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**An Assessment of the Role of Literary Texts in Developing Students'**

**Intercultural Communicative Competence**

**The Case of Second Year License Students.**

Dissertation Submitted in partial Fulfillments of the requirements for the  
degree of Master in didactics of foreign languages

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### **Declaration**

We hereby declare that the dissertation entitled “An Assessment of the Role of literary Texts in Developing Students’ Intercultural Communicative Competence. Case of Second -year Students of English” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

#### **Signatures**

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## Dedication

In the name of Allah, The most compassionate, the most merciful,

Without whom this work would have never been possible.

I dedicate this work:

To the most precious person in this world, my lovely mother Djamilia;

To the light of my eyes, to the love of my heart, my dear father Abdelmadjid;

To my beautiful flowers; Malak and Rahaf;

To my adorable sisters, Imane, Wissem, Somia, Rania;

To my dearest brothers, Issam, and Abdelhak;

To my fiancé Ammar for his encouragement, financial support, love, whenever I needed  
him;

To all my closest friends, and source of happiness, with whom I shared the best moments;  
great thank you for being in my life to all people who know and love me.

*Lamia*

### **Dedication**

Thank you Allah for helping me to reach this moment; thank you for giving me power and  
patience to finish this work.

This work is dedicated to the candles of my life; my lovely mother Nacera, who has  
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### **Abstract**

The current study was an attempt to investigate the role of literary texts in developing second-year students' of English intercultural communicative competence . In an attempt to achieve this aim, an assessment of two aspects of intercultural communicative competence, namely cultural factual knowledge and attitudes towards culture, and whether they were developed from exposure to the content of the Literary Texts module. Therefore, a hypothesis was formulated stating that literary texts instruction played a role in developing students' awareness of certain cultural facts as well as certain attitudes. In order to fulfill the aim of this study and to put to test the hypothesis, a qualitative method was used. A test was administered to forty second-year License students of English at the University of Jijel. The results of the test confirmed the above stated hypothesis and the analysis showed that despite the fact that attention is being given to the module of literary texts by students, literary texts actually proved to be very effective materials in developing and enhancing learners' intercultural communicative competence.

**Keywords:** Attitudes, Awareness; Cultural Facts, Intercultural Communicative Competence, Literary Texts.

## **List of Abbreviations and symbols**

1-%: Percentage

2-Big 'C': Big Culture

3-CC: Communicative Competence

4-DMIS : Developmental Model of Intercultural Sensitivity

5-EFT: English as a Foreign Language

6-FL: Foreign Language

7-FLT: Foreign Language Teaching

8-ICC: Intercultural Communicative Competence

9-LT: Literary Texts

10-Q: Question

11-Small 'C': Small Culture

12-MCQ: Multiple Choice Questions

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## **General Introduction**

### **1. Background of the Study**

In the past few decades, the field of English language teaching (ELT) started to emphasize the importance of not only the linguistic but also the cultural aspect, instead of focusing only on teaching elements related to the English language. Presently, ELT includes in addition to language aspects the socio-cultural factors addressing how language and culture are related to one's identity. Therefore, culture awareness and intercultural communicative competence (ICC) have become an integral part in the teaching of English as a foreign language (EFL). Modern approaches to teaching foreign language (FL) such as communicative language approach shifted the attention to students' communicative abilities and argued that student-centered classes might be more effective than their teacher-centered ones. Accordingly, learners' involvement in the learning process has become their major concern. Literary texts are one of several tools that provide much more involvements for both teachers and learners in the learning process. Assessing the role of literary texts in developing learner's communicative abilities is a topic that captured the interest of several researchers.

Ana Gonçalves Matos (2011) directed a study entitled "Placing Literary Texts in the Intercultural Foreign Language Classroom", with the aim of justifying why literary texts played a vital role in the FL classroom. Her general aim was to promote the significance of studying foreign literature and how it aids in enhancing intercultural awareness. The researcher suggested that teaching literature in a foreign class should underlined how literature offers new perspectives and how these views are directly relevant to the world we live in. The study resulted that literary texts are an effective resource for understanding values and beliefs as they allow learners to engage actively

with alternative interpretations of the world. The study also showed that introducing literature in FL classroom would enable learners to discover aspects of their own identities and those of others.

Chan Suet and Dorothy (2019) from a Malaysian university administered a research work entitled “Developing Intercultural Communicative Competence: Formative Assessment Tools for Mandarin as a Foreign Language”. The study sought to address the problems that occur due to miscommunications from the part of interlocutors belonging to different cultures and linguistic backgrounds. The findings of the research indicated that different forms of assessment were suitable for assessing the respective competences, and that multiple forms of formative assessment should be employed to assess and improve Malaysian foreign language learners’ ICC.

In 2010, Gomez conducted his research in the University of Bogotá, Colombia. The study which was entitled “Fostering Intercultural Communicative Competence through Reading Authentic Literary Texts in an Advanced Colombian EFL Classes: Constructivist Approaches as a way to Develop Learners’ Intercultural Communicative Competence” suggested that integrating language and literature in EFL classes not only improved communicative competence through reading literary texts but also the opportunity to construct cultural knowledge through social interaction since reading is an interactive activity. The study tested to what extent the four approaches (inquiry, transactional, dialogic, and content based approaches) stimulate the students to read authentic literary texts in order to develop intercultural communicative competence. The results driven by this study showed that incorporating one of those approaches in teaching literary texts would foster learner’s intercultural communicative competence (ICC).

In light of these studies, this research attempts to test to what extent literary texts module contributes to developing EFL Algerian students' ICC. This study builds on the literature reviewed above but focuses on two aspects of ICC which are cultural knowledge and attitudes. Instead of using formative assessment like in the study of Suet and Dorothy (2019), the current study uses summative assessment in the form of a test submitted after instruction and instead of adopting a certain approach to instruction, the researchers relied on instruction conducted by random teachers. This is intended to give more objectivity to the collected data.

## **2. Statement of the Problem**

The use of literary texts in teaching foreign languages has proved its success in different ways by many researchers (Lazar, 1993; Paran, 2008, 2010). They not only develop linguistic, stylistic, and critical thinking but also have a positive impact in developing learners' ICC. The latter serves as a reliable reflection and metric that portrays the foreign culture and understanding of its representative society, ways of living, thinking, acting among other features. However, it is not always guaranteed that students achieve comprehension and construction of meanings in terms of EFL cultural norms which may result in failure to communicate effectively with others of different cultures. The usefulness of literary texts as a teaching material in assimilating and instilling English culture within Algerian Second-year students of English is hence brought to light through this research work. Furthermore, FL teaching focuses mainly on developing learners' linguistic competence more than promoting the intercultural understanding of EFL culture which constitutes the other side of a coin, with language being the other side. Therefore, these facts call for exploring the beneficial role of using

literary texts to improve learners' ICC. In light of the issues raised above, this research seeks to answer the following question.

### **3. Research Questions**

- Does literary texts have an effect on the development of students' intercultural communicative competence?
- To what extent do literary texts contribute in developing students' ICC with respect to cultural knowledge and instilled attitudes?

### **4. Aim of the Study**

The study at hand shed light on an important aspect of FL instruction, being students' intercultural achievement. For a very long time, culture has been separated from language teaching and for an even longer time literary texts were considered too complex for FLT capacities and were thus eliminated. It is until the late 1970s when researchers started to question the reason behind of this elimination. This research work consequently aims to assess the role of literary texts in developing students' ICC. It highlights this tight link between language and culture and between literary texts and cultural competence.

### **5. Hypothesis**

To highlight the role of literary texts in developing EFL students' ICC which results in producing competent intercultural communicators who fit with the demands of globalization, a hypothesis is formulated:

- It is assumed that if literary texts are used as materials in FL classes, students will develop their intercultural communicative competence.



## **6. Means of Research**

To answer the research question posed above and test the validity of the hypothesis, a test will be administered to forty (40) second-year License students at the Department of English, University of Jijel. The test is divided into sections: the first one presents 10 questions about factual literary knowledge, and the second one presents three different situations the answers to which will reveal about their attitudes towards culture.

## **7. Significance of the Study**

The value of the present research lies in the fact that it attracts attention towards the importance of using literary texts in developing students' ICC. This adds to the already existing corpus of studies which are in favor of using literary texts in FL classes and also to the other corpus of research which defends the idea that culture and language teaching cannot be separated.

