

Research Article

The Detection of the Relationship between Carter and Long's Literature Teaching Models and EFL Learners' Cultural Conceptualization

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Abstract: Literature has always been a source of inspiration and entertainment. Its studies, interpretation, and criticism have been tried out differently. Many models have been put forward by intellectuals on the line of finding the appropriate ones. This paper has detected Carter and Long's Models including *Language Model*, *Culture Model*, and *The Personal Growth Model* (1991) from a cultural orientation viewpoint and has tried to deal with the revelation of information and manifestation of characteristics giving rise to the cultural conceptualization projection. This paper basing its approach on mixed method design has dealt with the introduction of these models to the academic students' syllabus in order to control their cultural conceptualization and their scope of coverage. The subjects were both male and female first year undergraduate students getting trained to become the English language teachers. The data analysis results revealed the formation of cultural conceptualization in the learners' minds whose degree differed due to the nature of the techniques to which they were exposed.

Keywords: Carter and Long; Literature; Cultural Conceptualization; Learners; Literature Teaching Models.

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INTRODUCTION

Recently, the incorporation of literature and literary genres in the process of language teaching and learning has received a profound attention and consideration. When it comes to the question of EFL setting, the question proves to be more crucial and alluring. In the majority of EFL instructional settings, the absence of literature and literary genres as the major source of cultural implication, the existence of a language devoid of literature, cultural characteristics and understanding of the context of the English language which in real life communication happens may lead to a deficient exchange of ideas and defective use of the native speaker. When the question of training students to become English language teacher is concerned, this shortage proves to be much crucial and significant. In the majority of teacher training colleges, little attention is paid to the provision of authentic cultural knowledge for the to-be-teacher students. As they are getting trained in a non-native setting for becoming a foreign language teacher, the output malfunctions are self-explanatory. This research has dealt with one of the highly neglected aspects of training non-native English speakers trained to become English teacher proves highly novel and of great significance to the eradication of the academic faults of the curriculum for this purpose. In Iran, Farhangian university whose sole purpose and responsibility is training teachers for different fields, the English major students suffer from the absence of the cultural and contextual characteristics on the line of becoming highly efficient and qualified teachers. The provision of this type of knowledge helps them to localize, control, counter, or justify the cultural elements and other contextual characteristics. To serve this purpose, this research basing its approach on the

qualitative design as well as the provision of treatment for the students has tried to answer the research questions and provide hints and suggestions for the better training of the students, the enhancement of the quality of the cultural contents and context of the English language and literature, and a greater step towards the individualization and localization of language learning and teaching and the core of the language manifestations itself.

Carter and Long (1991) have introduced three main approaches to teaching literature in the EFL classrooms as follows:

The Cultural Model

This model serves the traditional approach in using literary texts in EFL classrooms. It encourages students to discover and analyse the social, literary and historical elements of the text. With the help of this model, teacher aims to reveal the specific thoughts and perspectives so the students can become more familiar with various cultures and ideologies.

The Language Model

This is one of the most popular approaches which were named as "language-based approach" by Carter and Long (1991). This approach helps students to examine the text in a more systematic and methodical way. Linguistic elements such as direct and indirect speech are aimed to be taught in this model. Cloze procedure, exercises, jumbled sentences, summarising the texts, creative writing and role plays are the main activities used by the EFL teachers for teaching linguistic structures. Therefore, literary goals are minimised in this kind of teaching method. The learner is less engaged to the lesson. It is more teacher-centred. It means

that literature is underestimated and linguistic practice is more important in this model.

The Personal Growth Model

This model is a kind of bridge between the cultural model and the language model. It concentrates on the use of language in the literary texts within its cultural context. Students are more tend to express their ideas and feelings about their personal experiences and cultural knowledge in relation to the specific literary text. Various themes and topics are perfect resources to develop themselves. Cadorath and Harris (1998: 188) show the importance of this model by saying "text itself has no meaning; it only provides direction for the reader to construct meaning from the reader's own experience". Therefore, analysing the literary texts is also crucial in this model.

