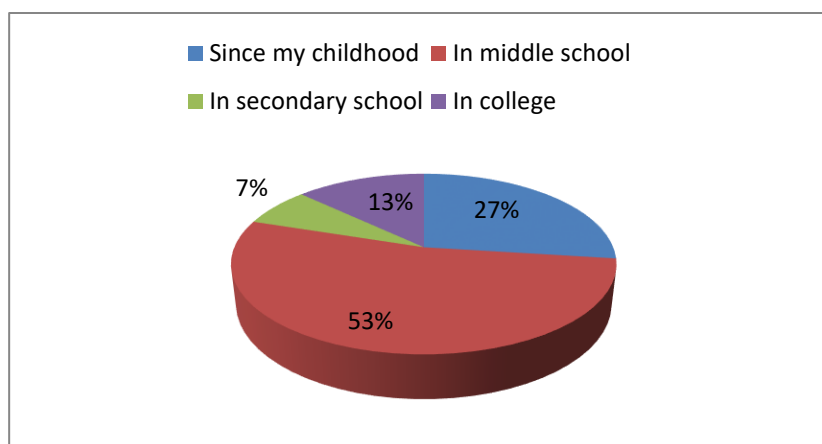


Figure 2. Third year students' interest in English language

The second question deals with asking students of Mila University Center about when they have first realized that they actually love or have interests towards English language. As it appears from the pie chart above, (53%) of respondents agree that they started to have interests in English language in middle school, which also represents the majority of students. It is important to note that middle school is the educational stage where students first begin to study English in Algeria. This means that the majority of students developed an interest in English language at an early stage. The following percentage of respondents, which is (27%), represents the sample of students who assert that they started having interest in learning English from childhood. These students, perhaps, have picked up this language through English speaking cartoons and movies or from their parents who are, possibly, good at English. Only (7%) of respondents assert that English has captured their interest at secondary school. Finally, (13%) of these students have chosen the last option which is college. College period usually marks the transition of these students to adulthood, meaning that at this stage students become more aware of how important learning English is.

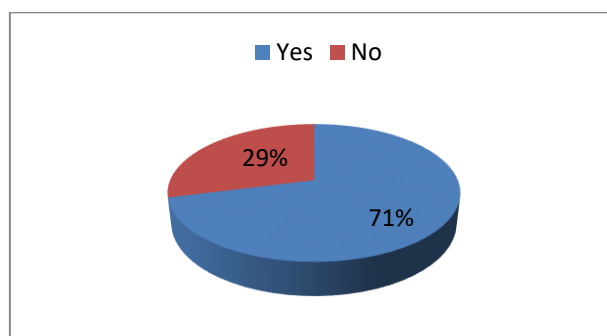
Question 03: Do you like reading books in English?

Figure 3. Third year students' interest in reading books in English

The figure above shows that (71%) of students like reading books in English. On the other hand, (29%) of them have answered negatively on the question saying that they do not like reading books in English. From these reports, it can be said that many of English students at the University Center of Mila are readers who enjoy spending their time reading books in a language that they love.

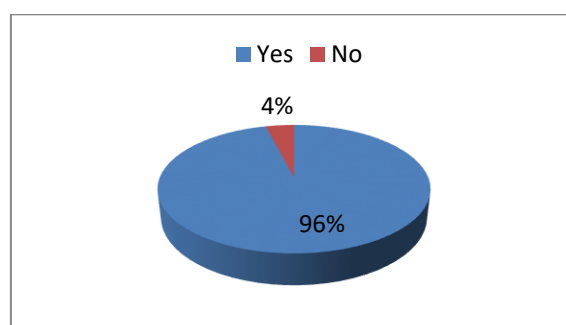
Question 04: Do you like watching TV shows, documentaries and movies in English?

Figure 2.4. Third year students' interest in watching shows in English

Students were asked if they like to watch TV shows, documents and movies in English. (96%) of students appear to have a wide interest in English speaking movies and documentaries, whereas (4%) of the respondents show the opposite. This suggests that the

first category of respondents is given significant access to learn the language through observing and listening to native speakers which enhances the learning process of a language.

1.2.2. *About Studying Literature*

Question 01: Do you enjoy studying literature?

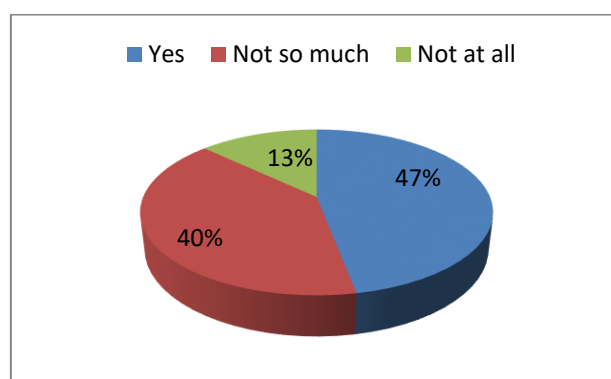


Figure 5. Third year students' interest in studying literature

Students are asked if they enjoy studying literature. As we can see from the results presented in the figure above, the percentage is very close between those who enjoy studying literature and those who have less interest in it with a (7%) difference. (47%) marks the students who enjoy studying literature whereas (40%) represents the students who do not. With this in hand, it is not possible to give a definite result on this question, given the apparent proximity of the result. The last category represents the students; these are six (06), who have no interest in studying literature.

Question 02: What do you enjoy the most in a literature classroom?

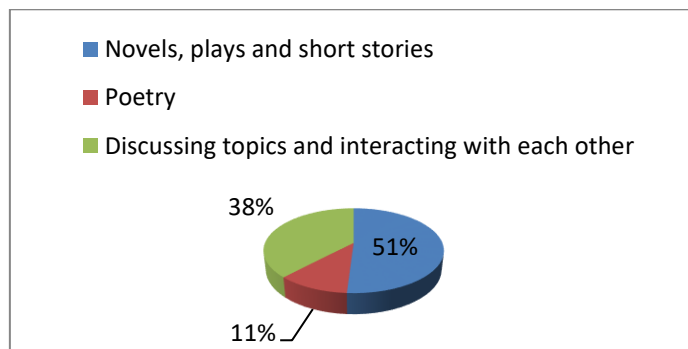


Figure 6. Third year students' favorite literature components

This question attempts to highlight the elements that students tend to enjoy in a given literature classroom. The first category represents the students who assert that novels, plays and short stories are the most enjoyable parts of a literature classroom. This represents (51%). At the same time, it implies that most of them are interested in novels, plays and short stories. Added to this, seventeen (17) students state that discussing topics and interacting with each other is what they like the most in the literature classroom. Finally, five (05) students like poetry and this represents (11%) of students.

Question 03: Did you have interests in Literature before studying at University?

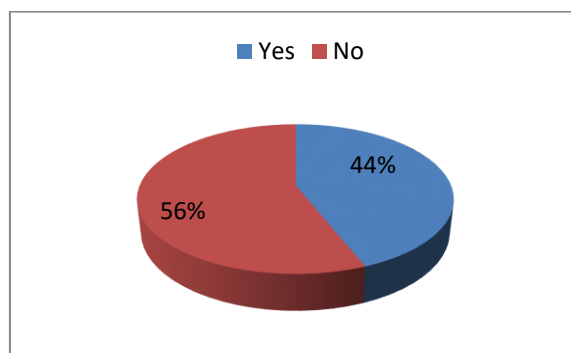


Figure 7. Third year students' interest in literature before studying at university

Regarding the question of whether students were interested in literature before studying at university, the results show that the majority of students were not interested in literature because (56 %) of them have responded negatively. The remaining twenty (20) students declare that they were interested in literature before university and these represent (44%) of them.

Question 04: Does the atmosphere in the literature classroom make you feel comfortable? Explain.

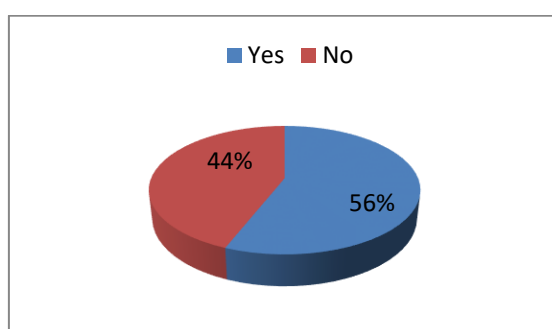


Figure 8. Third year students' feelings and impressions in the literature classroom

When asking students about the atmosphere in the literature classroom and their feelings during the session, (56%) of them answered positively, referring to feelings of comfort and enjoyment that spring from their teachers' competence. This means that these teachers of literature make the sessions interesting through lively discussions that they bring to the classroom. The other (44%), seem to share different views as they agree that they do not like the atmosphere in the literature classroom and they do not feel comfortable during the session. On the other hand, they state their feeling is a mixture of feeling bored and scared most of the time which makes them unable to focus on the topics under study. The main reason for this negative impression might be said to stem from the fact that teachers are strict and they put many rules during the session which make interaction among them and students difficult. Further to this, they point out that the feeling of boredom comes from the selected topics

during the session. These students do not find the subjects of literature interesting and go repeatedly each year. A student has highlighted the necessity of a little change in dealing with literature courses because it is not about absolute facts like Mathematics or Physics, it is about deep feelings of the individual beings which any readers can relate to.