## **8. Structure of the Study**

The current study consisted of two major parts. One of them is theoretical; the other one is practical. The first chapter which was the theoretical part, details on literary texts module and their effect on students' intercultural communicative competence. This chapter was divided into two sections. Section one attempts to shed light on literary texts by defining the concept of literature, its importance in FL classes, shift to the use of literary texts as well as their types, characteristics, following their importance in developing student's ICC. The section ended by examining the second-year syllabus at the University of Jijel. The second section, on the other hand, deals with students' ICC by first introducing the concept of culture, its types, its characteristics, and its importance in FL teaching. The section also covers the concept of communicative competence (CC),

with its main components. In addition to that, the section dealt with the meaning of ICC, emphasizing its three major models, components and forms of its assessment. At the end, the second section tackles the importance of assessing ICC. The second chapter, which represents the fieldwork, deals with the practical part of the study. It discusses the methodology applied in the research work to achieve its aim and test its hypothesis. Then, it displays the core of the study and analysis of the data gathered through the test and outlines the major findings. The chapter ends with the main research finding, the limitations of the study, and some pedagogical recommendations are also suggested.

## **Chapter One: Literary texts and their Effects on Students' ICC**

### **Section One: The Importance of Literary Texts in Foreign Language Classes**

#### **Introduction**

The following section is set to shed light on the teaching of literature in English as a foreign language (EFL) classes. It starts by providing a definition to what literature is, its main types, and its importance. This section also highlights the concept of literary texts, and then the different types of literary texts. Along with the above, the section discusses the main characteristics of literary texts, by emphasizing the importance of literary texts in developing students' intercultural communicative competence.

#### **1.1.1. Definition of Literature**

The concept of literature is so vast; no single definition conventionally describes it; each scholar has his own view on the place and the importance of literature within the field of foreign language teaching (FLT). Even EFL learners themselves view and perceive literature in different ways.

The Encyclopedic dictionary (1994) provides the very simplistic definition that literature encompasses "writings that are valued as works of art, especially fiction, drama, and poetry" (1994, p. 527). Thus, literature is any writing that is believed to be an art form or any single writing thought to have an artistic or intellectual essence.

According to Paley and Lazar (2007), "literature is used to refer to a sort of disciplined technique for arousing emotion" (p. 2). This ability to arouse emotions and reactions makes literature a powerful source of materials for eliciting emotional responses from students. Using literature in the classroom is a fruitful way to involve

the learner as a whole person -not only intellectually but personally as well, and gives opportunities for learners to express their personal opinions, reactions, and feeling.

From another perspective, Custodio and Sutton (1998, p. 20) explain that literature can open horizons of possibility, allowing students to question, interpret, connect, and explore. In short, literature provides students with an incomparably rich source of authentic material over a wide range of registers. If students can gain access to this material by developing literary competence, then they can effectively internalized the language at a high level (Elliot 1990, p, 198).

### **1.1.2. Importance of Teaching Literature in EFL Context**

Literature has always been inspiring in the field of intercultural education because it is seen as an essential element that represents any society's identity. Understanding literature, however, proves to be a challenging task among different literary theorists. Lazar (1993) urges the incorporation of literature in EFL teaching and learning. She suggests:

Literature may have a wider educational function in the classroom in that it can help to stimulate the imagination of our students, to develop their critical abilities, and to increase their emotional awareness. If we ask our student to respond personally to the texts we give them, they will become increasingly confident about expressing their own ideas and emotions in English. (p. 19)

Literature is considered a resourceful material for EFL learners; it helps them to improve their linguistic skills due to the various stylistic features that it literature includes, to be self-confident in expressing and sharing their ideas about different subject matters, and to gain insight into the target culture (Lazar, 1993). Therefore, Alder (1972, p. 1) gives a strong emphasis on the personal involvement or empathy that literature may

create and enhance in the reader. He argues that personal involvement is the closest contact between the reader and the author on one hand and between the reader and the characters and the events in a given text on the other hand. In this sense; by integrating literature in EFL teaching, the EFL learners would be more inspired to improve their language awareness and cultural insights about the target language.

Literature is considered as an encouraging tool to develop learners' ability to express thoughts and feeling. McKay (1982, p. 529) proposes that literature should be an integral part of language learning and teaching. According to him, literature has a valuable role in EFL classes. It can be helpful in expanding learners' linguistic knowledge of usage ( understanding of knowledge and the linguistic rules) and use level (the use of these rules to fulfill fluent and powerful communication).

### **1.1.3. Shift from 'Literature' to 'Literary Texts'**

Recently, modern language teaching curricula have made a paradigm shift in the field of literature teaching. Instead of using the old nomination 'literature', curricula designers and teachers use the term 'literary texts' to refer to works of literary nature that are used in the field of FL teaching and learning. A literary text is one that is part of one of the genres of literature. It is a piece of writing, with special language and style. It differs from one author to another, and it depends upon one's word choice, syntax and tone (Almanna, 2016, p. 180). Therefore, a literary text can be fictional or non-fictional, which in its turn is categorized into prose, poetry, or drama. It is also a type of narrative that includes an aesthetic function, a specific purpose, and a hidden background. In a literary text, both writers and readers should be aware of the code of the literary production and perception (Lethbridge & Mildorf, 2004, p. 8). They should also have a sense of dramatic tension and narrative drive in order to understand the figurative

meaning that lies behind the text. Thus, literary texts contain a communication model like any piece of writing, and convey messages, ideas, points of view, and truths and for literary texts, it is author-literary text-reader (Lethbridge & Mildorf, 2004, p. 8).

#### **1.1.4. Types of Literary Texts**

Literary texts are divided into two types which are poetry and prose.

##### **1.1.4.1. Poetry**

According to Ollila and Joe Jantas, (2006) “Poetry is a genre of literature; it is any kind of verbal or written language that is structured rhythmically and is meant to tell a story, or express any kind of emotion, idea, or state of being” (p. 1). That is, Poetry is used to achieve this artistic expression in several ways.

Many questions have been raised concerning poetry and concerning what poetry is. What certain and confirmed in literature and history is that poetry originates from the Greek word “Poiēma” which means something made and in context something made by God himself. In fact, there is no accurate and exact definition of poetry, because each researcher sees it from his own view. The Oxford Dictionary (2008) defined poetry as a composition in verse or some comparable patterned arrangement of language in which the expression of feelings and ideas is given intensively by the use of distinctive style and rhythm, the art of such a composition (2008,p. 333). Thus, poetry is the use of language in a creative way through a very arranged lines aiming to express feelings in an extensive way.

Hanauer (2004) defined poetry as “a literary text that presents the experiences, thoughts, and feelings of the writer through a self-referential use of language that creates for the reader and writer a new understanding of the experience, thoughts or feeling expressed in the text ”(p. 10). In other words, poetry is the mirror that reflects what the

poet carry inside, it reflects what he feels, what he thinks, and what he experiences, and giving the reader the chance to share the writer all these feelings. However, According to Dodsworth (1975) defined poetry as “poetry is art; it does not imitate life as a novel does” (p. 85). That is to say, to make a general definition for poetry, we can say that, it is an art that reflects the poet’s feelings, thoughts, and experiences, which written in a very beautiful and organized language.

#### **1.1.4.1.1. Types of Poetry**

Poetry has three main types which are: lyrical poetry, dramatic poetry, and narrative poetry. Each type has its characteristics.

Lyric poetry, defined by Cornell (1913): “lyric is that form of poetry in which the primary and the direct object is to express the personal emotion or emotional conceptions of the writer” (p. 132). That is, lyric poetry expressing the individual’s personal situation and that poets attempt to describe themselves through mentioning their emotions, and thoughts. Also, Abrahams (1999) give a definition to lyric poetry as: “a lyric is any fairly short poem, consisting of the utterance by a single speaker, who expresses a state of mind or a process of perception, thought, and feeling many lyric speakers are represented as musing in solitude” (p. 146). In other words, lyric poems expressed the poet’s personal feelings thoughts, and emotions.

Dramatic poetry, as Connell(1913)points out that poet does not speaks of himself in the dramatic poem, still he often uses other characters to speak before as. He argues that it includes tragedy, comedy, and allied species of the drama proper. According to Hess (2010) explains dramatic poetry as a poetry that is written in verse and contains several characters. Those characters aimed to tell a story in the poem or it provides the

reader an opportunity to hear the imagined thoughts of characters who lack the poet's opportunity of expression.

Narrative poetry, Peek (1988) defined it as "poetry that tells a story" (cited in Lapenà, 2011, p. 129) that is a narrative poetry describes events in a vivid way through the use of poetic diction that is real or imaginary. He argued that narrative poetry have divided into three types which are epic it is the longest narrative, and it does not simply tell a single action but record a way of life, balled it is narrative poem which quite popular, and is strongly marked by rhythm suitable for singing, and romance.

