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**Exploring the Potentials of Fantasy Literature as a
Carrier of Cultural Dimensions in EFL Classrooms**
*The Case of Third Year Foreign Languages Stream Students, Ould
Kabliya Saliha High School - Mostaganem*

Dissertation Submitted in Partial Fulfillment for the Requirement of a Master's
Degree in Didactics of Foreign Languages

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Dedication

This dissertation is dedicated to the loving memory of my grandmother may Allah bless and rest her soul.

To my dear parents, to my siblings, and to all my family for their constant support and unconditional love.

Dedications are extended to all my friends and mates.

Thank you all for your help, encouragement and support.

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Abstract

This study explores the role of fantasy literature in Algerian EFL classrooms, focusing on its communicative and intercultural dimensions. The research adopts a mixed-methods approach, utilizing teachers' questionnaires in order to understand their perspectives regarding this pedagogical support, in addition to students' activities and classroom observations as to analyze their different viewpoints and classroom dynamics. The findings highlight how incorporating fantasy literature enhances communication, language skills, and fosters a positive learning environment. Furthermore, the research emphasizes the intercultural dimension of fantasy literature, exposing learners to diverse cultures and promoting acceptance. The captivating nature of fantasy literature sustains students' interest and potentially improves language proficiency. Practical recommendations are provided for integrating fantasy literature effectively, including pedagogical strategies and materials selection. This research contributes valuable insights for educators and curriculum designers, shedding light on the potential of fantasy literature in promoting communication and intercultural competence among Algerian EFL learners.

Keywords: *Fantasy literature, EFL, intercultural competence, communication, motivation.*

List of Acronyms

CC: Communicative competence

CEFR: The Common European Framework of Reference for Languages

EFL: English as a Foreign Language

FL: Foreign Languages

ICC: Intercultural Competence

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General Introduction

Foreign language education is crucial in Algerian schools as it promotes effective communication with people from different cultures and countries. It also opens up new career opportunities for Algerian students in an increasingly globalized job market and it facilitates cultural exchange and understanding between Algeria and other countries by providing students with access to a wider range of educational resources and conveniences.

In Algerian secondary schools, the primary goals of English Language Teaching are to cultivate communicative and intercultural competences while fostering self-learning among learners. The purpose of language acquisition extends beyond the classroom, encouraging students to utilize their language skills and intercultural knowledge in real-life situations. To support the teaching and learning process, a didactic and intercultural approach serves as a valuable resource, aiding teachers in facilitating the acquisition of both language proficiency and cultural understanding.

Today, an intercultural dimension in teaching foreign languages is required as we have to rely on solid pedagogical support in order to implement effective educational interventions. Fantasy literature owns particular characteristics for the development of an intercultural competence. It generates the desire to understand the language and culture of the Other, promotes acceptance, and prevents rejection. Fantasy literature is a rich and ideal pedagogical support to motivate learners. Reading a literary text is not limited to just extracting information, readers immerse themselves in it, finding pleasure in the author's imagination and the interpretive labor they undertake. In addition, the reader deepens his or her reading by placing it in a larger context in which they create their own cultural context of reference.

In this vein, the research questions are formulated as follows:

1. Do teachers of EFL in secondary schools take into consideration the intercultural dimension of literary texts when teaching?
2. Which pedagogical and didactical objectives are implied in the didacticalization of interculturality through fantasy literature?
3. How can fantasy literature contribute to improving communicative and intercultural skills in the EFL classroom?

Seeking to answer these questions, it is hypothesized that:

1. Teachers of EFL in secondary schools take into consideration the intercultural aspect of literary texts to a certain extent.
2. Fantasy literature would be an effective pedagogical tool to acquire a foreign language by expanding learners' imagination thanks to its motivational open endings. Additionally, it would install an intercultural competence by retrieving the core dynamic of cultural processes in accordance with communicational settings.
3. Fantasy literature would influence the learner's personality at the cognitive, effective, and aesthetic levels thanks to its socio-cultural and aesthetic nature.

The topic of investigation stems from the researcher's deep appreciation for literature, particularly within the realm of fiction. The rationale for selecting this topic is rooted in the belief that incorporating fantasy literature into the educational framework holds the potential to promote the teaching and learning process while simultaneously fostering heightened learner motivation and engagement. Fantasy literature's inherently rich and emblematic nature aids learners in discovering the intricacies of other cultures. This exposure facilitates the development of their understanding and receptiveness towards the Other.

The research aims to foster communicative and intercultural skills in learners through the incorporation of fantasy in an educational context. The goal is to present an insightful portrayal of fantasy literature and explore its pedagogical role. This portrait should also shed light on the development of fantasy literature as a didactical and intercultural medium. The analysis focuses on a specific Algerian school environment as well as on its current use in order to specify the elements to be considered when producing fantasy literature for didactic and intercultural purposes.

The present research study is divided into three parts; a theoretical part in which the historical background of fantasy literature would be presented along with the characteristics and explanations of the term itself, then an empirical part, which would be devoted to the methodology of this research alongside the different tools used for the collection of data. The last part is dedicated to discussing and analyzing collected data from teachers of English and 3rd year foreign languages stream students at Ould Kabliya Saliha High school - Mostaganem.

Chapter One

The Literature

Review

Introduction

In order to understand the role of fantasy literature as a didactic and intercultural medium, it is useful to see what characterizes it and how it can facilitate learning. Fantasy literature is first defined in relation to its historical background and its components. Some important notions for learning will be explained and examined as well as the utilization of fantasy texts for pedagogical purposes through the testimonies of those who have studied the subject.

1. Fantasy Literature

1.1. Historical Background of Fantasy Literature

In the medieval period, fantasy literature began to take shape in the form of epic poems and tales of chivalry, such as *Beowulf*, *King Arthur and his Knights of the Round Table*, and *The Tales of the Troubadours in France*. These stories often featured magical or mystical elements, such as dragons, wizards, and enchanted objects. In the middle of the 18th century, fantasy literature rose as a literary sub-genre through gothic stories such as Horace Walpole's *The Castle of Otranto* (1764) and Beckford's *Vathek* (1782). It was not until 1818 that the first novel of the genre was written by Mary Shelley titled *Frankenstein; or, The Modern Prometheus*. A frenzy for the genre then began, which mainly took root in England. The fantasy genre seems to have become indulged in the writings of Anglo-Saxon authors who are, even today, considered the emblematic figures of the genre.

The first one that would support that is the one who sublimated and made famous the character of the vampire, with his *Dracula* (1897), Bram Stoker. The fantasy genre also emerged as a response to a literary trend that was proliferating in Great Britain: realism. This genre seems to be in agreement with the context of depicting reality as it is and inspired by social facts. The fantasy genre seems therefore to have settled to regain a distracting function that realistic literature did not have. Since the end of the last century, fantasy literature has experienced a renaissance with J.R.R. Tolkien's *Lord of the Rings* (1954), George R.R. Martin's *A Song of Ice and Fire* (1996), and J.K. Rowling's *Harry Potter* (1997) franchises.

1.2. Characteristics of Fantasy Literature

Fantasy literature explores themes of good versus evil and often includes richly imagined world building that immerses the reader in an intricately crafted imaginary world. This genre includes many conventions and tropes, such as epic battles and magical weapons, which are common to the genre and have become its hallmarks. It features magical and supernatural

elements that do not exist in reality. Some authors combine aspects of fantasy with real-world settings such as the Harry Potter series having wizards and muggles (people with no magical abilities) coexist. Others invent entirely new realms alongside their own physical laws, populations, races and creatures such as dragons, trolls, mermaids and fairies. Many fantasy novels are set in alternate universes or imaginary worlds that are modeled on different cultural traditions. For example, J.R.R. Tolkien's Middle-earth is based on Norse mythology, Celtic folklore, and Anglo-Saxon literature, while George R.R. Martin's Westeros in *A Song of Ice and Fire* (1996) draws on medieval European history and culture.

This genre is characterized by "always having a hero often an orphan or with a troublesome family relation. He or she is sent out on a quest of great importance, reflecting the need of students to make an impact on the world." (Thomas, 2003). The main character frequently undergoes change during the narrative and often surprised the reader with their bravery and heroic actions despite not being able to do so in the beginning. Fantasy novels are often categorized as coming-of-age stories as protagonists mature by gaining knowledge and wisdom from their multiple adventures. The characters are confronted with a task or problem, which they always manage to solve. The fantasy genre thus promises the satisfaction and conclusion that resolving a problem can bring.

1.3. Fantasy Literature and EFL Teaching

According to Williams (2021), this genre is an outstandingly valuable resource for the EFL classroom because of its narrative structure, relevant topics, and ethical dilemmas. Works of the genre often portray young people as the major characters, and the key themes of many of such works revolve around identity formation, friendship, love, and family. It also can offer essential lessons to learners about subjects such as the struggle between good and evil, individuals' humanity in society, and real-world issues. When reading works of this genre, the reader can undeniably identify with the protagonist through his or her hardships and relate to situations other characters go through.

The globalization of communication is imposed with obvious linguistic agility. Indeed, the teaching/learning of languages and cultures evolves according to the needs of the learners. However, the teaching of languages is not sufficient for linguistic acquisition, as it should also take into account the cultural dimension that they convey. The teacher, in order to carry out his or her classroom practices, is obliged to update his or her pedagogical knowledge by diversifying the didactic supports in order to facilitate learning. The communicative approach emphasizes the need for communication and therefore interaction. The intercultural approach

tends to take into account the complexity and richness of communicative action. Hence, the didactics of languages and cultures can only be inscribed in this dialogical space of languages and cultures.

The usefulness of fantasy literature appears in a prominent way, as a tool that can accompany the learning of English in Algeria while improving it. It can therefore find a place in the range of didactic and intercultural materials.

