

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH



ABDELHAMID IBN BADIS UNIVERSITY – MOSTAGANEM
FACULTY OF FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH

The Role of Literary Texts in Raising Learners' Cultural Awareness

**The Case of third-year EFL Students at Abdelhamid
Ibn Badis University of Mostaganem**

A dissertation submitted in partial fulfilment of the requirements
for the Master Degree in "*Language and Communication*"

Submitted by

Soumia HAMAR

Board of Examiners:

Supervisor: Mrs. Hadjer BELGHOUL

Examiner 1: Dr. Radia BENYOUCEF

Examiner 2: Ms. Soumia BENTAMRA

Academic Year: 2021-2022

Dedication

I dedicate this humble work to,

My beloved mother without her it was almost impossible to complete my dissertation.

To my father for his support and love.

To my brothers and sisters; Rezk Allah, Nasr Allah, Fethia and Aya.

To all my family.

Acknowledgments

I would like to express my sincere appreciation and gratitude to *Dr. Hadjer Belghoul* for her kind support, expertise and encouragement.

My thanks go to the jury members who have accepted to read and examine this humble work.

I would like also to thank all the students who participated in this study and accepted to be part of it.

With love and gratitude, I would like to thank everyone who helped me in this journey of investigation.

Abstract

The relationship between culture and language has been widely addressed by researchers and linguists. Besides, since literary works include representations and aspects of the target culture, reading and studying literature may contribute in some ways to enhancing the cultural awareness of readers and learners. This research works attempts to explore the role of literary texts as sources of the target language in raising EFL students' cultural awareness. The study also aims to show the extent to which culture is represented through fiction, poetry, short fiction and other literary sub-genres. As the context of the study is EFL Algerian tertiary students, a questionnaire has been designed to explore their perceptions, understandings, and attitudes towards raising cultural awareness through reading literature. The population of this dissertation are third-year students at the English department, university of Mostaganem. The findings revealed that reading literary works contributes to a good extent to raising the students' cultural awareness. Besides, the attitudes of the students seemed more positive towards and confirmative to the role that literature plays in representing cultural elements of the target language.

Keywords: literary texts, cultural awareness, literature, culture, EFL, Mostaganem university.

Table of Contents

Dedication	i
Acknowledgments	ii
Abstract	iii
Table of Contents	iv
List of Tables	vi
List of Figures	vii
General Introduction	1

Chapter One: Theoretical Background

1.1 Introduction	4
1.2 The Interrelationship between Language and Culture	4
1.2.1 Defining Culture	5
1.2.2 The Importance of Teaching Culture	6
1.3 Cultural Awareness in EFL Context	7
1.3.1 Characteristics of Foreign Culture Learning	8
1.3.1.1 Culture as a Process of Interpretation	8
1.3.1.2 Cultural Understanding is a Constructive Learning	9
1.3.1.3 Culture Teaching Cannot be Generalized	9
1.3.1.4 Stereotypes, Bias and Ethnocentrism	9
1.4. Definition of Literature	10
1.5. Literary Genres	11
1.6. The Role of Literary Texts in Raising Cultural Awareness	12
1.7. Language Learning Attitudes	13
1.7.1 Attitudes Components	14
1.8 Conclusion	15

Chapter Two: Research Methodology

2.1 Introduction	17
2.2 Research Design and Rationale	17
2.3 The Sample	18
2.4 Methods	18
2.4.1 Description of the Questionnaire	19
2.5 Data Collection Procedure	20
2.6 Conclusion.....	21

Chapter Three: Data Analysis and Findings

3.1 Introduction	23
3.2 Data Analysis	23
3.3 Findings and Discussions	33
3.4 Recommendations	36
3.5 Limitations	37
3.6 Conclusion	38
General Conclusion	39
References	41
Appendix	

List of Tables

Table 1. Description of the Students' Questionnaire.....	20
Table 2. Exploring the norms of the English-speaking countries	25

List of Figures

Figure 1: What constitutes culture (adopted from NSFLEP, 2006, p.47)	6
Figure 2. The level of participants	23
Figure 3. The necessity of learning the culture of the target language	24
Figure 4. Students' views of culture as represented in modules	24
Figure 5. The module of literature evoking culture	25
Figure 6. Participants' views on the difficulty of literary texts	26
Figure 7. Frequency of reading literary texts	26
Figure 8. Cultural aspects and elements found in literary texts	27
Figure 9. Increasing cultural awareness through literary texts	28
Figure 10. Prioritizing language learning over culture learning	28
Figure 11. Literary texts as vivid sources to learn culture	29
Figure 12. The Unnecessity of learning old cultural aspects	30
Figure 13. Literary analysis and criticism as activators of cultural awareness	30
Figure 14. The unlimitedness of raising cultural awareness to genre	31
Figure 15. Ethnocentricity through reading literature	32
Figure 16. Cultural awareness as affected by the complexity of literature.....	32

General Introduction

Language and culture have a great influence on each other. In an EFL context the learners are exposed to different cultures that are related to English language and since language and culture cannot be separated learning about others' culture is ultimate. Numerous studies have been conducted to figure out the importance of culture awareness in EFL classroom.

However, the focus on the students' attitudes towards the role of culture learning has not been emphasized in the Algerian EFL context, especially the extent to which literary texts contribute to raising the cultural awareness. According to the researcher's academic career, there has always been some concerns in checking that issue with reference to how EFL students perceive it and appreciate it.

This dissertation aims at exploring the role of literary texts in raising cultural awareness. In addition, it aims at revealing EFL learners' attitudes towards such a role. Thus, the present study is concerned with the degree and importance of learning the culture of the target language through literature.

This research attempts to find answers to the following questions:

- To what extent are third-year EFL students at Mostaganem University interested in the literary texts of the target language?
- What is the significance of literary texts as a source of learning the foreign culture?
- Do third-year EFL students at Mostaganem University have positive / negative attitudes towards the role of literary texts in raising their cultural awareness of the target language?

As an attempt to answer the research questions abovementioned, we suggest the following hypotheses:

- Third-year EFL students at Mostaganem University are highly interested in the literary texts.
- Literary texts represent a significant source of learning about the culture of foreign language.
- Third-year EFL students at Mostaganem University have positive attitudes towards the role of literary texts in raising their cultural awareness as they consider them texts that reflect the lives of English-speaking countries.

In this research, only one research instrument is used. This tool is the questionnaire. As a single-method approach, the study addresses a specific issue through addressing one kind of samples. The target population are third-year EFL students at Mostaganem university. The quantitative and qualitative aspects of the questionnaire would help the researcher reach the study objectives through both quantity and quality analysis methods.

The present work consists of three chapters, the first chapter is concerned with the theoretical background of the study; it provides a general overview about culture in EFL context and literature as a part of culture learning and foreign language learning as well. Then, it tackles the language learning attitudes and its impact on the process of learning a foreign language. The second chapter represents the research methodology; it provides a description of the sample and the students' questionnaire. Then, it is followed by the procedure of data collection. The third chapter is devoted to data analysis and the discussion of findings. Some recommendations are suggested. Then, it ends with limitations that faced the researcher during conducting the current study.

CHAPTER ONE

THEORETICAL BACKGROUND

1.1 Introduction

There has always been a debate on the relationship between language and culture. The latter occurs in all its aspects and elements through several types, discourses and genres. In this respect, the present chapter tackles the topic of literary genre as a source of cultural awareness. It starts by reflecting on the language-culture relationship, followed by teaching culture to foreign language learners with reference to cultural awareness. The chapter also presents literary genres and the role of literature in raising cultural awareness. It closes with brief insights on learning attitudes.

1.2 The Interrelationship between Language and Culture

Language and culture are intricately related and dependent on each other. Language is formed by culture, while culture is influenced and impacted by language. Many scholars stress the close connection between language and culture. According to Brown (1994), “a language is part of culture and culture is part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (p.165). He tries to demonstrate the strong relationship between culture and language as two inseparable entities.

As a matter of fact, the process of foreign language learning needs to be accompanied with the learning of cultural aspects of the target language. Linguists and anthropologists assume that a foreign language learner has to understand that in order to run a successful communication, language must be associated with culturally adequate attitudes. From this, it is important to note that language and culture cannot be separated. We understand any cultural perspective through language. The latter is used also to express and discover cultures. (Jiang, 2000, p.328). Therefore, languages are fully understood when put in the context of the

cultures in which they are inextricably embedded; subsequently, language and culture are studied together.

1.2.1 Defining Culture

Culture, derived from the Latin word '*cultura*', has different meanings: inhabit, cultivate, protect honour with worship, etc. It was used in agriculture and to refer to the process of tending crops and animals. Later on, the term expanded to include the process of human intellectual and social development (Williams, 1976, p.90). Cambridge English Dictionary defines culture as "the way of life, especially the general customs and beliefs, of a particular group of people at a particular time." Thus, it can be seen as the growth of a group identity fostered by social patterns unique to the group.