Significance and the Related Literature

The significance of this research lies in the very beginning idea that "if EFL learners are to become successful intercultural communicators, it is essential to provide them with a thorough and systematic intercultural training, and not just of the culture of the main English-speaking countries. EFL students will benefit by gaining solid knowledge of the different world cultures, and they must also develop the ability to compare their native culture to other cultures, to evaluate critically and interpret the results of such comparisons, and to apply this knowledge successfully in both verbal and non-verbal communication, for both transactional and interactional purposes" (Chlopek, 2008: 12) whose achievement would only be possible with the administration of literary texts of different types.

For this, Maley (2007), Maley and Duff (2007), Hinojosa (2000), Castro (2007), Kramersch (2001), Hernández and Samacá (2006), Genc and Bada (2005) and Barletta (2009) emphasize the role of literature teaching and that the sole purpose of foreign language teaching is not just the provision of teacher and teacher trainers to get familiarized with structural and communicative aspects of language but grasping the cultural conceptions, concepts, and functions. They all indicate that learning the language without the culture implications results in learning a language which sounds defective. Literature can make up for that because of its "cultural embellishments and language enhancement" (Collie & Slater, 1988) as well as the fact that "the cultural features of literature represent a powerful merging of language, affect, and intercultural encounters and often provide the exposure to living language that a FL student lacks" (Shanahan, 1997: 168) revealing the prime zest behind this research applied to a foreign language teaching setting.

Other researchers have had different views on the type of literature to be deployed. McRae (1994) differentiates between capital *L* which deals with the highly complicated texts and classical works and small *l* incorporating the works of many writers from different background of countries and cultures using different forms of English such as Short stories, Poems, Novels, Plays, as well as Songs knowing the fact that nowadays even the distinction between the capital *L* and the small *l* have faded away as the classic works have also lent themselves to different types of gradation, adaptation, and so on and so forth whose best example can be seen in tailoring Shakespeare's works even to the primary proficiency levels.

According to Bachman (1990), the contemporary models of communicative competence show that there is much more to learning a language, and they include the vital component of cultural knowledge and awareness.

As for the significance of cultural aspect of language learning, Kramersch (1993) asserts that if it was possible the fifth skill of language, namely culture learning, would be attributed to language alongside other four major skills of language.

Cultural Awareness

First of all, culture can be explained as "body of social, artistic, and intellectual traditions associated historically with a particular social, ethnic or national group" (Sowden, 2007: 304-305). In the world of technology and communication, culture awareness has got a more increasing pace due to many factors the prime of which is language learning.

"The ongoing process of globalization and the amalgamation of diverse communities worldwide demand second language learners and teachers to develop cultural awareness". (Olaya & Rodríguez, 2013: 50)

It is not surprising that the main support to teach literature in EFL classrooms is because of its ability to arouse students' cultural awareness. This cultural awareness seems to be crucial for having more intellectual students for the future of any society. In this respect, Sell (2002: 19) claims that "participatory pedagogy, whose overarching aim will be to give language learners a chance to try on the alien culture for size". Therefore, it is not wrong to say that cultural enrichment is quite important to improve students' link to the target language. Literature and culture in the EFL classes can be seen as the bridge between English and its spirit. This connection contributes learners to feel closer to the English speaking countries. In this context, literature enhances EFL with the help of elements such as authentic materials as well as language teaching and cultural enrichment. Researchers and English language book writers were aware of it for a long time that teaching a new language is not possible without teaching the culture of that country. It is possible to say that today most of the EFL study books try to include texts about the culture of English-speaking countries such as the UK or the USA. However, literary texts as authentic materials naturally include cultural elements which can be beneficial for students' improvement of cultural awareness.