#### **1.1.4.2. Prose**

Originally, the word prose stems from the Latin one 'prosa' meaning straightforward discourse. In the new oxford American dictionary(2019) it is defined as "written or spoken language in its ordinary form, without metrical structure" (512) this indicates that any writing not in verse form can be thought of as prose. It can also be termed in two senses: the broad one, which refers to a literary medium distinguished from poetry especially by its irregularity and variety of rhythm and its close correspondence to the patterns. In the narrow sense, it refers to a type of literary genres opposed to poetry, fiction and drama showcasing certain some features which make it possible to distinguish it from poetry, drama and fiction. In other words, prose consists of what written within the common flow of conversation in sentence and paragraphs instead of focusing on sound, prose tends to focus on plot and characters.( Gangni Chen 2019,p.512).

##### **1.1.4.2.1. Types of Prose**

Different critics have different categorizations and definitions of fiction, but most agree on two basic types of prose which are: fiction and nonfiction. According to



Dictionary of literary terms and literary theory (2013), Fiction prose is a word that stems from the Latin ‘fictiō’. It is a literary work that is wholly or partly imagined. Fiction can sometimes be based on truth, but the events and conversations are made up, for the most part, by the author. The most popular subgenres of prose fiction are novels and short stories. Non-fiction prose is the second type of prose. It is any literary work that is based on fact although it may contain fictional elements in certain cases; think about biographies, autobiographies, and memoirs. The writer in non-fiction prose is trying to teach or document something that happened in real life, and they use conversational prose to do this (2013).

#### **1.1.4.2.2. Forms of Prose**

Prose can assume four main forms which are the novel, the short story, the novella, and drama. According to Britannica, the term novel is derived from the Italian word novella (from the plural of Latin Novellus, a late variant of Novus, meaning ‘new’). A novel is an invented prose narrative of considerable length and a certain complexity that deals imaginatively with human experience, usually through a connected sequence of events involving a group of persons in a specific setting. It attempts to assume those burdens of life that have no place in the epic poem and to see man as un-heroic, unredeemed, imperfect, even self-absorbed. From another point of view, a novel is a long narrative in prose that describes fictional characters and events. It is the longest genre of narrative prose fiction in modern literature. Novels can be categorized into different genres that encompass an extensive range of styles and types; the most important ones are gothic, romantic, realist, epistolary, picaresque, and historical.

A short story is “a brief, imaginative, narrative unfolding a single predominating incident and a single chief character, it contains plot, the details of which are so

compressed and the whole treatment so organized as to produce a single impression” (Esenwein, 1909, p. 5 as cited in Colibaba, 2010, p. 226). Thus, short stories focused on a self-contained incident with a single mood in the readers. Compared to novels, short stories are much shorter as “a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to a certain unique or single effect” (Abrams, 1970, p. 158, as cited in Pardede, 2011, p. 16). What makes short stories suitable for EFL classes is the fact that it is possible to be wholly covered in one or two class sessions.

The novella is a short and well-structured narrative, often realistic and satiric in tone that influenced the development of the short story and the novel throughout Europe. Originating in Italy, the novella was based on local events that were humorous, political, or amorous in nature; the individual tales often were gathered into collections along with anecdotes, legends, and romantic tales. Novellas contain fewer characters, themes and conflicts than a novel. It generally does not contain chapters and is meant to be read in one sitting. Some prominent examples of novellas in literature include Saint-Exupery’s *The Little Prince*, Charles Dickens’ *A Christmas Carol* and Ernest Hemingway’s *The Old Man and the Sea*.

According to Abraham and Harpham (2012); “drama is the form of composition designed for performance in the theater, in which actors take the roles of the characters, perform the indicated actions, and utter the written dialogue. (The common alternative name for a dramatic composition is a play.) (p. 93). All communities accept that their later drama has roots in pre-history. As Élan Kier (1980) pointed out, “Drama is the type of literature intended for performance” (p. 98). That is, any text meant to be performed rather than read can be considered as drama. The dialogue that supposed to be acted out,

However, it is hard for EFL students to be fully appreciated. The father of English drama is William Shakespeare.

### **1.1.5. Characteristics of Literary Texts**

Arab (1993, p. 133) proposes four main characteristics for literary texts:

- A literary text is a simple piece of language used to be read and understood.
- It is a semiotic construct with a set of devices and codes which definitely marks it off as literary and which is therefore amenable to interpretation and evaluation.
- It has illustrations and expressions of artistic sensibility embedded in specific literary genres (fiction, poetry, drama) having its own history and its own formal laws.
- It is an artifact to be related to its socio-historical context of which the writer's bibliography is one element.

Therefore, a literary text is an artistic product with its specific genres and with some artistic features and devices which distinguish it from non-artistic ones. These features manifest generally in grammar deviation and the use of figurative language. However, literary texts should be studied within their socio-cultural context in which the writer's society and convictions have to be highly considered. Thus, it seems insufficient to apply approaches and methods devised for non-literary texts in order to fully understand and evaluate such highly marked kind of texts. Accordingly, learners need to acquire some literary competence that would enable them to comprehend and interpret properly the literary texts and sociocultural contexts.

### **1.1.6. Importance of Literary Texts in Developing Students' Intercultural Communicative Competence (ICC)**

Literature is the mirror of a society's views and beliefs. It reflects social, political, and cultural values of any society. Literary texts, thus, show the real as well as the imaginary truths of people, and aim at transferring men's fictional worlds into real ones. This is why they are considered as a necessary factor for social change. Han (2005) claims that:

In the literature of the past we can find the roots of the present, in the literature of the future we believe we will see the traditions of the past. Literature contains and presents both the transition of time and social reality as the agent of change. (p. 74)

Literary texts actually invite the readers to view and observe a nation's culture, its history, its present, and its future perspectives through subjective portrayals of them. The experiences gained from literary texts offer learners the chance to check their own values and exchange their restricted points of view. This will help them to interact with foreign cultures cross-culturally.

Therefore, teachers should use texts that seek to stretch and enrich the learner's culture rather than those which receive resistance and rejection on the part of the reader. Subsequently, developing intercultural competence through literary texts actually remains immensely dependent upon the choice of texts and the intention of the teacher as well as the comprehension and analytical activities assigned to work with those texts. These activities have to foster the learner's critical and evaluative faculties, rather than to fill them ready ideas and values. Han (2005) adds that:

Often creative tasks lend themselves to a blend of literary and intercultural objectives, leaving enough space and an 'anxiety-free'

zone for the learners in which they can experiment with different points of view as well as compare their own culture to the culture in text. (p. 14)

In fact, enough chance is given to learners to review their own culture stock through exposing them to different cultures expressed in literary texts from different nations and ethnic groups.

### **1.1.7. Second-Year Literary Text Syllabus at the University of Jijel**

The second-year literary texts module of the first semester focuses on the different literary genres and elements which lie firstly in prose, generally fiction including (short stories, novellas, and novels). Secondly, it deals with poetry with its subgenres including (narrative, lyrical, dramatic) and its literary elements. The syllabus also highlights the different literary devices and techniques of both prose and poetry. Thirdly, drama and its subgenres such as (tragedy and comedy), and its elements (literary, technical, and performance element).

In the second semester, content is divided into six lectures. The first lecture discusses theory and criticism including the id, the ego, and the super ego (psychoanalysis). The second one highlights “the psychoanalysis defense mechanisms with its components. The third lesson sheds light on the uncanny in literature. In this course students are required to read short stories and identify where the uncanny is located in the story. The fourth lecture is about Marxism and it mainly focuses on the Marxist literature. The following lecture presents an introduction to the resisting, dominant and revolutionary hegemonies in literature, the course investigates the terms in which capitalism is dominant for a good link with Marxism theory. The last lecture

explains commodity fetishism in literature, presents its definition, examine Marx's words appear in Das Kapital. Then, identify the link between fetishism and literature.

From the following lectures, the teachers aim to make students understand the different components of literature and literary texts and to enable them to distinguish between those elements. The lessons also seek to make students discover the different cultures through presenting various kinds of literary texts of the target culture different from those of the native culture.

### **Conclusion**

The first section of the present study deals with the use of literary texts as a recourse and stimulus to develop EFL learners' intercultural communicative competence. Learners need to acquire some knowledge about the culture of the foreign language to develop cultural competence that transcends from one culture to another. Intercultural communicative competence has become a defining term in EFL teaching in general and to culture teaching in particular. Thus, all efforts were and are still made toward designing a teaching program where the focus is on culture and intercultural competence (Paran, 2008, 2010). Literary texts prove to be very effective in teaching both language and culture. Authenticity and effectiveness made of literature the preferred material to many EFL teachers. Thus, the focus in the second section will be on the students' intercultural communicative competence and how literary texts can be used as an effective tool to teach culture and to develop learners' intercultural communicative competence.(paran,2010.pp.143-165).

## **Section Two: Students' Intercultural Communicative Competence**

### **Introduction**

The present section aims to examine the concept of culture, its types, importance, and characteristics. It also sheds light on the definition of communicative competence (CC), its models, and its components as well as the concept of intercultural communicative competence (ICC). Next, the section details on the concept of ICC, presents its models, explains their components, and finally sheds light of forms of ICC assessment. Lastly, it demonstrates the importance of ICC in educational settings.