Tylor stated an entirety definition of culture in his book 'Primitive Culture' (1871), and then it became the foundational one of anthropology. He stated that culture is "complex whole which includes knowledge, belief, art, moral, Law, custom and any other capacities and habits acquired by man as a member of a society" (p.39). That is, culture is what all human beings learn to do, to use, to procedure, to know, and to believe as they grow to maturity and live out their lives in social groups to which they belong.

Phillips (2003), moreover, highlighted the interconnected relationship between: the philosophical perspectives, the behavioral practices, and both tangible and intangible products of a particular group in society. The relationship between perspectives, practices, and products within culture is illustrated below.

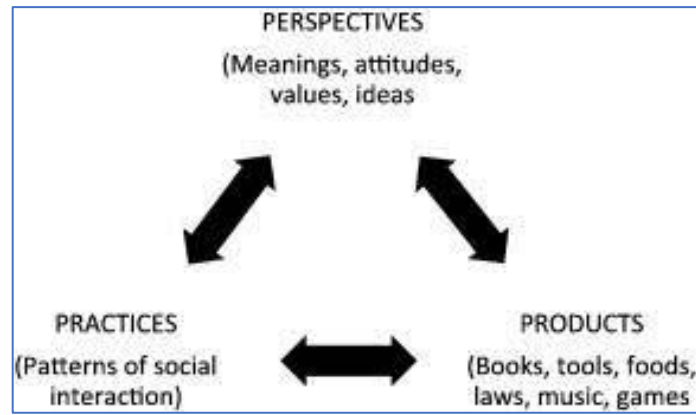


Figure 1: What constitutes culture (adopted from NSFLEP, 2006, p.47)

1.2.2 The Importance of Teaching Culture

Language and culture are interconnected, and their relationship is central to language learning. Thus, the connection between language and culture must be considered in foreign language teaching, because the main purpose of learning a foreign language is to become competent to communicate with speakers of the foreign language.

Tang (1999) suggests that “to speak a language well, one has to be able to think in that language” (p.2). Therefore, learners should be familiar with the cultural differences and acquire knowledge about the foreign language and its culture. In the same line, teaching the language without simultaneously teaching the culture, in fact it is teaching “meaningless symbols or symbols to which the student attaches the wrong meaning” (Brooks, 1968, p.208).

According to Bada (2000, p.101), it is necessary to develop a cultural literacy in foreign language teaching and learning contexts. It is because that language learners are not exposed to cultural elements of the society in question, for that there will be significant hardship in communicating meaning to native speakers. In short, the knowledge of culture is the key to understand the language.

Tomalin (2008) states:

The international role of the English language and globalisation are the two main reasons to teach culture as a fifth language skill, in addition to listening, speaking, reading and writing. What the fifth language skill teaches you is the mindset and technique to adapt your use of English to learn about, understand and appreciate the values, ways of doing things and unique qualities of other cultures. (p.55)

Thus, as similar to a language skill, learning a foreign language involves learning and understanding how to use language appropriately and accept differences. Through learning culture, learners are flexible and tolerant to ways of others which might be different from theirs. Consequently, the ultimate goal of teaching a foreign language is no longer that of providing learners with long lists of grammar rules and boring vocabulary, rather it is required to supplement teaching with an attempt to raise the learners' cultural awareness.

1.3 Cultural Awareness in EFL Context

The main objective of teaching culture is to raise the student's awareness of the interconnectedness of language and culture, and increases cultural understanding in foreign language classrooms. Tomlinson & Masuhara (2004, p.3) argue that "cultural awareness involves a gradually developing inner sense of the equality of cultures, an increased understanding of your own and other people's cultures, and a positive interest in how cultures both connect and differ". Thus, cultural awareness is the ability to develop an understanding of one's own and others' cultures.

Mastering a language cannot be achieved unless the target culture is grasped and appreciated. Moreover, being linguistically competent is not enough in learning a language, learners need to understand the culture in which is spoken.

Scarcella & Oxford (1992, p.183) argue that “culture learning is an ongoing process in which learner’s cultural perception can change, unfold, and mature over time”. Developing cultural awareness is an ongoing process. It is crucial to point out that someone’s cultural background often affects the way they interact in the classroom and how they learn the language.

While developing cultural awareness in the classroom, it is important that teachers help their students distinguish between; the cultural norms, beliefs, or habits of the majority within the speech community, and the individual or group deviations from some of these norms. So, they can make use of their knowledge of the foreign language, and have the ability to present, discuss, or merely allude to in two parallel streams.

1.3.1 Characteristics of Foreign Culture Learning

As teaching culture requires certain qualities from the teacher, learning a foreign culture has some aspects that differentiates it from learning a language. The major characteristics of learning a foreign culture are briefly provided below.

1.3.1.1 Culture as a Process of Interpretation

Kramsch (2003) states that the main purpose of teaching culture is to make students “understand why the speakers of two different languages act and react the way they do, whether in fictional texts or in social encounters” (p.32). That is to say, teaching culture is about how the learners interpret and make sense of their inner and outside world, so they can understand foreign attitudes, values, and mindsets.

Understanding why language is produced and expressed differently could be initial. However, learners can be more interpretative if they are exposed to cultural situations of the language used. For instance, when the teacher refers to a proverb’s origin, an idiom, an old

anecdote, a social event, etc., learners can link the linguistic meaning to the cultural source and representation.

1.3.1.2 Cultural Understanding is a Constructive Learning

Robinson (1998) asserts that “past experiences influence meaning, which in turn affects future experiences, which in turn affects subsequent meaning, and so on”. Learning is a constructed process; it is shaped by prior knowledge and cultural perspectives in which every individual sets up their own meaning with their internal cognitive map. That is to say, when learners understand an old saying, interpret its structure and meaning, then they learn a story or an event in the target culture, it is then their understanding is constructed through what they already learned and interpreted. Even relating one specific cultural meaning to a new information or an already-learned element will be based on how teachers helped them be constructively learning. (Kramsch, 2003)

1.3.1.3 Culture Teaching Cannot be Generalized

Teachers should focus on exploration and description while teaching cultural elements or aspects. What makes it different from teaching grammar is the dynamicity of creating meanings in culture as opposed to grammatical rules (Kramsch, 2003). For instance, it is simple and easy to instruct learners what to use or write according to the rule in grammar. However, it is hard and complex to instruct them how to react, reply or behave when they are in a sociocultural event. This reflects on Hymes’ view of learning how to use language appropriately rather than correctly.

1.3.1.4 Stereotypes, Bias and Ethnocentrism

According to Khan et al. (2012), stereotypes represent “a type of mental shortcut” that allows us to form quick and effortless judgments about the abundance of information competing for

our attention at any given time – they can be useful, but also inaccurate and even leading to discriminatory behaviour. In teaching culture, stereotypes are unavoidable, and it could become a factor to motivate learners to learn a foreign language.

To achieve balance and avoid bias in a cultural syllabus, the teacher is required to be aware of these stereotypes, images, bias, ethnocentrism, etc. The outcome is always a successful culture learning. The sensibility of learning culture is important and should be considered by foreign language teachers. By so doing, learners will discover safely the foreign culture in any presented content. (Kramersch, 2003)

1.4. Definition of Literature

It has always been a challenge to understand what literature exactly mean. It is quite difficult to give a clear definition of literature; most are seen as vague and broad which can change over time.

According to Khatib and Mellati (2012):

Literature is the way life is imagined and thought. It is the way through which people around the world, at all times contact each other to collect the gathered wisdom of human experience. It is also the way through which people can communicate with future. (p.18)

That is to say; humans are the main source of literature, with all their experience in life; considering the differences that exist all over the world which are related to life style, history, traditions, etc.

In addition, it is claimed that literature is “the window to the world. It is a product of culture that has a compendious store of information through which learners can gain insights

as the history, traditions and conventions of the target language". (Carter and Long, 1991 as cited in Sidhu et al., 2010, p54).

Based on the definitions afore mentioned, Literature is the act of expressing feelings and thoughts related to the living experience, using powerful words in order to enlighten a specific subject.

1.5. Literary Genres

Broadly, genre is a noun that means "kind" or "type" in French. This can be seen as horror, romance, science fiction, and other forms in entertainment. Buss and Karnowski (2000) claimed that genres differ for a variety of reasons, ranging from the storyline actions to the emotions elicited by the spectator. However, knowing which genre a piece of work belongs to is vital in writing since the reader would already have certain expectations before even starting to read. In literature, a genre refers to a kind of written works that share specific qualities; if the pieces share enough features, they are said to be in the same genre.

There are three main genres in literature: poetry, prose and drama. Some categorize prose into fiction and non-fiction. As a major literary genre, poetry has specific characteristics like being written in lines and stanzas instead of sentences and paragraphs. Besides, poems follow rhythmic rules, and some poems can be more free-flowing. This genre is abundant in figurative language using similes, metaphors, hyperboles, alliterations, rhymes, etc. Moreover, this genre reflects on imagination, emotions and heartfelt ideas.