At academic level, researches of this type can be seen elsewhere whose best example is Olaya and Rodríguez (2013) who have explored EFL Pre-Service Teachers' Experience with Cultural Content and Intercultural Communicative Competence at Three Colombian Universities. As cited in their work, researchers like Byram (1997), Lázár (2003), and Chlopek (2008:50) assert that one of the main problems in EFL classrooms is that language teachers often restrict the inclusion of cultural content in the language classroom. The study of grammar forms and communicative functions has dominated language syllabi and restricted learners' ability to become culturally competent.

To get to the true conceptualization of the cultural values and concepts, the instructor can lead the process towards a sort of hermeneutics upon which capturing the cultural concepts would sound easier. "The process of understanding i.e. explaining, analysing, interpreting a text is called hermeneutics." An important element of this approach is the so-called hermeneutic circle which refers to the notion that your understanding of a text as a whole is established by reference to the individual parts, and understanding of each individual part of it can be understood by reference to the whole. It is a circle as neither the whole text nor any individual part of it can be understood without reference to each other" (Thaler, 2008: 53). The direct and indirect insertion of literature and its genres as culture carriers in language education can be seen as the rationale behind many studies. As a good example, the philosophy behind the incorporation of literature in Malaysian ELT has been intermingling the idea of enriching language and culture via the lens of literature in the learners' minds. Therefore, materials have got to contain everything, what we need is something which, to a large extent, culture wants. "Our culture has decided that all we need from Newton now are a few Formulas". (Bassnett & Lefevere, 1998: 9)

It is the revelator of the fact that language can not be taught without literature and that these two are inseparable parts of language learning. Literature paves the bed for the implementation of language elements in the real settings which is supposed to be replicated in the class by the creative instructors.

The reason why literature and language learning would lead to a better cultural understanding can be seen in Sapir and Wolf's relationship of language and thought. Many other intellectuals like Sihui (1996) and Prieto (1998) claim that the development of culture is facilitated through the process of social communication because any set of behaviors, beliefs, and ideologies are necessarily embraced by the members of a particular community through language (cited in Olaya and Rodríguez, 2013: 50).

On this line, the personal growth model "attempts to bridge the cultural model and the language model by focusing on the particular use of language in a text, as well as placing it in a specific cultural context. Learners are encouraged to express their opinions, feelings, and opinions and make connections between their own personal and cultural experiences and those expressed in the text. Another aspect of this model is that it helps learners develop knowledge of ideas and language- content and formal schemata- through different themes and topics" (Savvidou, 2004). This helps us understand that "teaching from an intercultural perspective involves developing in learners critical cultural awareness of their own culturally-shaped world view and behaviours as well as the skills and attitudes to understand and successfully interact with people from other cultures, that is, to become intercultural as well as linguistically competent" (Kiet Ho, 2009: 63).

This shortage has already been seen in different settings regarding the quality and ultimate purpose of language learning which has been delicately pinpointed by Chlopek (2008: 10) who has asserted that the students "have little access to the target culture and therefore a limited ability to become culturally competent. Importantly, their aim for learning English is not only to communicate with native speakers of English but also with non-native speakers of English, which is why EFL learners are typically learners of English as an International Language (EIL)".

That is why the knowledge of culture and language can be beneficial and "this is where well-read teachers, who intimately know their students' interests and cultural and linguistic backgrounds can be of help" (Chen, 2014: 234).