#### **1.2.1. Definition of Culture**

The origin of the word culture is commonly assumed to be Latin from the noun '*cultura*' and from the verb '*colere*'; which means 'to cultivate'. It was used in agriculture to refer to the process of tending to crops and animals. Through time this meaning as expanded and in the early sixteenth century, the term culture used to refer to the human process of intellectual and social development. Before the eighteenth century the meaning was not given much importance, and its use was not common until the nineteenth century (Williams, 1983). Later on, the term culture came to be used to refer to "a whole way of life, materials, intellectual and spiritual" (Williams, 1985, p. 16). Thus, it would biological to some extent to assume that the complex history of the world culture contributed in a way or another in the diversity and complexity of its meaning.

According to Rosaldo (1984), culture is "far more than a mere catalogue of rituals and beliefs" (p.140). She argues that cultural models derive from the whole world in which people live and the reality that they construct. She further observes that those who live outside a culture, that is, researchers, ethnographers, and anthropologists, can not

provide its complete interpretation because an individual's sense of self and assumptions about the world "ultimately depend upon one's embedded-ness within a particular socio-cultural milieu" ( p.140). She emphasizes that culture shapes and binds one's social and cognitive concepts, and that these concepts are not likely to be understood and appreciated by outsiders. In Rosaldo's (1984) term, the cultural world, with its social order and constraints, serves as a background against which a people's subjectivities are formed and expressed.

Further studies in the field of anthropology have explored the concept of culture. The anthropologist Tylor (1871) defines culture as, in his book *Primitive Culture*, "that complex whole which includes knowledge, believes, arts, morals, law, customs and any other capabilities and habits acquired by man as a member of society"(Tylor, 1871, p. 1). That is culture is not made of just one element, but rather it is constituted of habits, morals, knowledge, etc, whose acquisition is obligatory for a person to be truly accepted in a particular community.

### **1.2.2. Importance of Cultural Differences**

Despite the world's cultures being continents apart, there are similarities and differences on how communication works in many cultures. The different cultures observed around the world are primarily a response to the environment in which people live. In the field of FL teaching and learning, it took decades for scholars and researchers to recognize the importance of teaching culture as an essential part of language classes. Culture must be considered in FL classes because the main purpose of learning a FL is to learn the customs and traditions of the speech community, and to become competent in communication with the speakers of the FL. However, culture is not that simple; culture is so inclusive and vague that is extremely difficult to define precisely, let alone



break it and teach it. Edgar H. Shein (2004) maintains that “culture is pervasive and ultimately embraces everything that a group is concerned about and must deal with”(p.85) Shein (2004) adds that “culture is a multidimensional, multifaceted phenomenon, not easily reduced to a few major dimensions” (p. 85).

### **1.2.3. Types of Culture**

In order to understand culture more clearly, two types of culture should be brought to light: Big ‘C’ culture and Small ‘c’ culture. Lee (2009) defines big ‘C’ culture as “the culture which represent a set of facts and statistics relating to the art, history, geography, business, education, festivals, and customs of the target speech society” (p.78) Teaching this type of culture involves acquiring knowledge, behavioral skills, and attitudes as related to the given target speech society (that is a particular culture group or community).

Lee (2009) on the other hand claims that the small ‘c’ domain “refers to the invisible and deeper sense of a target culture” (p.78) which is the main stream of socio-cultural values, norms and beliefs, taking into consideration such socio-culture variables as age, gender, and social status. It is particularly essential because certain ways of thinking, behaving and using a language is a direct result of the socio-cultural values, norms, beliefs, and assumption. In language use, small ‘c’ not only determines the norms of appropriate language use within the framework of a target society ,but can potentially create pragmatic failure, especially in interactions with people from other cultures. Thus, knowledge of small ‘c’ culture can assist English as foreign language (EFL) learners to understand how members of a particular group and community within a target language society use their language to refers to, describe or function.

#### **1.2.4. The Importance of Teaching Culture in Foreign Language Classes**

The language of daily life is full of meaning that can be inferred only if one possesses cultural knowledge because culture is defined as “not only what its members should think or learn, but also what they should ignore or treat as irrelevant” (Thomas & McNicol, 1998 p. 56). Sapir, from another perspective, asserts that “language does not exist apart from culture, that is, from the socially inherited assemblage of beliefs that determines the texture of our lives” (Sapir (1970, p. 207). Language, in fact, mirrors the social and cultural reality.

Culture is beyond any utterance and this is the reason why Duranti’s (1997) views culture as “something learned, transmitted, passed, down from one generation to the next, through human actions often in the form of face-to-face interaction, and, of course, through linguistic communication” (p. 24). He goes on saying that language is “an important window on the universe of thoughts” (p. 47).

Kramersch (1993, p. 8) stresses the need for presenting culture to FL learners since the cultural contexts where language is being used plays an important role in facilitating language learning and understanding. Thus, culture teaching develops the students’ abilities of handling successful intercultural communication as well as the development of their cultural awareness in terms the target and home culture. Kramersch (1993) argues that “from the clash between the native culture and the target culture, meaning that were taking for granted are suddenly questioned, challenged, problematized” (p.238). Other researchers such as Tavares and Cavalcanti (1996) believe that culture should be taught in order “to increase students’ awareness and to develop their curiosity towards the target culture and their own, helping them to make comparisons among cultures” (p. 19).

In fact, language learning varies from a culture to another. For learners to become competent speakers in a FL, the learning should be realized within a particular situation, which is determined by the cultural components appropriate to that society where this language is spoken. Buttjes (1990) argues that “language teachers need to go beyond monitoring linguistic production in the classroom and become aware of the complex and numerous processes of intercultural mediation that any foreign language learner undergoes” (pp. 55-56). In short, teaching culture can be important factor both in lowering the effective filter of the learners and increasing their interest for learning. Culture may contribute in motivating learners and in creating a pleasant learning environment and language acquisition. Thus, culture is an important factor in motivating learners to learn a foreign language.

#### **1.2.5. Characteristics of Culture**

Culture is a broad concept that encompasses many important aspect of human life. It is challenging to provide the exact characteristics of culture since the concept of culture has several meanings and there are numerous elements that comprise any culture. It is possible to single out some common characteristics or features of culture which are highlighted bellow.

- Culture is learnt thus culture is socially acquired and it is not innate or instinctive, rather it is the thing you study, inherit or learn by living in a particular social group. In this context, Benedict (1943) forwards culture as “behavior in man which is not given at birth, which is not determined by this germ cells as is the behavior of wasps or the social ants, but must be learned anew from grown people by each generation” ( Shaules, 2007, p. 26)

- Culture should be shared by a community, a society, or a group of people. In other words, culture is transferred by sharing. As Van Oudenhoven (2011) argues, “culture is a shared system of values, norms, ideas, attitudes, behaviors, means of communication and the products of these” (p. 3). Thus, culture is a set of transferred of beliefs, values, and behaviors.
- Cultures are dynamic; they are always changing and “we must always be aware that the norms, beliefs, practices, and language of any group are not static but dynamic. The group is forever negotiating and renegotiating its norms and values among its memberships. Therefore, the core beliefs, and the language that articulates them will necessarily change over time” (Corbett, 2003, p. 20). In other words, culture may change and be affected by some external factors and events like war and colonization. Furthermore, culture may be change voluntarily because of certain factors such as immigration. For example, when a person leaves his country, he is obliged to adopt the norms and assumptions of the host country.
- All cultures are equal; “no culture is objectively better or worse, superior or inferior, to another” (Hofstede et al, 2002, p. 34). Differences among cultures do not necessarily means that one culture is better or worse than the other.

All in all, culture is basically a human phenomenon and can be described as a human quality that distinguishes human being from other living creatures.

#### **1.2.6. Communicative Competence (CC) and Intercultural Communicative Competence (ICC)**

We cannot talk about ICC without mentioning the term of CC since ICC is an integral part of CC. This part of this section aims to explain the essential changes from CC to ICC.

### **1.2.6.1. Definition of Communicative Competence**

The concept of CC in FL teaching was introduced first by Dell Hymes (1967, 1972), a sociolinguist who criticized Chomsky's (1957) notion of linguistic competence. For Chomsky (1957), all human beings are born with an innate ability to generate and understand an indefinite number of sentences. Chomsky (1957) neglected the role of context in his formulation because according to him it is a non-linguistic. On the other hand, Hymes (1972) argued that we should pay attention to the ability to use language appropriately and correctly, rather than focusing on the grammatical competence (Byram, 1997, p. 7). He referred to CC as those "aspects of our competence that enable us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts" (Brown, 2000, p. 246).