The prose genre can be two sub-genres: fiction and non-fiction. When the literary work is about non-real events is called fiction. This genre also elaborates figurative language yet it differs from poetry in terms of structure, length and proper punctuation and grammar. Imaginary events are found in fiction with reference to the past, present or future. Non-fiction reflects on real-life situations and experiences and non-fake characters. Newspapers, diaries,

biographies and autobiographies are all considered non-fiction. (Thornley and Roberts, 1984, pp.200-202)

The drama genre is distinguished from other genres by being acted. Drama in Greek means ‘to act’, and this type requires the authors to consider actors rather than characters. In literature, drama takes the form of a play performed in a theater. (DiYanni, 2004). The aforementioned genres have sub-genres accordingly. However, there are several types of literary works and products that are considered as genres according to their length such as short story, novella, novel, etc. Moreover, whatever the genre is, there is always a level of literariness in these texts that distinguish them from other non-literary texts.

1.6. The Role of Literary Texts in Raising Cultural Awareness

Language and culture have a great influence on each other. In EFL context, learners are exposed to different cultures that are related to English Language and since language and culture cannot be separated, learning about others’ culture is ultimate. There are several research works that highlighted the need for enhancing learners’ intercultural competence. However, some studies focused on the role of literature in raising foreign language students’ intercultural awareness.

Custodo and Suttion (1998) explained how literature-based teaching can help foreign language learners enhance their communicative competence. According to them, literary texts are used in the classroom as a valuable authentic material to raise the students’ cultural awareness through explaining how literary texts allow students to question, interpret, connect and explore about language, as a result they promote their cultural awareness. (p.20)

Further, Kostelníková, M. (2001) combined language awareness with cultural awareness as two skills raised by reading and communicating with literary pieces. Then, some researchers intensified the importance of literature in teaching culture. Gonçalves (2005), for

instance, considered literature as a passage to the intercultural readings in foreign language classes. In addition, Rodríguez and Puyal (2012) reviewed major works on promoting intercultural competence through reading and learning literature.

Remarkably, Smith and Wiese (2006) specified their study for children's literature as a sub-genre of literary works that can raise the intercultural awareness of learners at different ages. Among the recent studies, Lovrović and Kolega (2018), who found that literary texts provide learners with an access to languages and foreign cultures, for the reason that it gathers different aspects of culture.

Through the various perspectives that researchers undertook, literary texts have been proved to offer an intercultural understanding as well as empathy and tolerance towards foreign cultures. However, less studies are conducted to check teachers' views and beliefs about the role of literary texts -as a source of learning in class and knowledge outside the class- in raising learners' intercultural awareness. Moreover, the attitudes of both learners and teachers should be taken into account when investigating such a role.

1.7. Language Learning Attitudes

Attitudes refer to feelings and shape the behaviour towards an event, a phenomenon, or a status. In education, they have certain impacts on the process of teaching or/and learning. Chamber (1999) explains the relationship between attitudes and language learning as follows:

Attitude is taken to mean the set of values which a pupil brings to the FLL experience. It is shaped by the pay-offs that she expects; the advantages that she sees in language learning. The values which a pupil has may be determined by different variables, such as the experience of learning the target language, of the target language community, experience of travel, the influence

of parents and friends, and the attitudes which they may demonstrate and articulate. (p.27)

In the same vein, Ryan and Giles (1982) provided a more language-focused view of attitudes as reactions that affect cognitively and behaviorally. When it is about language, such reaction and behaviour towards learning this language depend on how learners perceive or view it. Any attitude towards an object, idea, person or situation can be positive, neutral or negative. Therefore, how learners view another language group affects not only their reasons for learning the language, but also their motivational intensity.

Similarly, learning the cultural elements and aspects of a given community can be accompanied with different attitudes. According to the National Standards in Foreign Language Education Project (2006), what is culturally appropriate is apparent through the engagement of speakers and listeners in an interactive or reciprocal conversational situation. Further, the mutual understanding and the attitudes can help individuals learn appropriately from one another. In the case of language and culture learning, teachers implant the openness to learning about others' values and beliefs, discover similarities and accept differences. For that, Albaracin et al. (2008) emphasize the importance of attitudes as they shape people's perceptions of social and physical realities that would influence on their thinking and behaviors. (p.19)

1.7.1 Attitudes Components

As the attitudes have several components, only the major three types are considered in relation to language and culture learning. Albaracin et al. (2008) referred to affective, behavioral and cognitive attitudes.

First, the affective component is the emotional response (liking /disliking) towards an object or a status. It also refers to feelings and emotions that people form and are brought to

the surface as a response to attitudinal object. Second, the behavioral component refers to verbal or nonverbal tendencies by an individual and it includes actions or observable responses about an object or a status. Third, the cognitive component of attitudes refers to our thoughts, beliefs and ideas about an object or a status. Besides, it is an evaluation of the entity that constitutes an individual's opinion or belief.

Olson and Kendrick (2008) argue, “attitudes can form not only from beliefs about the objects around us and from emotions and feelings about them, but also from monitoring behaviour toward an object when the former two are absent” (p.116). This confirms that learners’ attitudes should be studied carefully as they may give a valuable insight into what actually they think, feel and know, what reasons behind their success or low performance and failure in a learning situation.

1.8 Conclusion

Studying the relationship between literary texts and intercultural awareness can be checked through exploring learners’ attitudes towards learning in general, reading literature and learning culture. There might be a resistance, acceptance or adaptation when it comes to culture learning. Resisting is associating the learned culture with prejudices and negative attitudes; acceptance is respecting the differences that exist between cultures; and adapting is one-step beyond acceptance through serving as a mediator between different cultures by creating a new identity to shift freely from one culture to another.

The present chapter has introduced language and culture relationship. It has also highlighted the major relevant issues in foreign language classroom with reference to cultural and intercultural awareness. Moreover, literary genres have been briefly presented and followed by a short review of the most relevant studies conducted on the role of literature in raising foreign language learners’ intercultural awareness and competence.

CHAPTER TWO

RESEARCH METHODOLOGY

2.1 Introduction

The second chapter is mainly concerned with the practical framework of the present study. It aims at investigating the learners' attitudes towards the role of literary texts in raising their cultural awareness through a definite research methodology. In addition, the chapter provides a description of the target population and the research instrument used in the study which is the students' questionnaire. Then, it is followed by an explanation of the data collection procedure.

2.2 Research Design and Rationale

Based on the literature, cultural awareness has been studied differently with reference to literary texts. The latter are sources of cultural instances from different settings, yet raising such awareness in a foreign language classroom. For this, the present study attempts to cover some of the relevant gaps in the Algerian EFL context.

Since the module of literature in the English departments in Algerian universities cover certain periods and themes related to the English-speaking countries, EFL teachers would always prove to learners whether cultural elements are found in the taught literary texts or not. In addition, EFL learners would learn to extract and understand the foreign culture from literary texts they are exposed to out of the class. In all ways, the concern about the extent to which literature represents culture has become the motive to initiate the present investigation.

In order to achieve the objective of this study, three research questions are raised. The questions are as follows:

- 1- To what extent are L3 EFL students at Abdelhamid Ibn Badis University of Mostaganem interested in the literary texts of the target language?

- 2- What is the significance of literary texts as a source of learning about the foreign culture?
- 3- Do L3 EFL students at Abdelhamid Ibn Badis university of Mostaganem have positive/negative attitudes towards the role of literary texts in raising their cultural awareness?

These questions determine the uniformity of the researcher in choosing a close specific setting, a single-method approach and an interpretive analytical perspective. The choices related to the practical part are explained in the following sections.

2.3 The Sample

In order to draw attention to the impact of students' attitudes towards literary texts on the language learning process and on their cross-cultural understanding (cultural awareness), the researcher targets the closest active population in their context and setting. Indeed, the population are university EFL students; the randomly-selected sample includes forty-eight (48) third-year EFL learners who are currently studying in the department of English at University of Mostaganem.

2.4 Methods

In this study, the researcher opts for one research instrument which is the questionnaire. The aim and the nature of the study and population made it limited to this tool as a source of collecting data. It is a set of both quantitative and qualitative questions addressed to the participants, in order to provide detailed investigation results about the learners' attitudes towards the role of literary texts in raising their cultural awareness. Gathering the required data took two weeks, and then it was qualitatively analysed.

2.4.1 Description of the Questionnaire

The contents of the questionnaire start by targeting general information from the participants (level and gender). Then, some items seek to check the importance of culture in general and in literature in particular. The questionnaire goes at the end to check the attitudes of EFL learners towards the role of literary texts in raising their cultural awareness. The table below demonstrates the contents of the questionnaire with the aim of each item. (see Appendix I to relate to each item)

Q1	This question investigates the students' level in English.
Q2	It aspires to check the necessity of learning about culture.
Q3	This question seeks to demonstrate the common modules that represent the culture of the English-speaking countries.
Q4	This particular question checks whether the literature module is considered as a source of cultural norms of the English-speaking countries
Q5	It aims to define the extent of exhibiting English culture in literature
Q6	The question aims at discovering how the students find the literary texts they are dealing with (degree of difficulty).
Q7	The seventh question checks the students' interest in reading literary texts.
Q8	It seeks to identify the most interesting aspects of culture that can be found in literary texts.
Q9	It pinpoints the extent of literary texts' efficiency in raising students' cultural awareness.