Question 05: Do you think your literature teachers have a lot of information to give?

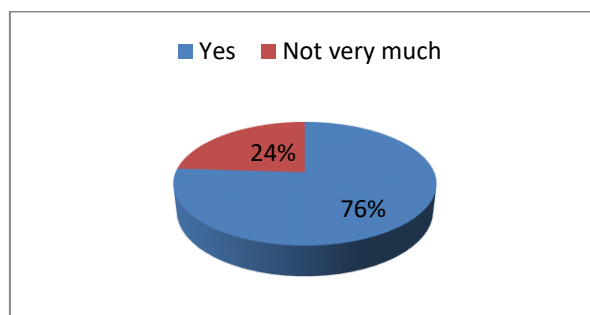


Figure 9. Third year students' views towards teachers' intellectuality

Students were asked if they think that their teacher has a lot of information to give. The majority give positive answers which reflect (76%). On the other hand, only (24%) of students agree about the opposite. That shows that most literature teachers are intellectually competent.

Question 06: Do you consider them competent enough to let you understand literary texts and other components in an easy way?

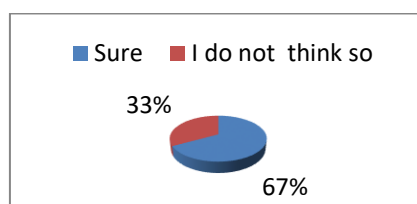


Figure 10. Third year students' views towards teachers' competence in teaching literature

The students' answers, regarding if they think that the teacher is competent enough to let them understand literary texts easily, came out with (67%) of students which represent the majority of them answering positively by "sure". However, when it comes to the ones who say "I don't think so", these represent (33%) of the students. The results assure the intellectuality of most literature teachers.

Question 07: Do you use technology in order to understand lessons you deal with in a literature classroom?

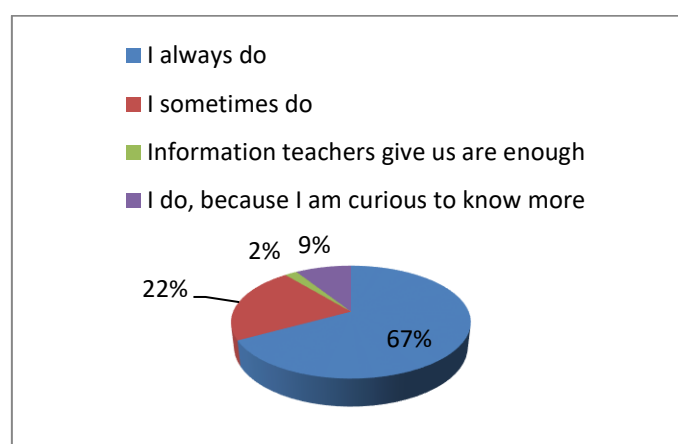


Figure 11. Third year students' use of technology to understand literature lessons

According to their answers of the sixth question, the majority of the students use technology in order to understand the lessons better. (67%) of them use technology regularly, (22%) use it sometimes and (9%) of them use it because they are curious to know more. Finally, only (02%) of the respondents say that the information given by the teacher is sufficient. The results show how technology is becoming an essential part in the learning process.

Question 08: How do you see studying literature according to your experience?

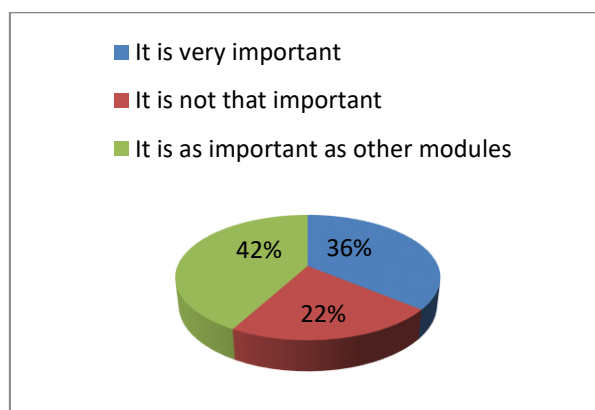


Figure 12. Third year students' attitudes towards the importance of literature

According to their experiences of studying literature, students were asked about its importance. (42%) of students see that it is as important as other courses and (36%) of them assert that it is very important. Also, (22%) say that it is not that important. It can be noticed that the majority of students agree that literature is important even if they do not necessarily share the same degree of perception towards its importance.

Question 09: Have you tried to discuss any topic you dealt with in the literature classroom with other students or even with people outside?

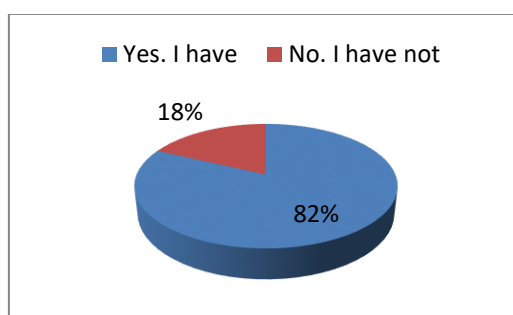


Figure 13. Third year students' implementation of the learned knowledge

Question number thirteen (13) aims at finding out whether the students have tried to discuss topics that they have dealt with in literature class either with their classmates or with

people from outside the classroom. The majority of students, (82%), state that they do, which means that these students considerably engage with the topics raised in the session. This, at the same time, shows that these students are motivated to share the knowledge that they have learned with their peers or with external subjects. Finally, (18%) of students have answered negatively on the question. This suggests that the literature classroom does not have a unified impact on students.

Question 10: If yes, how did they interact?

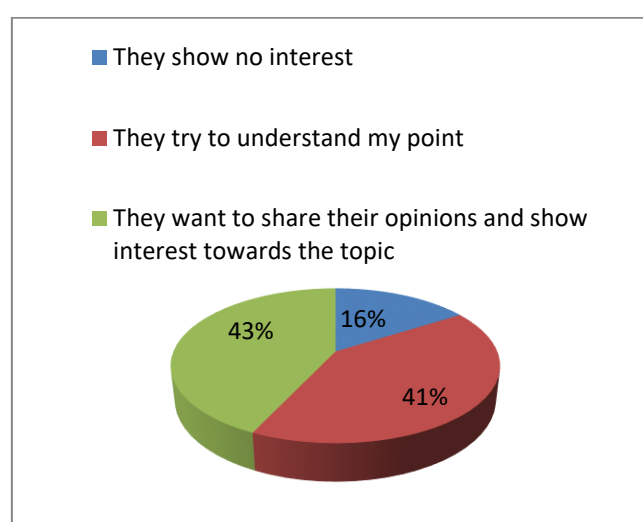


Figure 14. Third year students' interaction with their classmates in the literature classroom and with people from the outside world

This question acts as a follow up to the previous questions that intends to see the way in which these students have been engaging with the taught material. Students who have answered positively (82%) were asked how other students and people from the outside react to the discussion. (43%) of them said that the people they usually discuss with seem to want to share their opinions and show interest towards the topic, (41%) said that they try to understand the student point of view and (16%) of them said that they show no interest. This implies that most of the time these students are interested in the discussion, which leads us to

see the effectiveness of literature in the classroom on students that leads them to apply what they have learned outside the classroom.

1.2.3. About Interculturality

Question 01: Do you like to learn about cultures?

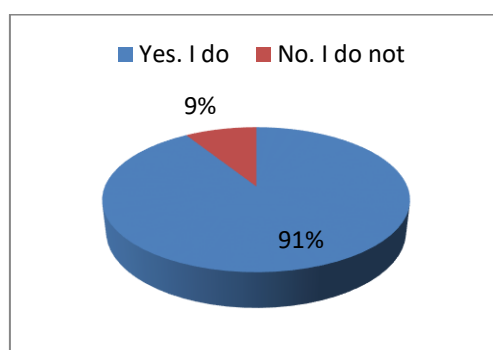


Figure 15. Third year students' interest in learning about cultures

Students were asked if they like to learn about cultures. Forty one (41) of them (91%) answered positively on the question which means that most of them are interested in learning about cultures. Only (9%) of students admitted that they do not like to learn about cultures.