### **1.2.6.2. Chomsky's Notion of Competence**

Linguistic competence according to Chomsky (1965) is the knowledge that enables us to understand and produce grammatically correct sentences in the language. In his book *Syntactic Structure*, Chomsky (1965) distinguished between competence and performance. He argued that competence is related to the knowledge of language that we have in our mind; however, performance refers to the actual use of those rules by putting that knowledge into practice. Chomsky's linguistic theory was mainly concerned with competence not performance because in performance there are mistakes while competence is affected by external factors. In 1972, Chomsky's competence/performance dichotomy was criticized by Dell Hymes because in communicative competence language cannot be separated from its use and we cannot neglect performance.

### **1.2.6.3. Dell Hymes Notion of Communicative Competence**

Hymes (1972) considered Chomsky's linguistic theory as a restrictive one. He argued that "it could not account for the knowledge and skills that individuals must have to understand and produce utterances appropriate to the particular cultural contexts in which they occur" (Hall, 2002, p. 100). A speaker who masters the different language rules perfectly without knowing how to put them in practice would be a social monster. To clarify more, a person who has linguistic competence but lacks the communicative one will produce grammatical correct sentences but which do not necessarily fit within the situation context in which they occur. In short, communicative competence represents the knowledge needed to interact, and the ability to using that language adequately in various contexts (Lesencine & Nagy, 2009, p. 38) while the linguistic competence means "how language is used or acquired and involving linguistic acquisition, based on universal grammar theory" (p. 38).

### **1.2.7. Components of Communicative Competence**

The notion of communicative competence in FLT was extended by other scholars, Michael Canal and Merrill Swain (1980). In Canale and Swain's and later in Canale's (1983) definition, four different components, or subcategories, make up the construct of CC. The first two subcategories reflect the use of the linguistic system itself; the last two define the functional aspects of communication.

#### **1.2.7.1. Grammatical Competence**

It is the aspect of CC which involves "knowledge of lexical items and of rules of morphology, syntax, semantics and phonology" (Canal & Swain, 1980, p. 29). It is the competence that is responsible the mastery of language. This competence is grammatically-governed.

### **1.2.7.2. Discourse Competence**

It is the complement of grammatical competence in many ways. It is the “ability to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances”. Discourse means everything from simple spoken conversation to lengthy written texts (articles, books, and the like). While grammatical competence focuses on sentence-level, discourse competence is concerned with inter-sentential relationships” (Brown, 2000, p. 277).

### **1.2.7.3. Sociolinguistic Competence**

It is concerned with communication within context. It is the “knowledge of the socio-cultural rules of language and of discourse which determines the appropriateness of a given utterance in a given intercultural context” (Savignon, 1983, p. 37).

### **1.2.7.4. Strategic Competence**

Canal and Swain (1980) described strategic competence as “the verbal and non-verbal communication strategies that maybe called into action to compensate to breakdown in communication due to performance variables or due to insufficient competence” (p. 30). That is, strategic competence involves a group of verbal and non-verbal strategies that are used by the speaker when there is a deficit in communication.

Put succinctly, the diagram bellow showcases the components of CC.

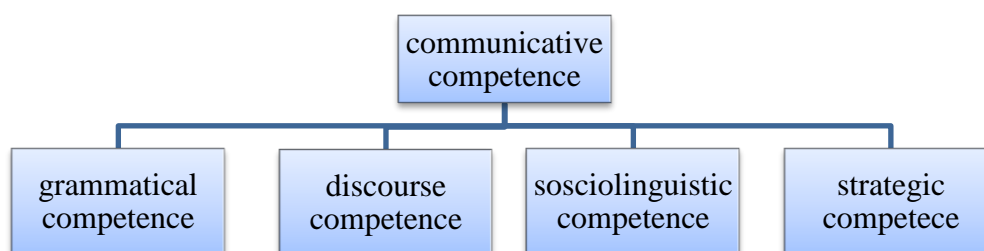


Figure 01: Canale and Swain (1980) and Canal's(1983) Model of Communicative Competence (Cited in Jorda, 2005, p.52)

### 1.2.8. Definition of Intercultural Communicative Competence

According to Byram (2000), ICC is “the ability to interact effectively with people of cultures other than one’s own” (p. 297). It is also defined as “the ability to interact effectively and appropriately in intercultural situations, based on specific attitudes, intercultural knowledge skills and reflection” (Deardorff, 2006, p. 13). That is, one should have certain capacities and intercultural skills that enable him or her to negotiate and interact appropriately and effectively in different communicative context with members whose identities and cultures are different.

From another point of view, Spetzberg and Changnon (2009) define ICC as “the appropriate and effective management of interaction between people which, to some degree or another, represent different or divergent affective, cognitive and behavioral orientations to the world” (p.7). For them, ICC encompasses skill, attitudes, awareness, and language proficiency; it encompasses a speaker’s capacity to develop and to achieve successful and effective communication.



## **1.2.9. Models of Intercultural Communicative Competence**

### **1.2.9.1. The Model of Byram (1997)**

Byram's model of ICC is considered one of the most important influential models in the field of EFL. According to Byram (1997), this model consists of four main components: attitudes, skills, knowledge, and political education. For him, ICC is composed of five saviors: saviors, savoir comprendre, savoir apprendre, savoir s'engager, and savoir être.

Savoirs refers to the "knowledge of social group and their products and practices in one's interlocutors' country, and of the general processes of societal and individual interaction" (Byram 1997, p. 58). Savoir-comprendre is the "ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own" (p.61). Savoir-apprendre/faire refer to the "skills of discovery and interaction. It is the ability to acquire new knowledge, of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction" Savoir s'engager is described as critical cultural awareness/ political education. It is the ability to evaluate, critically on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries" ( idib., p. 63). Lastly, savoir-être refers to "curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own' (ibid, p. 57).

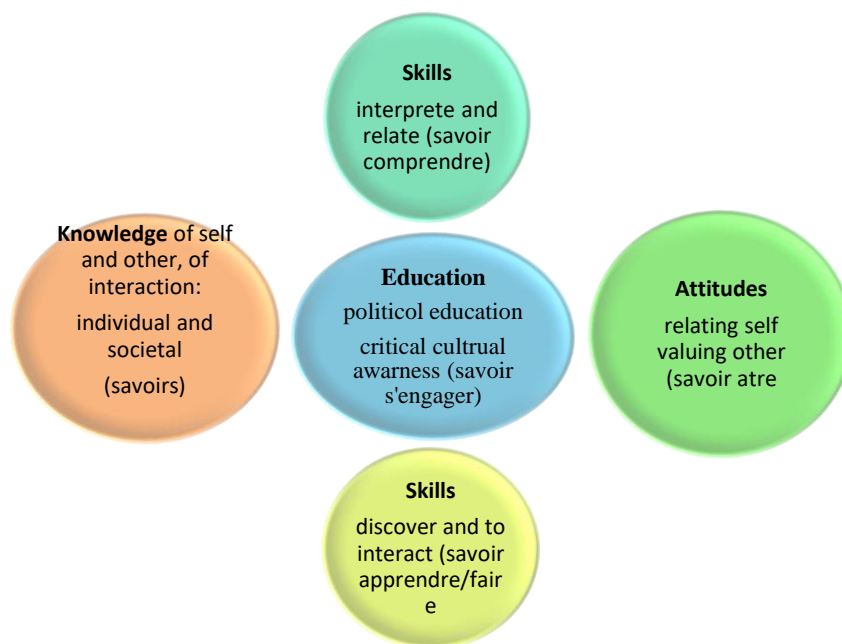


Figure 2: Five Factors Model by Byram (1997)

### 1.2.9.2. Bennett's Developmental Model of Intercultural Sensitivity (DMIS, 1993)

Bennett (1986, 1993) proposed a framework for conceptualizing dimensions of intercultural competence in his developmental model of intercultural sensitivity (DMIS). This model deals with peoples' orientations about cultural differences with three ethnocentric orientations where one's culture is experienced as central to reality (denial, defense, and minimization). To begin with, denial is the stage in which individuals do not distinguish between their own culture and those of others (Hammer et al., 2003). The second stage is defense where individuals can make differences between their own culture and the other culture. The last stage is minimization. At this stage, the individual realizes the differences between the cultures. On the other hand, the model has three other ethno-relative orientations, where one's culture is experienced in the context of other cultures (acceptance, adaptation, integration) as identified in DMIS. First, in the acceptance stage, individuals acknowledge the differences between cultures (Bennett & Bennett, 2001). The second stage is adaptation where individuals at this stage can engage

in empathy; it is the state in which the experience of another culture yields perception and behavior appropriate to that culture. Thus, people at adaptation are able to express their alternative cultural experience in culturally appropriate feeling and behavior. The third stage is integration; it is the stage in which people construe their identities at the margins of two or more cultures.