Q10	This question aims at showing the significance of learning the culture vis-a-vis learning the language.
Q11	It attempts to mark whether literary texts are considered as a source of cultural representations vis-a-vis real life communication.
Q12	It checks the importance of old cultural aspects in EFL contexts.
Q13	The question checks the openness and readiness of learners to develop their intercultural competencies through the analysis and criticism of literary texts in class.
Q14	This question aims at collecting learners' opinions on the effectiveness of text genre only in raising their cultural awareness.
Q15	This question allows the researcher to know how learners deal with reading the literary texts with reference to their own culture.
Q16	The last question checks if the complexity of literary texts is the reason of not learning about foreign cultures through literature.

Table 1. Description of the Students' Questionnaire

2.5 Data Collection Procedure

In order to collect data from students, the researcher has shared the questionnaire via social media networks, namely the Facebook group of third-year EFL students at Mostaganem University. The online version of the questionnaire has received forty-eight responses. These collected data are featured with quantity and quality, thus, the analysis would be quantitatively and qualitatively processed.

2.6 Conclusion

The present chapter has provided a detailed description of the research methodology. It has introduced the research rationale with research questions. Then, the research design has been clarified by describing major criteria that are the population, the sampling procedure, and the research instrument. The following chapter includes the analysis of the collected data as well as the study findings.

CHAPTER THREE

DATA ANALYSIS & FINDINGS

3.1 Introduction

The present chapter is devoted to analyzing and interpreting the collected data. Further, it provides discussions of the major findings of the study with references to common and similar research results in the literature. Based on the results, the researcher, hence, would list some relevant recommendations for both EFL students and teachers. Finally, the chapter provides some limitations.

3.2 Data Analysis

This section of the study provides the analysis of students' responses to the questionnaire. Statistical and content aspects of analysis are employed according to the nature of questionnaire items.

Q1- How is your English level?

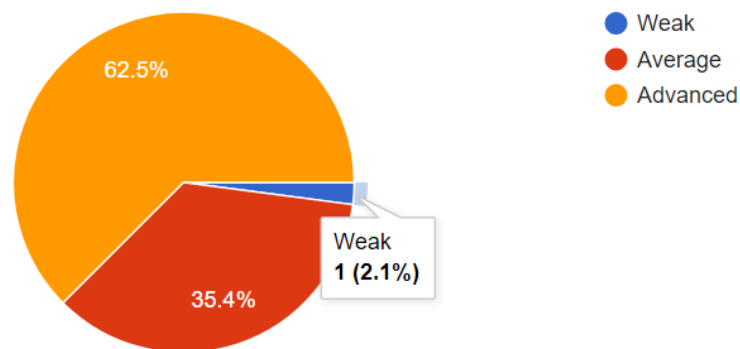


Figure 2. The level of participants

As shown in the figure above, thirty participants (62.5%) claimed that their level is advanced; seventeen others (35.4%) selected average; and only one informant chose weak. Indeed, the advanced and average levels may help in reflecting upon the informants' views in many of the questionnaire items.

Q2- Do you think learning a foreign language requires learning about its culture?

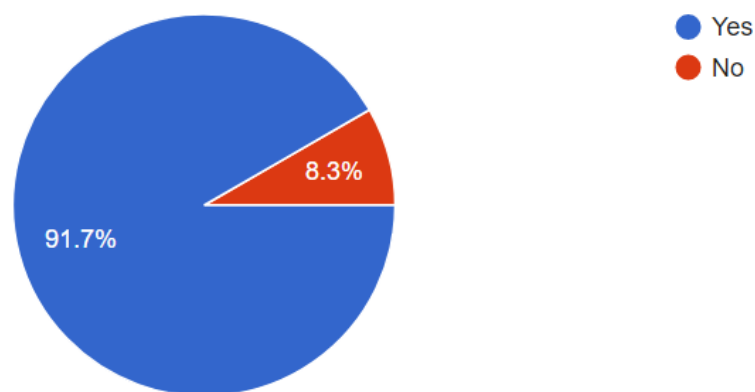


Figure 3. The necessity of learning the culture of the target language

The majority of informants confirmed that learning the culture of the target language is necessary (91.7%). However, the percentage of those who decline such necessity (8.3%) is still a noticeable portion. This can relate to their perception of the need to learn culture in the first place. Participants were asked about the reasons of their choices. Among the common responses, they confirmed that language and culture cannot be taught or learned separately. Some others exemplified the idioms, metaphors, contractions, what is appropriate or not, proverbs, etc. as important parts of the target language and culture. Besides, a few informants insisted on the need and necessity of learning the culture of the language as a way to be easily integrating in and with English-speaking countries.

Q3 -In what module do you think the cultures of English-speaking countries are represented?

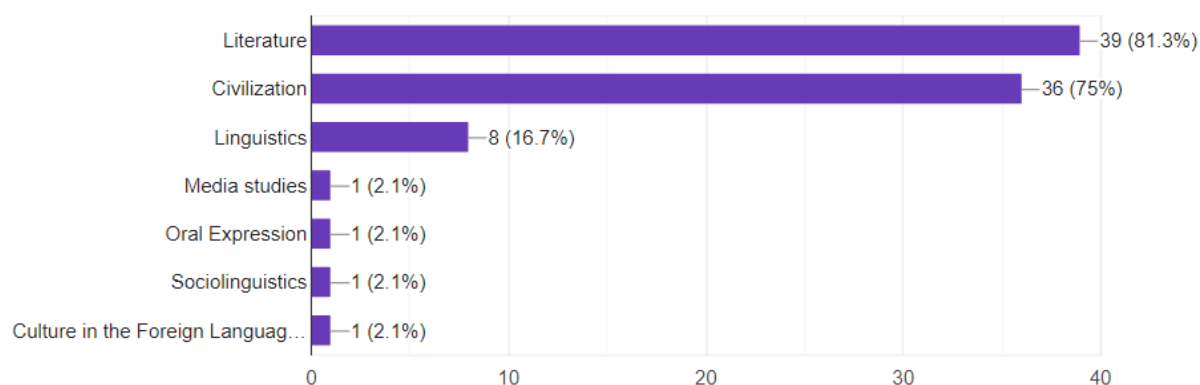


Figure 4. Students' views of culture as represented in modules

It may have been difficult for many of the informants to choose more than one option, yet the answers show that some modules received high rates of choice as contrasted to some others. As Figure 4 demonstrates, 81.3% of the participants viewed culture more existing in the literature module than in any other module. Similarly, the civilization module was highly considered by a portion of 75%. Besides, according to 18.7% of the students, linguistics also includes cultural representations. Each of the other options was chosen only by one informant, and these are oral expression, media studies and sociolinguistics.

Q4-Does the Literature module help you exploring the norms of the English Language speaking countries?

Options	Yes	No
Answers	42(87.5%)	6 (12.5%)

Table 2. Exploring the norms of the English-speaking countries

Depending on an estimated answer of choosing literature as a module where culture is represented, it was required to confirm from students whether such a module helps them explore the culture of English-speaking countries. As the table above shows, thirty-five students (72.9%) responded with ‘yes’, and only six students (12.5%) answered with ‘no’.

Q5- To what extent do you think that the module of literature evokes English culture?

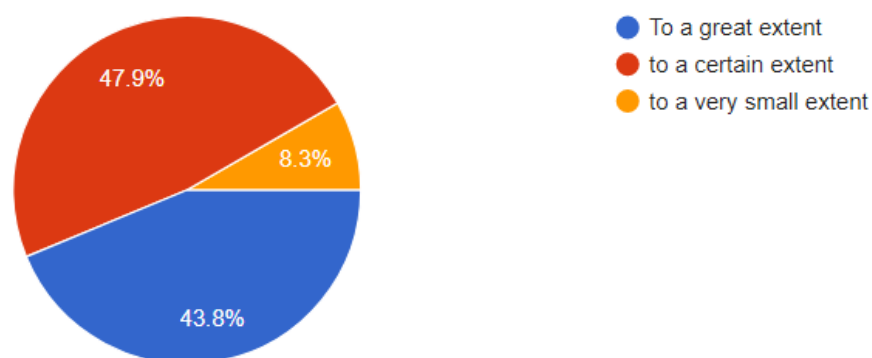


Figure 5. The module of literature evoking culture

Almost half of the informants (47.9% of them) confirmed that the literature module did to a certain extent evoke English culture. In addition, 43.8% of the participants responded that literature evokes English culture to a great extent. Yet, only four students (8.3%) considered that literature evokes to a very small extent English culture.

Q6-How do you find literary texts as a genre?