Question 02: Have you ever lived or spent some time in a different city or country whose culture is different from yours?

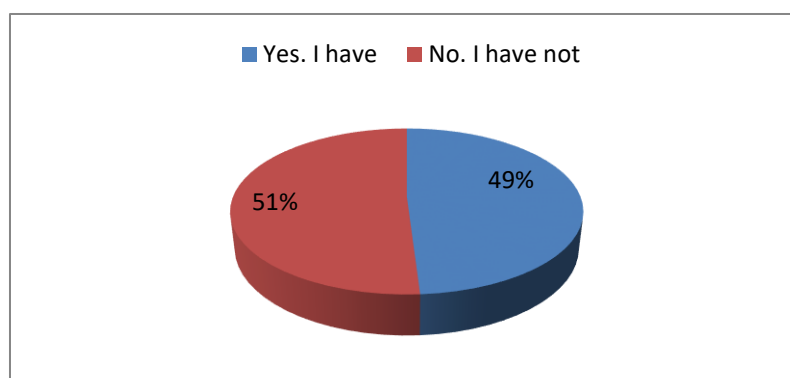


Figure 16. Third year students' traveling experiences

The results of students' answers regarding if they have spent time in a city or a country whose culture is different from their own were very close in percentage. It can be seen from the pie chart above that (51%) of the students have not lived elsewhere, while (49%) of them state that they did. It is important to note that this actually depends on the financial situation of each one of them.

Question 03: Instead of traveling, have you read about other countries and their cultures?

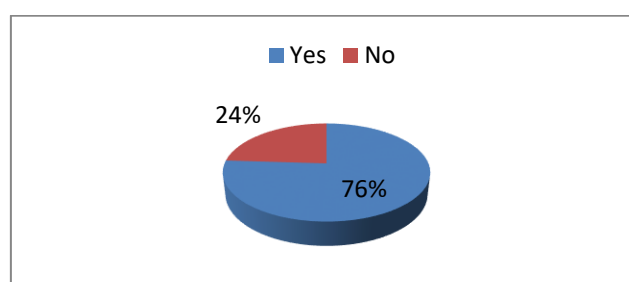


Figure 17. Third year students' experience of reading about cultures

Another question was asked to students to see whether they read about cultures instead of learning about it through traveling. As can be noticed from the results presented in the pie chart, most of these students, representing (76%), declare that they actually read about different cultures, while only (24%) of them have answered otherwise. This means that reading is an alternative way that helps students discover and learn more about different cultures.

Question 04: Either by traveling or reading, how did/would you interact?

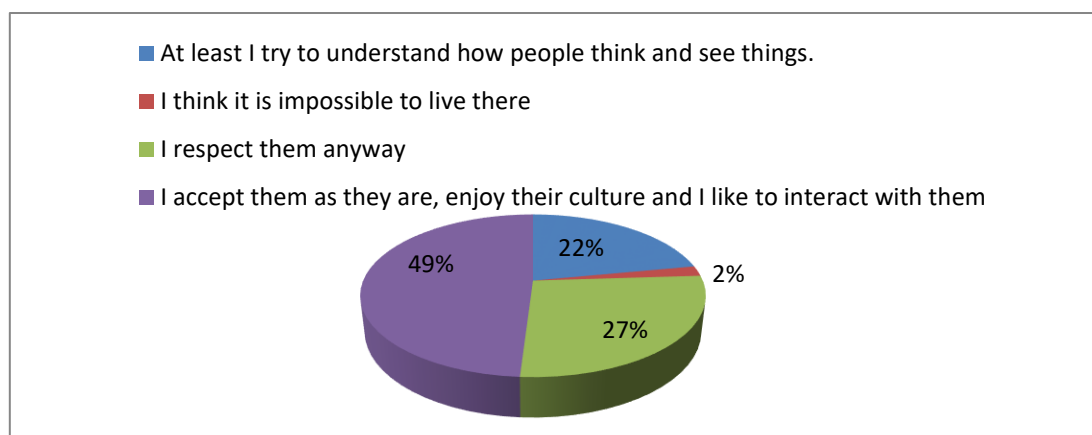


Figure 18. Third year students' reaction to people with different cultural aspects

Students were asked how they would interact with other cultures and people of other cultures. The majority of them (49%) affirm that they will accept them as they are, enjoy their culture and that they would like to interact with them. Other respondents that represent (27%) explain that they would at least try to understand how people think and see things. Also, some of them (22%) affirm that they would respect them anyway despite their cultural differences. Only (2%) of students insist that it is impossible to live among them. Overall, the results show that most students with their different points of view are open to other cultures.

Question 05: Do you respect people with different cultures despite of their languages, religions, colors, sex orientations and traditions?

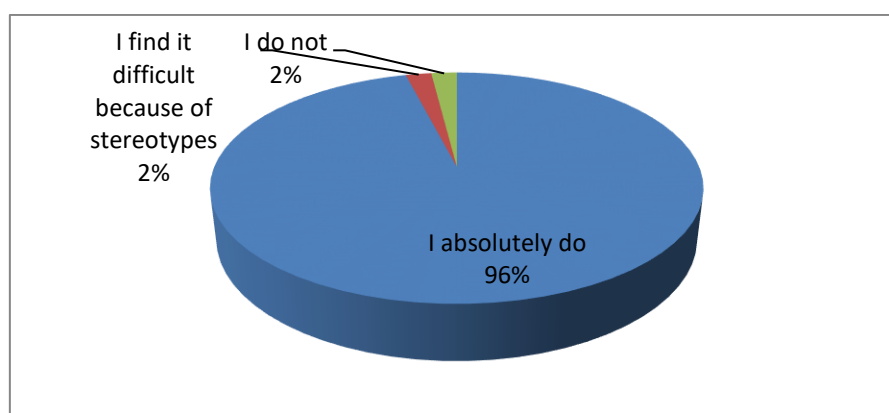


Figure 19. Third year students' level of respecting others and their cultures

Students were asked if they would respect people with different culture to theirs despite of their languages, religions, colors, sex orientations and traditions. (96%) of respondents agree that they would respect them. This suggests that most students are totally open towards the other. (02%) of the respondents declared that they would find it difficult because of stereotypes. However, the rest of the respondents (02%) state that they would not respect them.

Question 06: Do you judge people with different cultures according to stereotypes even before you actually know them?

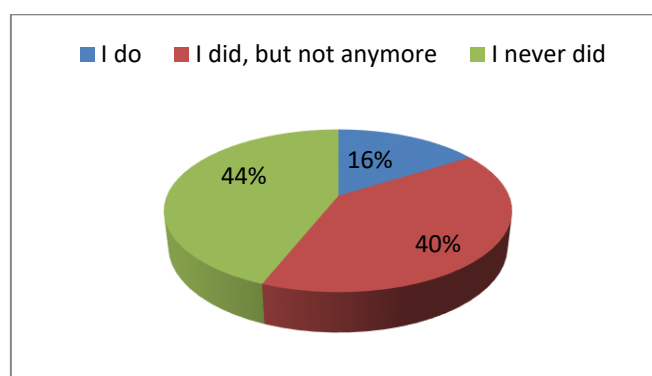


Figure 20. Third year students' attitudes towards judging people based on stereotypes

This question attempts to explore whether students judge people of a different culture based on certain stereotypes. (44%) of students reward that they never judged people of different cultures relying on stereotypes and (40%) of them state that they used to judge but they no longer do. It is possible to suggest that studying literature helps students shape their views of people from other cultures. Hence, it is possible to suggest that students change their views towards the other due to literature classrooms. There are (16%) of students who answered "yes" which represents the minority of students that would possibly change in future when learning more about cultures.

1.2.4. Interculturality in the Literature Classroom

Question 01: Do your literature teachers focus on culture during lessons?

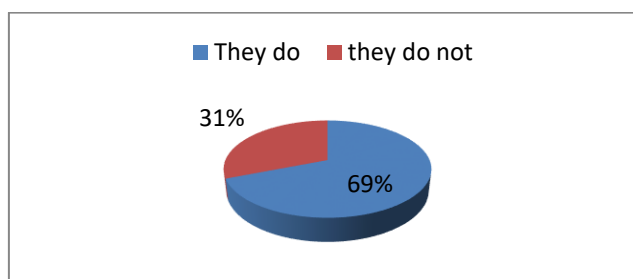


Figure 21. Third year students' views about the cultural focus of their literature teachers

Third year students of English in Mila University Center were asked if their literature teachers focus on culture during the class. The majority of them (69%) said "yes". While (31%) of students said "no". The results clearly show that the number of literature teachers who focus on culture in their classes is bigger than those who do not. But this depends on the level that they teach and the literary texts that they use.