### **1.2.9.3. Kramersch's Model (1993)**

Kramersch (1993) argues that “the only ways to start building a more complete and less partial understanding of both C1 and C2 is to develop a third perspective, that would enable learners to take both an insider’s and an outsider’s view on C1 and C2” (p.210). That is, in order for learners to understand both the native culture (C1) and the target culture (C2), a third perspective should be introduced. Kramersch (1993) refers to it as ‘the third culture’ or the ‘third place’ which is a mediate culture between the native and the target culture. Kramersch (1993) claims that learners are responsible for creating the point where C1 and C2 meet. Thus they are the ones who fix the place of third culture.

### **1.2.10. Components of Intercultural Communicative Competence**

Different components of ICC have been conceptualized in the literature of culture. Byram (1997), as one of the leading theoreticians in this field identified three components: skills, attitudes, and knowledge.

*Skills* refer to the ability to interpret a document or event from one country for someone from another, or to identify relationships between documents from different countries, to explain and relate them to documents or events from one’s own. Therefore, it is the skill of interpreting and relating acquired new knowledge. In FL classes, these skills can be distinguished from the skills of discovery and interaction it does not need to involve interaction with an interact, but may be confined to work on documents.(

Byram 1997). In other words, to acquire new knowledge of a culture, and to operate knowledge, attitudes and skills under the constraints, perspectives, practices and products in one's own of real-time communication and interaction.

Showing curiosity, openness, and readiness to respect other's meaning, beliefs and behaviors refers to *attitudes*. There also needs to be willingness to suspend belief in own's or meaning and behaviors. That is, willingness to relativize one's private values, believes, and behaviors not assume that they are the only possible and naturally correct one's and to be able to see how they might look from an outsiders' perspective who has different set of, beliefs and behaviors to analyze them from the viewpoint of the others with whom one is engaging. These attitudes play an important role in the success of intercultural communication.

The *knowledge* that individuals bring to an interaction with someone from different country constitutes the third component of ICC ,and can be described into broad categories: knowledge about social groups and their cultures in one's society on one hand which may be more or less refined, but always present to some degree. On the other hand, knowledge of the processes of interaction at individual and societal levels, that is the knowledge involving concepts and processes in interaction, is fundamental to successful interaction, but not acquired automatically.(Byram 1997).

#### **1.2.11. Assessing Intercultural Communicative Competence**

Assessing intercultural communicative competence involves assessing the three dimension of ICC; knowledge (savoirs), know-how (savoir faire and savoir s'engager), and attitudes (savoir-être).

- Assessing intercultural knowledge/savoirs is mostly based on the teaching and assessment of knowledge (savoir) which is related to cultural facts. It includes multiple choice items and short answers. Learners' knowledge can be tested by identifying the similarities and differences of cultural element (Lussier et al., 2007).
- Assessing intercultural know-how/savoir-faire focuses on emphasizing the linguistic aspects of communicative competence that reflect the degree of students' ability to interact in the target language. However, in ICC, we need to take into consideration how students adjust to social and cultural environment. A competent intercultural speaker needs interacting, integrating, interpreting, adjusting and negotiating in different cultural contexts (Lissier et al., 2007).
- Assessing intercultural being /savoir-être involves the assessment of being and which focus mostly on cultural awareness that refers to the understanding of similarities and differences between cultures. It is usually taught in the students' native language. It emphasizes the first level of being /savoir-être. Students need to reach the level of critical awareness of identities, beliefs and, values and in reference to their own (Lussier et al., 2007).

#### **1.2.12. The Importance of Assessing ICC in Foreign Language Teaching**

The importance of assessment in foreign language cannot be underestimated. Assessment is important for all parties concerned. Learners want to know whether they are making adequate progress and in which areas improvement is needed and teachers want to find out whether their learners are actually learning what they are teaching. Therefore, they relies that all communication in FL is intercultural competence. Thus, their teaching should promote the acquisition of intercultural competence. In addition to

that, they know that learners tend to overlook what is not assessed and therefore demand that good assessment tools be developed.

Assessment is also important because of ‘the wash-back effect’ and its impact on teaching. Teachers tend to teach what will be tested (McNamara, 2000). If national examinations would assess communicative competence in a foreign language via multiple-choice grammar questions, then teachers would probably focus their teaching on grammar, so as to enhance their learner’s chances to do well on the test. Likewise, tests that assess intercultural competence via quizzes that aim to document the extent of learners knowledge of the cultural elements touched upon in class, will probably lead to teaching that promotes the acquisition of cultural knowledge only, and neglects the other dimensions of intercultural competence.

Assessing intercultural communicative competence in foreign language teaching involves recognizing that the aims are: to give learners intercultural competence as well as linguistic competence; to prepare them for interaction with people of other cultures; to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values, and behaviors; and to help them to see that such interaction is an enriching experience. In addition to that, ICC makes use of knowledge, skills, and attitudes as a medium between cultures. As a result, the improvement of ICC comprises learners’ experience that they picked up in their mother culture and which allow them to represent their propositions that serve as an integral part in enhancing their skills and knowledge when communicating with foreign language (Romnoski, 2017, p. 01). Again, Romnowski (2017) in the same vein, pointed out that linguistic and anthropologists consider ICC as an important component in FL learning, and added that attention is directed recently to the methods that are used in the FL

teaching that enable the learners to achieve successful communication, and who are expected not only to transmit information and exchange messages but also to preserve relations with their speaker (p.1).

## **Conclusion**

This section aimed to explain the most important issues surrounding culture in EFL teaching, culture plays an important part. Its initial goal was to emphasize the concept of communicative competence and the growth of the components and their use in EFL classrooms. Overall, this section discussed the ICC components and models and how this concept could be put into practice in the classroom in order to enhance the learners' communication abilities. Furthermore, ICC has become a determining factor for successful foreign language learning. Thus learners who are capable of using the target language in culturally appropriate ways can be described as successful language learners in developing students' intercultural communicative competence.

This chapter sheds light on the issue of the study from a theoretical point of view. The next chapter takes a practical path towards the assessment of the role of literary texts in developing students' intercultural communicative competence.

## **Chapter Two: FieldWork**

### **Introduction**

The second part of this research is concerned primarily with the practical phase. The present chapter aims at assessing the role of literary texts in developing students' ICC. Therefore, this research first starts with presenting the research design. It begins with identifying the population and sampling of the research work. Then, it presents the description of the instrument used in this study, the students' test, and a discussion of the findings. By the end this chapter are provided some pedagogical recommendations.

### **2.1. Research Design**

#### **2.1.1. The Population and Sampling**

The participants involved in this research are second-year License students of English at the University of Mohammed Seddik BenYahia, Jijel during the academic year 2021-2022. The chosen sample consists of 40 students. The argument supporting the choice of this level is cemented in the belief that second-year students are technically intermediate in proficiency. Furthermore, this is their second year they have been dealing with the module of LT, so they are beyond mere introduction to literature and definition of key concepts. In addition, the sample was selected because the informants based on the syllabuses to take part in the research, essentially since they have dealt with the different literary genres and theories.

#### **2.1.2. Research Instrument**

In order to test the research hypothesis and in order to answer the research question, one instrument was used for this purpose which is a written test administered



to second-year students of English. Culture-based representations in FL learners cannot be identified using a questionnaire because the latter deals basically with perceptions and attitudes, most of which are assumed and subjective to some extent and whose results are over simplified. To attribute any change in the dependent variable (ICC) to the influence of an independent variable (LT), a test will guarantee more objectivity and subsequently more validity. An experimental design would have yielded better results but because of time constraints, a test would suffice when it is built on what LT teachers have been teaching throughout the year. To test ICC acquisition means to test its components, namely factual knowledge, skills, and attitudes. Testing skills cannot be done through a test. It is why this research focuses on the other components of ICC instead. The first section of the test tackles factual knowledge and the second deals with attitudes.

### **2.1.3. Description and Administration of the Test**

The test designed for this study is composed of thirteen (13) questions marked twenty points. The questions are designed to attain to the purpose of the study which aims mainly to assess students' acquisition of two ICC aspects (knowledge, attitudes). The test includes embodies both close-ended (quantitative results) and open-ended questions (qualitative results). In section one, the respondents are asked to pick one answer from a given number of options (MCQ), or yes or no questions. On the other hand, open-ended questions are used in section two which are intended to ask learners to formulate their own answers express freely their opinions, and add further explanations in the space given. The test is segmented into two parts. The first one consists of ten (10) questions which serve to assess students' factual knowledge whereas the last three questions to assess students' attitudes.