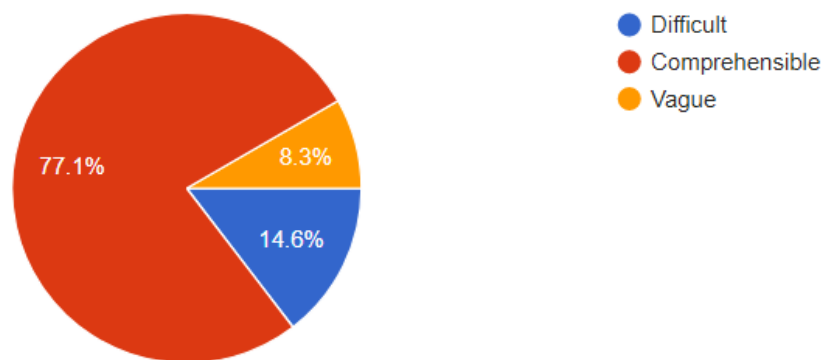


Figure 6. Participants' views on the difficulty of literary texts

The obtained data show that the vast majority of the participants (77.1%) considered the literary texts that they dealt with as comprehensible, and this can lead to a better understanding about foreign cultures. However, 14.6% found it difficult while only 8.3% of them reported that they are vague.

Q7-How often do you read English literary texts?

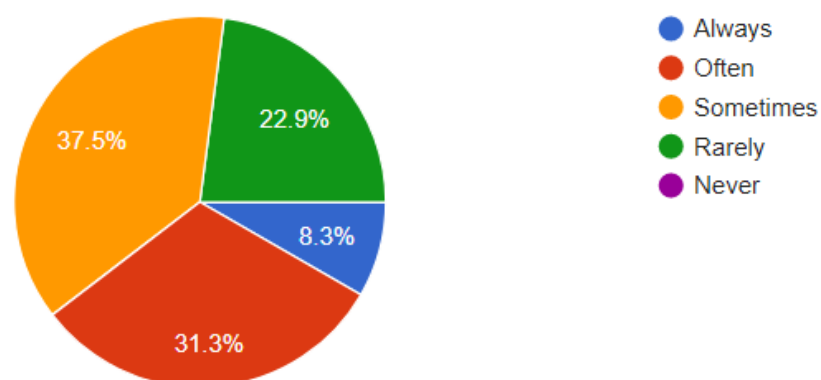


Figure 7. Frequency of reading literary texts

As it is shown above, 37.5% of the informants reported that they sometimes read literary texts. Besides, 31.3% of them often read literary texts which indicate that the majority are interested in learning about others' culture through reading the literary texts. However, 22.9% of the students rarely read while the minority (8.3%) mentioned that they always read literary texts.

Q8-What are the cultural elements and aspects you usually find interesting in literary texts?

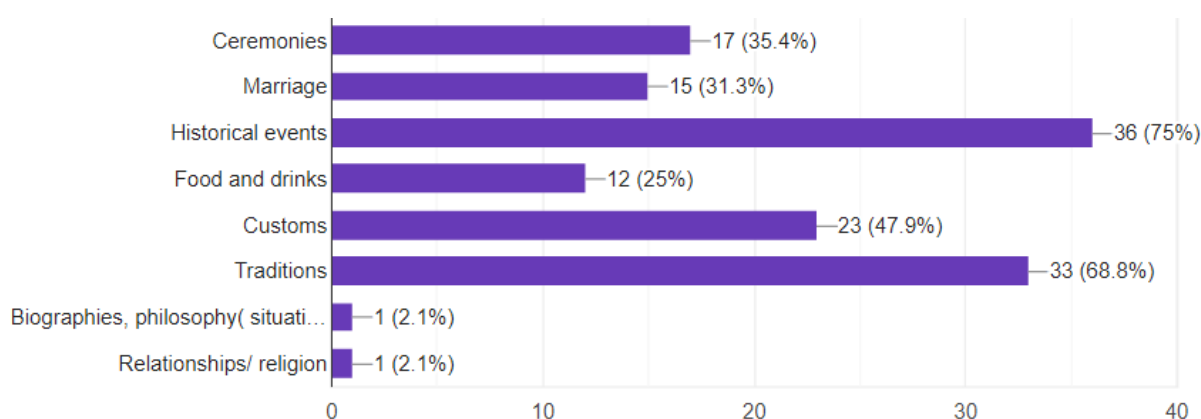


Figure 8. Cultural aspects and elements found in literary texts

As the figure above shows, three-quarters of students (75%) chose 'historical events' as the most interesting elements in the literary texts. Besides, traditions were highly considered by a portion of 68.8%. Others (47.9%) are interested in traditions. 35.4% chose ceremonies, and 31.3% of them selected marriage while 25% is recorded for those who chose foods and drinks. The minority suggested other options (Biographies, philosophy, psychological novels, archetypes, religion, and relationships).

Q9- Literary texts help EFL learners increase their cultural awareness.

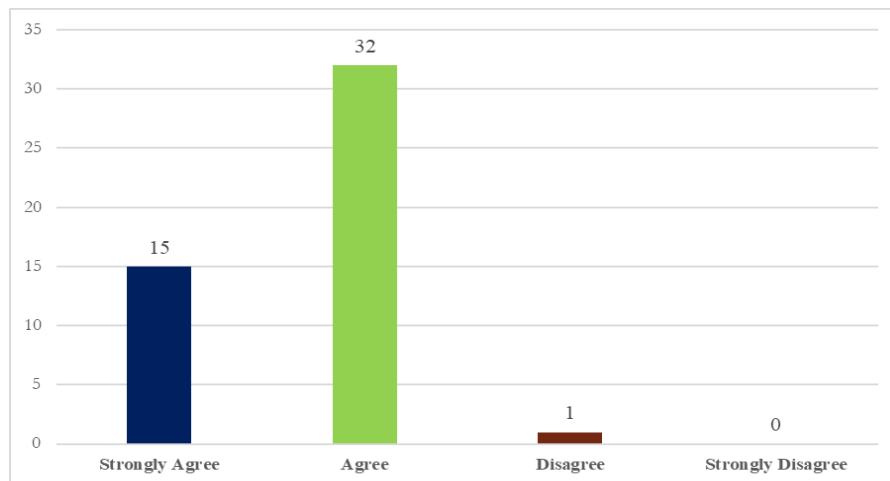


Figure 9. Increasing cultural awareness through literary texts

A portion of 66.7% of the informants agreed that literary texts help to increase cultural awareness while 31.3% of them answered with ‘strongly agree’ which reveals that they are conscious of the importance of literary texts in raising cultural awareness. On the other hand, only one student answered with ‘disagree’.

Q10- Learning about the language is more important and paramount than learning about the culture.

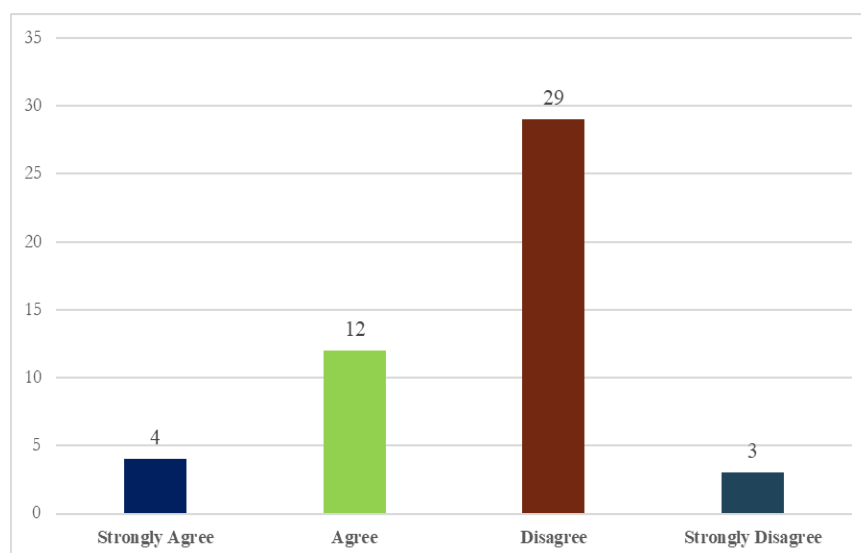


Figure 10. Prioritizing language learning over culture learning

Differently, twenty-nine of the participants (60.4%) disagreed on the priority of

language learning over culture learning. This reflects their awareness about the necessity of culture learning along with the language. Besides, twelve informants (25%) stated that they agree, and other four participants went for 'strongly agree'. However, only three students (6.3%) reported that they 'strongly disagree'.

Q11. Literary texts are a more vivid source to learn about culture than real life communication.

