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Teaching English Culture through
.....
Literature in Islamic countries

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أوافق على طبع المذكرة وتقديمها للمناقشة أو التقييم (الإيداع) بعد أن استوفت الشروط
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Islamic Countries**

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Dedication

In the name of Allah, the Most Merciful, the Most Compassionate.

I dedicate this work to the soul of my beloved father, who has passed away, yet remains forever alive in my heart. May Allah grant him His mercy and welcome him into Paradise.

To my dear mother, for her endless love and prayers. May Allah protect her and bless her with a long and healthy life.

To my beloved husband, for his support and encouragement throughout this journey.

To my dear sons, who are my source of strength, hope and motivation. You are the reason I keep moving forward.

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Abstract

English has become a global language and learning it is very important. However, an important question is whether learning English also means learning the culture of English-speaking people, either consciously or unconsciously and how this may affect learners' cultural identity. In the Arab world, this issue is very important because of its long relationship with English-speaking countries, its strong local culture and language, its large expatriate population and the rapid changes in society. Teaching a language is usually connected to teaching its culture, but in many cases English is taught without focusing on its cultural aspects. Many students can speak English and pass exams, but they may not know much about the culture behind the language. This study investigates the role of literature in teaching English culture in Islamic countries. It is based on the assumption that learning a foreign language is closely related to understanding its culture. Therefore, this research aims to explore how literary texts can be used as an effective tool to introduce English culture while respecting the values and traditions of Islamic societies. The theoretical part of this study focuses on the relationship between language and culture as well as the importance of literature in English language teaching. It also discusses the challenges of teaching a foreign culture in Islamic contexts and highlights the role of literary texts in developing learners' cultural awareness. The practical part adopts a quantitative and qualitative research approaches. A questionnaire was administered to a sample of primary school teachers in order to investigate their attitude towards the use of literary texts in teaching English culture. The findings reveal that although teachers recognize the importance of integrating culture in language teaching the use of literary texts remains limited in the classroom. That's why the study recommends promoting the use of literature as a means of teaching English culture in a way that respects learners' cultural and religious background as well as providing teachers with appropriate training and guidance.

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General Introduction

Culture is a fundamental element in shaping human societies. It encompasses traditions, customs, beliefs, values, language and shared ways of thinking. Through culture, individuals develop their identity and understand their place within society. Culture also facilitates social interaction and mutual understanding among people, making it an essential component of human life

Literature is deeply rooted in culture, as it reflect the social, historical and ideological contexts of society. Literary works such as novels, poems and short stories provide insight into the lived experience of people from different cultural backgrounds. In the field of English language teaching, literature plays a significant role because it enables learners to acquire linguistic competence while simultaneously developing cultural awareness.

In the Arab world, the presence of foreign language is largely linked to European colonial influence. During this period, languages such as English, French and Italian were introduced into educational institutions. Consequently, English gradually gained prominence and became widely used in formal education. Today, it holds an important position in universities, academic research, media and international communication.

Despite its importance, the widespread use of English has raised several concerns. The dominance of a foreign language may contribute to the marginalization of local languages and cultures. In some cases, individuals may experience a loss of cultural identity as a result of excessive exposure to foreign cultural values. Additionally, those who lack proficiency in English may face social or academic exclusion.

Therefore, it is essential to adopt a balanced perspective toward English language learning. While English is a necessary tool in a globalized world, it should not undermine local cultures and identities. Educational system should promote the learning of English alongside the preservation of native languages and cultural heritage. Maintaining this balance is crucial, as culture represents a core aspect of human identity.

Our work is divided into three chapters. The first one is about teaching literature and literary competence. It focuses on the role of literature in EFL teaching and the concept of literary competence. It also highlights the close relationship between literature and

culture. The second chapter explains the research methodology used in this study, including research design, participants, data collection tools and data analysis procedures. While the third chapter is the analysis and discussion of the data collected in this study which is based on classroom practices, teachers' questionnaire and Arabian Sands from cultural perspective. It presents the practical part of the study and discusses the main findings. This research highlights the importance of literature in learning the culture and requiring knowledge in that field and also illustrates the influence of literature in exploring foreign cultures.

