The Importance of Literature in Increasing EFL learners’ Cultural Awareness:
A Case Study of Secondary Schools, Greater Wad Medani locality, Gezira State, Sudan (2017)

Abdul-Atheim Mohammed Hamza Abdulkareim

January/2018
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B.A of English language, University of Gezira (2012)

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<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Dr. Eljaili Mahjoub Ahmed Fad IElmula</td>
<td>Main Supervisor</td>
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<tr>
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<td>Co-supervisor</td>
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</tr>
</tbody>
</table>

Date January/2018
DEDICATION

To my:
Parents, brothers, sister, teachers, friends,
and village mates.
Acknowledgments

My sincere thanks and grateful appreciation are expressed to the following people without whom this practicum would not have reached fruition. A special thanks to my mother, for her unwavering belief in me in that I could achieve this goal. A special thanks to my supervisor Dr. Aljaili Mahjoub Ahmed for his advice and insight on the making of a positive practicum experience. I truly appreciate his leadership and guidance through this practicum experience. My thanks also to my principal co-supervisor Dr. Abdulgader Mohammed Ali, for his enthusiastic support of this practicum. And Iam grateful to the University of Gezira, Faculty of Education-Al hassaheisa.
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Abstract

Language is an essential part in every culture so foreign language learners should be taught target language. The proper way for teaching culture is to introduce it through an authentic material as the literary text. The focus of this study is to highlight the use of literature in teaching the socio cultural aspects. The study aims to investigate the importance of literature in increasing EFL learners’ cultural awareness, it also investigate on developing cultural competence and to show the role of literature in developing the relationship between language and culture, The study investigates in encouraging learners to question their own histories and to become more competent with improved learning and increased tolerance. The study used the descriptive analytical method. The questionnaire was used as a tool for collecting the required data. The sample of this study consists of (30) teachers at Wad Madeni secondary schools. The data were analyzed with Statistical Package for the Social science (SPSS) program. As a result of the analysis, it is found that: Understanding the cultural elements is as important as understanding language, Literature is an authentic material through which students can be taught the usage of language, literature is an important skill for dealing with cultural diversity and cultural competence which involves learners’ flexibility and capability to properly assess and treat all people respectfully in a suitable manner appropriate to their culture, literature encourages learners’ critical reflective thinking with understanding the information being provided. The study recommended that EFL teachers should use literature as a tool for introducing new cultures in order to increase the overall well-being for individuals and communities, literature offers potential benefits in EFL instruction with exposing the culture of native speakers. Teachers should develop their methods of teaching
literature, the syllabus designers and teachers of English should be well familiar with culture of language in order to attain the meant educational aims.

 أهمية الأدب في زيادة الوعي الثقافي لمتعلمي اللغة الإنجليزية كلغة أجنبية:
دراسة حالة مدارس المرحلة الثانوية بمحلية ودمدني الكبرى، ولاية الجزيرة، السودان (2017)
عبد العزيز محمد حمزة عبدالكريم

ملخص الدراسة

اللغة عنصر مهم في جميع الثقافات لذا يجب على متعلم اللغة الإنجليزية ان يدرسوا اللغة الخاصة بهم).

الغة الأصليين، حيث أن الطرق الأكمل لتدرس اللغة وتقديمها من خلال مصدر كلام الأدبي. هدفت
الدراسة إلى التحقق عن أهمية الأدب في زيادة الإدراك الثقافي للطلاب المرحلة الثانوية. تطوير الكفاءة الثقافية وتنوعاتها وبيان دور الأدب في تطوير العلاقة بين اللغة و الثقافة، اتبعت الدراسة المنهج الاصطخبي التحليلي و
استخدام الحزم الإحصائية لتحلي الاستنباتي في جمع وتقديم البيانات (SPSS). تم استخدام الاستبيان كوسيلة
لجمع البيانات المطلوبة. تكونت عينة الدراسة من (30) ثلاثون معلماً من معلمى اللغة الإنجليزية في المرحلة
الثانوية، محلية ودمدني الكبرى. تم تحليل النتائج من طريق استخدام برنامج التحليل الإحصائي. توصلت
الدراسة إلى عدة نتائج أهمها: ان فهم الثقافة بمقدار أهمية فهم اللغة، الأدب هو الوسيلة الأساسية التي من خلالها

يتم تعليم الطلاب استخدامات وأوجه اللغة، وجود علاقة بين الإدراك الثقافي وتعلم اللغة الإنجليزية كما التفاعيل
الثقافية تعوداً فهم المعنى المقصود نتيجة لجهل الطلاب لهذه الثقافة، الأدب مهارة مهمة تساعد الطلاب في كيفية

التعامل مع التنوع الثقافي، دراسة الأدب لها دور كبير في تطوي العلاقة بين اللغة و الثقافة. توصي الدراسة

مصمم، وواضعي المناهج، ومعلمى اللغة الإنجليزية كلغة أجنبية باستخدام الأدب مع الأخذ في الاعتبار عن

السمات الثقافية كوسيلة تطوير وتعزيز الثقافات الجديدة؛ من أجل نماز ورفاهية الأفراد والمجتمعات وفق الأهداف

المشورة ومراعاة قدرات الطلاب، تدريب معلمى اللغة الإنجليزية وتأهيلهم في اوجه اللغة المختلفة. استخدام
النص الأدبي المناسب والتي يمكن أن تعزز الطلاب في الالتزام على المرونة الثقافية، ضرورة تدريس النصوص الأدبية بطريقة مكثفة واستخدام الطرق والوسائل التعليمية الملموسة حتى يستطيع الطلاب فهم اللغة بالطريقة المطلوبة.

Table of Content

<table>
<thead>
<tr>
<th>No</th>
<th>Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dedication</td>
<td>I</td>
</tr>
<tr>
<td>2</td>
<td>Acknowledgement</td>
<td>II</td>
</tr>
<tr>
<td>3</td>
<td>Abstract (English)</td>
<td>III</td>
</tr>
<tr>
<td>4</td>
<td>Abstract (Arabic)</td>
<td>IV</td>
</tr>
<tr>
<td>5</td>
<td>Table of Contents</td>
<td>V</td>
</tr>
<tr>
<td>6</td>
<td>List of Tables</td>
<td>VIII</td>
</tr>
<tr>
<td>7</td>
<td>List of Figures</td>
<td>IX</td>
</tr>
</tbody>
</table>

CHAPTER ONE
INTRODUCTION

1.0 Background       1
1.1 Statement of Problem  1
1.2 Objectives of Study 1
1.3 Questions of Study  2
1.4 Hypotheses of Study  2
1.5 Significance of Study  2
1.6 Methodology of Study  3
1.7 Limitation of Study  3
1.8 Optional terms      3