2. The Role of Fantasy Literature in EFL Classrooms

In the EFL classroom, it is necessary to use a natural acquisition process for learning a foreign language. The learner is thus led to developing skills similar to those he or she has developed to learn the mother tongue. The interest in using authentic documents such as fantasy literature "in this phase of the acquisition process is to provide exposure to the language and how it works" (Holec, 1990:67). The goal of using authentic documents is a natural acquisition that would facilitate the teaching/learning process, to acquire skills in the target language and not to achieve an exhaustive and total understanding of a document. Fantasy texts are known for their richness and their use will be the best if pedagogical applications are implied correctly. In addition, they often include themes and motifs that can be used to teach important English language skills, such as vocabulary, grammar, and literary analysis. For example, the use of symbolism, imagery, and metaphor in fantasy literature can help students develop their critical thinking and analysis skills.

2.1. Metacognition

The concept of metacognition, first introduced by Flavell (1976), refers to both the knowledge about one's own cognitive processes (i.e., metacognitive knowledge) and the regulation of these processes (i.e., metacognitive skills). Whereas executive skills—also known as metacognitive skills—concern the self-regulatory actions actually carried out by a learner in order to structure the problem-solving process, metacognitive knowledge (also known as metacognitive information) is concerned with knowledge about the interactions between a person's characteristics, task characteristics, and the available strategies in a learning environment.

Reading fantasy literature requires readers to engage with complex imaginary worlds that often have their own logic and rules. To fully understand and appreciate these worlds, readers must actively use their metacognitive skills, such as predicting, inferring, and analyzing, to make sense of the story's events and characters. In return, it can challenge readers to reflect on

their own values and beliefs and increase their ability to think critically, problem-solve, and reflect on their own thinking processes.

2.2. Learner's Autonomy

According to Henri Holec, "The ability of the learner "to take charge of their own learning" is the fundamental concept of learner autonomy (Holec, 1981), that is, to assume the choice of all aspects of this learning: the objectives, the content, the method, the place, the pace, and the evaluations. It is clear that fantasy literature has a prominent role in this framework. Nevertheless, a selection of fantasy texts is needed for a better evolution.

2.3. The Cultural Bridge

Comparatively to the usage of textbooks, the use of fantasy texts is still quite inconsistent. However, it appears that the genre, particularly more contemporary works, serves as a source of inspiration that facilitates access to different cultures. For Melissa Thomas, "(fantasy) is an undistilled version of human imagination-momentary worlds and magic that may be at odds with the rational truth, yet continue to reflect our culture and times" (Thomas, 2003). The fantasy text describes a worldview and other people's perceptions in its own unique style.

3. The Teaching of English as a Foreign Language Today

Today, the teaching/learning of English as a foreign language is part of the communicative approach that was introduced in the early 1970s by Dell Hymes. As a result of globalization, exchanges are increasing and require a need to communicate. In Algeria, the Minister of National Education insists on the need to learn two or more foreign languages in terms of educational policy and to define the general objectives of this teaching: "The teaching/learning of foreign languages must allow Algerian students to have direct access to universal knowledge, to open up to other cultures (...). Foreign languages are taught as a communication tool allowing a direct access to universal thought, thus creating fruitful interactions with national languages and cultures. They contribute to intellectual, cultural and technical development and allow to raise the level of competitiveness in the economic world."

3.1. The Communicative Approach

The direct method did not place the student in a linguistic context to reproduce his knowledge in class. The teacher provided a statement in the foreign language and students learned by imitating and memorized by repeating. The structural-global audio-visual method (SGAV) gave priority to oral expression. By combining sound and image, it allowed situational information to be presented through dialogue. Authentic documents were introduced and the variety of spoken English gave access to diversified pedagogical procedures. The direct method

used a rather descriptive language and the SGAV method leaned towards authentic communication but the dialogues lacked a natural context.

There was an urgent need for communication, and the emergence of adult audiences was at the heart of didacticians' concerns about accommodating all these individual variations and motivation. The reflection on how to re-evaluate these needs during the learning process and the adaptation of the teaching according to these variables were at the center of this new approach. The communicative approach was intended to "facilitate human mobility and integration into so-called 'host' societies" (Martinez, 1996). This wish is therefore summarized in the establishment of social welfare and peace between the different countries. This method is a reaction to previous methods and was developed from a political, economic and social context. The teaching of English as a foreign language in Algeria is also affected since this approach is still relevant today.

3.1.1. The Theoretical Framework of the Communicative Approach

Faced with important conversational and exchange needs, the communicative approach provides the learner with linguistic tools to meet his informational, pragmatic, and expressive needs while taking into account the interaction concerned. It is thus based on cognitivist theories of language teaching/learning.

3.1.1.1. The Cognitivist and Socio-Constructivist Approach

Learning is conceived as a "process of knowledge construction and not as a process of acquisition", and "teaching activities are activities of assistance to knowledge construction and not activities of knowledge transmission" (Legros et al, 2002: 28). This definition shows us that the conception of learning subtends the communicative approach, which also refers to constructivism.

The learner constructs his or her knowledge from interactions with other individuals from the socio-cultural environment in which he or she lives. Lev Vygotsky (1934) showed that learning interrelates biological factors and the social environment in which the learner evolves. He also proves that the environment influences learning and that the mental development of the child is not enough to develop a "zone of proximal development" which in return determines the possibilities of learning. The latter follows an evolution according to which what the child knows how to do at stage L with the assistance of others and a stage L+1 when he will know how to do it alone.

In fact, in EFL classrooms, the nature of the activities proposed to the learner will solicit his/her current level of development in terms of the skills that can be implemented.

3.1.1.2. The Concept of Communicative Competence (CC)

The concept of communicative competence includes communication, which has an important impact on communicative competence and language, which is at the heart of the communication process. This cumulative effect of the two notions will clarify and have the explanatory ability of CC.

▪ Language

Language is an abstract concept and is at the center of the linguistic current. According to Ferdinand De Saussure, "(language) is both a social product of the faculty of speech and a collection of necessary conventions that have been adopted by a social body to permit individuals to exercise that faculty". (2005 [1916]: 23). Saussure thus sees language as a "set of conventions". His formalist vision of language is illustrated by a system of distinct signs corresponding to distinct ideas. Noam Chomsky shares Saussure's view and replaces the language/speech dichotomy with competence/performance. For Chomsky (1965), studying a language is also studying its grammar while describing the competence of the ideal speaker. The speaker uses competence to produce and understand an infinite number of statements.

For the didactics of English as a foreign language, it is believed that a plural approach is more appropriate and will produce better results.

▪ Communication

Communication is presented as the encoding and decoding of signs exchanged between two or more individuals.

Any use of language implies communication. However, the latter is only one of the ways of using language, as it is the situations of communication that vary. Communication is therefore any use of language. Other factors come into play to determine the degree of interaction. This concept of interaction refers to the social elements of communication. Interactional communication has a collective action nature. In return, collective actions are diverse and the roles taken by speakers vary. For example, questioning in English class and peer discussion are both collective actions produced in communication. What changes are the roles of the participants and the purpose of the action. Thus, all collective actions require social and sociolinguistic skills.

▪ Competence

In *Aspects of the Theory of Syntax* (1965), Noam Chomsky introduced the dichotomy of competence/performance. Competence is an innate faculty of a speaker; it is summed up in the mastery of grammatical rules whereas performance is the manifestation of this competence.

▪ The Concept of Communicative Competence

The concept of communicative competence is attributed to Dell Hymes and has been adopted by a large number of educationalists. According to Hymes, “communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky’s linguistic view of competence” (1972).

- **The Role of Communicative Competence**

All language-related actions are considered communication. It is considered that linguistic competence is the largest unit of communicative competence since it includes all the linguistic knowledge and skills of a speaker. Nevertheless, there are several components of CC suggested by different scholars.

- **The Components of Communicative Competence**

The goal of the communicative approach is to make the classroom a place of communication and interaction without forgetting that sociolinguistic and cultural discussions cannot be dissociated from linguistic aspects. For Canale and Swain (1980), communicative competence is defined by adding three competencies:

- 1- Grammatical competence: the ability to understand and express meaning by recognizing well-formed sentences.
- 2- Sociolinguistic competence: knowledge of the social rules in a given community or group with a mastery of the different kinds of discourse.
- 3- Strategic competence: the set of communicative strategies that allow the filling of the gaps of the two other competencies, grammatical and sociolinguistic.

Grammar knowledge is divided into four categories in Bachman and Palmer's (1996) model: vocabulary, morphology, syntax, and phonology. These components help students create grammatically correct sentences. Their concept of textual knowledge emphasizes cohesiveness and rhetoric, which enables students to understand and produce spoken and written texts. Adding to that is the pragmatic knowledge, which is the ability to produce and interpret communication and focuses on the relationship between linguistic forms. There are two subcategories of pragmatic knowledge; illocutionary knowledge, commonly referred to as functional knowledge, stresses the use of language to convey ideas. On the other hand, the appropriate use of language utterances represents sociolinguistic knowledge.

3.1.1.3. The Main Principles of the Communicative Approach

The primary objective of the communicative approach is to involve the learner in directed communication, i.e. reading for the purpose of information, to carry out written productions to satisfy a need to imagine and to express his own feelings. The communicative approach is

characterized by key concepts, the most important of which is: the focus on the learner, from which the terms autonomy and motivation are derived. The social dimension and the interactions in language teaching/learning favor the discussion of authentic documents such as fantasy literature.

- **Learner-Centeredness**

The communicative approach considers that the learner is "an autonomous actor of his learning" Martinez (1996: 76). Its objective is to give the learner autonomy to be responsible for his or her learning. According to Philippe Meirieu (2000: 135) "the chances of success, since learners are offered a range of proposals and simulations through which they can build their own strategy". This demand for autonomy mobilizes the learner's motivation. This motivating factor must be taken into account in the classroom through diversified materials.

- **Motivation**

In the EFL classroom, according to Rolland Viau, "Motivation in the school context is a dynamic state that has its origins in a student's perceptions of himself or herself and his or her environment and that leads him or her to choose an activity, to engage in it and to persevere in its accomplishment in order to achieve a goal." (Viau, 2009:4). Motivation is what drives learners to work hard and pay attention. Other authors such as Printrich & Scharauben (1992) and Zimmerman (1990) suggest a socio-cognitive definition of motivation. They explain that motivation in the academic sphere is a dynamic state that has its origins in a student's perceptions of himself and his social environment that motivates him to choose an activity, engage in it, and persevere in order to achieve a goal.