## 2.2. Analysis of the Results

### 2.2.1. Analysis of Students' Test

#### Section one: Factual knowledge

This section is about assessing students' factual knowledge. The section contains ten questions that are marked out of eleven. Those questions are related basically to what second-year License LT's syllabus includes. Only the first question was about gender and it is not marked.

#### -1. Gender

**Table 01: students gender**

*Gender of Students*

<b>Gender</b>	<b>Students' Number</b>	<b>Percentage %</b>
<b>Male</b>	07	17.5%
<b>Female</b>	33	82.5%
<b>Total</b>	40	100%

As it is shown in this table, female students outnumber males. The aim for asking this question was to see the answers to the questions would be based especially that a number of questions was devoted to feminist theory and whether this would be a side effect.

## Q2. Who is the founder of the Marxist theory?

**Table 02**

*Students' Answers to the founder of Marxism*

<b>Options</b>	<b>Students' Number</b>	<b>Percentage %</b>
<b>Correct answers</b>	30	75%
<b>Incorrect answers</b>	10	25%
<b>Total</b>	40	100%

As indicated in table (2), the majority of students have answered correctly.

Answer to this question has been introduced frequently as part of the Marxist theory and even though teachers refrain from asking memorization questions, this prominent name is essential within the aspect of factual knowledge.

## Q3. Is solidarity an aspect of Marxism?

**Table 03**

*Students' Anticipation of the Aspect of Solidarity*

<b>Options</b>	<b>Students' Number</b>	<b>Percentage %</b>
<b>True</b>	18	45%
<b>False</b>	20	50%
<b>Provide the correct answer</b>	02	5%
<b>Total</b>	40	100%

It is worth noting that from the whole population only eighteen of them responded right to this question representing (45%). They seem to confuse the fact that solidarity is about emotional support and is not to be confused with communism and sharism.

#### Q4. Who developed the concept of the id, the ego and the superego?

**Table 04**

*Students' Replying about the Developer of Id, Ego and Superego*

<b>Options</b>	<b>Students' Number</b>	<b>Percentage %</b>
<b>Correct answers</b>	22	55%
<b>Incorrect answers</b>	18	45%
<b>Total</b>	40	100%

As it is clearly shown in the table, about half of participants (45%) did not know who developed the concept of the id; ego, and superego. Despite the question being similar to the previous one in nature, and despite being an aspect of learning by hear, knowing who the founder of psychoanalysis is actually important.

#### Q5. What is feminism?

**Table 05**

*Students' View of the Concept of Feminism*

<b>Options</b>	<b>Students' Number</b>	<b>Percentage %</b>
<b>Correct answers</b>	31	75.5%
<b>Incorrect answers</b>	09	22.5%
<b>Total</b>	40	100%

As it is displayed in table 05 above, only nine students from a total number of forty students did not find the right answer representing (22.5%). Feminist theory usually attracts the attention of students, especially female population and is the easiest to learn and associate with.

### Q6. Who is the author of “Red Badge of Courage”?

**Table 06**

*Students’ Answers about the Author of “Red Badge of Courage”*

<b>Options</b>	<b>Students’ Number</b>	<b>Percentage %</b>
<b>Correct answers</b>	16	40%
<b>Incorrect answers</b>	24	60%
<b>Total</b>	40	100%

In this question, students are required to choose the right answer. As it is clearly shown in the above table, more than half of the respondents (60%) failed in answering this question representing 24 participants. The fact that 24 students answered incorrectly shows how much they do not pay attention to details considering that the literary work was used as an example and not the subject of analysis.

### Q7. What are the three genres of Literature?

**Table 07**

*Students’ Answers of the Three Genres of Literature*

<b>Options</b>	<b>Students’ Number</b>	<b>Percentage %</b>
<b>Correct answers</b>	40	100%
<b>Incorrect answers</b>	00	00%
<b>Total</b>	40	100%

The result of the table above illustrate that the whole number of students got the right answer. From the analysis of the table, we conclude that all the students are familiar with the different literary genres.

**Q8.Tragedy is a subgenre of:****Table08***Students' Answers about Types of Tragedy*

<b>Options</b>	<b>Students' Number</b>	<b>Percentage %</b>
<b>Correct answers</b>	34	85%
<b>Incorrect answers</b>	06	15%
<b>Total</b>	40	100%

The aim behind asking this question is to evaluate students' knowledge about subgenres of literature .The results in this table revealed that the majority of participants acquired not only the genre but the sub-genres as well. On the basis of the result obtained, it is so far concluded that students have a considerable amount of factual literary knowledge.

**Q9. Give two types of fiction?****Table09***Students' Answers On regarding the Two Major Types of Fiction*

<b>Options</b>	<b>Students' Number</b>	<b>Percentage %</b>
<b>Correct answers</b>	14	35%
<b>Incorrect answers</b>	26	65%
<b>Total</b>	40	100%

The question was addressed to test students' understanding of genres of fiction. As it is show in table (9), most learners which are twenty six students representing

(65%) failed in obtaining a correct answer which is considering that the answers are so obvious.

**Q10. Name two elements of poetry?**

**Table 10**

*Students' Aquisition of Elements of Poetry*

<b>Options</b>	<b>Students' Number</b>	<b>Percentage %</b>
<b>Correct answers</b>	22	55%
<b>Incorrect answers</b>	18	45%
<b>Total</b>	40	100%

The question was administered in order to determine the students' level in acquiring various elements of poetry. Poetry is generally frowned upon by learners as they perceive it as complex having various components, yet answers to this questions prove otherwise.

**Q11. What is meant by 'setting' in literature?**

**Table11**

*Students' Definition of Setting in Literature*

<b>Options</b>	<b>Students' Number</b>	<b>Percentage %</b>
<b>Correct answers</b>	31	77.5%
<b>Incorrect answers</b>	09	22.5%
<b>Total</b>	40	100%

The aim behind asking this question is to assess students' proficiency about an element of fiction. Responses to this question show that a considerable number of students know the answer. The setting is a fairly obvious element and usually students know the answer without being instructed.

**Table 12**

*The Tate of Students' Test in Terms of their Factual Knowledge*

<b>Score</b>	<b>Average</b>	<b>Rate (N)</b>	<b>Percentage %</b>
] 09- 11 ]	Excellent	04	10%
] 5.5- 8.5 ]	Good	24	60%
] 0- 05 ]	Not acquired	12	30%
$\Sigma$ 11/11	Total	40	100%

The table above illustrates the participant's final scores. In the first section of the test which represents their factual knowledge, what is noticeable is that the participants' scores in the test are varied. Only four students from the total number of (40) students acquired factual knowledge with excellence. Twenty four students scored between 5.5 and 8.5 which is considered as the highest percentage of students representing (60 %). (70%) of the students scored above average which is a relatively high percentage considering the fact that students were approached with the test randomly and all of a sudden along with general apprehension of the students towards taking part in research initiatives.

### **Section Two: Students' Attitudes**

This section is concerned with the assessment of students' attitudes. It consists of three main questions in which students are required to give their opinions about a



given situation. The aim behind selecting these questions is to test whether students are acquired attitudes from what they have been taught in LT module, and therefore, apply it to their daily lives , way of thinking and perceiving things. Because each question is related indirectly to the course of literature (Marxism, Feminism, and Psychoanalysis). These questions are presented bellow:

**Q.01: Diamonds are actually not rare and they do not need to be ridiculously expensive.**

**What do you think?**

From asking this question, we expected that students' answers will be related to the literary theory of Marxism. From the results obtained, we found out that only fifteen students got the correct idea through mentioning those aspects of Marxism in explaining their ideas while the rest of them did not mention those aspects. What can be concluded is that students are good in memorizing facts but fail to incorporate these ideas in their ways of thinking. It shows that the students do not reach the level of critical thinking, judging, and evaluating and are stuck at the level of learning .

**Q.02 A woman who works with you is being bullied by your boss. What would you do if you witness him disrespecting her?**

In this question students are required to show the aspect of 'Solidarity' of the feminist theory when expressing their opinions. Results obtained in this question show that the vast majority of participants expressed their solidarity indirectly in their answers with a number of twenty five students out of forty. In other cases, students were aware that what the boss was doing is wrong, internally supported their colleague but feared for their job. We conclude that, students relate greatly to feminism and express it in their ideas and thoughts.

**Q.03 Maria has been working in a company for 10 years. According to the rules of the company, an employee gets to be promoted after 7 years of hard work. Adam has been working for less than 6 years. On the day of revealing the result, Adam gets the promotion and when Maria questioned the result, her boss said that Adam has priority because he is a male (man). What do you think of this situation?**

As far as question is concerned, and in light of the lecture about feminism, students in this question are requested to criticize the situation in this question by mentioning and relating it to the aspects of feminism. The result obtained from this question shows that a significant percentage of students react positively to the situation which means that students succeeded in using the concept of feminism in their lives.