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction      4
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Definitions of the Term Literature</td>
<td>4</td>
</tr>
<tr>
<td>2.1.1 Characteristics of Literary Text</td>
<td>5</td>
</tr>
<tr>
<td>2.1.2 The Importance of Teaching Literature in EFL Classes</td>
<td>5</td>
</tr>
<tr>
<td>2.1.3 Benefits of Different Genres of Literature to Language</td>
<td>9</td>
</tr>
<tr>
<td>2.2 What is Culture?</td>
<td>11</td>
</tr>
<tr>
<td>2.2.1 Defining Culture as a Concept in an Educational Context</td>
<td>12</td>
</tr>
<tr>
<td>2.2.2 Teaching Culture of Target Language</td>
<td>13</td>
</tr>
<tr>
<td>2.2.3 Reasons for Teaching Culture</td>
<td>14</td>
</tr>
<tr>
<td>2.2.4 The Cultural Values of Teaching Literature</td>
<td>14</td>
</tr>
<tr>
<td>2.3 The Cultural Values and Teaching Literature</td>
<td>15</td>
</tr>
<tr>
<td>2.4 Some Views on Teaching Culture in EFL Teaching</td>
<td>16</td>
</tr>
<tr>
<td>2.5 Cultural Awareness</td>
<td>17</td>
</tr>
<tr>
<td>2.5.1 Cultural Awareness and Language:</td>
<td>18</td>
</tr>
<tr>
<td>2.5.2 Techniques for Increasing Cultural Awareness</td>
<td>19</td>
</tr>
<tr>
<td>2.5.3 The Goal of Cultural Awareness</td>
<td>20</td>
</tr>
<tr>
<td>2.5.4 Cross-Cultural Awareness</td>
<td>21</td>
</tr>
<tr>
<td>2.5.5 Local Cultural Awareness</td>
<td>22</td>
</tr>
<tr>
<td>2.6 Cultural Literacy</td>
<td>22</td>
</tr>
<tr>
<td>2.7 Language and Culture</td>
<td>23</td>
</tr>
<tr>
<td>2.8 Previous Studies</td>
<td>26</td>
</tr>
<tr>
<td>CHAPTER THREE</td>
<td></td>
</tr>
<tr>
<td>METHODOLOGY</td>
<td></td>
</tr>
<tr>
<td>3.0 Introduction</td>
<td>30</td>
</tr>
<tr>
<td>3.1 Population</td>
<td>30</td>
</tr>
<tr>
<td>3.2 Sample</td>
<td>30</td>
</tr>
<tr>
<td>3.3 Methodology</td>
<td>30</td>
</tr>
<tr>
<td>3.4 Procedure</td>
<td>31</td>
</tr>
<tr>
<td>3.5 Reliability and Validity</td>
<td>31</td>
</tr>
<tr>
<td>CHAPTER FOUR</td>
<td></td>
</tr>
<tr>
<td>DATA ANALYSIS AND DISCUSSION</td>
<td></td>
</tr>
<tr>
<td>4.0 Introduction</td>
<td>32</td>
</tr>
<tr>
<td>4.1 Analysis and Discussion of the Questionnaire</td>
<td>32</td>
</tr>
<tr>
<td>4.4 Testing Hypotheses</td>
<td>46</td>
</tr>
<tr>
<td>5.0</td>
<td>Introduction</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------</td>
</tr>
<tr>
<td>5.1</td>
<td>Conclusion</td>
</tr>
<tr>
<td>5.2</td>
<td>Findings</td>
</tr>
<tr>
<td>5.3</td>
<td>Recommendations</td>
</tr>
<tr>
<td></td>
<td>References</td>
</tr>
<tr>
<td></td>
<td>Appendix 1</td>
</tr>
</tbody>
</table>
### List of tables

<table>
<thead>
<tr>
<th>No</th>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Language is an important element in every culture</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>Understanding the cultural elements is as important as understanding language</td>
<td>33</td>
</tr>
<tr>
<td>3</td>
<td>Students need to understand the culture of the target language in order to understand the topics properly</td>
<td>34</td>
</tr>
<tr>
<td>4</td>
<td>Students with highly cultural awareness can perform better in EFL</td>
<td>35</td>
</tr>
<tr>
<td>5</td>
<td>Sudanese course book doesn’t make balance between the local and foreign culture</td>
<td>36</td>
</tr>
<tr>
<td>6</td>
<td>Culture can be introduced well by teaching authentic material</td>
<td>37</td>
</tr>
<tr>
<td>7</td>
<td>Using literature in EFL teaching increase the cultural awareness among students</td>
<td>38</td>
</tr>
<tr>
<td>8</td>
<td>Learning new culture may distract students and hinder the educational process</td>
<td>39</td>
</tr>
<tr>
<td>9</td>
<td>Literature is an authentic material through which students can be taught the usage of language</td>
<td>40</td>
</tr>
<tr>
<td>10</td>
<td>Literary text introduce large group of new words and it’s difficult to be memorized</td>
<td>41</td>
</tr>
<tr>
<td>11</td>
<td>Awareness of students about the target culture leads to full understanding of the topics</td>
<td>42</td>
</tr>
<tr>
<td>12</td>
<td>The effectiveness of literary work can be increased when it is introduced by well-trained teacher</td>
<td>43</td>
</tr>
<tr>
<td>13</td>
<td>Diversity of cultures can be well understood through the literary text</td>
<td>45</td>
</tr>
<tr>
<td>14</td>
<td>Literature gives students the chance to think and analyze the cultural elements.</td>
<td>46</td>
</tr>
</tbody>
</table>
Table of figures

<table>
<thead>
<tr>
<th>No</th>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>33</td>
</tr>
<tr>
<td>3</td>
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</tr>
<tr>
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<td>35</td>
</tr>
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<td>5</td>
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<td>36</td>
</tr>
<tr>
<td>6</td>
<td>Culture can be introduced well by teaching authentic material</td>
<td>37</td>
</tr>
<tr>
<td>7</td>
<td>Using literature in EFL teaching increase the cultural awareness among students</td>
<td>38</td>
</tr>
<tr>
<td>8</td>
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<td>39</td>
</tr>
<tr>
<td>9</td>
<td>Literature is an authentic material through which students can be taught the usage of language</td>
<td>40</td>
</tr>
<tr>
<td>10</td>
<td>Literary text introduce large group of new words and it’s difficult to be memorized</td>
<td>41</td>
</tr>
<tr>
<td>11</td>
<td>Awareness of students about the target culture leads to full understanding of the topics</td>
<td>42</td>
</tr>
<tr>
<td>12</td>
<td>The effectiveness of literary work can be increased when it is introduced by well-trained teacher</td>
<td>43</td>
</tr>
<tr>
<td>13</td>
<td>Diversity of cultures can be well understood through the literary text</td>
<td>45</td>
</tr>
<tr>
<td>14</td>
<td>Literature gives students the chance to think and analyze the cultural elements.</td>
<td>46</td>
</tr>
</tbody>
</table>
CHAPTER ONE

INTRODUCTION

1.0 Background:

For many language learners, the ideal way to deepen their understanding of life in the country that language is spoken – a visit or an extended stay – is just not possible. Some may start learning a language knowing that they are unlikely ever to set foot in an area where it is spoken by the majority of inhabitants. For all such learners, more indirect routes to this form of understanding must be adopted so that they gain an understanding of the way of life of the country. It is true of course that the world of novel, play, or short story is a created one, yet it offers a full and vivid context in which characters from many social backgrounds can be depicted. Learners can discover their thoughts, feelings, customs, and possessions; what they buy, believe in, fear, enjoy, how they speak and behave behind closed doors. Literature is perhaps the best seen as basis and complement to the increasing of learners’ cultural awareness and increases learners’ insight into the country whose language is been learnt.

1.1 Statement of Problem

The importance of literature in increasing EFL learners’ cultural awareness at Wad Madeni Great locality secondary level schools. The researcher as a teacher observes that misinterpretations occur when teachers are not aware of their cultural rules and project them on others. There are cultural problems which encountered EFL learners in terms of awareness because there are deep differences between these cultures. There is an absenteeism of better knowledge English culture among students; these could lead to misunderstanding of literature and language.