- **The Social Dimension**

Nowadays, knowing a language means knowing how to communicate, but above all having knowledge of social rules. The linguistic system alone is not enough, it is necessary to use the language according to the social context. Classroom interactions have shown how discourse works in the language classroom, and the specificities and varieties of individual discourse. According to Legros, "Thinking is not an activity that takes place in an individual's head, but rather in the connections and interactions between human individuals and the objects of the world, which thus constitute cognitive tools for the construction of knowledge" (Legros et al, 2002: 32). This definition of the notion of interaction is considered a main feature of the communicative approach.

- **Authenticity**

Authentic materials in the language classroom are highly regarded. They are more motivating and encourage individual expression in learners. The tools lead the learner to reflect

on the social and cultural conditions of their oral and written productions. The documents allow the learner to expressively reuse them during a pedagogical sequence given the emblematic world that surrounds us; it seems important to keep in mind that literary works in the fantasy genre are the most widely used authentic document in the classrooms of developed countries today. What role does it play? How to use it in the EFL classroom?

- **Communicative Competence (CC)**

The final objective of the communicative approach is to facilitate communication outside the school context. The role of the teacher is to install a communicative competence, i.e. to create the need to communicate in a foreign language in the learner.

The student will thus be endowed with operative capacities when learning a language: "the functioning of operative capacities, whether 'routine' or 'automatic' is one of the priorities of learning a foreign language" (Narcy, 1990: 37).

- The learner must be able to anticipate; this ability allows him to mobilize prior knowledge and to make assumptions based on the context in order to understand the meaning of the message.

- They must be able to identify the main elements of information and recognize them. This identification will be used to take notes and analyze the context so as not to misinterpret the information.

- The learner must be able to compensate for what he/she does not understand and memorize what he/she has learned from the message.

- The learner must synthesize by reusing what he/she has learned in productions.

- **The Teacher's Role**

The teacher's role is to call upon these mental operations in the learner so that he or she can so that they can reinvest them in other contexts. The learner will be able to deploy learning strategies outside the classroom to develop this communication skill.

It is considered that language/culture is a set of linguistic signs in social life. The didactics of languages/cultures is based on the sign attached to its intercultural component in order to define communicative competence.

3.2. The Intercultural Approach

In an effort to define the nature of intercultural competence and explain why it is crucial for intercultural intermediaries and foreign language learners to develop it, a variety of definitions and theoretical frameworks have been suggested. Bennett (2011) asserts that IC has three dimensions. The first one being the cognitive component, which is the individual's comprehension and awareness of both his own culture and the target culture. The second

dimension, known as the affective dimension, stands for the emotional aspect, motivation, and the curiosity to learn about and experience other cultures. The third dimension, on the other hand, pertains to the behavioral dimension and describes a person's skills in cross-cultural interactions. According to Schulz (2007), the teaching of intercultural competence should include developing awareness of factors influencing communicative interactions, identifying stereotypes and assessing them, and developing awareness of the various reasons why members of different cultures misunderstand one another.

In the foreign language classroom, culture must be addressed so that learners have an awareness of cultural diversity. Through fantasy literature, it is suggested that an intercultural approach is to be adopted in the EFL classroom so that learners can develop communicative strategies in a foreign language. Thus, the culture conveyed by the English language is integrated into all aspects of language learning.

3.2.1. The Notion of Culture

The term "culture" is a Latin term *cultura*. It will indicate the formation of the *honest man* in the time of classicism; this cultivated man knows to behave in society according to the rules of propriety. At the end of the 19th century, culture is an object of scientific study. English anthropologist Edward Tylor is the first to conceive a scientific definition of culture "A complex whole which includes beliefs, art, laws, morals, customs, and any other capabilities and habits acquired by man as a member of society" (Tylor, 1987: 1). Nevertheless, in Tylor's definition, language appears superficially. It is necessary to wait for other research in anthropology, which will highlight the role of language in the culture in particular (Sapir-Whorf: 1921); Whorf (1956) will add, "linguistic variations between persons of different cultures result in different ways of thinking."

3.2.2. Definition of Culture

The definition of culture comes from several fields such as sociology, anthropology, semiology, psychology, and history according to Kroeber and Kluckhohn's *Culture: A Critical Review of Concepts and Definitions* (1952). Due to the complexity of culture, the definition quoted by Greetz will be retained: "a historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in a symbolic form by means of which men communicate, perpetuate and develop their knowledge about attitudes towards life"(1973,p.89).

3.2.3. Language and Culture

Language and culture are inseparable. Language is used for symbolic exchanges between individuals, such as religious celebrations. During exchanges, language is used to perform an

action. Language is part of the culture in the same way as other aspects: clothes, food, etc... Language is therefore considered a means of communication between individuals of the same community or with members of a foreign community. The research in the field of cognitive science that has guided research in linguistics (Gumperz&Levinson, 1996: 3) shows that the way of life of each linguistic community is produced by its own ways of thinking and language. Cultural representations in a given language are important for dealing with the language of a foreign community.

3.2.4. Culture and Otherness

Identity and Otherness are two concepts that are taken into account when dealing with language-culture and are at the heart of any question concerning the learning of a foreign language. The context of the classroom creates an atmosphere that allows learners to perceive and understand the specific ways of thinking, expressing, and behaving of the Other. The Common European Framework of Reference for Languages (CEFR) states that it is "above all a question of helping learners to construct their linguistic and cultural identity by integrating a diversified experience of otherness" (CEFR, 2001: 106). The CEFR emphasizes cultural and linguistic diversity and the identity principle of social interactions and language skills in order to develop a plurilingual competence.

3.2.5. Culture in the Teaching of EFL

Due to the various cultures that are in contact today, the world is a multicultural society. It takes a certain mindset to connect with people from different cultures, one that accepts not only those cultures but also one's own. Teachers and instructors in schools and high schools, particularly while learning a second language, might encourage this approach. Instructors must be able to guide learners in understanding and reflecting on their own lives as well as introducing them to foreign cultures through respect and tolerance. Raising students' awareness of the critical role that culture implementation plays in enhancing effective language learning and teaching is vital in second/foreign language classes. Lipton's surveys (2004) comprise a series of studies that demonstrate, among other factors, that children who have studied a world language develop a sense of cultural pluralism (openness to and appreciation of other cultures) and have an improved self-concept and sense of achievement in school. The ability to easily switch between languages makes children feel competent, and it increases self-esteem.

3.2.6. Intercultural Competence

Although many scholars have sought to do define intercultural competence, it is quite difficult to give a precise one." However, it was Michael Byram who, following other scholars

like Van Ek (1986), asserted that when someone learns a foreign language, he or she has to deal with different interpretations of the values, norms, behaviors, and beliefs that he or she has acquired in a natural and normal way. This is because they assume those values, norms, behaviors, and beliefs are universal and appropriate to the society in which they live while also being aware that those assumptions may be different for each country. He further states, “Intercultural competence requires a change of perspective on self and other, on the world of one's socialization and the worlds one meets through language learning. It involves affective as well as cognitive change, and may be a challenge to one's identities as a speaker of one (or more) particular language(s) from childhood (2003: 14).

▪ **The Components of Intercultural Competence**

The Council of Europe (2002) identifies five components of ICC:

- Attitudes (*savoir être*): being curious, open, and able to revise one's mistrust of other cultures and one's faith in one's own culture.
- Knowledge (*savoir*): knowing the social groups, their products, and practices in one's own culture and in that of the speaker.
- Skills of interpreting and relating (*savoir comprendre*): interpreting and explaining a document or an event related to another culture, and comparing documents or events related to one's own culture.
- Skills of discovery and interaction (*savoir apprendre/faire*): acquire new cultural knowledge/practices and handle them under the constraint of real-time communication.
- Critical cultural awareness (*savoir s'engager*): critically evaluating, based on explicit criteria, the points of view, practices, and products of one's own country, other nations, and cultures.

3.2.7. The Intercultural Dimension in the EFL Classroom

▪ **Authenticity**

The teacher must select themes that establish a link with the learner's culture. The use of English favors interdisciplinarity; it is an effective tool for working on interculturality in an authentic situation so that the language touches several disciplines (art, science, technology, history, etc.). It is, therefore, necessary to have a wide variety of documents; hence, the usefulness of fantasy texts to work on cultural competence, the learner will thus be aware that a society is composed of several subcultures.

In the approach and utilization of authentic documents, some strategies seem important to us:

- Bringing about global comprehension through rapid listening techniques.
- Formulating hypotheses.
- Proceeding with analytical methods for detailed comprehension.

- Encouraging playfulness in class (games, cartoons, plays, etc.).
- Eliciting affective reactions (songs, poems, drawings, etc.).

- **Integration of the Mother Tongue**

An intercultural speaker is “someone who has an ability to interact with “others”, to accept other perspectives and perceptions of the world, to mediate between different perspectives, to be conscious of their evaluations of difference” (Byram and Zarate, 1997; see also Kramsch, 1998). The learner will only realize this plural dimension if he or she can discover the different ways in which he or she behaves in his or her community of origin. He is therefore required to observe the behavior of his relatives, his peers, and of individuals from different communities within his own country since interactions between members of micro-communities vary from one society to another. Thus, he will be an observer of the native language and culture and will make the link with the foreign language to better understand it.

In an EFL course in an English-speaking environment, the use of the mother tongue helps the process of understanding and explaining connotations unknown to the students. The acquisition of ICC is a necessary step through the learner's native culture.

- **Representations and Stereotypes**

In order to develop ICC, learners must be confronted with literary texts, and all representations of the Other, of a society, of a minority group, must be brought out. The study of stereotypes can be done in several activities to bring out preconceived ideas and correct them later. The richness of fantasy literature will facilitate the identification of stereotypes. Since many works of fantasy literature are inspired by real-world cultures and historical events, it can provide a way for students to learn about different cultures and historical periods and develop a deeper understanding of the world around them.