Question 02: Do your literature teachers have a lot of information about cultures and how to describe them in a way you understand them effectively?

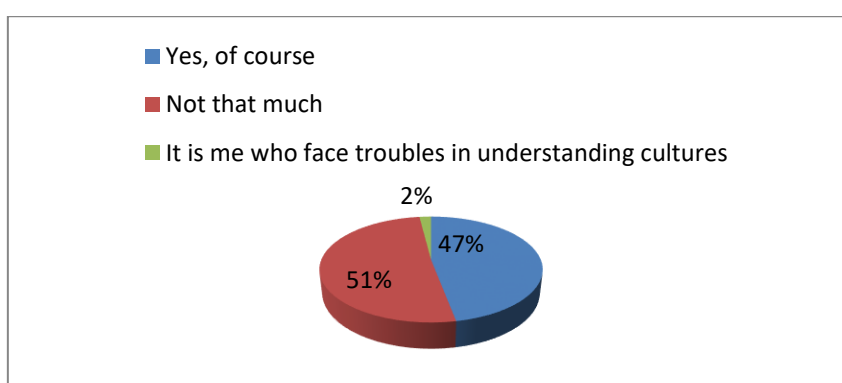


Figure 22. Third year students' views about the cultural competence of their literature teachers

Students were asked if literature teachers have a lot of information about cultures. (51%) of the students think that their teachers lack information about culture, hence, they do not have much to offer on that basis. On the other hand, (47%) of students seem to have an opposing opinion as they state that teachers of literature do have information which also represents a significant number of students. This means that students have different points of view about their teachers' knowledge about culture which shows that some teachers are culturally competent and some of them are not. Only (2%) of students assert that the problem is in them as they face issues understanding other cultures. This means that a few students blame themselves for not giving much more effort in learning about cultures.

Question 03: Do you think studying literature helps you to learn more about cultures and avoid cultural stereotyping?

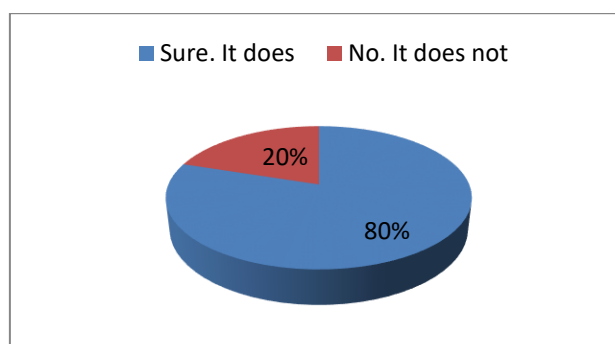


Figure 23. The contribution of studying literature in learning about cultures and avoiding stereotypes (Third year students)

This question aims at finding out whether students think that studying literature helps them to learn about cultures and avoid stereotypes. As such, (80%) of students agree that literature classes play a positive role in teaching them about other cultures. (20%) of them demonstrate different views. The result reflects that most students think that literature helps them learn about culture and avoid stereotypes.

Question 04: Do you like including culture in the literature classroom?

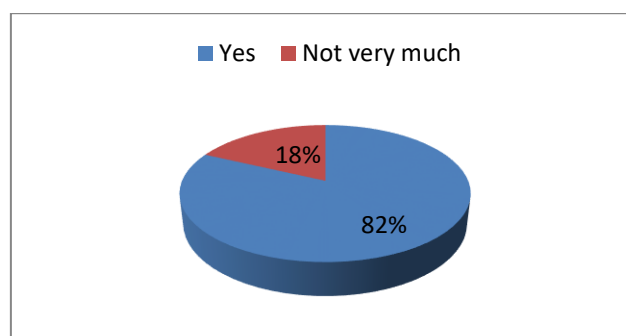


Figure 24. Third year students' attitudes towards including culture in the literature classroom

Students were asked if they like including culture in the literature classroom. Most of them (82%) respond positively and only (18%) of them respond negatively. It is obvious that the majority of students support implementing culture in the literature classroom.

Question 05: Which cultures do you like the most?

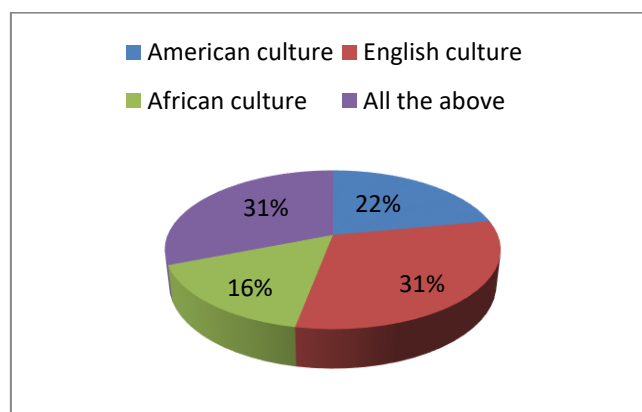


Figure 25. Third year students' favorite cultures in the literature classroom

Regarding which cultures students like, the results show that students were interested in all cultures they have dealt with in the literature classroom in which English culture is the most preferable (31%). (16%) of students have chosen African culture and (22%) of them picked American culture as their favorite. The remaining percentage (31%) answered by the fourth

option which is "all the above". The final results about interesting cultures according to students come as follows: English, American and African.

Question 06: Which other cultures do you want to include in a literature classroom?

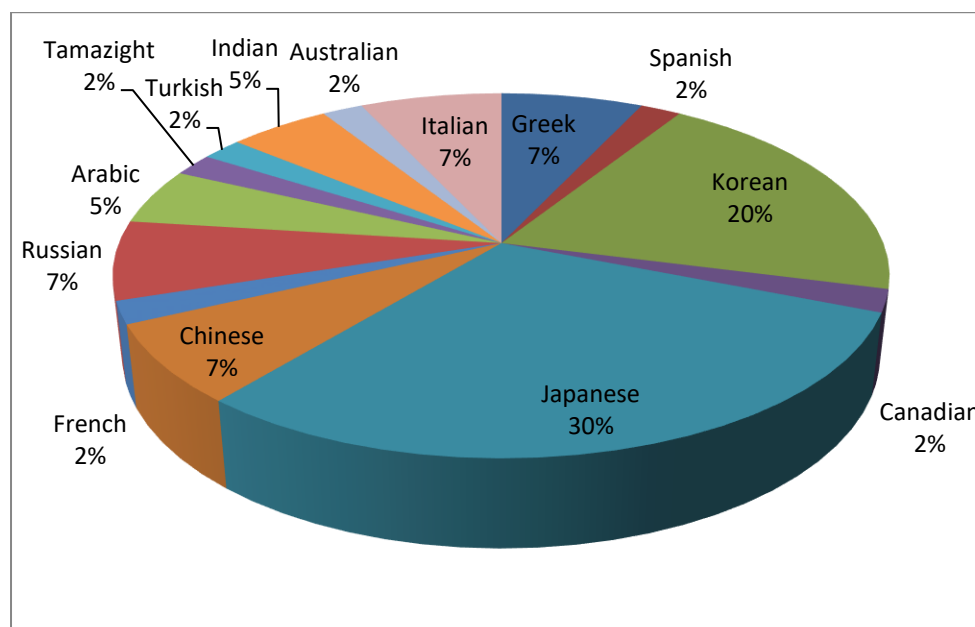


Figure 26. Third year students' interest in other universal cultures (their suggested cultures to include in literature classroom)

The students' answers of this question is surprisingly unexpected, the biggest percent tage of students show a huge interest in Asian cultures especially Japanese (30%), Korean (20%), Chinese (7%), Indian (5%), and this interest of Asian cultures might stem from the widely recognizable productions that these countries produce and continue to spread all over the world such as anime, series, movies, fashion and their valuable contributions in technology fields among many other fields that get the world to care about and respect them as well as their cultures. Students' interest in Italian, Greek, and Russian cultures are (7%) for each, Arab culture (5%) and French, Canadian, Tamazight, Turkish, Spanish and Australian by (2%) for each one of them. These results show that students are not only interested in American, English and African cultures which they are dealing with during the sessions but

also in Asian and so many other universal cultures which reveals the fact that students are open to others and show their curiosity to know more about them and learn about their different aspects.