1.2 Objectives of Study

The study aims to:

1. Investigating the importance of literature in increasing EFL learner’s cultural awareness.
2. Investigating the EFL learner’s perception of cross-cultural understanding and relationships.
3. Encouraging EFL learners to question their own histories and to become more engaged in their own society.
4. Investigating in developing cultural competence.
5. Investigate in the role of literature in developing the relationship between language and culture.

### 1.3 Questions of Study:

The study attempts to answer the following questions:

1. What is the importance of literature in increasing EFL learner’s cultural awareness?
2. To what extent is literature facilitate EFL learner’s cultural competence?
3. What is the role of literature in increasing learner’s understanding of cultural diversity?
4. To what extent is literature develop learner’s critical thinking at Wad Madani Great Locality secondary level schools?

### 1.4 Hypotheses of Study

The study has many hypotheses:

1. Literature has a great importance in increasing EFL learner’s cultural awareness.
2. The literature generally plays an incredible role in enhancing EFL learner’s cultural competence.
3. Literature is an important source for dealing with cultural diversity and cultural competence which involves learner’s flexibility and capability to properly assess and treat all people respectfully in a suitable manner appropriate to their culture.
4. Literature encourages learner’s critical reflective thinking with understanding the information being provided.

### 1.5 Significance of Study

Using literature is very important for developing the language knowledge. The use of literature in the syllabus helps students to write clearly, think critically, it requires teachers to develop their methods in teaching literature and the culture of the language. It also helps the syllabus designers in developing learner’s competence according to the culture of language.
1.6 Methodology of Study

So as to achieve this study the researcher adopted the descriptive analytic method since it is useful in such kind of study, and a questionnaire as a tool for collected data. The population of this study consists of community of EFL teachers at Wad Madani Great locality secondary level schools.

1.7 The Limits of Study

This study is limited to the importance of literature in increasing EFL learner’s cultural awareness at Wad Madani Great locality secondary level schools in 2017-2018.

1.8 Optional terms

EFL: English Foreign Language.

SPSS: Statistical Package for the Social Science.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The place of literature in language teaching and learning has been viewed differently across the curricula. It is therefore important to understand the true nature of what is literature and its function in different settings. In relation to that, this chapter attempts to focus on relevant literature review that would illustrate the following details: definitions, the importance of literature, teaching culture of target language, cultural awareness, the cultural values and teaching literature, cultural awareness and language, the goal of cultural awareness, local cultural awareness, cultural literacy, language and culture, and list of previous studies.

2.1 Definitions of the Term Literature:

Literature in its broadest sense, is any written work; etymologically the term drives from Latin literatura (written formed with letter), although some definitions include spoken or sung texts. More restrictively, its writing that possesses literary merit, and language that foregrounds literariness as opposed to ordinary language (O’Sunnami, 199:8).

Literature can be classified according to whether its fiction or non-fiction, and whether its poetry or prose; it can be further distinguished according to major forms such as the novel, short story or drama and works are often categorized according to historical periods, or according to their adherence to certain aesthetic features or expectations (O’Sullivan, 1991:4). Literature like all arts is one of essential thing that make human being human, in one way or another ever one touch it.

According to Merriam Webster, (1987:178), literature is defined as the body of written works produced in a particular language, country or age; the body writings on a particular subject printed matter.
Literature is sometimes defined as ‘anything written’. However we can surely distinguish between literature in the sense of any writing and literature in the sense of verbal works of art. Robert Frost said, ”Literature is a performance in words” Another view holds that literature has in it, a sense of entertaining display and provides pleasure in addition to the element of ‘truth’ involved

Literature is generally divided into three groups, respectively prose, drama, and poetry. Prose uses language not in verse form, e.g., novels, short stories, novellas, etc. Drama is a play with its acts and its scenes in dialogues, conversations, comedies, tragedies, tragic comedies, etc. Poetry is the art of poets; poems, in verse form, e.g. ballads, epics, lyrical poetry, etc. There will be further discussions in details on each group above. There are a lot of definitions of literature. Some short explanation on it would be useful for you. Very often it simply means anything that is written: time tables, dialogues, textbooks, travel brochures and so on. If you are thinking of buying a bicycle or a motorcycle or a washing machine, you will probably want to see the literature about it. If you are medical student, you will have to read the literature about surgery. An advertisement for soap is as much literature as Shakespeare’s plays or Dickens’s novels. So, we may conclude all written materials, like this general grouping: historical books, magazines, newspapers, dictionaries, novels, catalogues, plays, short stories, encyclopaedias, etc. We can divide this large mass of material into two different groups. The first one mainly presents information and the next mainly gives some entertainment. In English we use the word in at least two different ways: Informative literature and imaginative literature. Informative literature tells us about facts, explanations, history, real ‘great’ life figure, etc. It tells us the world, for instance, the life of Prophet Muhammad PBUH, Napoleon was defeated at Waterloo, The story of Malcolm-X, etc. Its main purpose is to offer knowledge. Hence, there is also imaginative literature that aims to arouse thoughts and feelings.

2.1.1 Characteristics of Literary Text
Arab (1993:133) considers four main characteristics for literary texts:
• A literary text is a sample of language use to be read and understood.
• The illustration and expression of artistic sensibility embedded in a specific literary genres (fiction, poetry, drama) having its own history and its own formal laws.
• An artefact to be related to its socio-historical context of which the writer’s biography is one element.
• A semiotic constructs with a set of devices and codes which definitely marks it off as literary and which therefore amenable to interpretation and evaluation.

2.1.2 The Importance of Teaching Literature in EFL Classes:

Recently, literature has been included in the process of language teaching. Hill, (1992:7) “In the sixties and seventies, in fact, there was a distinct reaction against the use of any literary English at all in the classroom, but now the pendulum has swung the other way and there is a renewed interest in literature teaching”.

There are a lot of reasons why to use literary texts when teaching and learning a foreign language, and one of them according to Collie, Slater, (1996:2).

“...literature, which speaks to the heart as much as to the mind, provides material with some emotional colour that can make fuller contact with the learner’s own life, and can thus counterbalance the more fragmented effect of many collections of texts used in the classroom”.

As a result of this, students working with literature are able to think about different possibilities in solving problems that occur in the text of particular literature. Situations described in literature are often closely related to their own experiences. This helps them to be inventive and come up with various ideas that could be used even in their real life.

According to Gustavus Adolphus, (1998:96) Literature is a way in which we can capture and interpret what has happened and is happening to us personally and to the world as a whole. An entire culture exists in the written word, documenting the collective thoughts of everyone who cared to share them with the world. It is critical that one take part in evaluation and self realization that is literature.
Collie and Slater (1990:3), set four main reasons for teaching literature in EFL classroom. Because; its valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

1. Valuable Authentic Material
Most of the literary works are set by native speakers of the language so it’s considered as an authentic material. Many authentic samples of language in real-life contexts such as travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles and other real life situations are included within recently developed course materials. Thus, in a classroom context, learners are exposed to actual language samples of real life and real life like settings. Literature can act as a beneficial complement to such materials, particularly when the first “survival” level has been passed. In reading literary texts, because students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings.