Conclusion

This chapter helps define and understand the concepts of the topic. The evolution of fantasy literature over time was discussed alongside its different characteristics and its potential value in EFL classrooms. Furthermore, an explanation the key terms regarding the communicative approach and its role in teaching EFL was done. The next chapter is dedicated to the analysis of different data collection methods in order to examine the role of fantasy literature in teaching English to 3rd year high school students of FL’s stream.

Chapter Two

Research

Methodology

Introduction

This chapter aims to present the practical side of the current research after a thorough literature review and discussion of the subject matter. To begin with, it describes the research methodology used in the data collection, including the approaches and methods that were selected to carry out this research. Additionally, it describes the chosen context and population that were relevant to the current study. Then, it discusses the methods for the data collection, which include students' copies and a questionnaire. Data collected from both tools are analyzed afterwards.

1. Research Methodology

Research, as described by Saini (2010), is a systematic methodological approach aimed at gathering and analyzing data to generate new knowledge. It involves several steps, including defining the research purpose, collecting data, and analyzing and discussing the findings. In the present study, the focus was on identifying the various factors that facilitate the effective utilization of fantasy literature in EFL classrooms.

To comprehensively explore this topic, a mixed-methods strategy that integrates quantitative and qualitative frameworks was adopted. The distinction between these two approaches lies primarily in the use of numbers. Quantitative research employs numerical data to explain phenomena, as elucidated by Kothari (2004) who states that it is based on the measurement of quantity or amount. On the other hand, qualitative research delves into the underlying causes, motivations, opinions, and attitudes by employing instruments such as interviews and open-ended questions to obtain rich and in-depth verbal narratives (Kothari, 2004). Quantitative research, in contrast, relies on logical or statistical observations to draw conclusions.

By employing a mixed-methods approach that combines quantitative and qualitative frameworks, the researcher aimed to obtain a comprehensive understanding of the factors influencing the utilization of fantasy literature in EFL classrooms. This approach allowed for a triangulation of data, validating and enriching the findings by considering multiple perspectives and sources of information. Ultimately, the selection of appropriate research tools and the integration of quantitative and qualitative methods contributed to an insightful investigation into the utilization of fantasy literature in EFL classrooms.

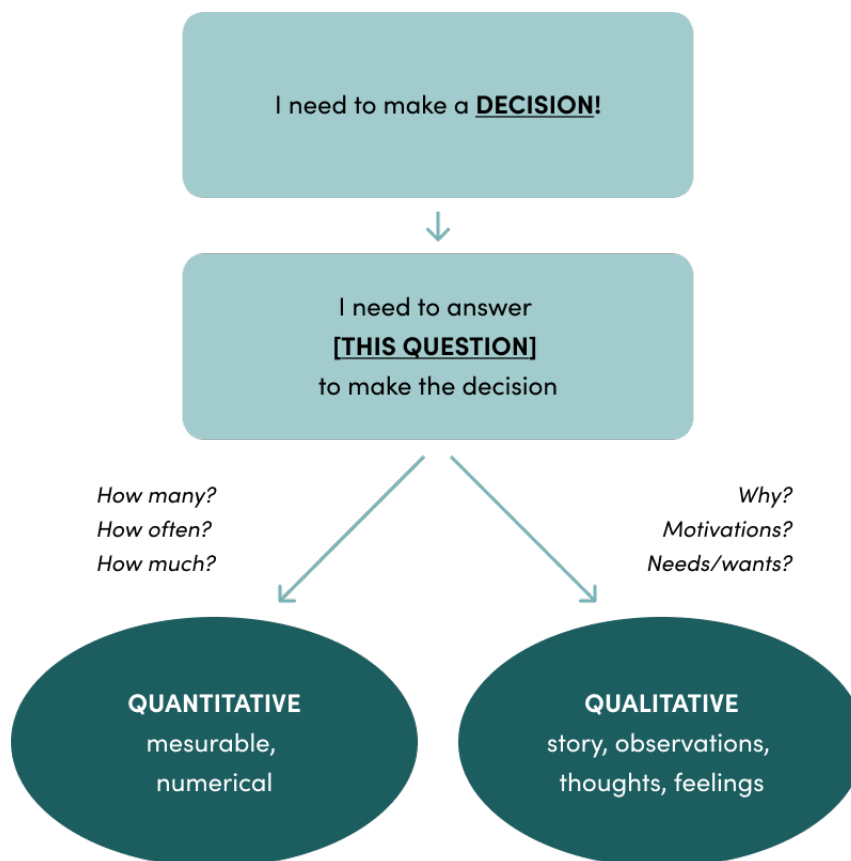


Figure 1 Qualitative and Quantitative Research Methods (usersinterviews.com)

2. The Context of the Study

2.1. Description of the classroom

The first observation session took place in Ould Kabliya Saliha High School more specifically in 3rd year Foreign Languages stream classroom (Spanish). This classroom occupies an ordinary space with orderly tables. The teacher's desk is to the right of the whiteboard. The room contains a whiteboard well placed in relation to the rows. There were some absences. The good students occupied the first tables and the average students were in the middle of the room. There were also disruptive students, two of whom were seated in an isolated table.

2.2. The sample population

A definition of the term "sample population" is necessary before introducing the sample population used in this study. A sample, according to Frey et al. (2000), is a group of people chosen to take part in a study. The sample ought to be "representative in the sense that each sampled unit will represent the characteristics of a known number of units in the population" (Lohr, 1999, p.03).

In this research, a classroom of twenty-three students, eighteen of whom are girls and five boys was chosen. According to the teacher, all the students are of the same social and socio-cultural level and with varying linguistic levels.

2.3. Description of the syllabus

The first objective of this fantasy literature research is to develop communicative and intercultural skills in learners. The secondary cycle has 30 to 32 hours. The disciplinary activities would be distributed as follows: 10 to 15% for foreign languages. From the aims of the Algerian educational system, the general objective of EFL is communication and direct access to universal thought such as it is written in the Referential of Programs. The 3rd-year Foreign Languages stream have a time volume of 04 hours of English per week. For this research, a pedagogical project around fantasy literature based on a chosen passage from J.K. Rowling's *Harry Potter and the Goblet of Fire* (2000) was developed (see Appendix A). The usual pedagogical tools for the 3rd-year Foreign Languages stream are the textbook and the teacher's book.

- Each unit contains sequences that present several activities.
- The teacher conducts the lesson in class based on objectives that they have set beforehand.
- A teaching unit in secondary school for the 3rd-year Foreign Languages stream is organized according to the following table:

1 st hour	2 nd hour	3 rd hour	4 th hour
-Presentation of the topic (15 min) -Listening (10 min) -Activities (15 min) -Oral expression (20 min)	-Grammar (10 min) -Activities (10 min) -Vocabulary (10 min) -Activities related to the acquired vocabulary (10 min) -Phonetics (pronunciation and spelling) (10 min)	-Reading (text) (15 min) -Grammar (10 min) -Vocabulary (10 min) -Activities and correction (10 min) -Speaking (15 min)	-Reading (15 min) -Phonetics (pronunciation and spelling) (10 min) -Writing a paragraph related to the topic (25 min)

Table 1. Hourly Volume of Third Year Foreign Languages Stream

This research is based on two sessions where fantasy literature was used as a pedagogical tool in both classes of 3rd-year Foreign Languages stream at the level of Ould Kabliya Saliha High School - Mostaganem. No selection of students was made as the teachers worked with the ensembles of both classes.

The number of students varies between twenty-three to thirty-one students per class; there are as many boys as girls. These are heterogeneous classes. The control of the class changes from one teacher to another. After each session, a discussion with the teachers about the teaching/learning activities, especially the teaching materials used in class was made. They explained to us in a very brief manner that the teacher is content with the textbook because the administration does not allow him/her to innovate in his/her classroom practices, and blames the poor level of the students and the pedagogical reform. The teachers add that they have not received any training and the little knowledge they have about the new teaching methods comes from the seminars organized by the education inspector.

3. Description of the Process

The present research was carried out with third year foreign languages stream students of Ould Kabliya Saliha and teachers of English at Ould Kabliya Saliha, Benguella Touati, Mohammed Okraf, and Bekhlouf Mohamed H'mida High Schools - Mostaganem. This study was conducted in relation to two lessons regarding fantasy literature; a written comprehension one and a written expression one. The first instrument was students' copies from the written expression activity. The second instrument used was a questionnaire addressed to teachers of English at Ould Kabliya Saliha, Benguella Touati, Mohammed Okraf, and Bekhlouf Mohamed H'mida High Schools - Mostaganem.

3.1. The Participants

Research participants are a diverse group of individuals who participate in human subject research and answer questions asked by the researcher in both qualitative and quantitative studies (e.g. Interviews, surveys, questionnaires). The targeted population in this study is composed of twenty students from Ould Kabliya High School and fifteen teachers from Ould Kabliya Saliha, Benguella Touati, Mohammed Okraf, and Bekhlouf Mohamed H'mida High Schools – Mostaganem for the questionnaire. Learners are selected randomly from both genders males and females, age between 16-19 years old for the sake of making the data more valid and generalizing the findings. Teachers are also selected randomly from both genders males and females, and with varying teaching experiences.

3.2. Data Collection Tools

Data collection is a difficult task that is considered a necessary part of conducting research. O'Leary (2004) asserts that gathering trustworthy data is a challenging task and that it is important to keep in mind that one approach is not necessarily superior to another. Because of this, the choice of data collection method will depend on the objectives of the research as well as the benefits and drawbacks of each. Therefore, the tools used to collect data are, in Dornyei's opinion (2007), the foundation of any research. As a result, different resources are needed to collect the data.

3.2.1. Questionnaire

A questionnaire is a well-organized written list of questions that people respond to in order to provide information and gather the desired responses for a survey or a dissertation. It is the most well-known instrument and is utilized in both experiments and survey research. Because of its benefits, it is regarded as a useful tool for gathering data because it can assist the researcher in gathering information and providing him with all the necessary answers. Typically, the questionnaire is written and has both open-ended and closed-ended questions. A questionnaire, according to Brown (2001), is "any written instrument that presents respondents with a series of questions or statements to which they are to respond either by writing out their answers or selecting from the available answers."