Question 07: Imagine it is an international test for choosing candidates according to their intercultural awareness (having an understanding of both their own and other cultures, and particularly the similarities and differences between these cultures) in order to interact with other students from different countries. Do you see yourself qualified to represent your University or your country?

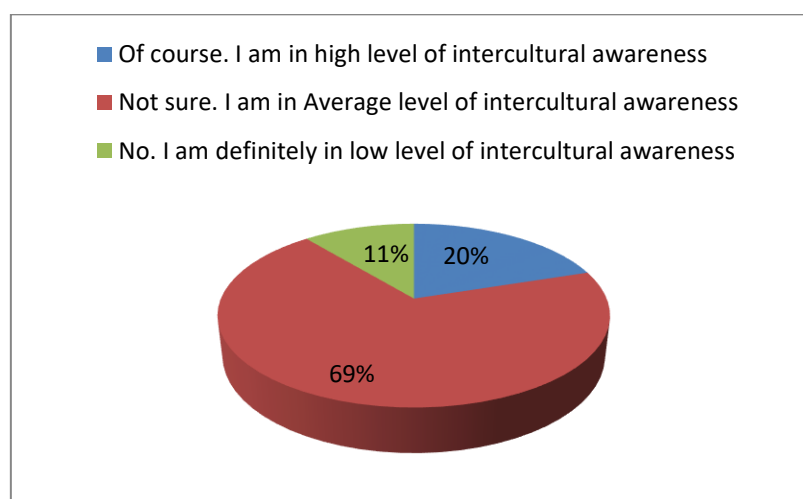


Figure 27. Third year students' evaluation of their intercultural awareness

This question aims at seeing whether students are qualified to represent their university or country in an international test. Most students (69%) say that they are not sure and they are at an average level of intercultural awareness which refers to the majority of students. It is arguable that the result may change if students move to study the master next year because they would learn more about intercultural issues. (20%) of students affirm that they are qualified and have a high level of intercultural awareness. (11%) state that they are not qualified and they are at a low level of intercultural awareness.

Question 08: Know your degree of intercultural awareness! which level are you in?
(Optional)

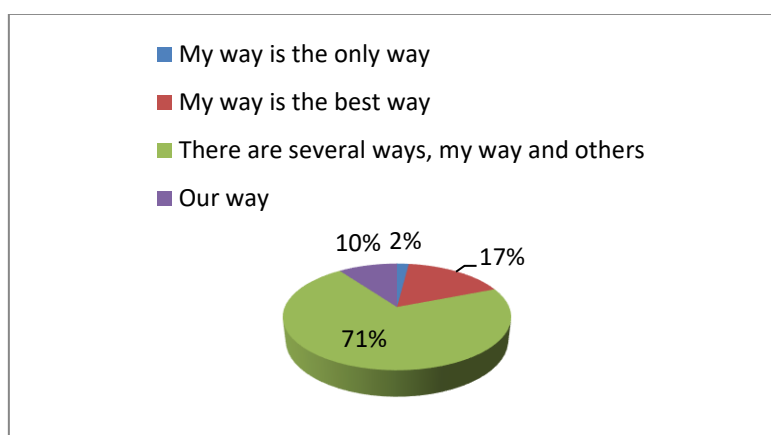


Figure 28. Third year students' degree of intercultural awareness

In the last question, students are given options to define their degree of intercultural awareness. The options are "my way is the only way", "my way is the best way", "there are several ways, my way and others" and "our way". These options were explained to them during data collection, and it was an optional question. Yet, most students have answered this optional question. (71%) of the respondents express that "there are several ways, my way and others" which reflects the majority of students. (17%) of them have selected "my way is the best way" which is close to the ones who said "our way" that is (10%). Only (2%) said "my way is the only way" which represents a small number of students.

1.3. Discussing the Findings of Students' Questionnaire

From the analysis of the students' questionnaire, it has been shown that most third year students at Mila University Center decide to learn English because they love it. It also appears from the results that students like reading books and watching programs in English. Concerning the second section of the questionnaire, the participants answered ten (10) questions that are related to their experiences in studying Literature. It occurs that most of

them enjoy novels, stories and discussing their topics with classmates and outside the classroom walls. This demonstrates the impact of literary works on the students' cultural communication. Most of the participants claim that literature teachers are intellectually competent and offer a comfortable atmosphere during the session. However, some informants claim the opposite; they state that they face many obstacles in the learning process because of the strictness of some of their teachers and the scary atmosphere that they create. It is worth noting that many students use technology in order to learn more about cultures and understand literature lessons. Finally, according to their experiences, most students consider that studying literature is a vital part in the learning process. The questions of the third part of the questionnaire were about interculturality. In this regard, the majority of students show their interest towards learning about cultures. According to their experiences through traveling or by reading, the majority of third year students claim that they would respect people with different cultures despite of their languages, religions, colors, sex orientations and traditions. This indicates the high level of cultural awareness they actually exhibit. The last section of the students' questionnaire was about interculturality in the literature classroom. The majority of students like including cultural aspects in the literature classroom. Their answers show that there are some literature teachers who are interculturally competent and some of them are not. Third year students like to learn about cultures that are included in the courses. Besides, they like to include more universal cultures in the literature classroom such as Asian and European cultures. Finally, the majority of third year students measured themselves as in the average level of intercultural awareness. The results of the questionnaire clearly show that students are interested in enhancing their intercultural competence.

2. The Students' Interview

2.1. Description of the Students' Interview

In order to collect some useful data for our research, we have also conducted a structured interview with seven Master Two students who have really shown interest in Literature and cultural aspects since they have dealt with the course of Interculturality in the previous year. During analysis, we will refer to those students by numbers in the same order in which they have delivered their answers. The students' answers were recorded and they are going to be analyzed in this section.

The first section of the interview is extracted from the results of a series of researches about using literature to teach culture by (Vlades, 1986; Collie & Slater, 1992; McKay, 2001 and Thanasoulas, 2003). The summary of their research is cited in Zacharias (2005, p.30):

Literature will provide a platform for:

raising students' understanding about cultural elements and how they interact;

helping students' to appreciate ideologies different from their own;

developing students' awareness of the invisible parts of culture;

reflecting on students' own culture; and

avoiding cultural stereotyping.

Based on this summary, the first section is about students' understanding of cultural elements and the way they interact with these elements, students' appreciation of different ideologies which are different from theirs, students' awareness of the invisible parts of culture, studying literature reflections on students' own culture and the contribution of studying

literature in avoiding cultural stereotyping. Each question will be analyzed and discussed separately.

The second section of the interview is about students' experiences in studying literature at Mila University Center. This includes literary works and authors that help in developing their cultural awareness as well as the gaps and problems they might have faced while studying literature with cultural aspects. They were also asked about the way they built their cultural awareness either intentionally or unintentionally, the level they reach of intercultural awareness, they were asked to give tips or pieces of advice to next generations students based on their experiences and they were also asked about the negative effects of interculturality on students. As in the first section, each question will be analyzed and discussed separately.

2.2. Analysis of the Students' Interview

2.2.1. Section One of the Interview

Question 01: Did studying literature raise your understanding about cultural elements? Explain.

Table 1. The contribution of studying literature in understanding cultural elements

Answers	Number	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

As shown on the table above, all the participants (100%) answered positively on this question which suggests that studying literature raises student's understanding about cultural elements. Some of the participants have answered about their own interaction towards cultural elements. **Student 1** said: *"I was always tolerant towards the other's culture and I always wanted to know more and more about its elements"*. **Student 4** pointed out that studying

literature *"opens up new perspectives regarding the culture of the literary work in a way that makes you compare between your own culture and the foreign one"*. **Student 6** said that *"literature makes it easier to get closer to the target language and especially to the people of the target language"*. **Student 7** said that studying literature raises their understanding about cultural elements *"because literature is a part of the culture and it represents the culture's components such as beliefs and traditions."* These extracts evidence the fact that literature plays a significant role in understanding culture of different countries which students might read about.

Question 02: Did studying literature help you to appreciate ideologies different from your own?

Table 2. The contribution of studying literature in appreciation of different ideologies

Answers	Number	Percentage
Yes	5	71%
No	2	29%
Total	7	100%

Five participants (71%) have answered positively on this question. This implies that studying literature has helped them to appreciate ideologies different from theirs. **Student 7** added *"it did because when reading books about a specific culture, you may change your mind about many mistaken ideas that you have had in your mind about it"*. At the same time, two participants (29%) answered negatively on the question. For example, **Student 1** has explained that it did not help him to appreciate the different ideologies but it did help him to understand a certain number of ideologies, especially when they are treated within their spatiotemporal framework.