2. Cultural Enrichment
For many language learners, the ideal way to increase their understanding of verbal / nonverbal aspects of communication in the country within which that language I is spoken - a visit or an extended stay - is just not probable. For such learners, literary works, such as novels, plays, short stories etc. facilitate understanding how communication takes place in that country. Though the world of a novel, play, or short story is an imaginary one, it presents a full and colourful setting in which characters from many social / regional backgrounds can be described. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings. This colourful created world can quickly help the foreign learner to feel for the codes and preoccupations that shape a real society through visual literacy of semiotics. Literature is perhaps best regarded as a complement to other materials used to develop the foreign
learner’s understanding into the country whose language is being learned. Also, literature adds a lot to the cultural grammar of the learners.

3. Language Enrichment

Literary text is full of expressions and idioms which provide students with the linguistic enrichment. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, and the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts.

4. Personal Involvement

Literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student read a literary text; he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process. At this juncture, the prominence of the selection of a literary text in relation to the needs, expectations, and interests, language level of the students is evident. In this process, he can remove the identity crisis and develop into an extrovert.

Gustavus Adolphus, (1998:98) set that the best of teachers teach literature; because they want the art of it to expand learner’s minds and help them to be culturally aware.
Literature sets learners free from the responsibilities and at the same time it ties them down to those same responsibilities. So literature is about the obsession with ideas, and it’s also cultivating our learner’s ideas.

2.1.3 Benefits of Different Genres of Literature to Language:

Every genre of literature has a role to play in the educational process. They are discussed below.

Poetry:
Educational benefits of poetry according to Sarac (2003:17-20):
Provides readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary.
Triggers unmotivated readers owing to being so open to explorations and different interpretations. Evokes feelings and thoughts in heart and in mind. Makes students familiar with figures of speech (i.e. simile, metaphor, irony personification, imagery, etc.) due to their being a part of daily language use.

As Çubukcu (2001:1) mentions, poetry is a rewarding and enjoyable experience with the properties of rhyming and rhythm both of which convey “love and appreciation for the sound and power of language.” At this juncture, it can be stated that students become familiar with the suprasegmentally aspects of the target language, such as stress, juncture, and intonation by studying poetry.

Through poetry, students can also study the semiotic elements in the target language. Semiotic elements constitute a cultural training as well. As Hiller (1983:10) states, poems should be seen as hyper signs of which constituents, “semiotic signifiers”, come together in their common relationship and lead to the “symbolic level” and this level is the one inclined to be signified in a poem.
**Short Stories:**
Short fiction is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. The world of short fiction both mirrors and illuminates human lives (Sage 1987:43). The inclusion of short fiction in the ESL / EFL curriculum offers the following educational benefits (Arıoğlu 2001:11-18):
- enlarges the advanced level readers’ worldviews about different cultures and different groups of people, provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers
- motivates learners to read due to being an authentic material,
- offers a world of wonders and a world of mystery,
- gives students the chance to use their creativity,
- promotes critical thinking skills,
- facilitates teaching a foreign culture (i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community,
- makes students feel themselves comfortable and free,
- helps students coming from various backgrounds communicate with each other because of its universal language,
- helps students to go beyond the surface meaning and dive into underlying meanings,
- acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring these gained knowledge to their own world.

**3- Novels:**
Helton, J.Asamani and E.D.Thomas (1998:1-5) expounds the educational benefits of novels as follows:
Stimulates their imagination, helps students to identify the emotions of the characters so that they can learn how others cope with situations and problems similar to their own experiences, helps them master the skills that will enable them to acquire information, process this knowledge, identify problems, formulate alternatives, and arrive at meaningful, thoughtful, effective decisions and solutions, develops oral and written language skills,
serves as a springboard for a multitude of holistic learning and critical thinking activities beginning with basic comprehension and writing, presents a unique way of teaching reading by getting students involved and excited about the reading process, and motivates students to become a lifelong reader.

2.2 What is Culture?

One of the well-known definitions of culture is Goodenough’s (1957-167). ...a society’s culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role that they accept for any one of themselves.

Brown (2007-188), however, defined culture as a way of life, as the context within which people exist, think, feel, and relate to others, as the “glue” that binds groups of people together. Moreover, culture, as Brown (2007) suggested, can also be defined as the ideas, customs, skills, arts, and tools that characterize a certain group of people in a given period of time. Sowden (2007-305) indicated that “culture tended to mean that body of social, artistic, and intellectual traditions associated historically with a particular social, ethnic or national group”. Additionally, Mead (1961) postulated that culture can be learned, whereas Fox (1999-90) noted that “culture is relative and changeable in space and time”. Like language, culture may seem to be another concept that is not easy to define. In fact, Tang (2006) rightly observed that despite the continued efforts in various disciplinary fields to find a definition for the term culture, at the present time there is no single definition that satisfies everyone.

Damen (1987) noted that cultural identity is associated with the relationship between the individual and society, and it is at stake when the process of acculturation is under way, because to become bicultural is to develop an altered cultural personality and identity. Kramer (1994) indicated that foreign language learning is a hermeneutic process where
learners expose their own cultural identity to the contrasting influences of a foreign language and culture.

Culture shock which is a common experience for a person learning a second language in a second culture refers to the phenomena ranging from mild irritating to deep psychological panic and crisis (Brown, 1986). In terms of the origin of the term, Damen (1987) pointed out that it was coined in 1958 by Oberg who suggested that it resulted from anxiety over losing familiar signs and symbols. Damen further indicated that culture shock is an intermediate stage in the acculturative process, and is particularly painful as it follows an initial period of euphoria and joy at the new and strange.

2.2.1 Defining Culture as a Concept in an Educational Context

According to William "Culture is one of the two or three most complicated words in the English language” (1983:87) The famous academic and novelist Raymond Williams struggled with the definition of culture as can be seen in quote above. Why is the concept of culture so hard to define? Words that can be described and defined easily are often concrete like book, bird or cup. There are also so-called abstract words which denote words you cannot physically touch like democracy, hate and culture. The abstract words are more complex than the concrete ones, as a consequence it is rather difficult to find one single suitable definition and the concept of culture is no exception. Culture can be defined in a broad way as in the quote below:

As to the notion of ‘‘culture’’ itself, it should not be too specifically defined. Culture, understood as a particular view of reality as shared by a group of people, is necessarily contingent upon political, sociological, historical, and geographical categories. Therefore, one does not have to distinguish between ‘‘small cultures’’ and ‘‘large cultures’’ (Wolf and Polzenhagen 2006:295)

As the authors Wolf and Polzenhagen, (2006:295).describe, culture should not be narrowly defined but seen as a political, sociological, historical and geographical discourse shared by a group of people. This definition rules out the separation of small and large cultures.
Consequently, one could talk of Spanish culture as well as Spanish-youth culture in a particular region. When comparing and analysing cultures, three common categories are considered: national cultures such as Swedish or Serbian culture, international cultures like European and South-eastern European culture. Furthermore, there is also transnational culture which for example includes youth culture or the culture of teachers.

2.2.2 Teaching Culture of Target Language

Literature component is affective when teaching culture as a content of moral and values to ELT students. It transmits the culture of the people about whom it was written for. By learning about the culture and students learn about the past and present and about peoples’ customs and traditions, Gustavus Adolphus, (1998:122).

Culture teaches students to understand and respect people differences. When using literary texts instructors must be culturally aware. As student faces a new culture, they become more aware of their own culture, then student compare his/her culture to the other cultures to see the differences and similarities between those cultures.