The questionnaire comprises of fourteen (14) questions organized in three sections (see Appendix B). The first section has to do with general information about teachers and their teaching experience (Q1...Q5), the second one is about teaching English through fantasy literature (Q6...Q10), and the third section has to do with culture and interculturality in EFL classrooms. The questionnaire was given to fifteen (15) teachers from Ould Kabliya Saliha, Benguella Touati, Mohammed Okraf, and Bekhlouf Mohamed H'mida High Schools - Mostaganem.

3.2.7.1. Limitations of the questionnaire

Questionnaires are widely used data collection method in the field of EFL teaching and other fields. However, they also have several limitations that were noticed while conducting this research. One of them being the low response rates as some participants did not hand back their questionnaires, while others only responded to the yes or no questions and did not answer the open-ended questions. In addition, some of them failed to understand some questions and did not answer them.

3.2.2. The choice of fantasy literature

J.K. Rowling initially started writing Harry Potter and chose children as her target audience. However, as the series progressed, the tone and themes grew progressively darker and more mature to fit the young-adult audience. Harry Potter is so interesting to young adults because it offers a compelling blend of adventure, magic, and relatable characters. Readers can lose themselves in the detailed and imaginative world-building, discovering new creatures, spells, and places. They are therefore seduced to discover more about Harry Potter's adventures.

The Goblet of Fire (2000) is the fourth book in the Harry Potter series by J.K. Rowling, and it follows Harry Potter's fourth year at Hogwarts School of Witchcraft and Wizardry. In the story, Hogwarts hosts the Triwizard Tournament, a competition between three magical schools: Hogwarts, Beauxbatons Academy of Magic, and Durmstrang Institute.

The Tournament is designed to promote international magical cooperation and celebrate cultural diversity. The Goblet of Fire plays a significant role in the story as it selects the champions of the tournament from each school. The cultural diversity of the three schools is highlighted throughout the book, with Beauxbatons representing French culture and Durmstrang representing Northern European and Scandinavian cultures. The characters from these schools also demonstrate cultural diversity in their behavior, language, and customs. For example, Beauxbatons students are depicted as being elegant and graceful, while Durmstrang students are portrayed as being tough and rugged. Furthermore, other characters from different cultural backgrounds are introduced in this installment such as Cho Chang and the Patil sisters; Padma and Parvati.

“As Karkaroff arrived yet?” Madame Maxime asked. “He should be here any moment,” said Dumbledore. “Would you like to wait here and greet him or would you prefer to step inside and warm up a trifle?”

“Warm up, I think,” said Madame Maxime. “But ze ‘orses -”

“Our Care of Magical Creatures teacher will be delighted to take care of them,” said Dumbledore, “the moment he has returned from dealing with a slight situation that has arisen with some of his other - er - charges.”

“Skrewts,” Ron muttered to Harry, grinning.

“My steeds require - er - forceful ‘andling,” said Madame Maxime, looking as though she doubted whether any Care of Magical Creatures teacher at Hogwarts could be up to the job. “Zey are very strong...”

Figure 2. J.K. Rowling, Chapter 15, Beauxbatons and Durmstrang, *Harry Potter and the Goblet of Fire* (2000, p 176)

The plates in front of them filled with food as usual. The house-elves in the kitchen seemed to have pulled out all the stops; there was a greater variety of dishes in front of them than Harry had ever seen, including several that were definitely foreign.

“What’s that?” said Ron, pointing at a large dish of some sort of shellfish stew that stood beside a large steak-and-kidney pudding.

“Bouillabaisse,” said Hermione.

“Bless you,” said Ron.

“It’s French,” said Hermione, “I had it on holiday summer before last. It’s very nice.”

“I’ll take your word for it,” said Ron, helping himself to black pudding.

Figure 3. J.K. Rowling, Chapter 16, The Goblet Of Fire, *Harry Potter and the Goblet of Fire* (2000, p 181).

Parvati readjusted her bangles, beaming; she and Harry said, “See you in a minute” to Ron and Padma and walked forward, the chattering crowd parting to let them through. Professor McGonagall, who was wearing dress robes of red tartan and had arranged a rather ugly wreath of thistles around the brim other hat, told them to wait on one side of the doors while everyone else went inside; they were to enter the Great Hall in procession when the rest of the students had sat down.

Figure 4. J.K. Rowling, Chapter 23, The Yule Ball, *Harry Potter and the Goblet of Fire* (2000, p 298).

In addition to its intercultural aspect, *Harry Potter and the Goblet of Fire* (2000) is a great pedagogical tool as its characters and their experiences are relatable to teenagers. The story is set in a school environment and follows the adventures of teenage characters who face many of the same challenges and struggles that real teenagers do. Likewise, the book explores important themes such as identity, loyalty, and the struggle between good and evil, offering valuable lessons and discussions for young readers.

4.2.2.1 Learners' reception of the text

In general and in all subjects, the unmotivated students sit at the back and draw. The image had a positive impact on the teenagers, even those who were usually unmotivated. The text were very well received in class and the learners were really motivated. The nature of the chosen text made the learners active and involved in their learning. In class, the activities were carried out individually and in groups of four students. The class turned into a workshop where everyone brought their own impression and creation.

4.2.2.2 Activities around fantasy literature

The activities consist in transmitting information, in taking new information from given information. Activities were designed based on an extract from J.K. Rowling's *Harry Potter and the Goblet of Fire* (2000). Two types of tasks were chosen: the tasks controlled by the teacher, i.e. reading aloud, questions and answers, and explanation of the content of the chosen passages, and the free tasks, which are summarized in oral expression and written production. The categorization of the proposed activities can be seen as a reference to the two approaches: communicative and intercultural.

The activities below show that both methods are becoming more and more widespread. The tasks are complex and are grouped according to their degree of complexity from one category to another. The following examples address both communicative and intercultural objectives. In completing the tasks, the learners would be able to identify key themes in the listening comprehension activities and the written production through the artistic, cultural, and intercultural theme of fantasy texts as an authentic document.

a) Reading comprehension

During this activity, the teacher defined fantasy literature and provided an overview of it. In this reading comprehension session, the fantasy story of *Harry Potter and the Goblet of Fire* (2000) was chosen. The choice of the fantasy story is not random, as the story is accessible to all by its vocabulary and it meets the linguistic and intercultural needs and expectations of the learner.

❖ Vocabulary

Teaching vocabulary is crucial when dealing with fantasy literature in EFL classrooms as fantasy literature often contains a vast amount of specialized vocabulary and terms that are unique to the genre. If students are not familiar with these terms, they may have difficulty understanding the text and the author's intended meaning. By explicitly teaching the vocabulary of the genre, students can gain a deeper understanding of the text and its underlying themes.

Based on the selected text, the following activities were suggested.

Activity V1

Match words in column (a) with their definitions in column (b):

Column (a)	Column (b)
Spear	Half human, half fish creatures
Merpeople	A breathing organ of fish
Gills	A large stone
Boulder	A small stone
Pebbles	A long stick with a sharp tip used as a weapon
Dwellings	Houses

Activity V2

Classify the following characteristics according to each school:

**Harsh / merciless / elegant / barbaric / dark magic / graceful / charms / strong /
artistic / soft**

Durmstrang Institute	Beauxbatons Academy of Magic

Activity V3

According to the text, match the characteristics (in circles) to their owners (in bold):

Merpeople

Harry and other participants

Gills
Silvery hair
Spears
Gillyweed
Webbed hands
Broken teeth
Dark green hair

❖ Syntax

By practicing different syntax activities, students can develop their own writing skills and learn how to use syntax to create a particular mood or tone in their writing. They can also learn how to vary their sentence structure and use different types of sentences to express their ideas in different ways.

Here are some of the activities that were suggested based on the selected text.

Activity S1

a) In which tense are the verbs in the text conjugated?

.....

b) “Harry sped around a corner and a very strange sight met his eyes”. Put the verbs of this passage in the present simple tense.

.....

Activity S2

“Merpeople were emerging on all sides now, watching him eagerly, pointing at his webbed hands and gills, talking behind their hands to one another”

Put the verbs of this sentence in the past simple tense.

❖ Phonetics and pronunciation

Phonetics activities can help students improve their pronunciation of English sounds, which can be challenging for non-native speakers. They can also support cultural awareness by introducing students to different English accents and pronunciation styles. This can help them understand and appreciate the diversity of English-speaking cultures around the world.

In accordance, the following activities were put forward

Activity P1

Sort the following words into the table below

Hands – ropes – gardens – houses – bubbles

/s/	/z/	/iz/

Activity P2

Circle the silent letter(s) in the following words

Dark – silver – gardens

b) Written expression

Students' written expression copies can be a valuable data collection tool in research about fantasy literature in EFL classrooms. Analyzing students' written work can provide insight into their understanding and interpretation of the literature. This is particularly relevant in the case of fantasy literature, which often involves complex themes and characters. By examining students' written responses to prompts or questions related to the literature, researchers can gain a better understanding of how students perceive and comprehend the text. This data collection method can also be used to assess students' language proficiency and writing skills through grammar, vocabulary, and structure. Furthermore, it can provide a rich source of data for qualitative analysis. Researchers can examine the content of the written work to identify themes and patterns related to the research questions.

As mentioned in the first chapter, most works done within the framework of fantasy literature are inspired by different mythologies and folklore from various cultures. Based on that, a verification of whether the utilization of the genre would install an ICC within students of FL through students' copies in a written expression activity is needed. The latter was carried out after students were familiarized with the genre through the selected text and its various activities.

Accordingly, the following written expression activity is suggested; According to you, what might happen to each character while facing merpeople? Write a composition of about 150 words using your imagination and your information about each school.

4.2.2.3 Limitations of the written expression copies

Students' written expression copies are a valuable data collection tool as they aid researchers and teachers in identifying students' thinking processes and communication skills. Nevertheless, various limitations regarding this data collection tool were noticed such as time constraints. Students were not given enough time, as they had to study for their upcoming Baccalaureate exam. As a consequence, some absences were recorded in the classroom and copies were only retrieved from the students present.