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Chapter one: Teaching literature and literary competence

1.1 Introduction

Literature has long been considered as fundamental component in the teaching and learning of a foreign language. In the context of EFL, literary text offer learners more than linguistic input; they provide access to authentic language use, cultural values and diverse perspectives of the target language community. Through stories, poems and plays, learners are exposed to meaningful contexts that enhance their reading, thinking and interpretive skills. This chapter presents the theoretical background of the study by focusing on the role of literature in EFL teaching and the concept of literary competence. It also highlights the close relationship between literature and culture.

1.2 Definition of Literature

Literature is a complex and multifaceted concept that has been defined in various ways by scholars across time. Traditionally, literature was associated with imaginative and artistic writing, including genres such as poetry, drama and fiction. It was often distinguished from other forms of writing by its aesthetic value, creativity and use of figurative language.

According to Abrams (1999), « literature refers to written works that are valued for their artistic expression and intellectual significance rather than for purely informational or practical purposes ». This definition highlights the aesthetic dimension of literature and emphasizes its role in expressing human experience through language.

From a broader perspective, Widdowson (1992) views literature as a form of discourses that uses language in a special way to create meaning beyond literal interpretation. Literary texts invite readers to engage with multiple layers of meaning, symbolism and interpretation. This characteristic makes literature particularly valuable in language learning contexts as it encourages deeper engagement with language.

Moreover, literature can be defined as a reflection of society and culture. Eagleton (1996) argues that literature cannot be separated from its social and historical context,

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as it represents human values, beliefs and experiences. Through literary text, reader gain insight into different cultures, traditions and worldviews.

Literature can also be defined as a body of written texts characterized by imaginative language, cultural significance and interpretive richness. In EFL teaching, literature serves as linguistic resource and as a means of developing critical thinking, cultural awareness and literary competence.

1.3 Importance of Literature in EFL Learning

Literature has an important role in EFL learning because it helps students improve their language level in a meaningful and motivating way. Unlike traditional textbooks that sometimes present language in isolated sentences, literary texts show language in real contexts. Students can see how words and expressions are used naturally in different situations. According to Collie and Slater (1987), there are four main reasons why teachers use literature in foreign language teaching: valuable authentic material, cultural enrichment, language enrichment and personal involvement.

1.4 Literature as Authentic and Valuable Material

One of the main reasons for using literature in EFL classrooms is that it provides authentic and valuable material. Literary texts are not written for pedagogical purposes but for native speakers. For this reason, they present real and natural language used in genuine communicative contexts. According to Collie and Slater (1987), literature offers “valuable authentic material” because it exposes learners to language that has not been simplified or artificially constructed for teaching.

Authenticity is important in foreign language learning because it allows students to encounter vocabulary, idioms, stylistic variations and different registers as they are actually used. Besides that, literature is considered valuable because of its lasting relevance. Literary works often deal with universal themes such as love, conflict, identity, freedom and social issues. These themes remain meaningful across time and

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cultures. Alan Maley (2001) argues that literature offers genuine and emotionally engaging content, which makes it more memorable and motivating than many traditional teaching materials. Therefore, literature provides real language input, meaningful content and varied linguistic forms, all of which contribute to more effective and motivating EFL learning.

1.5 Approaches to Teaching Literature

Different models have been developed to guide the teaching of literature in EFL classrooms. These models highlight various ways of interpreting and exploiting literary texts. The most important ones includes the language model, the cultural model and other analytical approaches such as New Criticism, Structuralism and Stylistics

1.5.1 Language Model

The language model considers literature primarily as a resource for language learning. In this model, literary texts are used to develop learners' linguistic competence. The focus is on the formal aspects of language such as vocabulary, grammar and sentence structure. Learners analyze how language is used in the text and practice different language skills through activities like comprehension questions, vocabulary exercises and writing tasks.

This model is particularly suitable for beginners and intermediate learners as it simplifies the use of literature and makes it more accessible. However, it may sometimes neglect the deeper meaning and aesthetic value of literary texts.

1.5.2 Cultural Model

The cultural model views literature as a means of understanding the culture and society of the target language. In this model, literary texts are studied for their historical, social and cultural background. Learners explore the values, traditions and beliefs represented in the text. This helps them develop intercultural awareness and a deeper understanding of the context in which language is used.

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The cultural model is often associated with more advanced learners as it requires a higher level of language proficiency and critical thinking. One limitation is that it may focus more on content than on language practice.

1.5.3 New Criticism

New Criticism is an approach that focuses on the text itself without considering external factors such as the author's biography or historical context. In this approach, learners analyze the internal elements of the text including themes, imagery, symbolism and structure. The emphasis is on close reading and detailed textual analysis.