2.2.3 Reasons for Teaching Culture:

Damen reasoned that the classroom is only an unreal situation as opposed to the real world outside the classroom, so the practice of intercultural communication and experiential culture learning projects is mere practice and simulation. However, Damen also mentioned that culture learning in the classroom may present unanticipated advantages, because the members of a language class may be considered as forming a transient, ad hoc group including a teacher and students whose communal existence is limited in time and space. Damen (1987) posited that learning culture in the classroom provides two distinct advantages.
1. As an artificial community, the classroom draws a culturally protective wall around those within, bestowing less severe punishment for the commission of linguistic and cultural errors that could be met outside its walls.

2. The classroom community is managed, unreal, forgiving, and protective, but it is also an environment that provides unique opportunities for experimental intercultural communication. If administered well, this community may provide the first step on a long voyage of cultural discovery that will end in the world outside the classroom. Moreover, in a recent study in Taiwan Tsou (2005) found that giving cultural instruction to foreign language learners increased not only their language proficiency but also their motivation toward language learning.

2.1.4 The Cultural Values of Teaching Literature

Teaching literature helps students understand and appreciate cultures and believes that are different from their own, (Kramshon 1992:175) by contrasting with the literary text that is really different from that of the texts of information, students are given access to a world of attitudes, collective imagining and historical frames of reference that constitute the memory of people or speech community that is how literature increases EFL learners’ cultural awareness. Literature is “genuine” or authentic material; works of literature are usually not written for the specific purpose of teaching a language and are intended for native speakers. They can be important supplement to other type of authentic course material like, cartoons, city maps, time tables and advertisements.

2.3 The Cultural Values and Teaching Literature

Literary texts are often replete with cultural information and evoke memorable reactions for readers. Texts that are carefully selected for a given group of students and with specific goals in mind can be very helpful in allowing students to acquire insight into a culture. One study compared the level and quality of recollection when two different groups of students learned about Côte D’Ivoire (Scott & Huntington, 2000).
One group studied a fact sheet and a second studied a poem about colonialism in Côte D’Ivoire. The researchers found that group that studied the fact sheet retained very little information about the Côte D’Ivoire culture, whereas the group that read the poem showed a capacity to empathize with the personal history of the Côte D’Ivoire people. (Elizabeth and Brownwy:2003):

Teaching literature helps students understand and appreciate cultures and believes different from their own (Kramshon, 1992:175) by contrasting with the literary text a reality different from that of the texts of information, students are given access to a world of attitudes, collective imagining and historical frames of reference that constitute the memory of people or speech community that is why literature and culture are inseparable.

Literature is “genuine " or authentic material, works of literature are usually not written for the specific purpose of teaching a language and are intended for native speakers. They can be important supplement to other type of authentic course material like cartoons, city maps, time tables and advertisements. (Collie and Slater, 1987:5):

Literature can provide personal enjoyment to students establishing an emotional and aesthetic connection between reader and text, and helping to contribute to personal growth (Kramsh, 1992:175). It can also motivate students to real additional literature, thus increasing their reading proficiency.

Teaching literature provides cultural and language enrichment by revealing insights into the target culture and presenting language context that make item memorable by placing them in a realistic social and physical context.

2.4 Some Views on Teaching Culture in EFL Teaching:

There are different views on teaching culture as Holme (2003) states:

First, the communicative view is derived from the communicative approach with its emphasis on giving the students language that can be put to quick use in a particular context. Culture, in this view, may be used to enhance discussion skills. Second, culture in the
classical-curriculum view helps to increase the intellectual value of the language. Third, the instrumental or cultural-free-language view could begin from a common concern in respect of hidden political and cultural agenda of a language. Fourth, the constructionist view postulates that language students may be manipulated by the cultural construction of a text and the text’s implicit message; language learning, therefore, should entail a good understanding of such meanings. Finally, the competence view contends that the knowledge of a language’s culture is thought essential to a thorough understanding of a language’s nuances of meanings. Knowledge of a culture in this view presupposes a competence that is essential to the understanding of language’s true meaning. As Holme noted, whereas the first three views treat cultural content as marginal or even irrelevant to successful language learning, the last two views treat language and culture as being learned in dynamic interaction, with one being essential to the full understanding of the other.

2.5 Cultural Awareness

Cultural awareness in its broadest sense can be defined as, the foundation of communication and it involves the ability of standing back from us and becoming aware of our cultural values, beliefs, and perceptions. Staff

Like, why do we do things in that way? How do we see the world? Why do we react in that particular way? Eddin, (1989: 17).

Cultural awareness becomes central when we have to interact with people from other cultures. People see, interpret, and evaluate things in different ways; what is considered an appropriate in one culture is frequently inappropriate in other one, Eddin, (1989:27).One of The most important explanations of the socio-culture is that Goodenough’s (1957:98):

...a society’s culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role that they accept for any one of themselves. Teaching Culture in the EFL/ESL classroom Brown (2007:188), however, defined culture as a way of life, as the context within which people exist, think, feel, and relate to others, as the “glue that binds groups of people together. Moreover, culture, as
Brown (2007) suggested, can also be defined as the ideas, customs, skills, arts, and tools that characterize a certain group of people in a given period of time. Sowden (2007:304-5) indicated that “culture tended to mean that body of social, artistic, and intellectual traditions associated historically with a particular social, ethnic or national group” (pp. 304-305). Additionally, Mead (1961-90) postulated that culture can be learned, whereas Fox (1999) noted that “culture is relative and changeable in space and time”. Like language, culture may seem to be another concept that is not easy to define. In fact, Tang (2006) rightly observed that despite the continued efforts in various disciplinary fields to find a definition for the term culture, at the present time there is no single definition that satisfies everyone.

According to the National Standards for Foreign Language Learning (1996), culture is typically understood to include the philosophical perspectives, the behavioural practices, and both tangible and intangible products of a society. The relationship between perspectives, practices, and products within culture is illustrated below:

In language teaching there has been a strong dichotomy between language and culture. Culture has often been seen as content conveys by language, but separate from language. However if language is seen as social practice, culture becomes the very core of language teaching, kramch,(1993: 8).

According to komalin and Steplishki,(1993:7) the teaching of big “C” has been based on topics clearly identified in curricula. Whereas the culturally influenced behaviours which constitute” culture has often been treated in an anecdotal, and peripheral way. They hold that that the study of culturally influenced behaviour which should arise out of the language material being studied, but should nevertheless be clearly identified and systematically treated as a regular feature of the language lesson.

2.5.1 Cultural Awareness and Language:

In defence of literary text a number of arguments will be presented. The first of these is as briefly stated, that the literary text is authentic. Authentic here means that its created to fulfil
some purpose in the language community in which it was produced, little, Devitt and Singliton (1989:23). Thus text caries the culture of specific language community and can give the reader valuable insight into the foreign culture, as well as into language and form used to express that culture. Literature represents the personal voice of a culture. When learners focus on the relationship between form and content and discover that a multiplicity of meaning opens up for path to understanding and insight they will find the scope they need to explore the language. Literature gives the learners ample opportunity to explore the multiplicity of language as well as culture when engage actively in the reading process to discover meaning.

2.5.2 Techniques for Increasing Cultural Awareness:

Authors such as Byram (1989), Byram and Esarte-Sarries (1991), Byram and Morgan (1994), and Morgan and Cain (2000) have pointed out that one of the dimensions that is often ignored in foreign language teaching is the learning of cultural awareness and understanding. Hughes (1986) provided some techniques for teaching cultural awareness.