Question 03: Did studying literature develop your awareness of some invisible parts of culture?

Table 3. The contribution of studying literature in developing awareness of invisible parts of culture

Answers	Number	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

All the participants answered "yes" to this question. The results indicate that studying literature plays a major role in developing the students' awareness about certain things that might be hidden in different cultures. **Student 6** adds *"because it gives me a clearer image about the other cultures, their language, values, tradition, religion and so on"*. Hence, it appears that literature helps students learn about some aspects that are not necessarily visible.

Question 04: How did studying literature reflect on your own culture?

This question aims at seeing whether studying literature has any impact on the students' understanding of their own culture. **Student 1** said that *"by questioning and comparing the elements of the culture which I study with my own culture and then keeping what I consider as rational"*. **Student 2** said that *"It covered points I missed in my own culture"*. **Student 3** said that *"Literature reflected both positively and negatively on my own culture"*. **Student 4** said that *"It made the differences more highlighted and appreciated"*. **Student 5** said that *"It affects my own culture in a positive way"*. **Student 6** said that *"It has a positive impact since it guides me to explore my culture much better and appreciate it, by making a comparison between my culture and other cultures and extracting the similarities and differences"*. **Student 7** answered by saying *"for me, I've read a lot of books talking about Algerian culture. That helps me in gaining more insights about how Algerian people live and how they interact*

with each other. And also reading about other cultures pushed me to compare between my own culture and the others to see how culture can influence peoples' lives". It can be seen from these excerpts that some of Master two students at University Center of Mila have an apparent knowledge about culture and literature per se which facilitates their understanding of their own culture as well as the other's. Studying Literature with cultural aspects helps them to understand more about their own culture through comparing it with other cultures. This comparison makes similarities and differences amongst cultures as clear as possible.

Question 05: Did studying literature help you to avoid cultural stereotyping?

Table 4. The contribution of studying literature in learning about cultures and avoiding stereotypes (Master Two students)

Answers	Number	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

As seen from the table above, all participants have answered positively on the fifth question. This means that all of them agree with the idea that studying literature helps to avoid cultural stereotyping. **Student 1** explains *"because when we get to study a given literature we inevitably deal with its culture which gives us an insight to it, which prevents us from falling into stereotypes"*. **Student 7** also supported student 1' answer *"because without reading about a given culture, you certainly will make judgments according to what people say or post on social media. But, when reading about the culture and its literature you would overcome that general image drawn by people"*. The results of this question show that studying literature changes the vision of some students at Mila University Center towards stereotypes and helps them to overcome the superficial cultural judgments.

2.2.2. Section Two of the Interview

Question 01: Please mention some literary books (novels, Stories, Poems...) or authors that led you to think and try to understand other cultures and how other people with different cultures actually see things (affect your cultural awareness).

In this question, we want to know which literary works and authors have contributed in raising the participants' awareness towards other cultures according to their experiences in order to create a useful reference for other students who want to raise their cultural awareness. Their answers were rich with names of great works written by great authors that they have already dealt with in literature classes. Some of the works mentioned are: Shakespeare's plays and sonnets, Jane Austen's *Pride and prejudice* (1813) and *Sense and sensibility* (1811), George Orwell's *Nineteen Eighty-four* (1949) and *Animal Farm* (1945), Paulo Coelho's *The Alchemist* (1988) and Chinua Achebe's *Things fall apart* (1958). Some participants have mentioned some works which really affect their view towards culture. **Student 1** said "*I read many books by Amine Maalouf treating these issues such as: les identités meurtrières (1998), le naufrage des civilisations (2019)*". **Student 3** highly recommended a book titled "*Twelve Years a Slave (1853) by Solomon Northup*." He added that this book tells a story of an African American man born as a free man who has been kidnapped to be a slave. When reading books told by someone who has experienced certain events, readers can come across some hidden truths and messages. **Student 7** mentioned three (03) books which are "*Cultural Diversity: Its Social Psychology (2004) by Xenia Chryssochoou, The Hate U Give (2017) by Angie Thomas, The Clash of Civilizations and the Remaking of World Order by Samuel P. Huntington (1996)*". The students' answers and recommendations on this question show their curiosity towards knowledge and desire to learn and understand more about cultures. Hence, they achieve this desire through reading literary works of different cultures. By reading these works, students find out about historical, cultural, social and political backgrounds of writers,

their writings, themes and styles that they focus on. These works help them to develop their critical thinking and interpretations by analyzing and comparing different cultural elements. Through their readings, students develop their intercultural skills such as empathy and differentiation.

Question 02: You are/were an English student at Mila university center, if you observed some gaps (something missing) in literature classroom about including culture, Can you please talk about them trying to suggest some ways to helpfully include more culture in literature classroom in order to develop students' cultural awareness?

Master students were asked about their remarks about including culture in literature class while studying at Mila University Center and they were also asked to suggest some useful ways in order to develop students' cultural awareness. This question has offered different answers to our research questions. On one hand, **Student 5** said that *"literature classes were well presented and that it is not necessary to readjust the syllabus"*. **Student 7** said "I didn't know much about including culture in literature class" so he didn't offer any significant suggestions. On the other hand, other students said that there were many gaps and they have recommended some suggestions. **Student 1** said *"What I noticed is that some important modules which deal with culture and literature such as comparative literature are not taught at Mila University which is distressing"*. **Student 2** suggested that *"Instead of focusing on literature itself we should focus on how it reflects on students' ideas and how to make them more interested in lessons"*. **Student 3** also suggested *"I would like them to include books that talk about stories with more cultural diversity that could even oppose our culture and our ideologies"*. **Student 4** confirmed that there have been many gaps. *"We have dealt with literary works that hinder the cultural aspect and it was hard to make a difference between how things have been in the past and now"*, she said. *"It would be better to include new works and not just stay in the old era because that would make a clear picture of cultures"*, she

suggested. **Student 6** suggested *"Including the daily use of literary genres inside and outside classrooms. And use videos to show some rituals or traditions of other cultures"*. As shown in the students' answers, there are some gaps in the literature classroom when it comes to including culture during sessions. These gaps are concerned with limited content of curriculum and lack of subjects that deal with culture. The students suggest some tips in order to fill the mentioned gaps. Their suggestions include adding courses that deal with comparative literature and works that focus on cultural diversity. They also suggested that including contemporary works which deal with current issues as well as using technology in the literature classroom would help students to understand more about cultures and promote their intercultural awareness.

Question 03: Do you think students build their cultural awareness intentionally or they acquire it unintentionally? Explain.

Participants have responded to this question as follows:

Student 1: *"Well, it depends on the student. Me, for instance I acquired my Algerian culture in an unintentional way, by time I dealt with many foreign cultures from which I took some elements that helped me build my current culture in an intentional way"*.

Student 2: *"Both. Some develops it from stereotypes while others actually intend to acquire it"*.

Student 3: *"Unless a student has a purpose to develop his cultural awareness, he will develop it unintentionally. For example if you have some Japanese friends or you work with them, you need to read about their culture because it helps your interactions with them. But if you have no purpose for it you will learn about that culture somewhere without even realizing"*.

Student 4: *"I believe cultural awareness is built up unintentionally. For me it was acquired due to the contact that happened while reading different books related to the other culture. And you just acquire it and use it subconsciously".*

Student 5: *"Unintentionally, it's a smooth procedure that happens gradually".*

Student 6: *"Acquire it from the surrounding helpful ways of presenting the cultures like novels, short stories..... Each time I read or watch something I acquire something new".*

Student 7: *"when talking about the mother culture. I think that cultural awareness is acquired unintentionally through the interaction with the environment and sharing the same beliefs since childhood. for other cultures, learners gain cultural awareness intentionally; for example, I am aware of English culture without travelling to Britain and I acquired that awareness intentionally through reading about English culture".*

According to their answers and experiences that are shown above, Master two students at Mila University Center see that cultural awareness is built in both ways intentionally and unintentionally. Students can build their awareness towards other cultures in an intentional way when reading about cultures in order to understand other cultural perspectives or to achieve particular purposes such as traveling abroad and communication with foreigners. On the other hand, students can also build their cultural awareness unintentionally. They acquire it from surroundings when it comes to the cultures that represent their identity. Also, they can acquire it through different readings that have no particular purposes but enjoyment and pleasure.

Question 04: Can you measure your interculturality (your intercultural awareness that you promoted in the literature classroom?