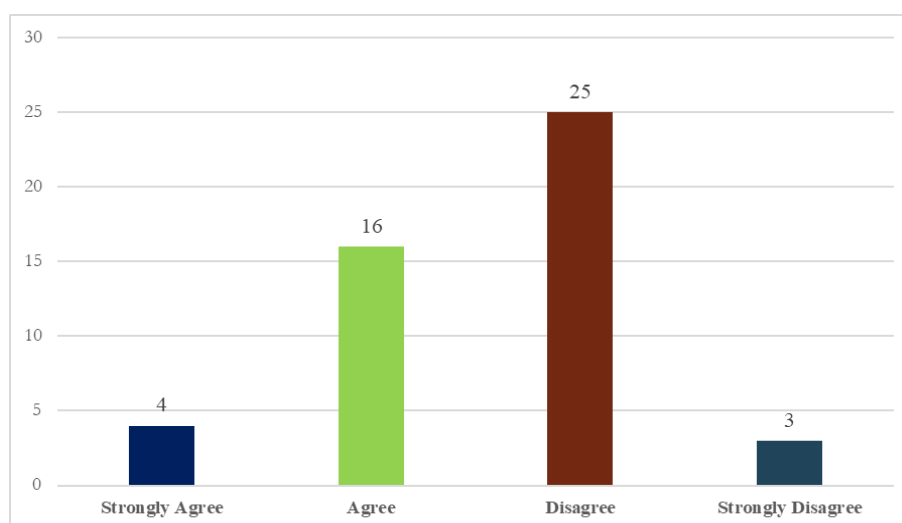


Figure 11. Literary texts as vivid sources to learn culture

Twenty-five informants (52.1%) answered with disagreement, they believe that real life communication has a paramount importance vis-à-vis literary texts as a vivid source to learn culture. Besides, sixteen informants (33.3%) agreed that literary texts are vivid sources to learn culture. Only four students (8.3%) reported that they 'strongly agree' on the statement while three others (6.3%) responded with their strong disagreement.

Q12. It is not necessary, nor it is helpful for EFL speakers to learn about old cultural aspects in the British or American societies as long as they do not need them in daily life conversations.

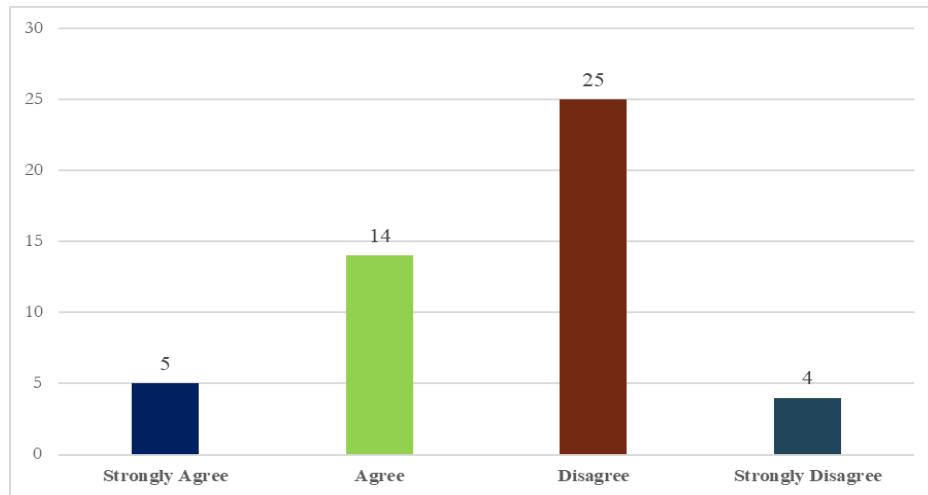


Figure 12. The Unnecessity of learning old cultural aspects

The obtained data demonstrate that twenty-five participants (52.1%) answered with disagreement on the unnecessariness of old cultural aspects. However, fourteen students (39.6%) thought that it is unnecessary to learn about old cultural aspects. Also, a rate of 8.3% was recorded for those who strongly agreed on the necessity of learning old cultural aspects. Besides, only four students responded with ‘strongly disagree’.

Q13- EFL teachers must activate learners’ cultural awareness through the literary analyses and criticism of literary texts.

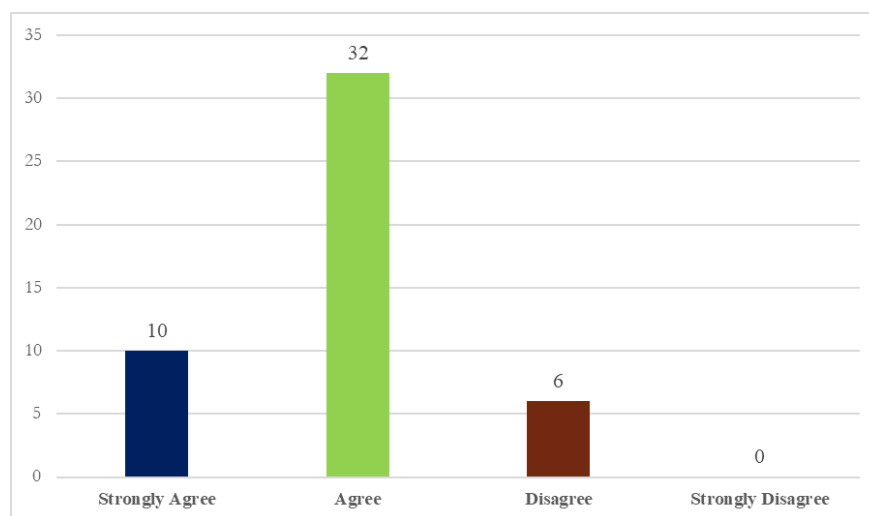


Figure 13. Literary analysis and criticism as activators of cultural awareness

The gathered data shows that the vast majority (66.7%) agreed on the necessity of activating learners' cultural awareness through the analyses and criticism of the literary texts. Further, a portion of ten informants (20.8%) was recorded for those who answered with strongly agree. This reflects their openness and readiness to raise their cultural awareness and develop their intercultural competencies. However, only six informants (12.5%) believed that the process is unnecessary.

Q14- Cultural awareness is not raised or determined only through the text genre (like poem, short story, and novel).

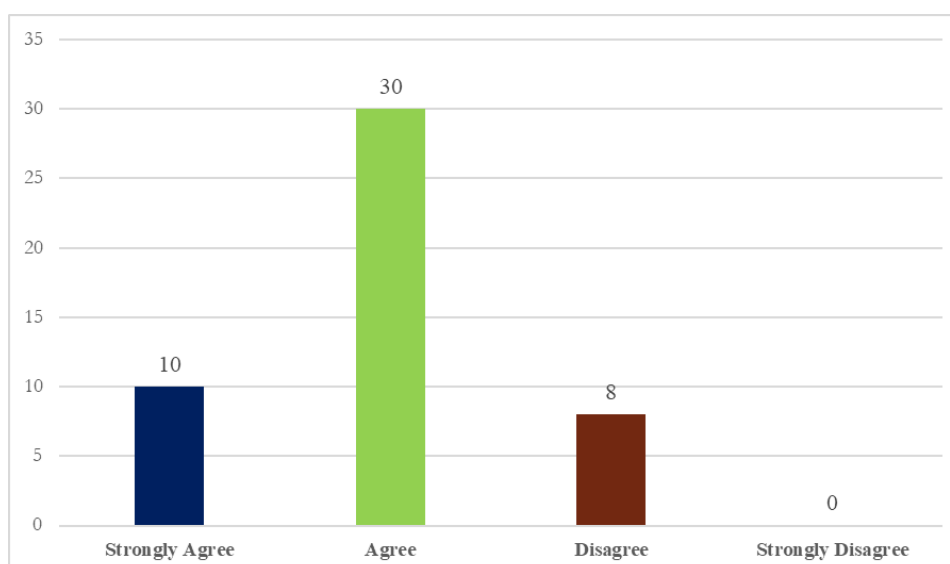


Figure 14. The unlimitedness of raising cultural awareness to genre

The results of this question revealed that thirty participants (62.5%) agreed that a specific literary genre cannot be the only source of raising the learners' cultural awareness. Moreover, 20.8% of the informants answered with 'strongly agree'. However, only eight participants (16.7%) responded that cultural awareness can be raised or determined not only through the text genre (like poem, short story, novel).

Q15- I could be more ethnocentric (I discover my own culture) when I read literary texts.