This model helps learners develop analytical skills, but it may be challenging for EFL learners if the language level of the text is too difficult.

1.5.4 Structuralism

Structuralism is based on the idea that literature follows certain underlying structures and patterns. In this approach, learners examine how elements of the texts are organized such as narrative structure, character roles and binary oppositions (e.g., good vs evil). The goal is to understand how meaning is constructed within the text.

Although this approach develops critical thinking, it can be theoretical and complex especially for younger or less proficient learners.

1.5.5 Stylistics

Stylistics combines language and literary analysis by focusing on the style of the text. This approach examines how linguistic features such as lexical choice, sentence structure and figures of speech contribute to meaning and effect. It bridges the gap between language study and literary appreciation.

Stylistics is particularly useful in EFL contexts because it helps learners see how language works in real texts while also appreciating literary beauty.

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These models offer different perspective on teaching literature and an effective EFL teacher should combine all these models to create a balanced and engaging learning experience.

1.6 Concept of Literary Competence

Literary competence refers to the reader's ability to understand, interpret and appreciate literary texts in a meaningful and critical way going beyond the simple understanding of words and sentences. It involves not only linguistic knowledge such as vocabulary and grammar, but also an awareness of literary conventions including genre, narrative structure, symbolism and figurative language. A literary competent reader is able to recognize how meaning is constructed in a text and can interpret both explicit and implicit messages. In the context of EFL learning, literary competence is particularly important because it enables learners to engage actively with texts, develop interpretive skills and respond personally to what they read. According to Culler (1975), literary competence can be seen as an internalized system of rules and conventions that guides readers in making sense of literary discourse. In the same vein, Widdowson (1984) argues that understanding literature requires the ability to go beyond the surface level of language and to infer deeper meanings based on context and textual clues. Furthermore, Lazer (1993) highlights that literary competence enhances learners' critical thinking and encourages them to explore multiple interpretations, rather than relying on a single fixed meaning. Therefore, literary competence is a crucial objective in language teaching as it helps learners become independent readers who are capable of analyzing, interpreting and appreciating literary texts in a thoughtful and informed manner.

1.7 Component of Literary Competence

The components of literary competence refer to the different skills and types of knowledge that readers need in order to understand and interpret literary texts effectively. First, linguistic competence plays a fundamental role as learners must have sufficient knowledge of vocabulary, grammar and sentence structure to comprehend the

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text at a basic level. However, literary competence goes beyond this to include interpretive competence, which enables readers to analyze themes, identify symbols and understand implicit meaning within the text. In addition, cultural competence is essential since literary works are often deeply rooted in specific cultural contexts and understanding these contexts helps learners interpret characters, events and ideas more accurately. Another important component is aesthetic competence which refers to the reader's ability to appreciate the artistic and stylistic features of a text such as imagery, tone and figurative language. These components are interconnected and work together to develop a deeper and more meaningful engagement with literature. As argued by Brumfit and Carter (1986), effective reading of literary texts requires both linguistic understanding and the ability to interpret and respond to the text. Similarly, Lazar (1993) emphasizes that learners need to develop multiple competencies in order to fully benefit from literature in the language classroom as it promotes both language development and critical thinking skills.

1.8 Importance of Literary Competence in EFL Contexts

The importance of literary competence in EFL contexts lies in its role in helping learners move beyond basic language comprehension toward deeper understanding and meaningful interaction with texts. Developing literary competence enables learners to interpret implicit meanings, analyze themes and recognize stylistic features, which in turn strengthens their overall reading and critical thinking skills. It also encourages learners to become active participants in the learning process as they are invited to express personal responses and engage in discussion. Furthermore, literary competence contributes to cultural awareness by exposing learners to different perspectives, values and social contexts embedded in literary works. This is particularly important in EFL settings, where learners may have limited contact with the target language outside the classroom. According to Lazar (1993), literature provides rich input that promotes both linguistic development and interpretive abilities making it a valuable resource in language teaching. Similarly, Collie and Slater (1987) argue that literature fosters

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personal involvement and motivation, which are essential for effective language learning. Therefore, developing literary competence in EFL contexts not only enhances learners' language proficiency but also equips them with the skills needed to think critically and engage with texts in a more meaningful and independent way.