According to the students' answers, we can categorize three levels of the participants' intercultural awareness that they promoted in the literature classroom as follows:

Table 5. Master Two students' levels of intercultural awareness

Answers	Number	Percentage
Advance level	3	42%
Average level	2	29%
I cannot measure	2	29%
Total	7	100%

Through the table above, it is seen that three participants (42%) have measured themselves in the advanced level and they were confidently certain of that. The two participants (29%) who voted for the second option, which is "average level", said that in a way or another, they still missed a lot of things about cultures. The last two participants (29%) said that they cannot measure their level of interculturality, but they are definitely aware of a lot of things relating to cultural aspects. The present results show the crucial effects of studying literature along with cultural aspects on the interculturality of students.

Question 05: Since you appreciate the value of including culture in a literature classroom, can you recommend some pieces of advice or tips that you think students of the next cohort should follow in order to raise their awareness towards other cultures?

Here, students were asked to recommend some pieces of advice for students of the next cohorts based on their experiences. This is in order to raise their awareness towards other cultures. All participants have shared some useful tips. First, **Student 1** said that *"The advice I can give is that they must be tolerant towards cultural differences and not judgmental"*. **Student 2's** piece is *"One should reflect literature at that time (of literature) and just understand it for the sake of understanding literature"*. **Student 3** offered *"Just be open-*

mind and try to look at other cultures from a neutral view, without judging or making stereotypes". **Student 4** proposed "Read and read and do more reading. It is the key to engaging and raising awareness towards other cultures." Next, **Student 5** said "All that they can do is to preserve their own values and respect the others". After that, **Student 6** said "Read an uncountable number of literary works, interact with people from different cultures and watch their daily life on television for example". Finally, **Student 7** said "I advise the next generation to 'read' because the more they read, the more they gain more insights about how other people live and interact. But, they should be selective in their readings because they may come across some books that do not reflect the truth about cultures". As shown in the suggestions of students, reading is an essential part in the process of learning about cultures and raising students' intercultural awareness because the more they read the more they open their minds and eyes towards different cultural aspects and elements. Also, students should avoid cultural stereotypes by keeping themselves open-minded to understand other cultures without judging them. Students must be tolerant towards cultural differences and similarities, focusing on similarities in order to interact with people from different cultures with respect.

Question 06: Do you think that including interculturality in the literature classroom has negative effects on students? Please explain.

Table 6. Master Two students' attitudes towards negative effects of including interculturality in the literature classroom

Answers	Number	Percentage
Yes. It has	3	43%
No. It has not	4	57%
Total	7	100%

As it is seen from the table above, (57%) of participants agree with the idea that there are no negative effects of teaching interculturality in a literature classroom on students. On the

contrary, they believe that it has positive effects on them because it gives a clearer picture of other cultures and the way people from different cultures live. They also believe it helps students to be interculturally competent. On the other hand, (43%) of participants said that it has negative effects for many reasons. **Student 2** said *"Some might not agree with a culture based on that literature as so it would reflect his way of understanding it more, clearly in a negative way"*. **Student 4** said that it can have a negative effect because *"students will forget their own culture and start acting according to the foreign one which leads to many confusions and doubts relating to society, religion, and other domains."* In this regard, it can be deduced that despite the various advantages that the incorporation of interculturality in the literature classroom has on students, some drawbacks can still resurface in the process.

2.3. Discussing the Findings of the Students' Interview

Concerning the second research instrument, the interview was used to investigate Master two students' points of view about the effects of including cultural aspects in the literature classroom on students. The interviewees all had high grades in literature courses. They had a huge interest in literature, culture and intercultural issues. Besides, in question four (04) from the interview's second section, which was about students' intercultural awareness level, most of them claim that they are certain that they are at an advanced level of intercultural awareness. From the first section of the interview, students insist that studying literature helps them to raise their understanding about cultural elements and appreciate ideologies different from their own. It develops their cultural awareness and reflects on their own culture. It also helps them to avoid cultural stereotypes. The second section of the interview focused on Master two students' experiences in the literature classroom. All of them contribute with useful answers in the entire questions that were asked in the interview. They share titles of books and names of authors that have led them to change their visions towards other cultures. They talked about the cultural gaps in the literature classroom that they noticed during their

years of studying suggesting some solutions to cover these gaps. They also share their experiences and views about the ways in which students promote their intercultural awareness. Some informants talked about some possible negative effects of including cultural aspects in a literature classroom. Finally, all the interviewees propose useful tips and valuable pieces of advice to the next cohort in order to help them improve their understanding of intercultural awareness in the literature classroom and in the world outside.

3. Limitations of the Study

While attempting to accomplish this work, it has been encountered by some limitations that stand as an obstacle for the data collecting process. The first challenge was the shortage of time, the topic under study needs more time to be discussed and analyzed. Second, third year students had to finish their academic year much earlier which has led them to submit their questionnaire during the period of the last exam. This explains why the sample selected only consists of the fifth of their population. Finally, it was difficult to arrange interviews with Master Two students because they have themselves been focusing on completing their own dissertations.

4. Recommendations for Further Research

This study attempts to draw attention towards the impact of studying literature on students' interculturality. It investigates the contribution of the literature classroom in building students' competence and developing their intercultural awareness. It is conducted to the third year and Master two students of English at Mila University Center. This study may prepare the groundwork for further research and studies about the effects of interculturality on teaching literature. The topic of this study is vast and open to many researches and investigations. These researches can be done in a sufficient period of time and can be conducted with larger

samples because with the large samples, the findings can be generalized and give sufficient results.

Conclusion

This chapter is concerned with the practical phase of the study which investigates the impact of teaching literature with cultural aspects on students' intercultural competence and awareness. It is shown from the analysis of the third year students' questionnaire and the Master two students' interview that those students build a huge part of their intercultural competence in the literature classroom. The analyses also show that studying literature promotes students' awareness towards other cultures. Added to this, the results emphasize the negative effects of including culture in the literature classroom on students. Finally, it can be noted that studying literature has a crucial impact on building students' intercultural competence and developing their intercultural awareness.

General conclusion

Studying Literature is important to English learners because it allows them to understand the target language, culture and to have better communication. It also helps them to develop both their intercultural competence and awareness. These Two concepts have received a lot of attention from scholars and teachers since they value the contribution of the literature classroom in building students' interculturality. Literature and culture are related to each other because literature is a tool that is used to express feelings and the struggles of a particular society. It also describes the past and characteristics of the culture of that society. Through this relationship between literature and culture, it can be seen that the literature classroom provides students with the opportunity to explore other cultures as a result of dealing with intercultural texts in the classroom.

This study attempted to explore and investigate the different aspects of developing intercultural awareness through literature teaching. The study aimed to answer the following question:

- To what extent does teaching literature affect students' perception of interculturality?

With the purpose of answering this question, two (02) hypotheses have been proposed and tested:

- Teaching literature, along with cultural aspects, has positive effects on students.
- Teaching literature develops students' intercultural competence and intercultural awareness.

This study was composed of two (02) chapters. The first chapter was devoted to the theoretical part. It focused on defining literature, culture and interculturality. It revealed the importance of teaching literature and its effects on students. It also investigated the

contribution of including interculturality in developing students' intercultural competence and intercultural awareness. The second chapter was devoted to the practical part. It obtained analysis and interpretation of the collected data and its results.

The results of the collected data showed students' interest in learning about cultures whether inside or outside the Literature classroom. Also, from the results, it can be seen that students believe that studying literature along with cultural aspects has helped them to develop their intercultural awareness. The findings also showed that most students have a respect for people from different cultures and that they learned to avoid cultural stereotypes and superficial cultural judgments.

Finally, this study allowed for exploring the process of developing intercultural competence and awareness of students through teaching literature. It discussed the different aspects of this process including both the negative and the positive aspects. However, discussing the topic of this study has left an open door for further research. Hopefully this humble work will help to keep the door open for more studies and investigations to come in the future.

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Appendices

Appendix A

The Students' Questionnaire

In order to collect some useful data about the impact of studying literature on students' interculturality for our research, this questionnaire is submitted to third year students at Mila University Center. Please feel free to answer them honestly. Choose all the appropriate answers by using a check mark (✓). We would be pleased if you add some comments.

Section One: Background Knowledge

1. Why did you decide to learn English at university?

I love English ☐

My dream is to travel abroad ☐

It will help me to find a job ☐

It was just a random choice ☐

2. When did you figure out that you liked English language?

Since my childhood ☐

In middle school ☐

In secondary school ☐

In college ☐

3. Do you like reading books in English?

Yes ☐

No ☐

4. Do you like watching TV shows, documentaries and movies in English?

Yes ☐

No ☐

Section Two: About Studying Literature

1. Do you enjoy studying literature?

Yes ☐

Not so much ☐

Not at all ☐

2. What do you enjoy the most in a Literature classroom?

Novels and short stories ☐

Poetry ☐

Discussion topics and interaction with each other ☐

3. Did you have interests in Literature before studying at University?

Yes ☐

No ☐

4. Does the atmosphere in the Literature classroom make you feel comfortable? Explain.

.....
.....