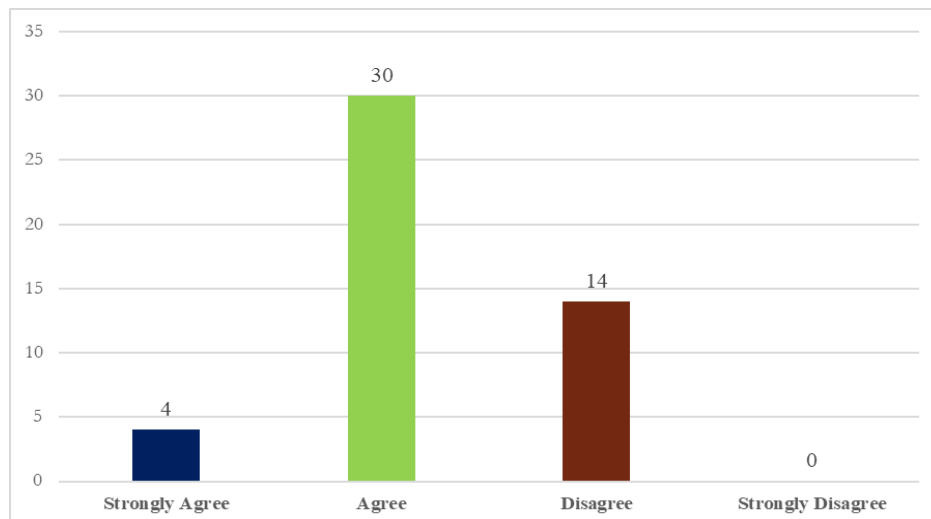


Figure 15. Ethnocentricity through reading literature

As for ethnocentrism, thirty students (62.5%) agreed that reading literature help them discover more about their culture. Besides, four other students strongly agreed on the statement. However, those who responded that they could not be more ethnocentric when reading literary texts were fourteen informants (29.16%). This confirms how contrasted are both views of being more or less ethnocentric due to cultural elements in literary texts.

Q16- The complexity of literary texts may be a reason for not learning about foreign cultures through literature.

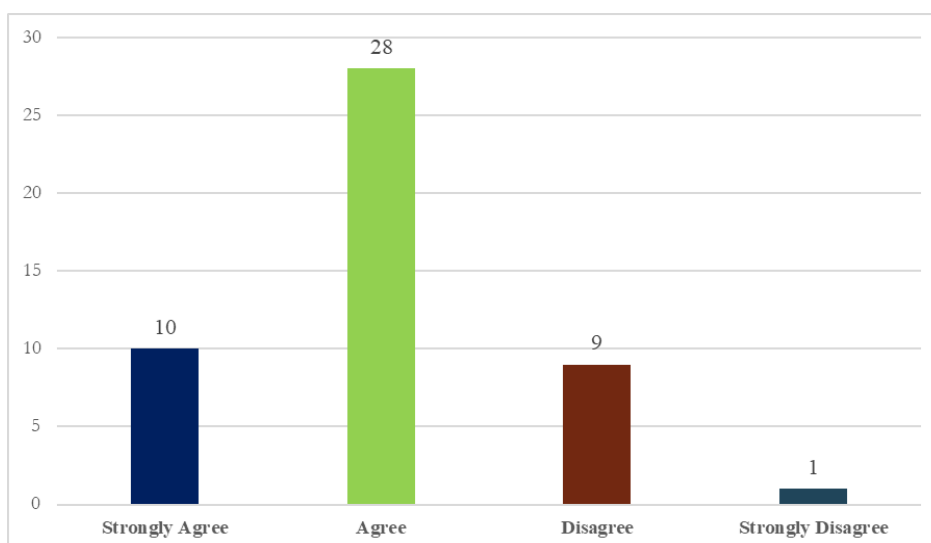


Figure 16. Cultural awareness as affected by the complexity of literature

From the figure above, it shows that thirty-eight students (79.1%) believe that the complexity of literary texts is the reason why they do not learn about culture, ten of them strongly agreed on the statement. Besides, a rate of 18.8% is recorded for those who answered with 'disagree' and only one student chose 'strongly disagree'.

3.3 Findings and Discussions

The results of the present study revealed that there is -to a good extent- a consensus among EFL third-year students at Mostaganem university on the role that literary texts play in raising their cultural awareness. It is undeniable that the participants of this study showed different attitudes and provided variant rates of responses to some questions. However, the overall findings confirmed that there is a strong link between the study of literature or reading literary texts and the rise of cultural awareness among EFL learners.

Starting from the level of the student, moving to their belief about the necessity of learning culture without separating it from language, and ending with their interests in all kinds and genres of literature, these three major conditions tend to bring an informant that confirms positive attitudes towards the role of reading literary works, be it in class or for pleasure, in enhancing their cultural knowledge and background of the English-speaking countries. As Fenner (2001) contended, the mere act of interacting with a text will sooner or later enhance all relevant backgrounds, and culture is one of them. Thus, such a result came in the same line despite the specificity of the field (literature). Besides, interacting with literary texts require more reasoning and analysis capacities.

Indeed, literature was among the major modules that represent culture in the responses of students. Besides, its content was proved to encourage them to explore the norms, customs and aspects of the foreign culture. With reference to literary genre in general, the study found that all sub-genres have their importance and significance in terms of preferences, yet the

majority of participants were fiction-addicts. The pluralism of sub-genres preferred by the students may denote that they spend much time reading literature. However, the participants of this study showed a moderate to less than moderate rate of time spent for reading literature. What matters is that the effect of one novel that a learner may re-read can be more noticeable than the effect of some novels read in a short time.

Furthermore, the cultural elements and aspects that students usually found interesting in literary texts seemed to be common and that denoted how knowledgeable students are about the aspects and elements of culture. Besides, this can be linked to the fact that literary texts are useful sources to learn culture from. Although several participants considered real life communication are better sources than literature, the contents of literary works are narratives of what happens daily in real life situations. Eventually, this led some of the participants to declare that learning about the culture could even be more paramount than learning about the language itself.

By contrast, the old-fashioned elements of culture seemed neglected and useless to be learnt by participants. Their justification is reasonable for that they do not need to practice or will not benefit from them; they could only help them understand an evolutionary or historical timeline of a language though. This has been discussed by Isariyawat et al. (2020). The latter also tackled the idea of restricting the effect of literature to certain genre, time, content or even characters. As found in this research, the majority of participants declared that all the features of any literary work are all conspired to represent culture.

Nevertheless, the findings revealed some contradictions in the responses of students. It is important to note that students reflected with less insights on the role of the teacher in activating them in the class. Indeed, the interest in reading literature may and should be prompted by the teacher of the literature module, for that the participants depended much on

intrinsic triggers that keep them on the track of reading literary works. This also may denote that the students may not be interested in the contents presented by the teacher or the kinds of literary works that they analyze in the class.

Despite its complexity and sophistication, several students appreciated the role of literary texts in raising their awareness about the target culture. Moreover, they reflected on the concept of ethnocentrism by agreeing on the idea of discovering one's own culture through reading the literature of the others. We can refer here to the level of students in terms of language mastery and cognitive skills of scanning and reasoning. Indeed, students with upper intermediate or advanced levels would not face more linguistic or semantic problems in the pursuit of reading literature.

Broadly, the present study found that the overall third-year EFL students at Mostaganem University are interested in the literary texts yet not to a good extent. This does not approve the first hypothesis in terms of interest. Moreover, it is found that the participants confirmed the hypothesis that literary texts are important and good sources for learning and acquiring culture.

As for the attitudes, third-year EFL students at Mostaganem university presented different senses of appreciation and neutralism in showing their attitudes towards the effectiveness of reading literary texts. However, the results proved that students considered the role of literary works in raising the learners' knowledge and awareness about the target culture is significantly apparent in their responses on the statements. To a considerable extent, their positive attitudes are of confirmative and assertive aspects in terms of validating the third hypothesis.

3.4 Recommendations

Based on the findings of the current research, and in order to help EFL teachers and learners appreciate the role of literature in raising the cultural awareness, we suggest the followings:

- EFL students should evaluate their readings by questioning the value of the read contents and their interests in all the genres they read.
- Discovering about one's culture is a sign that some aspects of the target culture have been discovered. For that, readers should highlight all the behaviors and habits by characters in order to find them meaningful.
- Some students may not enjoy or understand why events are happening the way the author wrote them. For that, re-reading and searching for explanation may prompt them finish reading and be motivated to read again. Perhaps, the complexity of literary discourse is the major obstacle that stops learners from being interested in reading literature.
- EFL teachers must play their role in motivating students to read, reflect and have -if not positive- no negative attitudes towards literature as a module. This can be realized through suggesting a variety of literary words and authors or poets to be read, simplifying the task of analyzing literary works, presenting clarifications instead of imposing certain tasks on students.
- Sensible themes in literary works should be clarified by the teacher before scanning any text or assigning and task. According to the students, their choices of novels to read, for instance, should not be at random. Reading is a skill that cognitively affects the human mind; therefore, the choice of what to read should be critical and logical.

3.5 Limitations

Throughout the process of this research, some limitations crossed the lines of the nature of the study, the method, the content of the survey, and some other external factors. As for the nature of the research, this simple exploratory study could be conducted on only students with advanced levels who would certainly confirm their reading habits. Indeed, participants with variant interests and levels may not help the researcher link the expected response to the effect it has or creates.

According to the method, a more investigatory survey could prove the students' awareness about literature first, then about culture and finally about both. In the line of questionnaire items, there could be more chances to ask participants about ore details like the kind of literary works they prefer or read much. Indeed, the 18th century literature is not like the Victorian, post-modern or contemporary literature. A question that contains both choices of old and contemporary literature may lead us to have insights on an existing question which is about the students' interest in learning about old cultures or focusing more on the current ones.