1.9 Attitudes toward Foreign Language Learning and Literature in Muslim Societies

The teaching of literature in the Algerian EFL classroom is closely linked to learners' attitude toward both foreign language learning and literary texts. While students generally show positive attitudes toward learning English due to its global relevance in education, technology and career opportunities, their engagement with English literature can be more cautious. Literary texts often reflect cultural values and social contexts that differ from those rooted in Algerian society, influenced historically by Arab-Islamic traditions, which may create a sense of distance or unfamiliarity. Nevertheless, literature when carefully selected and taught, can foster literary competence by promoting critical thinking, interpretive skills and intercultural awareness. As Kramsh (1993) argues, language learning and culture are inseparable and exposure to literary texts allows learners to expose different perspective. Similarly, Alptekin (2002) emphasizes the importance of adapting language teaching to learners' cultural context to enhance comprehension and engagement. Therefore, in EFL classrooms the success of teaching literature depends on the teacher's ability to choose culturally appropriate texts and adopt strategies that make literature both accessible and meaningful, ultimately developing students' literary competence.

1.10 Cultural Differences between Muslim Societies and Western literature

In teaching literature and developing literary competence, cultural differences between Muslim societies and Western literary contexts can affect learners' understanding and engagement. Western texts often include themes, social norms and values -such as individualism or romantic relationships- that may be unfamiliar or distant to learners in

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Muslim societies. This can make comprehension and personal connection more challenging. However, these differences also offer opportunities to enhance literary competence by encouraging learners to compare cultures, think critically and reflect on diverse perspective. Teachers can support this process by selecting culturally sensitive texts, explaining unfamiliar contexts and creating activities that link learners' experiences to the literary material. As Kramersch (1993) emphasizes, language and culture are inseparable and understanding culture context is essential for interpreting texts effectively. Alptekin (2002) adds that culturally aware teaching promotes both engagement and comprehension. Addressing cultural differences thoughtfully strengthens learners' literary competence, enabling them to analyze, interpret and appreciate texts across cultural boundaries.

1.11 Conclusion

This chapter has explored the role of literature in EFL teaching and its contribution to the development of literary competence. It also highlighted the concept of literary competence as a central objective of teaching literature, emphasizing its components and its importance in enabling learners to analyze literary texts effectively. In addition, attention has been given to learners' attitudes in the Algerian context as well as to the cultural differences between Muslim societies and Western literature, which may influence learners' engagement with literary texts. Therefore, integrating literature in EFL teaching when supported by effective strategies and relevant text selection, can significantly contribute to the development of learners' literary competence.

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Chapter Two: Research Methodology

2.1 Introduction

This chapter presents the methodology adopted to conduct this research. It describes the research design and the approach used to investigate the role of literature in enhancing EFL learners' competence. It also identifies the population and sample of the study and explains the data collection tools used to gather information. Furthermore, it provides a description of the collected data and outlines the procedures followed to analyze them. The purpose of this chapter is to ensure the validity and reliability of the research process.

2.2 Research Design

The present study adopts a descriptive research design. This design is appropriate because it aims to describe and analyze learners' attitudes towards the use of literature in EFL classrooms, as well as its role in developing their language competence.

A descriptive research design focuses on observing and interpreting existing phenomena without manipulating variables. According to John W. Creswell (2014), descriptive research is used to systematically describe a situation, population or phenomenon as it exists. In this study, it is used to collect data from learners and examine their perceptions, difficulties and experiences related to literary texts.

Moreover, descriptive design allows the researcher to obtain detailed information about the current state of teaching and learning. As noted by Louis Cohen et al. (2018), this type of research is concerned with gathering data in order to answer questions about the present conditions of a phenomenon. Therefore, it is suitable for identifying patterns and drawing meaningful conclusions based on participants' responses.

2.3 Research approach

The research approach refers to the general strategy that the researcher uses to collect, analyze and interpret data in order to answer the research questions. According to John W. Creswell (2014), it includes the procedures and steps followed from data collection

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to data interpretation. In this study, both quantitative and qualitative research approaches are adopted in order to provide a comprehensive understanding of the research problem. The quantitative approach is used to collect numerical data through a questionnaire, which helps to measure students' attitudes toward learning literature and their level of literary competence in an objective and systematic way. However, relying only on numbers is not sufficient to fully understand students' opinions and experiences. For this reason, a qualitative approach is also included through open-ended questions, allowing students to express their view in their own words. According to John W. Creswell (2014), combining quantitative and qualitative approaches known as mixed-method research, provides a deeper and more complete understanding of the research problem. Therefore, the use of both approaches in this study helps to obtain reliable results as well as detailed insights into students' attitudes towards literature.