A good reference, for example, can be the fact that "through literature students get to know the background not only of the particular novel but also they learn about history, society, and politics of the country described in the novel or story. By experiencing this, they open themselves to understanding and appreciating ideologies, mentalities, traditions, feelings, and artistic forms within the heritage the literature of such cultures endows" (Koutsompou, 2015: 75) indicating indirectly that the deployment of a real work of literature paves the way for cultural conceptualization. This is because "though the world of literature is a created one, it depicts contextually vivid characters from varied social backgrounds. A reader can discover their thoughts, feelings, customs, possessions; what they buy, believes in, fear, enjoy; how they speak and behave behind closed doors. This vivid imagined world can quickly give the foreign reader the feeling for the codes and preoccupations that structure a real society". (Colie and Slater, 1987: 4, cited in Gangola, 2015: 19)

These points indicate that "literature appeals to the learners with different styles and encourages thoughtful and purposeful learning. Structuring language lessons around the reading of literature introduces a profound range of vocabulary, dialogue, and prose. In addition to developing students' English language skills, teaching literature also exposes them to the practical use of language. It enhances the cultural awareness [emphasis is mine] and encourages critical thinking about

characters, plots, themes, and so on" (Choudhary, 2016:1) as the materials are functional and contextualized. Literature use based on a proper systematic model, for sure, would deal more with the personal adjustment as "literary texts will help to realize the individual and societal developments. They make the readers improve themselves culturally and educationally in accordance with their emotional features" (Kallimani, 2016: 4).

RESEARCH DESIGN

This study aimed to examine the application of Carter and Long's Models of Literature Teaching Models in the academic courses in teacher training colleges to find out whether using these models and literary texts have any contribution to cultural awareness and their ultimate cultural conceptualization or not. For this purpose, the following research questions were adopted:

1. Is there any relationship between the Literature Teaching Models in academic classrooms and learners' cultural conceptualization?
2. What are the learners' commonalities regarding the Literature Teaching Models and cultural conceptualization?
3. Is there any significant difference between Gender, Literature Teaching Model and Cultural conceptualization?

For the purpose of collecting data, special questionnaires were administered and semi-structured interviews were conducted. Since in the EFL classes where the research was carried out skills were integrated into teaching; therefore, reading classes were integrated into standard teaching sessions as well.

Research Hypotheses

1. There is no relationship between the Literature Teaching Models in academic classrooms and learners' cultural conceptualization.
2. There are no commonalities between the learners regarding the Literature Teaching Models and cultural conceptualization.
3. There is no significant difference between Gender, Literature Teaching Model and Cultural conceptualization.

Prior to the Fieldwork

The participants were asked several oral questions and comment-writing projects to explain their understanding of the language they are getting trained for to teach in the future as their life-long profession. As they have just come from high school, and as they had not already been offered any preparatory course on the activities of the model to be deployed in the course of the research, they revealed only a minute tinge of familiarity or total ignorance of the cultural backgrounds of the English language.

During The Fieldwork

The literary lessons were carried out every Sunday for 90 minutes during 8 weeks started from September and ended in December. In this process, the instructors assigned homeworks on the English drama, novel, and literature interpretation and discussion to the students. Reading, writing comments, themes analysis, and oral discussion on the many characteristics of literature and its under discussion genres, analysing social, literary, and historical elements (Cultural Model Activities), the materials along side Cloze procedure, exercises, jumbled sentences, summarising the texts, creative writing and role plays (The Language Model Activities) on the materials which were the main activities during these teaching sessions as well as the combination of the two models' techniques simultaneously (The Personal Growth Model) as the treatment was deployed for the experimental groups. The lecturer was like an initiator, counsellor, and monitor while students were taking active roles in doing the mentioned activities as required.

Participants

In this study, a total number of 60 male first year academic students, aged between 18-21, attended to the demo lessons as an EFL classroom. They were all to-be-English teacher students doing their first year of academic course in a Teacher Training College.

Analysis & Findings

After collecting the qualitative and quantitative data on the questionnaires and interviews as well as the analysis of the comments of the subjects, they were analyzed by statistical devices. Initially Maxqda program revealed a harmonious procedure for the clarification of the cultural values manifested in the learners' attitudes and minds. On the line of detecting the first hypothesis, the following analyses were done.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.822 ^a	.675	.664	4.54523
a. Predictors: (Constant), Personal Growth Model, Language Model, Cultural Model				

This table provides the *R* and *R*² values. The *R* value represents the simple correlation and is 0.82 (the "R" Column), which indicates a high degree of correlation. The *R*² value (the "R Square" column) indicates how much of the total variation in the

independent variables, Personal Growth Model, Language Model, Cultural Model, can be explained by the dependent variable, Cultural Conceptualization. In this case, 66.4% can be explained, which is large.