1. Comparison method

2. Culture assimilators

3. Culture capsule

4. Drama

5. Audio motor unit or Total Physical Response

6. Newspapers

7. Projected media
8. The culture island

Hughes (1986) also elucidated the characteristic of each technique. First, the teacher using the comparison method begins each discussion session with a presentation of one or more items in the target culture which are distinctively different from the students’ culture, and the discussion then focuses on why these differences may cause problems. Second, developed by social psychologists to facilitate adjustment to a foreign culture, the culture assimilator is a short description of a critical incident of cross-cultural interaction that could possibly be misunderstood by the students. The students are then presented with four possible explanations from which they are asked to choose the correct one. If the wrong choice is chosen, they are asked to seek further information that would lead them to the right conclusion.

Third, culture capsule is somewhat similar to culture assimilator, but cannot be assigned as a silent reading exercise. The teacher gives a brief presentation that show one essential difference between an American and a foreign custom, which is accompanied by visuals illustrating the difference, and a set of questions to stimulate class discussion. Fourth, Drama is a technique especially useful for directly involving students in cross-cultural misunderstandings by having selected members act out a series of short scenes including a misinterpretation of something that happens in the target culture, and the cause of the problem is typically clarified in the final scene.

Fifth, primarily developed as a listening exercise, Audio motor unit or Total Physical Response utilizes a carefully constructed list of oral commands to which the students respond. The commands are arranged in an order which will cause students to act out a cultural experience. Sixth, using the technique called Newspapers, the teacher asks students to compare a given item in the foreign newspaper with its equivalent in their newspapers. Seventh, for projected media, films, filmstrips, and slides can be used by the teacher to provide cultural insights as well as various classroom activities. Finally, in the classroom using the technique named the culture island, the teacher maintains a classroom atmosphere
that is essentially a culture island through the use of posters, pictures, a frequently changing bulletin board to attract students” attention, elicit questions, and comments.

2.5.3 The Goal of Cultural Awareness

Recoer (1992:340) set that it is common that cultural awareness aims to raise consciousness about cultural differences. It is becoming aware of the diversity of ideas and practices, to be found in human societies of how these ideas and practices compare, and of recognize one’s own culture captivity and perspective

Gustovus Adolphus, (1998:85) stated that, acquiring these perspectives has been one of the difficult tasks human have had to face. It’s one thing to have knowledge of other cultures; it’s another thing to accept the consequences of the human capacity for creating different cultures with the resultant profound differences in outlook and practice manifested within societies.

The best of teachers teach literature; because they want the art of it to expand learners’ minds and help them to be culturally aware. Literature sets learners free from the responsibilities and at the same time it ties them down to those same responsibilities, so literature is about the obsession with ideas, we teach literature to discover and to learn about ideas. And it is also to cultivate our learners’ ideas.

2.5.4 Cross-Cultural Awareness

Gustovus (1998:103). Pointed: Within enormous cultural diversity that exists on the earth there are cultures which manage to fulfil human needs from the local environment in ways which are sustainable, or at least more sustainable than consumerisms based culture. Cultural literacy therefore includes the ability to examine other cultures critically and ideas about sustainability from them.

Cortazzi and Jin (1999) point out that cultural awareness means to become aware of members of another cultural group including their behaviour, their expectations, their perspectives and
values. Kuang (2007) delineated four levels of cultural awareness. At the first level, people are aware of their ways of doing things, and their way is the only way. They ignore the influence of cultural differences. People become aware of other ways of doing things at the second level, but they still see their way as the best. Cultural differences at this level are deemed as a source of problems, and people are likely to ignore the problems or reduce their importance. People at the third level of cultural awareness are aware of both their way of doing things and others’ ways of doing things, and they tend to choose the best way according to the situation. At the third level, people come to realize that cultural differences can lead to problems as well as benefits, and are willing to use cultural diversity to generate new solutions and alternatives. Finally, at the fourth level, people from various cultural backgrounds are brought together to create a culture of shared meanings. People at this level repeatedly dialogue with others, and create new meanings and rules to meet the needs of a specific situation. In essence, it can be said that individuals who experience the four levels of cultural awareness proposed by Kuang (2007) move from a stage of “cultural ignorance” to a stage of “cultural competence.”

2.5.5 Local Cultural Awareness

Bowers, (2003:4): Cultural awareness and respect is not just a cross-cultural skill. The ability to accept and respect knowledge within local cultures and communities is also necessary for developing cultural literacy. There may be knowledge and skills for living sustainably that are already embedded in the traditions of local cultures and passed on intergeneration ally through non-formal education.

2.6 Cultural Literacy

Culture includes our whole system of beliefs, values, attitude, customs, institutions, and social relations. The global crisis facing humanity is a reflection of this system and is therefore a cultural crisis; UNESCO (1997). Hawkes (2001:6) reasoned that culture is the fourth pillar of sustainability the glue that holds the social
environmental and economic pillars steadfast. An important skill for dealing with cultural competence, which Chrisman (2007:69) defined as “attitudes, practice skills, and systems survey for cross-cultural situations.

2.7 Language and Culture

Language is a set of signals by which we communicate. Language is production of society who speaks it. There are many views regarding the relationship between language and culture, Politina, (1996:90).

To identify the interrelation between these two elements we should know about the culture, the anthropologist E.B.Taler, (1997:87) defined culture as a set of knowledge, beliefs, arts, morals, customs, a set of distinctive spirituals, material, way of thinking, intellectual, and emotional features of society. In addition to life style, living together and tradition and believes.

Both language and culture are concepts that seem to have posed great difficulties for scholars to define. Besides, there seems to be an inevitable relationship between these two concepts. As Wardhaugh (2010) postulated, the nature of the relationship between language and culture has fascinated, and continues to fascinate people from a wide a variety of backgrounds. Shaul and Furbee (1998) stated that languages and cultures are systematic to a large degree, and are thus observable and describable.
These authors added that whereas the systematic description of language is called linguistics, the description of cultures is called ethnography. Furthermore, many authors have pointed out that language and culture are closely related (Ardila-Rey, 2008; Brown, 2007; Damen, 1987; Kuang, 2007; Kramsch, 1998; Tang, 1999). For example, Ardila-Rey (2008:335) maintained that: “Language and culture are inextricably linked with each other. Likewise, Brown (2007) pointed out the interrelatedness of language and culture:

*Language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. The acquisition of a second language, except for specialized, instrumental acquisition (as may be the case, say, in acquisition of reading knowledge of a language for examining scientific texts), is also the acquisition of a second culture”*

In the same vein, Kramsch (1998) held that language is the main means whereby people conduct their social lives and when it is used in context of communication, it is bound up with culture in various and complex ways. Tang (1999) went even further by equating the concept of language with that of culture. In other words, this author claimed that language is synonymous with culture. Another author, however, considers one as the container of the other. Kuang (2007: 75) wrote: “Language is the carrier of culture and culture is the content of language.”
Brown (1994:164), We all know that understanding a language involves not only knowledge of grammar, phonology and lexis but also a certain features and characteristics of the culture. To communicate internationally inevitably involves communicating inter culturally as well, which probably leads us to encounter factors of cultural differences. Such kind of differences exist in every language such as the place of silence, tone of voice, appropriate topic of conversation, and expressions as speech act functions (e.g. apologies, suggestions, complains, refusals, etc.). Bearing the points above it can be stated that a language is a part of culture and a culture is a 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.