2.4 Population and Sample

The population of the present study consists of primary school teachers of English, as they are directly involved in the teaching process and have practical experience with pupils' learning behavior and difficulties particularly in understanding literary texts. These teachers are considered a relevant population because they can provide reliable insights into classroom practices and the effectiveness of different teaching methods used to develop pupils' literary competence. However, due to time limitations and accessibility constraints it was not possible to investigate the whole population. Therefore, a sample of 20 primary school teachers was selected to participate in this study. The participants were chosen using convenience sampling as they were available and willing to respond to the questionnaire. Although the sample is relatively small, it is considered adequate to collect meaningful data and to reflect general tendencies in teaching literature at the primary level.

2.5 Data Description

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The data collected for this study were obtained through a structured questionnaire administered to a sample of 20 primary school teachers. This instrument was designed in line with the objectives of the research which aim to investigate the role of teaching literature in developing learners' literary competence in the English language classroom. More specifically the questionnaire seeks to explore teachers' attitudes, practices and perceptions regarding the integration of literary texts in their teaching.

The questionnaire consisted of 10 questions covering key aspects related to the research topic, including the importance of literature in language learning, the strategies used by teachers to present literary texts and the challenges they face in fostering literary competence among learners. The questions were mainly close-ended such as multiple-choice and yes/no items in order to facilitate the collection of quantifiable data. In addition, some open-ended questions were included to allow teachers to provide further explanations and share their professional experiences.

The collected data are both quantitative and qualitative in nature. Quantitative data are expressed through frequencies and percentages to identify general trends in teachers' responses, while qualitative data are reflected in their comments and explanations offering deeper insights into their views. All responses were carefully organized and classified according to the research objectives. This systematic organization ensures a clear connection between the collected data and the purposes of the study, thus enabling an effective analysis of how literature is taught and how it contributes to the development of learners' literary competence.

2.6 Research Tools

The main research tools used in this study are classroom observation and a structured questionnaire administered to primary school teachers. This instrument was selected as it is considered an effective and practical method for collecting data from a relatively large number of participants in a limited period of time. It allows the researcher to gather

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information about teachers' attitude, experiences and classroom practices related to the teaching of literature and the development of literary competence.

The questionnaire was carefully designed to align with the research objectives and to address the main research questions. It aims to explore how teachers perceive the role of literary texts in English language teaching, as well as the strategies they use and the challenges they encounter in their classroom.

The use of questionnaire is particularly appropriate for this study due to its practicality and efficiency. It enables the researcher to collect data from multiple participants within a short time frame and in structured manner. Moreover, it provides a degree of anonymity, which encourages teachers to express their views more freely and honestly. For these reasons, the questionnaire is considered a suitable tool for investigating the research problem.

2.7 Data Analysis Procedures

In this study, the data collected through the questionnaire were analyzed using simple and clear procedures in order to obtain meaningful results. First, all the responses gathered from the teachers were carefully reviewed and organized. Then, the answers to each question were grouped according to their similarities to make the analysis easier. Since the questionnaire mainly included closed-ended questions, the data were analyzed using basic quantitative methods such as counting the number of responses for each option and converting them into percentages. This helped to identify the most common answers and general tendencies among the participants. The results were then presented in the form of tables to provide a clear and structured view of the data. In addition, simple explanations were provided to interpret these results and relate them to the objectives of the research. This step was important to understand teachers' opinions and attitudes toward topic of the study. Therefore, the use of these procedures allowed the researcher to analyze the data in an organized way and to draw valid and reliable conclusions.

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2.8 Conclusion

This chapter has established solid methodological foundation for the present study by carefully selecting appropriate methods and procedures for data collection and analysis. The use of the questionnaire as a research tool allowed for the collection of structured information from teachers, providing valuable insights into their views and practices. Moreover, the adoption of simple quantitative analysis methods helped to organize the data in a clear and systematic way. Therefore, this chapter plays a crucial role in supporting the overall research process and in preparing a strong basis for the analysis and discussion of results which will be developed in the following chapter.

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Chapter Three: Data Analysis and Discussion

3.1 Introduction

Chapter three is devoted to the analysis and discussion of the data collected in this study. It aims to examine the role of literature in teaching English culture within Islamic context.

The analysis is based on classroom practices and quantitative data with particular attention to how cultural values are introduced and understood through literature. A special focus is given to a passage from Arabian Sands which serves as a model for exploring the relationship between language and culture.