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2412.148	3	125.383	6.069	.001 ^a
	Residual	773.645	136	8.659		
	Total	3185.793	139			
a. Predictors: (Constant), Personal Growth Model, Language Model, Cultural Model						
b. Dependent Variable: Cultural Conceptualization						

This table indicates that the regression model predicts the dependent variable significantly well. As "Sig." column shows, Here, *p* < 0.001, which is less than 0.05, and indicates that, overall,

the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data).

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	72.565	6.335		11.454	.000
	Cultural Model	.255	.282	.071	3.930	.058
	Language Model	.306	.167	.148	1.830	.049
	Personal Growth Model	.675	.172	.318	.879	.001
a. Dependent Variable: Cultural Conceptualization						

The beta coefficients (Standardized Coefficients) allow us to compare the relative strengths of our predictors. Standardization of the coefficient is usually done to answer the question of which of the independent variables have a greater effect on the dependent variable in a multiple regression analysis, when the variables are measured in different units of measurement. As the table shows, Personal Growth Model has a large effect on cultural conceptualization compared to other variables.

As for the second hypothesis, it became clear that although they have not passed special credits on the requirements of knowledge related to the above-mentioned areas, they revealed great good information on the following data regarding the above aspects of the target language culture. What was thematically common among all the learners were the great zest and joy revealed during the class practice of the reading materials which led them to cover areas which have proved to be novel in their understanding and at the same time missing too. These themes understood in the analysis and codification of their interviews, their collected comments, and their inner most feelings' assertions. The following major themes and statements make the point clear regarding the two research questions and maintain that they do have mutual impacts on each other and that they can be clearly detected in the learners' assertions too. Cultural Conceptualization= *historical, religious, and political* implications

The following were the most frequent elements and assertions detected after analysis of the participants' comments which have been summarized as follows:

- The existence of the religious, political, and historical understanding of pieces of the information underlying the texts meta contexts of different types.
- The unique ways they deployed to achieve the ability to cajole information out of the texts and Meta contexts on the line of expanding their cultural conceptualization.
- The discovery of the great gap on the way of understanding the depth of meaning of the passages and the ease they felt in tackling the passages thereafter.
- The close vicinity they felt after realizing the cultural elements of different types existing in the passage.
- The kind of harmonization they came up with after realizing the cultural elements of the target language with those of his/her own language.
- The male proved to penetrate more and give more time to the detection of these elements in the passages than the male.
- The attainment of the tact to locate, analyze, and deal with the nature of the sub-cultural themes of different types in the passages after administration and implementation of texts of different types.
- Both male and female showed great interest and left good verbal and written comments on the type of teaching technique (Personal Growth Model of Language Teaching) deployed in the classroom as they both indicated its impact on their motivational derives and intellectuality.
- Both boys and girls highlighted the necessity of such methods and discussions in the TEFL classes and the great and immediated urgency in case of to-be-English teachers for their future profession.

- The male found the teaching techniques and the cultural conceptualization awareness techniques totally pertinent to their real life language learning more than the female.
- The degree of cooperation of the male proved to be more welcoming than the female which may be attributed to many other areas of personal and gender differences which calls for another research to become clear.
- Both male and female asserted the great information gap they felt regarding the cultural aspects of language learning.
- Both appreciated the common understanding of the elements of cultural values and the way they are incorporated, transmitted, and conveyed in the works of arts which can be detected in their comments and views.
- The male viewed the effectiveness of the teaching techniques and indicated that they would deploy them in their future teaching career in order to make their teaching and learning culturally rich and enjoyable as well as native like and authentic more than the female.
- The cross comparison of the cultural elements were the great assertions which were detected in the works of some of the students.
- Teachers, curriculum developers, and syllabus designers are highly suggested turn to cultural model of teaching literature when culture and cultural elements are concerned and language model when linguistic elements are of priority and at hand.
- The manouvre over and the deployment of the procedures and techniques of the Personal Growth Model of language teaching is highly suggested as they have been fathomed deeply by the learners and have given rise to the question of cultural awareness, cultural consciousness, and cultural understanding of both the target and the source culture of the learners.