5. Do you think that your Literature teachers have a lot of information to give?

Yes ☐

Not very much ☐

6. Do you consider them competent enough to let you understand literary texts and other components in an easy way?

Sure ☐

I do not think so ☐

7. Do you use technology in order to understand the lessons you deal with in a Literature classroom?

I always do ☐

Information that teachers give are enough ☐

I sometimes do ☐

I do, only because I am curious to know more ☐

8. How do you see studying Literature according to your experience?

It is very important ☐

It is not that important ☐

It is as important as other module ☐

9. Have you tried to discuss any topic you dealt with in the Literature classroom with other students or even with people outside?

Yes. I have ☐

No. I have not ☐

10. If yes, how did they interact?

They show no interest ☐

They try to understand my point ☐

They want to share their opinions and show interest towards the topic ☐

Section Three: About Interculturality

1. Do you like to learn about cultures?

I do ☐

I do not ☐

2. Have you ever lived or spent some time in a different city or a country whose culture is different from yours?

I have ☐

I have not ☐

3. Instead of traveling, have you read about other countries and their cultures?

Yes. I have ☐

No. I have not ☐

4. Either by traveling or reading, how did/would you interact?

I think it is impossible to live there ☐

At least I try to understand how people think and see things I respect them anyway ☐

I accept them as they are, enjoy their culture and I like to interact with them ☐

5. Do you respect people with different cultures despite of their languages, religions, colors, sex orientations and traditions?

I absolutely do ☐

I do not ☐

I find it difficult because of stereotypes ☐

6. Do you judge people with different cultures according to stereotypes even before you actually know them?

I do ☐

I did but not anymore ☐

I never did ☐

Section Four: Interculturality in the Literature Classroom

1. Do your Literature teachers focus on culture during lessons?

They do ☐

They do not ☐

2. Do your Literature teachers have a lot of information about cultures and how to describe them in a way you understand them effectively?

Yes, of course ☐

Not that much ☐

It is me who face troubles in understanding cultures ☐

3. Do you think that studying Literature helps you to learn more about cultures and avoid cultural stereotyping?

Sure I do ☐

No ☐

4. Do you like including culture in the Literature classroom?

Yes ☐

Not very much ☐

5. Which cultures do you like the most?

American ☐

English ☐

African ☐

All the above ☐

6. Which other cultures do you want to include in a Literature classroom?

.....

7. Imagine it is an international test for choosing candidates according to their intercultural awareness (having an understanding of both their own and other cultures, and particularly the similarities and differences between these cultures) in order to interact with other students from different countries. Do you see yourself qualified to represent your University or your country?

Of course, I am in high level of intercultural awareness ☐

Not sure. I am in Average level of intercultural awareness ☐

No. I am definitely in low level of intercultural awareness ☐

8. Know your degree of Intercultural Awareness!! Which level are you in? (Optional)

My way is the only way ☐

My way is the best way ☐

There are several ways, my way and others ☐

Our way ☐

Thank you very much for your valuable collaboration ☺ ❁

Appendix B

The Students' interview

In order to collect some useful data about the impact of studying literature on students' interculturality for our research, these questions are submitted to Master Two students at Mila University Center who actually show their interest towards literature and culture. Please be comfortable answering them honestly. Your answers are highly appreciated.

The First Section:

1. Did studying literature raise your understanding about cultural elements? Explain.
2. Did studying literature help you to appreciate ideologies different from your own?
3. Did studying literature develop your awareness of some invisible parts of culture?
4. How did studying literature reflect on your own culture?
5. Did studying literature help you to avoid cultural stereotyping?

The Second Section:

1. Please mention some literary books (novels, Stories, Poems...) or authors that led you to think and try to understand other cultures and how other people with different cultures actually see things (affect your cultural awareness).
2. You are/were an English student at Mila university center, if you observed some gaps (something missing) in literature classroom about including culture, Can you talk about them trying to suggest some ways to helpfully include more culture in literature classroom in order to develop students' cultural awareness?

3. Do you think students build their cultural awareness intentionally or they acquire it unintentionally? Explain.
4. Can you measure your interculturality (your intercultural awareness that you promote in the literature classroom)?
5. Since you appreciate the value of including culture in a literature classroom, can you recommend some pieces of advice or tips that you think students of the next cohort should follow in order to raise their awareness towards other cultures?
6. Do you think that including interculturality in the literature classroom has negative effects on students? Please explain.

Thank you very much for your valuable time and your amazing answers

Wish you all the best

الملخص

إن الأدب مهم جدا لتعلم اللغة فهو يلعب دورًا حيويًا في إثراء مفردات الطلاب، تفكيرهم النقدي، زيادة معرفتهم بثقافة اللغة التي هم بصدد تعلمها وتطوير القدرة على عملية التواصل ما بين الثقافات. منذ أن أبدى مجال تدريس اللغة اهتماما نحو تعزيز كفاءة التواصل ما بين الثقافات لدى الطلاب، أصبح بالإمكان اعتبار فصل الأدب كأفضل أداة لتدريس وتعزيز كفاءة ما بين الثقافات عند متعلمي اللغات الأجنبية. تهدف هذه الدراسة إلى اكتشاف المدى الذي يمكن أن يؤثر فيه الاحتكاك ما بين الثقافات على تدريس الأدب. لغرض جمع البيانات والمعلومات اللازمة لهذا الموضوع، تقرر استخدام كلا المنهجين، الكمي و النوعي في عملية البحث. تم تقديم استبيان إلى خمسة وأربعين (45) طالبا من طلبة السنة الثالثة انجليزية بالمركز الجامعي عبد الحفيظ بو الصوف - ميلة. كما تم إجراء مقابلة مع سبعة (07) من طلاب السنة الثانية ماستر انجليزية من نفس المركز. عند اختبار البيانات التي تم الحصول عليها وتحليلها، أظهرت النتائج أن معظم الطلاب استفادوا من الأدب لتنمية وعيهم ما بين الثقافات وأن غالبيتهم فضلوا إدراج التنوع الثقافي في فصل الأدب. من خلال النتائج، فإنه بالإمكان ملاحظة أن الطلاب أصبحوا قادرين على تصنيف مستوى وعيهم ما بين الثقافات. كما سلطت نتائج هذه الدراسة الضوء على الآثار الإيجابية والسلبية للتداخل الثقافي في فصل الأدب على الطلاب.

الكلمات المفتاحية: فصل الأدب ، التفاعل بين الثقافات ، الكفاءة بين الثقافات ، الوعي بين الثقافات ، التواصل بين الثقافات

Résumé

La littérature est très importante pour le processus d'apprentissage des langues. Elle joue un rôle essentiel pour enrichir le vocabulaire des élèves, leur esprit critique, accroître leurs connaissances sur la culture de la langue cible et développer leur communication interculturelle. Depuis que le domaine de l'enseignement des langues a commencé à prêter attention à la promotion de la compétence interculturelle des étudiants, la classe de littérature peut être considérée comme le meilleur outil pour enseigner et promouvoir la compétence interculturelle auprès des apprenants d'une langue seconde. Cette étude vise à étudier et à explorer dans quelle mesure l'interculturalité peut affecter l'enseignement de la littérature. Pour collecter les données et les informations nécessaires à ce sujet, la recherche a choisi d'utiliser à la fois des méthodes quantitatives et qualitatives. Un questionnaire est soumis à quarante-cinq (45) étudiants de troisième année à Abd Elhafid Boussouf, Centre universitaire de Mila et un entretien est mené auprès de sept (07) étudiants de Master Deux du même centre universitaire. Les données obtenues ont été testées et analysées. Les résultats des données ont montré que la plupart des étudiants ont bénéficié de la littérature pour développer leur conscience interculturelle et la majorité d'entre eux ont préféré inclure l'interculturalité dans la classe de littérature. A partir des résultats, on peut voir que les étudiants sont devenus capables d'évaluer leur niveau de conscience interculturelle. Les résultats de cette étude ont mis en évidence les effets positifs ainsi que les inconvénients de l'interculturalité en classe de littérature sur les élèves.

Mots clés : La classe de littérature, Interculturalité, Compétence interculturelle, Sensibilisation interculturelle, Communication interculturelle