This chapter seeks to interpret the findings in a meaningful way in order to answer the research questions and provide a deeper understanding of the effectiveness of using literature as a tool for teaching English culture.

3.2 Classroom Observation

Classroom observation is an important research tool that helps researchers understand teaching practices and classroom interaction in a real and educational setting.

3.2.1 Description of Classroom observation

The classroom observation was conducted at Bouguenaya Abdelkader School on 2025 – 2026 where English is taught as a foreign language. The researcher, who is the classroom teacher, conducted the observation during regular teaching sessions with a group of primary school learners. The aim of this observation was to investigate learners' reactions to the integration of literary texts in English lessons and to examine how such texts can be used to introduce cultural aspects.

The observed group consisted of young learners with a basic level of English proficiency. The observation focused on several aspects including learners' participation, their level of comprehension and interaction with the teacher and with

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each other as well as their ability to recognize and interpret cultural elements presented in the lesson.

Particular attention was given to learners' responses to cultural content related to daily life, traditions and values. The observation also aimed to identify the difficulties learners may face when dealing with literary text, especially in the terms of vocabulary and cultural understanding.

This observation was conducted in the natural classroom environment without any external intervention, which allowed the researcher to collect authentic data about learners' behavior and engagement. Notes were taken during the sessions in order to record important details related to learners' reactions, participation and challenges.

3.2.2 Results of Classroom Observation

The classroom observation provided detailed insights into learners' behavior, participation and comprehension when literary texts were introduced in the English lesson. It also helped to examine how learners react to cultural content presented through literature in an Islamic educational content.

First, it was clearly noticed that the majority of learners showed a positive attitude toward the use of literary text. From the beginning of the lesson, learners appeared curious and interested in the topic, especially when the teacher introduced the theme in a simple and engaging way. This initial motivation played an important role in encouraging learners to participate in the different classroom activities. The use of a literary text created a learning atmosphere that was different from traditional lessons, which helped to capture learners' attention.

In terms of participation, the observation revealed that a significant number of learners were actively involved in the lesson. They attempted to answer the teacher's question, reacted to explanations and in some cases tried to express their personal opinions using simple English. This showed that literary texts can encourage learners to communicate

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and interact inside the classroom. However, participation was not equal among all learners. While some learners were confident and active others were more reserved and needed continuous encouragement and support from the teacher to become involved in the learning process.

Regarding comprehension, learners were generally able to understand the main idea of the text especially after the teacher provided explanations and clarified difficult vocabulary. However, several difficulties were observed. Many learners struggled with unfamiliar words and expressions which sometimes prevented them from fully understanding the text. In addition, some cultural references were not immediately clear to them, particularly when they were different from their own cultural background. This indicates that comprehension is closely related to both linguistic knowledge and cultural awareness.

Another important result concerns learners' ability to recognize and interpret cultural elements. It was observed that learners could identify certain aspects related to daily life, traditions and values. In some cases, they were able to compare these elements with their own culture, which made the lesson more meaningful and engaging. This shows that literature can act as a bridge between cultures and can help learners develop a better understanding of both the target culture and their own cultural identity.

However, the observation also showed that not all cultural aspect were easily understood. Some abstract ideas required additional explanation and guidance from the teacher. Without this support, learners might misinterpret or ignore important cultural meanings. Therefore, the teacher's role remains essential in facilitating learners' understanding and guiding their interpretation of the text.

In addition, it was noticed that the use of literary texts encouraged interaction not only between the teacher and the learners but also among learners themselves. Some learners discussed their answers, shared ideas and reacted to their classmates' contributions. This

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interaction contributed to creating a more dynamic and communicative classroom environment.

Overall, the classroom observation demonstrated that the integration of literary texts in English teaching can have a positive impact on learners' motivation, participation and cultural awareness. Nevertheless, it also highlighted the challenges learners face, particularly in terms of vocabulary and cultural understanding which require appropriate pedagogical support.

3.2.3 Interpretation of Classroom Observation

The result obtained from the classroom observation provide important insights into the effectiveness of using literary texts in teaching English culture within an Islamic context. These finding can be interpreted in relation to learners' motivation, participation, comprehension and cultural awareness.

First, the positive attitude shown by most learners indicates that literary texts can be a motivating tool in the English classroom. The learners' interest and curiosity suggest that literature introduces a different and more engaging learning experience compared to traditional teaching methods. This supports the idea that literature is not only a source of language input but also a means of stimulating learners' imagination and involvement in the learning process.