Conclusion

After going over the literature in the first chapter, the dissertation gave a comprehensive overview of the research's practical application. The researcher gave a summary of the research methodology used to carry out this study, the setting in which it was conducted, as well as the population sampling that was done to complete the research work. The chapter then provided a description of the tools used. The researcher subsequently addressed some of the present study's limitations. The analysis of the information the researcher gathered from the sample population, a discussion of the conclusions, and suggestions will all be covered in the final chapter.

Chapter Three Data Analysis and Recommendations

Introduction

This chapter is devoted to the analysis, discussion, and interpretation of the collected data from different instruments, namely a questionnaire and students' copies in a written expression activity for the purpose of examining the validity of the hypothesis and answering the research questions. At the end, some suggestions and recommendations are be put forward.

1. Data analysis

This section attempts to analyze and discuss the collected data from both the teachers' questionnaire and students' copies in a written expression activity.

1.1 Analysis of the students' copies

In order to check the effectiveness of fantasy literature as a pedagogical tool in installing communicative and intercultural competencies within students of 3rd year high school students of FL stream, two tasks were given to them; a reading comprehension task alongside its activities and a written expression task. During the reading comprehension task, students were introduced to the fantasy genre through the selected text and its activities (see Appendix A), which focused on developing their knowledge in vocabulary, syntax, and phonetics and pronunciation. The students interacted their ideas with their teacher in regards to the text's main topics and took part in doing the activities. In this part of the research, an observation phase was dedicated in order to investigate students' representations concerning the selected text. Its main findings are as follow:

- The teacher asked the students to observe the text distributed beforehand.
- She asked them how fantasy literature is different from other literary genres.
- The students answer while relying on the document and discover the characteristics of fantasy.
- The teacher adds some characteristics of fantasy such as fantastic creatures, magic, mythology, etc.
- The teacher draws the students' attention to the fact that fantasy is not the same as any other literary genre.
- The teacher draws attention to the characters' physical traits and the environment they live in.
- The teacher asks the students what they think about merpeople village and its inhabitants.
- Students were divided into groups of four as they shared their ideas with each other.

- Students were mostly curious and intrigued by the text and wanted to know more about it, its characters, and its continuation.
- Some students made comparisons between the Triwizard Tournament (see appendix A) and the football world cup as both games are held once every few years and include participants from different countries.
- Some students were skeptical of the topic as one student made the remark of Harry Potter being a sorcerer and labeled the character as evil. One student also made the remark of Halloween and the way it is viewed in Islam.
- Students who are fans of the genre were engaged and eager to be using it in class.

After establishing the notion of fantasy and its main topics through the text and its activities, the teacher then proceeded with the written expression task with the following question: According to you, what might happen to each character while facing merpeople? Write a composition of about 150 words using your imagination and your information about each school.

1.1.1 Discussion of the copies' findings

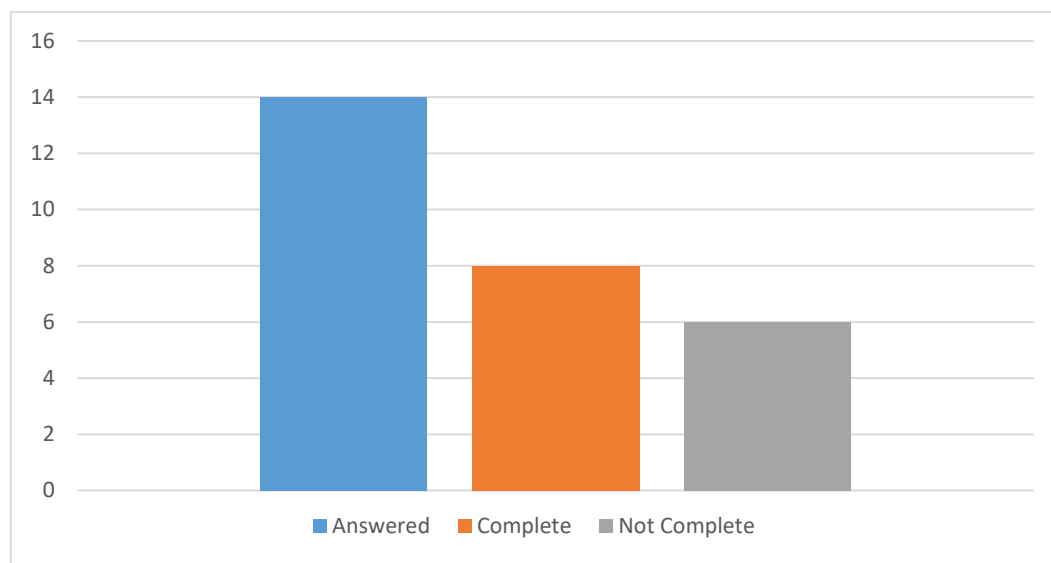


Figure 5. Students' Copies

70% of the students completed the written expression task. Their productions were interesting in terms of ideas, creativity, and interpretation. 25% of the students were not able to finish their work because of the lack of time. The remaining 5% handed in empty copies, which could be due to the lack of communication in the target language as indicated by their teacher.

The lack of mastery of grammatical rules was present in students' copies. Spelling errors were also identified. These errors are considered positive for learning and can be regarded as a

starting point for correction activities. The learner will also be able to make the connection between the different activities proposed in class. Nevertheless, the productions rendered a communicative and intercultural capacity of the learners' through fantasy literature.

- **Use of newly acquired vocabulary:** The students demonstrated their ability to use vocabulary from the text and activities such as merpeople, mermaids, merperson, dwellings, and Scandinavian effectively. This indicates their engagement with the target language and their willingness to expand their linguistic skills.
- **Display of knowledge of different cultures:** The students displayed their understanding of different cultures by incorporating specific words related to those cultures. For example, Student 2 used the terms “Viking”, “navigator”, and “axe” to refer to a particular cultural context. This demonstrates their awareness of diverse cultural backgrounds.

Viktor Krum was the first one to dive in, he knew exactly where to find his friend since he was a Viking. Vikings are known to be great navigators. As soon as he saw the first merperson, he threw his magical baguette and it transformed to an axe and it cut the neck of the creature.

- **Cultural differences in language use:** Student 7 mentioned the use of the French accent when speaking English highlights the recognition of cultural variations in language. This suggests an understanding that language and culture are interconnected and that different accents can reflect cultural diversity.

As he were swimming past the dwellings, Harry Potter found Fleur Delacour who was very scared of the merpeople.

Harry: "Fleur hurry up, we only have 20 minutes left!"

Fleur: "Zey take my little sister and I zon't know what to do"

- **Identification of cultural differences in schools and characters:** The students were able to identify and articulate the cultural differences among the schools and characters mentioned in the text. By recognizing the distinct characteristics of each school, such as physical strength for Durmstrang and artistry for Beauxbatons, the students showed an awareness of cultural nuances.

a) Durmstrang

Student 1

First, the Scandinavian used all of his strength to get rid of the merpeople who surrounded him and started biting his body. He struggled for a long time but was able to beat them in the end.

Student 4

As for the Scandinavian, he's a real warrior because he knows how to fight and is very strong.

Student 8

He used the spell that turned him into a shark that way he could breathe underwater and also kill the mermaids.

b) Beauxbatons

Student 1

The second candidate was so fragile she showed no resistance to the merpeople who were jealous of her beauty. She could save neither her sister nor herself.

Student 3

Fleur was very scared because the creatures took her sister so her stress make them go in circle around her and her magic hit was to sing a song to push the merpeople from her. Her singing was so loud and she chased them and saved her sister.

Student 4

Fleur Delacour is going to fight the merpeople to save her sister. She's going to use her charm and beauty to attract the creatures. Before diving in, she drinks a potion to make her hair long. This way she can use it as a rope to capture the merpeople.

Student 5

Firstly, Fleur from France noticed that the merpeople had grayish skin and broken yellow teeth. She quickly thought of a spell that would fix their imperfections. She tricked the mermaids by making their skin and teeth whiter and their hair straight and long.

- **Integration of prior knowledge from the curriculum:** The reference to mythological creatures like Hercules and Medusa in the students' productions indicates the incorporation of prior knowledge from their language learning curriculum. Specifically, "Unit One from the 3rd year FL stream syllabus i.e. Ancient Civilizations" suggests that the students drew on their understanding of ancient cultures to enhance their language output.

Student 4

He lifts all the rocks like Hercule and was able to fight all the merpeople and save his friend.

Student 6

When they go away from her sister she suddenly change her hair to black her eyes too and she transformed to Medusa. When the merpeople looked at her they became statues and died.

1.2 Analysis of the teachers' questionnaire

This questionnaire aims at investigating how teachers of EFL carry out their teaching processes. It was addressed to fifteen teachers from Ould Kabliya Saliha, Benguella Touati, Mohammed Okraf, and Bekhlouf Mohamed H'mida High Schools - Mostaganem. The most important questions from each section of the questionnaire were chosen. Each question will be analyzed and discussed separately.

- **Section One: General information**

Q1: In class, which pedagogical support do you use?

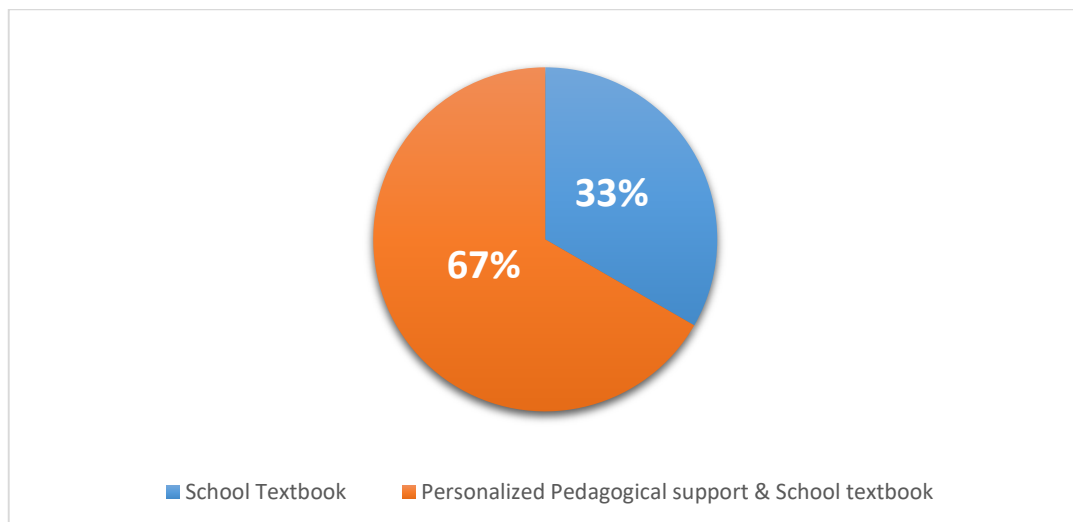


Figure 6. Teachers' Pedagogical Support

According to the figure above, it is noticed that 67% of the informants use the school textbook as their main pedagogical in class, while 33% resort to using a personalized pedagogical support alongside the school textbook. The second category justified the use of the a personalized pedagogical support as a means of addressing the different learning needs of their students which is frequently ever-changing with each school year.