Further, some important information might have required more items in the questionnaire. For instance, the researcher could spare some space to check on the role of the teacher (of literature module) in motivating students or directing them to fruitful literary pieces that prominently raise their awareness and knowledge about the target culture. This is justified by the fact that some students cannot be decisive in their choices or they stick to one author or style of writing.

Some external factors could limit the study to be conducted online only. In fact, meeting students and asking them face-to-face may imply and help receive insightful data. Participants may have had the chance to be more expressive in such cases. This, however,

shows that an interview with expert readers of literature could have been a useful extra method of investigation.

3.6 Conclusion

The present chapter provided the analysis of the collected data from the students' questionnaire. The analysis was followed by mentioning the major findings with some discussions. Based on the insights from the results, some relevant recommendations have been suggested for both EFL students and teachers. This chapter concluded with describing the limitations of the study in terms of research nature, method, and the survey content.

General Conclusion

The current research work attempted to explore the role of literary texts in enhancing EFL learners' cultural awareness. By choosing a sample from third-year students at the department of English, University of Mostaganem, the study aimed at checking the learners' attitudes towards such a role played by literature as a source of cultural knowledge. As far as this dissertation was concerned, the importance of learning the culture of the target language through literature needed to be appreciated by questioning readers of literary works.

The findings of this research found that third-year EFL students at Mostaganem University are -to some extent- interested in reading literature. Moreover, according to their confirmations, literary texts do represent a significant source of learning and acquiring the culture of target language. Positive, confirmative and sometime neutralist attitudes are grasped from the students' contribution to the study. Indeed, literary texts help learners raise their cultural awareness according to their interest in the content, readiness to re-read and scan, and their reflections on the cultural aspects.

This dissertation consisted of three chapters. First, chapter one was devoted to introducing conceptions and providing a background on literature, culture, cultural awareness, etc. Second, chapter two consisted of the presentation of methodological issues. It provided a description of the target population, the tool of investigation, and the procedure of data collection. The last chapter presented the analysis of data collected from the questionnaire. Besides, it included the major findings of the study along with some discussions. Several relevant recommendations are suggested at the end.

It is noteworthy that the present one-method research could have reached more insights from more students or even from teachers as a way to strengthen the results with more valid and reliable data. Due to the encountered issues mentioned in the limitations, the

researcher hereby recommends for other researchers to critically choose variant tools of investigation when specifying the theme of literature as a source of culture in their works. Further, more details should be taken into consideration like teachers' motivation, students' willingness to read, the literary discourse content, etc.

The topic of language and culture has been and is still receiving new theoretical considerations. As an influential field, literature can always be a demonstration of a pathway where both language and culture meet. After all, research studies on the impacts of one of these elements on the others will continue to bring more insights to academia.

References

- Albarracín, D., Wang, W., Li, H., & Noguchi, K. (2008). Structure of attitudes: Judgments, memory, and implications for change.
- Brooks, N. (1968). Teaching culture in the foreign language classroom. *Foreign language annals*, 1(3), 204-217.
- Brown, H. D. (1994). *Principles of Language Learning and Teaching* (3rd ed). Englewood Cliffs, NJ: Prentice Hall Regents.
- Buss, K., & Karnowski, L. (2000). *Reading and Writing Literary Genres*. International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139.
- Chambers, G. N. (1999). *Motivating language learners* (Vol. 12). Multilingual Matters.
- Custodio, B., & Sutton, M. J. (1998). Literature-Based ESL for Secondary School Students. *TESOL journal*, 7(5), 19-23.
- DiYanni, R. (2004). *Literature: approaches to fiction, poetry, and drama* (p. 1760). Boston: McGraw-Hill.
- Fenner, A. B. (2001). *Cultural awareness and language awareness based on dialogic interaction with texts in foreign language learning*. Council of Europe.
- Gonçalves Matos, A. (2005). Literary texts: A passage to intercultural reading in foreign language education. *Language and intercultural communication*, 5(1), 57-71.
- Isariyawat, C., Yenphech, C., & Intanoo, K. (2020). The role of literature and literary texts in an EFL context: Cultural awareness and language skills. *Journal of Language and Linguistic Studies*, 16(3), 1320-1333.

- Jiang, W. (2000). The relationship between culture and language. *ELT journal*, 54(4), 328-334.
- Khan, S. R., Benda, T., & Stagnaro, M. N. (2012). Stereotyping from the perspective of perceivers and targets. *Online Readings in Psychology and Culture*, 5(1), 2307-0919.
- Khatib, M., & Mellati, M. (2012). Literature and young learner in an EFL situation. *Journal of Comparative Literature and Culture*, 1(1), 18-22.
- Kostelníková, M. (2001). Raising language awareness and cultural awareness by using literary texts in the process of foreign. *Cultural awareness and language awareness based on dialogic interaction with texts in foreign language learning*, 79.
- Kramsch, C. (2003). Teaching language along the cultural faultline. *Culture as the core: Perspectives on culture in second language learning*, 19-35.
- Lovrović, L., & Kolega, C. T. (2018). Using Literary Texts For The Development Of Foreign Language Learners' intercultural Competence. *Strani jezici: časopis za primijenjenu lingvistiku*, 47(4), 265-277.
- National Standards in Foreign Language Education Project (2006). Standards for foreign language learning in the 21st century. Lawrence, KS: Allen Press, Inc.
- Olson, M. A., & Kendrick, R. V. (2008). Origins of attitudes. In *Attitudes and Attitude Change*, Crano, W. D., & Prislin, R. (Eds). Psychology Press, New York, NY.
- Phillips, J. K. (2003). National standards for foreign language learning. *Culture as the core: Perspectives on culture in second language learning*, 161-171.
- Rodríguez, L. M. G., & Puyal, M. B. (2012). Promoting intercultural competence through literature in CLIL contexts. *Atlantis*, 34(2), 105-124.

- Ryan, E. B. & Giles, H. (eds) (1982) *Attitudes toward language variation: Social and applied contexts*. London: Edward Arnold Publishers, Ltd
- Scarcella, R. C., & Oxford, R. L. (1992). The tapestry of language learning: The individual in the communicative classroom.
- Sidhu, G. K., Fook, C. Y., & Kaur, S. (2010). Instructional Practices in Teaching Literature: Observations of ESL Classrooms in Malaysia. *English Language Teaching*, 3(2), 54-63.
- Smith, J., & Wiese, P. (2006). Authenticating children's literature: Raising cultural awareness with an inquiry-based project in a teacher education course. *Teacher Education Quarterly*, 33(2), 69-87.
- Tang, R. (1999). The place of "culture" in the foreign language classroom: A reflection. *The Internet TESL Journal*, 5(8), 1-2.
- Thornley, G. C., & Roberts, G. (1984). *An outline of English literature*. Longman.
- Tomalin, S. B. (2008). *Culture the fifth language skill*, <http://www.teachingenglish.org.uk>
- Tomlinson, B., & Masuhara, H. (2004). *Developing Language Course Materials. Portfolio Series 11*. Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC).
- Tylor, E. B. (1871). *Primitive culture: Researches into the development of mythology, philosophy, religion, art and custom* (Vol. 2). J. Murray.
- Williams, R. (1976). Developments in the sociology of culture. *Sociology*, 10(3), 497-506.

APPENDIX

Students Questionnaire

Dear participant:

This survey questionnaire assesses your attitude towards literature module and its effect on your cultural awareness. I will be grateful if you answer the following questions. So please read them carefully and tick the appropriate answer.

Section one: Language Learning and Literature

1- How is your English level?

-Weak -Average -Advanced

2- Do you think learning a foreign language require learning about its culture?

-Yes -No

Why.....
.....

3 -In what module do you think the cultures of English-speaking countries are represented?

-Literature -Civilization -Linguistics - Other:

4-Does Literature module help you exploring the norms of the English Language speaking countries?

-Yes -No

5- To what extent do you think that the module of literature evokes the English culture?

-To a great extent -To a certain extent -To a very small extent

6- How do you find the literary texts you are dealing with?

-Difficult -Comprehensible -Vague

7-How often do you read English literary works?

-Always -Often -Sometimes -Rarely -Never

8-What are the cultural elements and aspects do you usually find interesting in literary texts?

-Ceremonies -Marriage -Historical events

-Food and drinks -Customs -Traditions

Others.....

Section Two: Attitudes towards literature

- Identify the level of agreement and disagreement on these statements

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Literary texts help EFL learners increase their cultural awareness				
Learning about the language is more important and paramount than learning about the culture.				
Literature is a more vivid source to learn about culture than real life communication.				
It is not necessary, nor is it helpful for EFL speakers to learn about old cultural aspects in the British or American societies as long as they do not need them in daily life conversations.				
EFL teachers must cultivate learners' cultural awareness through the literary analyses and criticism				
Cultural awareness is not raised or determined only through the text genre (like literary texts)				
I could be more ethnocentric (I discover my own culture) when I read or study about novels.				
The complexity of literary genre may be a reason of not learning about foreign cultures through literature.				

Thank you for your cooperation!