**Table 13**

*The Final Rate of Students' Test in Terms of Their Attitudes*

<b>Score</b>	<b>Average</b>	<b>Rate (N)</b>	<b>Percentage %</b>
<b>] 02- 03 ]</b>	Excellent	15	37.5%
<b>] 1.5- 1.75 ]</b>	Good	07	17.5%
<b>] 0- 01 ]</b>	Not acquired	18	45%
<b>∑ 03/03</b>	Total	40	100%

As it is displayed in table 13 above, the participants' final scores in acquiring attitudes were different and various. Fifteen students out of forty achieved a score that ranges between 02 and 03 while, seven students from the total number of forty participants are considered as good. (55%) of the participants scored above average

which is fairly acceptable considering that assimilating attitudes into the way of thinking necessitates critical thinking and the ability to make judgments.

### **2.2.2. Discussion of the Findings**

The test has been presented for the aim of assessing whether second-year license students have developed two components of ICC (factual knowledge and attitudes) through the instruction of LT module. The first eleven questions of the test introduced and evaluated students' literary factual knowledge. Thus, all the test questions were related to what they have dealt with in the course of literature. The majority of students have correctly answered the questions structure factual knowledge. The last three questions were created to assess students' attitudes. They responded positively to the questions which were about giving opinions about different situations. Therefore, the results obtained from the answers indicate that students have developed attitudinal awareness, but certainly with less percentage than factual knowledge.

All in all, the analysis of the test reveals that literary texts play an important role in developing students' intercultural communicative competence. According to students' answers, most of them showed a considerable amount of understanding and an even relatively sustainable amount of attitudinal assimilation. Literary texts have obviously affected students positively by developing their attitudes and knowledge about the target culture. Culture is inseparable from language and no matter how much one attempts to resist cultural influence, it simply cannot happen because it is an integral part of language learning.

### **2.3. Limitation of the Study**

When conducting this study, the researchers faced a variety of difficulties. The first difficulty that hindered the researchers was the lack of resources at the library of the Department of English which resulted into a limited bibliography. Second, because of time constraints and some difficulties, we struggled with conducting the test since most teachers were bound with syllabus constraints and thus we had limited time for the test. Thirdly, the researchers needed the use of other research instruments such as a classroom observation in order to assess students' skills, but due to the limited time and irregular study programs, the researchers relied solely on the written test only. Finally, longer time would give us a chance to conduct an experimental study that will enrich the results of this work with a pre-intervention-post-test procedure.

### **2.4. Pedagogical Implications and Recommendations**

Drawing on the findings of the current study, the researchers suggest the following pedagogical recommendations:

- Literary texts lessons are more beneficial to learners as long as teachers use the content in order to raise students' awareness of the target culture
- Literary genres (prose, drama, and poetry) seem to be an effective method to help improve students' communicative competencies.

As for future research, it is suggested that more attention should be paid to the role of literature as it enhances students' intercultural communicative competence, but this time with focus being on skills. Literature teachers' main concern should be not to

teach about literature but to develop learner's abilities to make them capable of using the language and its culture for a variety of communication purposes, and realizing the fact that our goal is not is not teaching English language, but culture as well.

### **Conclusion**

The second part of his research is devoted to the analysis and the interpretation of the data collected from the research instrument used in this study, taking into consideration the formulated aim and hypothesis of the present research work. Because modern teaching methodologies focus on developing ICC, the confirmation of the hypothesis is no surprise considering that literary texts are rich in cultural representations. Therefore, more importance needs to be awarded to the modules of literature and civilization

## **General Conclusion**

Literature has become an integral part of English FL curriculum in several countries around the world as it is considered a rich and an authentic source of language and cultural knowledge. Therefore, many foreign language teachers and course designers confirm that the use of literary texts as a teaching material raises learners' intercultural awareness about the target culture, and develops their communicative abilities. Literature can provide a solution to motivate students' and it is a good medium for the illustrations of language use, and for presenting cultural assumptions. The study provides evidence that the teaching of foreign language helps students to enrich their intercultural communicative competence.

The goal of this research work was to assess the role of literary texts in developing students' ICC. The current study is a total of two chapters. The first chapter represents a theoretical part which is related to the literary texts and their effect on students' ICC. This later was divided into two sections. The first section mainly outlines some of the theoretical issues related to the concept of literature and literary texts. The second section provides the main concepts of literature, communicative competence, and intercultural communicative competence. As for the second chapter, it is concerned with the analysis of the data obtained from students' test.

In light of the previously discussed ideas, the analysis of the test's result confirm that the use of literary texts in FL instruction actually develops students' ICC since the majority of participants succeeded in answering the test questions. All in all, literary texts are proved to be an effective teaching tool to enhance learners' intercultural communicative competence.

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## **Appendices**

## Appendix:

### Students' test

Answer these questions carefully and honestly, they will not be marked.

It is just for research

Thank you so much for your help

1. Male  Female

- Who is the founder of the Marxist theory?

Solidarity is an aspect of Marxism?

True  False

- Give the correct answer if it is false.

2. Who developed the concepts of the ID, the ego and the super ego?

3. What is feminism?

4. Who is the author of "Red Badge of Courage"?

- Ernest Hemingway

- Stephen Crane

- .Virginia Woolf

- Karl Marx

5. What are the three genres of literature?

•

•

•

6. Tragedy is a sub-genre of:

- Prose

- Poetry

- Drama

- Fiction

7. Give two types of fiction?

•

•

8. Name two elements of poetry?

- 
- 

9. What is meant by “setting” in literature?

10. Diamonds are actually not rare and they do not need to be ridiculously expensive. What do you think ?

11. A woman who works with you is being bullied by you boss. What would you do if your boss shouts at her and throws papers at her face?

12. Maria has been working in a company for 10 years. According to the rules for the company, an employee gets to be promoted after 7 years of hard work.

Adam has been working for less then 6 years. On the day of revealing the result, Adam gets the promotion, when Maria questioned the results, the boss said that Adam has priority because he is a male (man).

What do you think of this situation?

## **Résumé :**

L'enseignement de la littérature est considéré comme un moyen important dans l'acquisition de connaissances et le développement des compétences communicatives et culturelles des étudiants compte tenu de l'intérêt que la littérature a reçu comme un aspect essentiel de l'enseignement des langues étrangères, ces derniers temps, cette étude vise à évaluer l'impact des livres littéraires à l'amélioration de la compétence communicative des étudiants de 2<sup>ème</sup> année licence, cette thèse repose sur un hypothèse que si la littérature est utilisée comme outil pédagogique moderne dans l'enseignement de l'anglais. Elle permet aux apprenants de comprendre correctement et de communiquer avec succès, avec des représentants d'autres cultures.

Dans le cadre de la réalisation des objectifs et de la collecte des données nécessaires un épreuve a été conçue et distribué à 40 étudiants de 2<sup>ème</sup> année licence, département d'anglais à l'université de Mohammed Seddik Ben Yahia, Jijel.

A partir de l'analyse et la discussion, des résultats sont obtenus, nous sommes arrivés à confirmer l'hypothèse précédent, enfin cette recherche est conclue par des recommandations pour accorder plus d'attention à la littérature et lui donner priorité dans l'enseignement de la langue anglaise.

**Mots clés :** Connaissance, Compétence communicative et culturelle, livres littéraires. Littérature.



## ملخص

يعتبر تدريس الادب وسيلة ذات أهمية في اكتساب المعرفة وتطوير الكفاءة التواصلية والثقافية للطلبة. ونظرا للاهتمام الذي حظي به الادب كجانب أساسي في تدريس اللغات الأجنبية في الآونة الأخيرة فإن هذه الدراسة تهدف الى تقييم مدى تأثير الكتب الأدبية على تحسين الكفاءة التواصلية لطلبة السنة الثانية ليسانس. بنيت هذه الأطروحة على فرضية مفادها انه إذا تم استخدام الأدب كوسيلة تعليمية حديثة في تدريس اللغة الإنجليزية تسمح للمتعلمين بالفهم الصحيح والتواصل الناجح مع ممثلي الثقافات الأخرى. بصدد تحقيق الأهداف المسطرة وجمع البيانات اللازمة تم تصميم اختبار كتابي وتوزيعه على أربعين طالب من طلاب السنة الثانية ليسانس بقسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى جيجل. من خلال تحليل ومناقشة النتائج المتحصل عليها توصلنا الى تأكيد التخمينات السابقة وبذلك تأكيد الفرضية المطروحة. وقد خلص هذا البحث الى توصيات للاهتمام أكثر بالأدب واعطائه أولوية في تعليم اللغة الإنجليزية.

**الكلمات المفتاحية:** الأدب، الكفاءة التواصلية والثقافية، الكتب الأدبية.