Second, the level of participation observed among learners reflects the role of literature in promoting classroom interaction. The fact that many learners attempted to answer questions and express their ideas even with limited language proficiency, shows that literary text can encourage communication. However, the variation in participation levels also indicates that individual differences among learners such as confidence and language ability play an important role. Therefore, the teacher must adopt strategies that ensure equal participation and provide support to less active learners.

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Regarding comprehension, the difficulties faced by learners highlight the challenges of using literary texts at lower levels of English proficiency. The presence of unfamiliar vocabulary and complex expressions can limit learners' understanding if not properly addressed. This suggests that the selection of texts should be adapted to learners' level and pre-teaching vocabulary and providing explanations are necessary steps to facilitate comprehension.

In terms of cultural understanding, the observation confirms that literary texts can serve as an effective medium for introducing cultural elements. Learners were able to recognize certain aspects of daily life, traditions and values and in some cases they successfully related them to their own cultural background. This process of comparison helps learners develop intercultural awareness and better understand both the target culture and their own identity.

However, the observation also reveals that some cultural aspects are more difficult to interpret, especially when they are abstract or unfamiliar. This emphasizes the importance of teacher's role in guiding learners and providing clear explanations. Without proper guidance, learners may fail to grasp the intended cultural meanings or may develop misunderstandings.

Furthermore, the interaction observed in the classroom suggests that literature contributes to creating a more communicative and learner-centered environment. Learners were not only receiving information but also actively participating in the construction of meaning through discussion and exchange of ideas.

Overall, these findings support the assumption that literature can be an effective tool for teaching English culture in Islamic countries. Nevertheless, its success depends largely on the teacher's ability to select appropriate texts, adapt them to learners' level and provide sufficient support to overcome linguistic and cultural difficulties.

3.3 Teacher's Questionnaire Analysis and Results

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The teacher's questionnaire represents an important research tool used to collect data concerning teachers' attitudes toward the use of literary texts in teaching English at the primary level. It was designed to gather information about the respondent's teaching experience, classroom practices, types of literary materials used, teaching methods, learners' difficulties and the perceived importance of literature in language learning.

The analysis in this questionnaire aims to interpret the teacher's responses and identify the role that literature can play in developing pupils' linguistic, cognitive, and social skills. It also seeks to highlight the challenges teachers may face when introducing literary texts in the classroom. The results obtained from questionnaire provide valuable practical insights that support the theoretical framework of the present research.

Question 01:

Gender

Gender	Number of Teachers	Percentage
Male	01	05%
Female	19	95%
Total	20	100%

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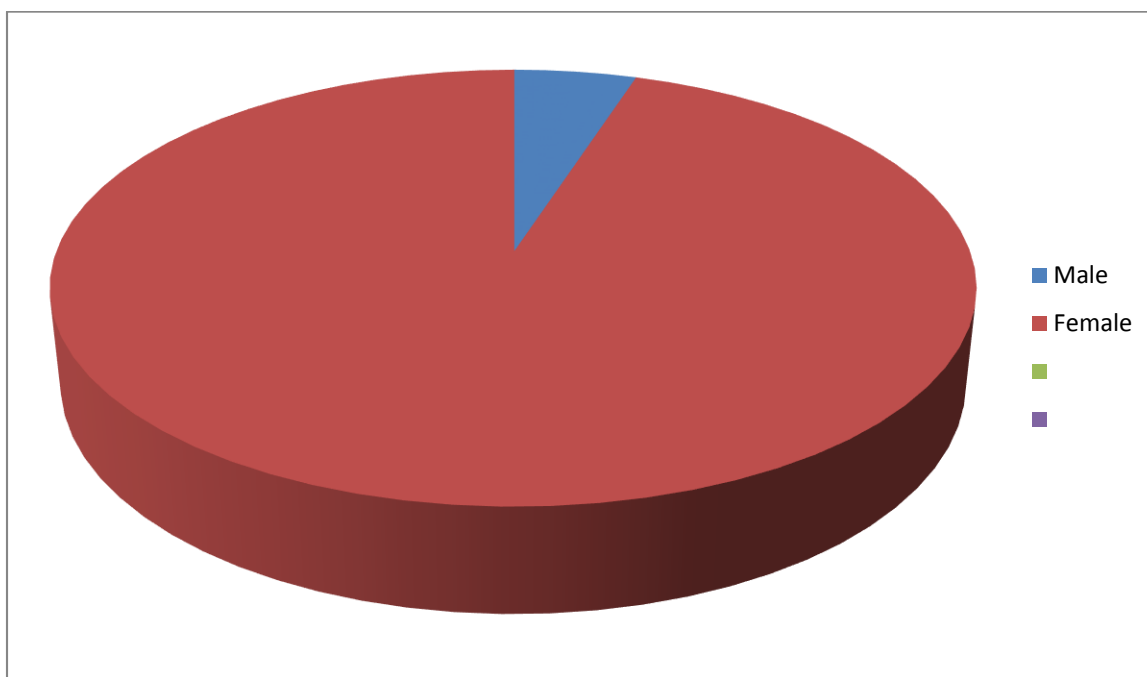