Furthermore, Smith (1985:2) adds that the presentation of an argument in a way that sounds fluent and elegant in one culture may be regarded as clumsy and circular by members of another culture. Ardila-Rey (2008) maintained that: “Language and culture are inextricably linked with each other” Likewise, Brown (2007:335) pointed out the interrelatedness of language and culture:

*Language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. The acquisition of a second language, except for specialized, instrumental acquisition (as may be the case, say, in acquisition of reading knowledge of a language for examining scientific texts), is also the acquisition of a second culture”.*
In general human culture consists of four elements that are (passed on from generation to generation by learning alone), values, norms, institutions, and artefacts. Values comprise ideas about what in life seems important, they guide the rest of the culture. Norms consist of expectation of how people will behave in various situations, each culture has methods called sanctions, and sanctions vary with the importance of the norms. Norms of the society enforce formally and have the status of laws. Institutions are the structure of society within which values and norms are transmitted.

2.8 Previous studies

The following is a survey of literature researches in the current research setting:


   The aim of his study is to investigate the role of literature in teaching English language in general and reading skills in particular. He comes up with the following findings:

   1. One of the major factors that affect student’s achievements at school is related to the reading skills

   2. The absence of literature in the Sudanese syllabus is major factor in the low performance in the reading skills at school.

   3. Teaching literature as a model for teaching reading motivates students to learn and read more efficiently.

   4. Teaching language through literature is one of the best models in teaching of the reading skills.
5. Selection of the reliable text in teaching is one of the most influential steps in teaching reading.

6. Secondary school teachers are in need of training to teach literature more professionally and effectively.

**Points of differences**

The common focus of both studies is the importance of literature with its different genres, but this study concentrate on the role of literature in teaching reading skill while the current study investigate its role in taching culture.


This Study is conducted to investigate the efficiencies of teaching literature as supplementary course to spine four, to help students improve their reading skills. Moreover the study aims at raising the awareness of those who work in the field of education to the importance of including literature in the English language syllabus. The methodology has been based on two tests administrated to (60) students at the first level in secondary school in Khartoum state and literature book.

The main finding of the study was as follows:

1. The result of pre-test shows that the standard of the two groups of students was the same.

2. The result also shows that there are statistical significant differences between the mean of the post test of the experiment and control student’s mark. The experimental group performance shows improvement in the post test.

3. The result also show that standard of the control group is the same in pre-test and post-test.
4. The result also shows that the standard of the experimental group is better in the post test than the pretest.

**Points of differences**

This study highlight the importance of using literature as a supplementary and how it increases the efficiency and performance of students in the educational process generally. It takes secondary and elementary level as a model.


He carried out a research presenting the role of literature in conceiving and understanding ourselves. It is obvious that characters in literature have profound effect on people who, read, watch, or listen to a literary work. These characters help as to conceptualize, know and assess ourselves. There is still a cloudy issues need to be clarified, it is what is primary and original, a real person or character on a book.

**Tran-Hoang-Thu: Teaching Culture in the EFL/ESL Classroom: Alliant International University San Diego, California**

The researcher concluded that despite the fact that researchers and scholars may have different definitions for language and culture, most of them are likely to agree on the fact that these two salient concepts coexist in any society. It may also appear that though researchers hold various positions about the relationship between language and culture, it can be incomplete to know one without the other if one would like to have a full and thorough picture of a certain people. Therefore, the study of one language seems entail the study of that culture, and vice versa.
In the case of teaching second and foreign languages, focusing on assisting the learners to master the language only without helping them to develop a good understanding of the target culture may lead to an imbalance in their knowledge of language and culture. Consequently, the learners may end up possessing a high level of linguistic competence, but simultaneously they may not have a similar level of cultural competence in the target language. Culture shock or culture bump in communication are likely to occur if this is the case.

Those who hold the belief that learning a language will naturally equip learners with the knowledge of the culture of that language seem to have devalued the role of conscious training, teaching, and learning about culture. Culture learning should be considered as learning any other subjects that both the ones who instruct and those who receive the instructions need to emphasize seriously by setting realistic goals, so that both parties can monitor and evaluate their progress periodically to find out if they have achieved or failed to achieve their goals or objectives within a certain time frame.

**Points of differences**

This study is different from the current study as its focus on teaching culture as general without suggesting literary work as a mean to teach culture. It rather focuses on the relation between language and culture, while the current study found out the importance of literature in teaching foreign cultures.
CHAPTER THREE

METHODOLOGY

3.0 Introduction
After collecting the required literature reviews in chapter two, in this chapter the researcher is going to discuss the process of collecting the required data in order to prove the research hypothesis and describe the way by which the data will be analysed.

3.1 Population:
The population of the study included the community of EFL teachers at secondary level schools in Wad Medani Great locality.

3.2 Sample of the Study:
The sample is consisted of 30 EFL teachers at Wad Medani Great locality secondary schools. They are required to fill up the questionnaire.

3.3 Methodology:
The descriptive analytical method was used in interpreting and explaining data which is collected by the mean of the questionnaire. The questionnaire include 30 questions, every question has three options, (agree – to some extent – disagree). The data will be analysed by using (SPSS) program.

3.4 Procedure:
Questionnaire was designed and used as a tool to collect data in order to investigate the target topic.
Validity and Reliability

\[ r_{xy} = \frac{N(\Sigma XY) - (\Sigma X\Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}} \]

Where

\( r = \text{correlation} \)

\( R: \text{Reliability of the test} \)

\( N: \text{number of all items in the test} \)

\( X: \text{odd scores} \)

\( Y: \text{even scores} \)

\( \Sigma: \text{Sum} \)

Val = \( \sqrt{\text{reliability}} \)

Correlation = 0.80

\[ R = \frac{2 \times r}{1 + r} = \frac{2(0.80)}{1 + 80} = \frac{1.6}{1.80} = 0.89 \]

Reliability = 0.89

Validity = 0.94
CHAPTER FOUR
RESULTS, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter introduces the results of statistical analysis for the questionnaire with its discussion. Also it includes the test for the fore mentioned hypothesis.

4.1 Analysis and discussion of the questionnaire:

Table 4-1 (4.1) Language is an important element in every culture

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>30</td>
<td>100.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>29</td>
<td>%100</td>
</tr>
</tbody>
</table>

(Table 1 and Figure 1 ) Language is an important element in every culture: 100% of the teachers agree with the statement 0.0% disagree, that proves that the statement is strongly accepted.
4.2 Understanding the cultural elements is as important as understanding language

Table 4-2

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>To some extent</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>%100</td>
</tr>
</tbody>
</table>

Table 2- figure 2: Understanding the cultural elements is as important as understanding language. 66% of people agree with the fore-mentioned statement and 20% to some extent while 13.3% dis agree. The sentence is accepted by the majority of the students
4.3 Students need to understand the culture of the target language in order to understand the topics properly

Table 4-3

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>26</td>
<td>86.7</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Table 3 – figure 3: Students need to understand the culture of the target language in order to understand the topics properly. 86% agree with the statement while 13% to some extent. The percentage of teachers who do not agree is 0.00%. The sentence is accepted
4.4 Students with highly cultural awareness can perform better in EFL

Table 4-4

<table>
<thead>
<tr>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>26</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4 – figure4: Students with highly cultural awareness can perform better in EFL. 86.7% of the teachers agree with the statement while 13.3% to some extent and 0.00% disagree. The sentence is strongly reinforced.
4.5 Sudanese course book doesn’t make balance between the local and foreign culture

Table 4-5

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>18</td>
<td>60.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5 – figure 5: Sudanese course book doesn’t make balance between the local and foreign culture. The result of the analysis of the statement is 60% agree and 40% to some extent while 0.00% dis agree. The sentence is accepted to some extent.
4.6 Culture can be introduced well by teaching authentic material