As for the third hypothesis, the following statistics revealed the discrepancy between the male and female with regard to the literature teaching models and cultural conceptualization.

GENDER

Model(Female)	Sum of Squares	df	Mean Square	F	Sig.
Regression	121.849	3	40.616	2.482	.069 ^a
Residual	1030.867	63	16.363		
Total	1152.716	66			
Model (Male)					
Regression	307.035	3	102.345	4.210	.009 ^a
Residual	1677.404	69	24.310		
Total	1984.438	72			

- a. Predictors: (Constant), Personal Growth Model, Cultural Model, Language Model.
b. Dependent Variable: Cultural Conceptualization.

This table indicates that the regression model cannot predict the dependent variable significantly well among female students. As "Sig." column shows, $p > 0.01$, which is more than 0.05 and it also indicates that the regression model predicts the dependent variable significantly well among male students. As "Sig." column shows, $p < 0.01$, which is less than 0.05.

Efl Students' Perspectives

The incorporation of literature into the process of teaching and thinking in the classroom was highly welcomed by all the participants due to its alluring attractions. The prime idea which occurred to the researcher's mind was the idea that such teaching models were authentic, mind challenging, and task-based in nature which interested and made all the participants involved in the process of teaching and learning. Among the three models, the Personal Model Growth's outperformance over the other two would lead to the development of a sort of culture conceptualization which would sound like the Cultural Iceberge view capturing all the required attitudes in the mind of the learner and the teacher. This is in a sense as vivid as it incorporates the elements of the other two approaches to teaching literature in the classroom. This, may in a sense act as the best vaccine against the possible controversies of the target and the native culture, better maintenance of the native culture, and the delicate and safe culture cognition, culture recognition and culture resistance. In this way, we can enable our students, learners, and more specifically to-be-teacher trainees to better understand the English language culture and better care about any culture-bound information accompanying the English language teaching.

The provision of suitable literary materials can pave the way for the administration of literature and literary based materials in the class on the line of cultural implications. Hence, when teachers consciously decide to put into action the students' cultural resources, they send a signal to students that their experiences are meaningful and worthy of being included in classroom learning (Araujo, 2013, cited in Stewart, 2015: 12-13)

CONCLUSION

The deployment of the literature genres and literary approaches has recently achieved a crucial role in the field of TEFL. This research dealt with the application of the Carter and Long's Models of Literature teaching in the English classes. Various elements and procedures of these approaches were touched upon in the selected research classes whose coagulate impact of the techniques gave rise to the learners' cultural awareness, cultural appreciation, and cultural conceptualization of the hidden and vivid cultural elements of different types in the sentences and texts at hand in the classes run by the researcher and his colleagues. Personal Growth Model entails the elements of the other two approaches' characteristics. Hence, it makes this approach more powerful in case of both language and culture teaching and appreciation. The results revealed the meaningfulness of the elements of the research questions and the appropriacy of this model both as a good tool for teaching literature and language and as powerful method for cultural conceptualization procedures and practices. The findings highlight the cruciality of this approach for the academic centers and more specifically for the TTC centers which are in charge of training to-be-teachers. It also indicated that the male enjoyed the the model and performed significantly better on the phenomenon of cultural conceptualization than the female participants. Although the research has been carried out in Ilam Farhangian campus, its impacts can be applied elsewhere or the research can be replicated for certainty.

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