- **Section Two: Teaching English through fantasy literature**

Q2: Do students of third year foreign languages stream show an interest when dealing with fiction and texts with supernatural elements?

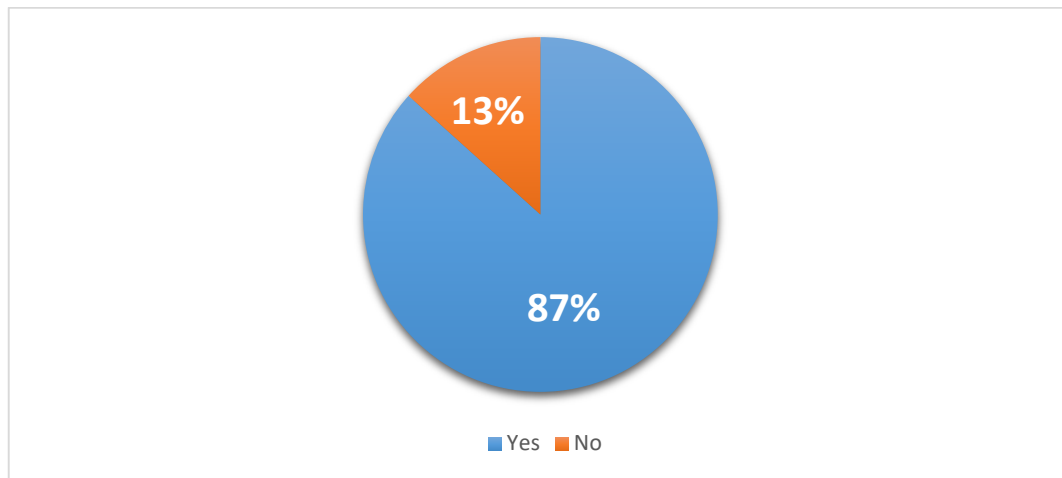


Figure 7. Students' Interest in Fantasy Literature

The reason behind asking this question is to know whether EFL teachers notice any preferences when working with literature within students. The results reveal that while 13% of EFL teachers notice that their students do not take an interest in literature in general, the remaining 87% affirm that their students take a liking to literary texts with supernatural elements. When asked to justify their answers, 40% of the 87% commented that their students like the genre because it is fun and it allows them to use their imagination.

Q3: Have you ever used fantasy literature as a pedagogical tool in your classes?

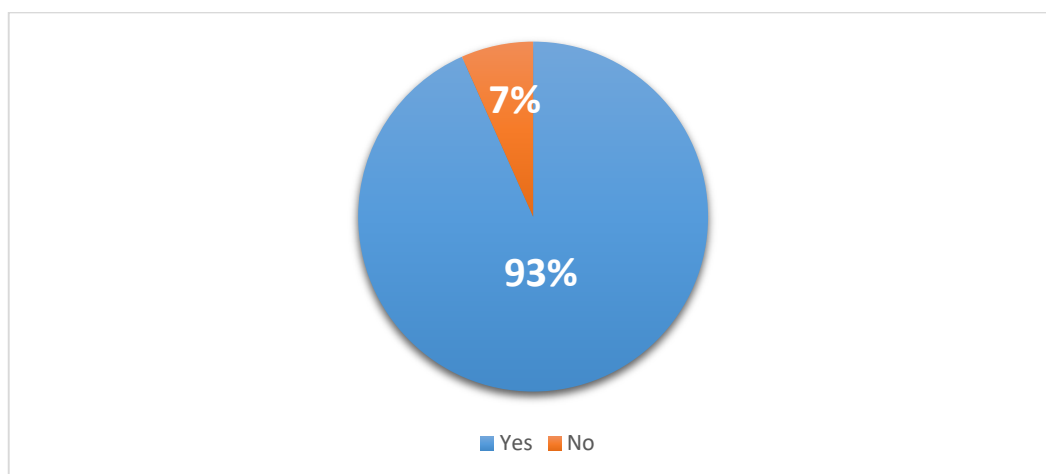


Figure 8. Fantasy Literature as a Pedagogical Tool

Our aim behind this question is to uncover teachers' familiarity with the fantasy genre and whether they have used it as a pedagogical support in their classes. 7% of the participants

responded with no, while the remaining 93% responded with yes. Those who have responded with yes stated that they have used texts of the genre with all three levels and gave examples.

Q4: What are the types of activities regarding fantasy texts that would develop students' linguistic acquisition the most?

Suggested Activities
<ul style="list-style-type: none"> ▪ Reading selected passages. ▪ Written expressions where students use their imagination. ▪ Vocabulary activities such as matching the word to its definition. ▪ Oral presentations. ▪ Games. ▪ Choosing a passage and having students perform it as a play.

Table 2. Suggested Fantasy Literature Activities

Concerning this question, teachers have provided us with different activities they think would develop a linguistic acquisition the most through fantasy literature. According to the figure above, it is seen that 33% participants opt for reading activities, 33% for writing activities, 20% suggested vocabulary activities, while the remaining 14% chose performing plays.

- **Section Three: Culture and interculturality**

Q5: How do you introduce the cultural aspect of literary texts in your classes?

Suggested methods of introducing the cultural aspect of literary texts
<ul style="list-style-type: none"> ▪ Reading. ▪ Reading the selected text alongside illustrations. ▪ Pre- reading activities (familiarizing students with the topic). ▪ Cultural comparisons (comparing the culture of the text to the Algerian culture). ▪ Through discussions with students where they get to share their ideas about the text and its cultural elements.

Table 3. Introducing the Cultural Aspect of Literary Texts

According to the table above, teachers use different methods to introduce the cultural aspect of literary texts in their classes. While 60% of the teachers answered with reading

activities, the remaining 40% mentioned that they incorporate a variety of activities to achieve their goal of introducing the cultural aspect of their targeted text. Alongside reading, other answers suggested illustrations, warm-up activities that would unravel students' opinions and prejudice about certain topics, and the comparison of our culture to that of the text.

Q6: Do you opt for intercultural competence assessment in your classes?

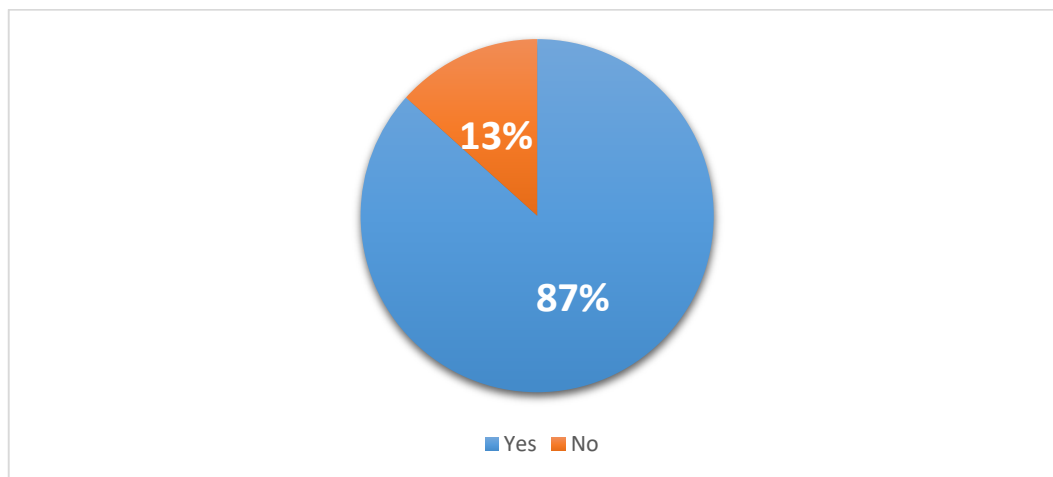


Figure 9. Intercultural Competence Assessment

From the figure above, it is seen that 87% of the sample answered with yes while the remaining 13% answered with no. The negative answers can be attributed to the lack of awareness, as most teachers tend to overlook the importance of the intercultural dimension in EFL classrooms.

Q7: How do you evaluate intercultural competence through fantasy literature in your classes?

Suggested methods to assess intercultural competence through fantasy literature

- By practicing “it’s your turn” where students have to write their own fantasy text.
- By allowing students to get to know more vocabulary concerning the culture mentioned in the text (traditions, customs, language...etc.).
- Text analysis and extracting the different stereotypes students have about the culture mentioned in the text.
- Through written productions.
- Through pair or group work where students get to exchange their ideas with each other.

- | |
|---|
| <ul style="list-style-type: none">• By having students compare between the culture in the text and their own. |
|---|

Table 4. Intercultural Competence Assessment through Fantasy Literature

Participants who answered with yes to the previous question were asked to clarify how they would assess ICC through fantasy literature in 3rd year foreign languages stream learners. The table above demonstrates some of the suggested answers by teachers.

1.2.1 Discussion of the questionnaire's results

Based on the data gathered from the questionnaire it is found that the majority of teachers regard fantasy literature as a means of developing students' vocabulary by mainly focusing on the imaginative aspect of the texts. Furthermore, they tend to overlook the intercultural dimension of fantasy texts as the activities they suggest regarding the genre are mostly targeted at developing students' language and communicative skills.