Table 4-6

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>28</td>
<td>93.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>%100</td>
</tr>
</tbody>
</table>

Table 6 – figure 6 : Culture can be introduced well by teaching authentic material 93.3% agree with the statement and 6.7% to some extent. The sentenced above is strongly accepted.
(4.7) Using literature in EFL teaching increase the cultural awareness among students

Table 4-7

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>26</td>
<td>86.7</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 7 – figure 7: Using literature in EFL teaching increase the cultural awareness among students. 86.7% agree with the statement and 13.3% tick to some extent box. The sentence is accepted by the majority.
4.8 Learning new culture may distract students and hinder the educational process

Table 4-8

<table>
<thead>
<tr>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>20</td>
</tr>
<tr>
<td>To some extent</td>
<td>8</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 8 figure 8: Learning new culture may distract students and hinder the educational process. The result above shows that 66.7% agree with the statement and 26.7% to some extent while 6.7% disagree. This proves the acceptance of the sentence.
4.9 Literature is an authentic material through which students can be taught the usage of language

Table 4-9

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>22</td>
<td>73.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>Dis-agree</td>
<td>2</td>
<td>6.7</td>
</tr>
</tbody>
</table>

Table 9 – figure 9: Literature is an authentic material through which students can be taught the usage of language. 73.3% agree, 20% to some extent and 6.7% disagree. The results show that majority of people agree that literature is an authentic material through which students can be taught the usage of language.
4.10 Literary texts introduce large group of new words and it’s difficult to be memorized

Table 4-10

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>18</td>
<td>60.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>%100</td>
</tr>
</tbody>
</table>

Table 10 – figure 10: Literary texts introduce large group of new words and it’s difficult to be memorized. The results above show that 60% agree with the statement while 40% to some extent. The sentence accepted to some extent.
4.11 Awareness of students about the target culture leads to full understanding of the topics

Table 4-11

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>28</td>
<td>93.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>29</td>
<td>%100</td>
</tr>
</tbody>
</table>

Table 11 – figure 11: Awareness of students about the target culture leads to full understanding of the topics. 93.3% agree and 6.7% disagree. The majority of the selected teachers agree that awareness of students about the target culture leads to full understanding of the topics.
4.12 The effectiveness of literary works can be increased when it is introduced by well-trained teacher

Table 4-12

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>22</td>
<td>73.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 12 – figure 12: The effectiveness of literary works can be increased when it is introduced by well-trained teacher. The results show the acceptance of the statement. 73.3% agree with the statement and 36.7% to some extent.
4.13 Diversity of cultures can be well understood through the literary texts

Table 4-13

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>To some extent</td>
<td>10</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Table 13 – figure 13: Diversity of cultures can be well understood through the literary texts. 66.3% agree with the statement while 33.3% to some extent agree. The sentence (diversity of cultures can be well understood through the literary texts) is accepted.
Table (4-14) Literature gives students the chance to think and analysed the cultural elements.

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>27</td>
<td>90.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>3</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Table 14 – figure 14: Literature gives students the chance to think and analyzed the cultural elements. 90% from the teachers agree with the statement while 10% to some extent. The sentence is strongly accepted and reinforced by the majority.
4.2 Testing hypotheses:

Hypothesis one: Literature has a great importance in increasing EFL learner’s cultural awareness:

The results of sentences 7 (86.7% agree with the statement and 13.3%) and 14 (90% from the teachers agree with the statement while 10% to some extent) show the importance of using literature in teaching new cultures.

Hypothesis two: The literature generally plays an incredible role in reinforcing EFL learner’s competences.

The result of statement 2 (66% of people agree with the fore-mentioned statement and 20% to some extent while 13.3% disagree) explain the role of literary text in increasing students’ awareness about language usage.

Hypothesis Three: Literature is important skill for dealing with cultural diversity and cultural competence which involves learner’s flexibility and capability to properly assess and treat all people respectfully in a suitable manner appropriate to their culture.

The result of sentence 13 (6.3% agree with the statement while 33.3% to some extent agree.) proves that through literary text students can be taught to co-exist with other cultures. Also as it is proved by statement 14 (90% from the teachers agree with the statement while 10% to some extent) through literary text students are given the chance tho think about the diversity of cultures.

Hypothesis four: Literature Encourages Learner’s Critical Reflective Thinking With Understanding The Information Being Provided.

As its shown by the results of the statement 14 (90% from the teachers agree with the statement while 10% to some extent) literary text help students to think and analyse the thing that can be as a tool for improving critical thinking.
CHAPTER FIVE
FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction:

After collecting analyzing and discussing the required data this chapter includes the findings and conclusion of the study in addition to the recommendations.

5.1 Conclusion:

After investigating the target topic the study concludes that teaching EFL with a literary text as a medium is very effective and has a great outcomes not only in teaching language structure, four skills and the grammatical rules but also in teaching other aspects such as culture. Teaching culture is crucial in teaching language because the awareness of the culture of the native speakers facilitates the process of communication with the language and lead to better understanding so culture can be introduced well through teaching literature.

5.2 Findings:

The study finds that:

1- Teaching cultural elements is a vital process in EFL teaching.

2- Students must be taught the culture of the target language in order to understand the selected topics properly.

3- Increasing students’ cultural awareness lead to better performance in using the target language.
4- Teaching cultural factors requires the balance between the local culture and English culture.

5- Literature is an authentic material that can be used to teach students the usage of language.

6- Teaching cultural factors makes student aware enough with the cultural diversity around the world.

7- Literature is an important medium for dealing with cultural diversity as it teaches students the flexibility and respecting other cultures.

5.3 Recommendations

The study comes out with many recommendations:

1- Teaching culture should be at the same level of importance with teaching grammatical rules and language structure.

2- Literary work can be exploited as a medium for teaching new language as well as teaching the culture as it is proved that it’s so effective.

3- Teachers should be well trained and qualified enough in order to teach the literary text in proper way to get the expected benefit.

4- Syllabus designer should put the cultural aspect in their consideration while designing EFL syllabus.
References


Bean, T. W., Potter, T. C, & Clark, C. (1980). Selected semantic features of ESL materials and their effect on bilingual students’ comprehension. In M. Kamil & A. Moe (Eds.), Perspectives on reading research and instruction: Twentyninth yearbook of the National Reading Conference . Washington,


62


Appendix 1

University of Gezira

Faculty of Education - Elhasheisa

A questionnaire

I will be grateful to get your response to this questionnaire. the questionnaire investigating the importance of teaching literature in increasing cultural awareness

<table>
<thead>
<tr>
<th>NO</th>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>To some extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Language is an important element in every culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Understanding the cultural elements is as important as understanding language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students need to understand the culture of the target language in order to understand the topics properly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students with highly cultural awareness can perform better in EFL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sudanese course book doesn’t make balance between the local and foreign culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Culture can be introduced well by teaching authentic material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Using literature in EFL teaching increase the cultural awareness among students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Learning new culture may distract students and hinder the educational</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Literature is an authentic material through which students can be taught the usage of language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Literary text introduce large group of new words and it’s difficult to be memorized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Awareness of students about the target culture leads to full understanding of the topics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The effectiveness of literary work can be increased when it is introduced by well-trained teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Diversity of cultures can be well understood through the literary text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Literature gives students the chance to think and analyze the cultural elements.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional comments and recommendations:

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