2. Recommendations

Drawing on the set of the current study, the researcher suggests a set of pedagogical recommendations.

▪ Introducing the cultural context

When incorporating fantasy literature from diverse cultural backgrounds, it is recommended to provide students with the necessary cultural context. This involves explaining relevant cultural references, customs, and traditions to enhance their cultural awareness and understanding.

▪ Pre-Reading activities

To prepare students for reading, engaging them in pre-reading activities is beneficial. These activities activate their prior knowledge and generate anticipation for the story. Examples include discussing fantasy elements, predicting outcomes, or brainstorming sessions related to the story's themes or settings.

▪ Reading comprehension

Designing comprehension activities that focus on understanding the plot, characters, and themes of the fantasy literature is crucial. Various techniques can be employed, such as comprehension questions, graphic organizers, summarizing exercises, and group discussions. These activities deepen students' comprehension of the text.

- **Writing and creative expression**

Promoting students' creativity and language skills can be achieved through writing activities inspired by the fantasy literature. Encouraging them to write imaginative stories, create character profiles, or even design their own magical worlds helps them practice writing while engaging with the themes and elements of the fantasy genre.

- **Reflection and evaluation**

Encouraging students to reflect on their experience with the fantasy literature is important. Discussions can revolve around their favorite moments, thematic analysis, and personal interpretations. This promotes critical thinking, self-expression, and the development of individual perspectives on the text.

- **Cultural Comparisons**

Prompting discussions that encourage students to compare the fantasy elements in the literature to their own cultural beliefs, folklore, or mythology is valuable. This allows students to make connections between their own culture and the fantasy world, fostering intercultural understanding and critical thinking.

Conclusion

The third chapter provided a practical analysis and interpretation of the collected data from the research instruments used in this study. In fact, the main findings revealed that most EFL teachers do not take the intercultural and communicative aspect of fantasy literature into consideration. Moreover, it is revealed that the content of the suggested text and activities was effective as students were able to identify the intercultural aspects and perceive them. Therefore proving the potency of utilizing fantasy literature in EFL classrooms.

General Conclusion

Teaching a foreign language is a highly complex process that takes into account both the linguistic and cultural aspects of the target language. Therefore, if learners lack sufficient knowledge of the intended English culture, it would be insignificant. However, compared to other subjects, the teaching of culture is not given the regard that it deserves in many Algerian EFL classrooms. Additionally, only theories are used in the teaching of culture, which makes it impossible to learn English culture effectively. As a result, cultural instruction should be prioritized in the Algerian curriculum and included in all subjects by teachers.

This research work is an attempt to investigate the communicative and intercultural role of using fantasy literature as a pedagogical support in EFL classrooms as well as examining its motivational nature within students of 3rd year students of FL.

This dissertation consisted of three main chapters. The first chapter was mainly concerned with the theoretical background of the research topic including the evolution of fantasy literature and its different characteristics alongside a general explanation of how can the genre be a valuable pedagogical support in EFL classrooms.

The second chapter is the practical part of the research; it was devoted to give a detailed description about the research methodology in which a mixed method was chosen to collect both quantitative and qualitative data from the selected participants. The latter included third year foreign languages students of Ould Kabliya Saliha High School and EFL teachers from four different high schools in Mostaganem. Then, an overview of the content of the suggested text and activities in addition to a description of the sample population and the data collection instruments as well.

The last chapter dealt with the analysis, discussion and interpretation of the main results obtained from both students' copies and teachers' questionnaires. First, we analyzed and discussed the obtained data from students' copies. Then, the most important questions from the teachers' questionnaires were analyzed illustrated with charts, tables and graphs. Finally, a general discussion of all the results was provided briefly followed by some recommendations concerning the utilization of fantasy literature in EFL classrooms.

Developing language and intercultural skills constitutes a complex phase within the process of language and cultural acquisition. Contemporary pedagogical approaches prioritize learner-centered instruction to foster learner autonomy. In order to exemplify this approach, it

is essential to provide dynamic multimedia resources that facilitate teaching and learning activities.

Fantasy literature stands out as a valuable and diverse form of expression that offers a window into culture. It serves as a catalyst for promoting awareness of one's own cultural identity among learners. Through the exploration of fantasy texts, learners can critically reflect upon and refine their cultural representations, thus cultivating qualities of tolerance and commitment. This intercultural competence assumes paramount significance in shaping learners' interactions and engagement as responsible citizens across various social domains.

Finally, it is important to note that this research does not fully address all of the issues and questions surrounding the subject. However, it provides a framework for future studies that could be approached in various ways. Additionally, it might implement new suggestions in an effort to increase awareness of the inclusion of cultural instruction in EFL classes.

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Appendix (A)

The Triwizard Tournament is a magical competition that takes place between three wizarding schools: Hogwarts School of Witchcraft and Wizardry located in Scotland, Beauxbatons Academy of Magic located in southern France, and Durmstrang Institute that is located in Scandinavia. It is held every five years and is considered a great honor for the participating schools.

On Halloween night, students from the three schools put their names in the Goblet of Fire, which later selects the names of the participants randomly.

Beauxbatons are known for their emphasis on purity and elegance. Its students wear long, flowing robes and have a reputation for being skilled in dance and other forms of art. On the other hand, Durmstrang is known for strength and physical prowess. Its students wear fur coats and are known for being ruthless as they focus on combative magic, dark endeavors, and dangerous spells.

As part of the Tournament, Harry Potter and other participants are required to rescue something dear to them, which is being held by merpeople deep down Hogwarts' Black Lake within one-hour limit. In order to breathe underwater, participants pick different methods as Harry chooses to eat Gillyweed.

“The merpeople had grayish skin and long, wild, dark green hair. Their eyes were yellow, as were their broken teeth, and they wore thick ropes of pebbles around their necks. They leered at Harry as he swam past; one or two of them emerged from their caves to watch him better, their powerful, silver fish tails beating the water, spears clutched in their hands.

Harry sped on, staring around, and soon the dwellings became more numerous; there were gardens of weed around some of them, and he even saw a pet grindylow tied to a stake outside one door. Merpeople were emerging on all sides now, watching him eagerly, pointing at his webbed hands and gills, talking behind their hands to one another. Harry sped around a corner and a very strange sight met his eyes.

A whole crowd of merpeople was floating in front of the houses that lined what looked like a mer-version of a village square. A choir of merpeople was singing in the middle, calling the champions toward them, and behind them rose a crude sort of statue; a gigantic merperson hewn from a boulder. Four people were bound tightly to the tail of the stone merperson.

Ron was tied between Hermione and Cho Chang. There was also a girl who looked no older than eight, whose clouds of silvery hair made Harry feel sure that she was Fleur Delacour's sister. All four of them appeared to be in a very deep sleep. Their heads were lolling onto their shoulders, and fine streams of bubbles kept issuing from their mouths.”

J.K. Rowling, *Harry Potter and the Goblet of Fire* (2000)

A) Reading Comprehension

1. Where does the story take place?

.....

2. Which characters are mentioned in the text? Which is the main one?

3. How are merpeople described in the first paragraph?

4. After eating the Gillyweed, what powers did Harry Potter have?

5. What is Harry Potter doing in the text?

6. Where was Ron tied?

7. Match words in column (a) with their definitions in column (b)

Column (a)	Column (b)
Spear	Half human, half fish creatures
Merpeople	A breathing organ of fish
Gills	A large stone
Boulder	A small stone
Pebbles	A long stick with a sharp tip used as a weapon
Dwellings	Houses

B) Text Exploration

8. a) In which tense are the verbs in the text conjugated?

- b) “Harry sped around a corner and a very strange sight met his eyes”. Put the verbs of this passage in the present simple tense.

9. Sort the following words into the table below
 Hands – ropes – gardens – houses – bubbles

/s/	/z/	/iz/

10. Circle the silent letter(s) in the following words
 Dark – silver – gardens

11. Fill in the gaps with the right words

Gillyweed- task – underwater – Hogwarts – Triwizard.

Before starting their, participants of the..... Tournaments have to find ways to breathe Harry Potter chooses and dives deep down Black Lake.

C) Written Expression

According to you, what might happen to each character while facing merpeople? Write a composition of about 150 words using your imagination and your information about each school.

Appendix (B)

Questionnaire

In the framework of research, concerning my master's dissertation in Didactics of Foreign Languages, we are led to study language and its intercultural effects through fantasy literature on the didactical practices in the foreign language class in Algeria. We would like to conduct a survey among English teachers in secondary schools in order to explore their interest in their classroom practices from a linguistic and cultural point of view by utilizing fantasy texts as pedagogical support. By answering this questionnaire, you will help to increase knowledge in this field and eventually improve the teaching-learning of English as a foreign language in Algeria.

Section one: General information

1. In class, which type of pedagogical support do you use?
 - School textbook
 - Personalized pedagogical support
 - Both

2. How do you evaluate “les savoirs” (savoir-être, savoir-faire) in an EFL classroom ?
.....

3. What type of assessment do you use?
 Formative Summative

4. Is literature present in a foreign languages’ classroom?
 Yes No

5. Do you think motivation plays a great role in learning English amongst students of foreign languages stream?
.....

Section two: Teaching English through fantasy literature

6. Do students of 3rd year foreign languages stream take an interest in dealing with literature?
.....

7. Do students of 3rd year foreign languages stream show an interest when dealing with fiction and texts with supernatural elements?
.....

8. Have you ever used fantasy literature as a pedagogical tool in your classes?
.....

9. Do you think that fantasy literature owns a certain value in an EFL classroom? If yes, why?

.....

10. What are the types of activities regarding fantasy texts that would develop a linguistic acquisition the most?

.....

Section three: Culture and interculturality in the EFL classroom

11. How do you introduce the cultural aspect of literary texts in your classes?

.....

12. Will interculturality be present in an EFL classroom through fantasy literature?

Yes No

13. Do you opt for intercultural competency assessment in an EFL classroom?

Yes No

14. How do you evaluate intercultural competency through fantasy literature in a learner?

.....