Figure 01: Participants' Gender Distribution

This information is included as part of the personal data section of the questionnaire in order to provide a general description of the participants. Although gender does not directly affect teaching competence, it helps classify the sample and gives a clearer profile of the respondents. In this case, the questionnaire was answered by nineteenth females and only one male primary school teachers who provided valuable insights based on their classroom experience professional practice.

Question 02:

How many years have you been teaching?

Years of Experience	Number of Teachers	Percentage
Less than 05 years	17	85%
05 – 10 years	03	15%

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Total	20	100%
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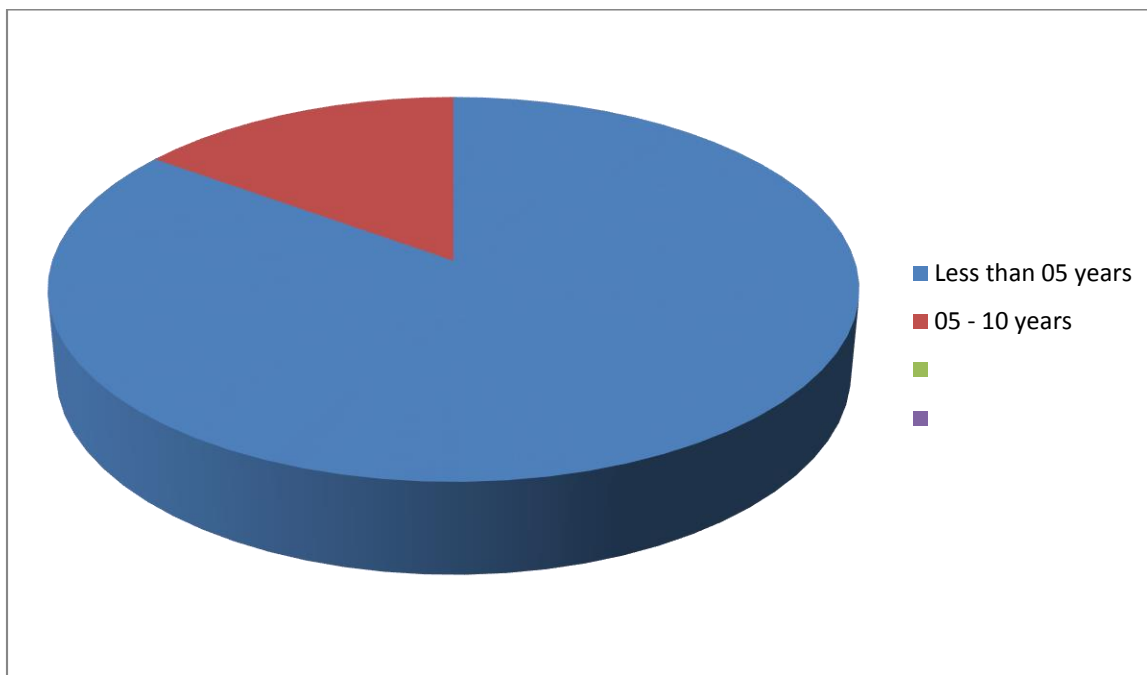


Figure 02: Teachers' Years of Teaching Experience

The answer of the teachers show that the majority of them (17 / 03) selected less than five years of teaching experience. This result indicates that the respondents belong to the category of relatively new teachers who have recently entered the educational field. Such teachers are often familiar with recent teaching approaches, learner-centered methods and modern classroom strategies. At the same time they may still developing their practical experience through continuous classroom practice. Therefore, the teachers' responses may reflect both contemporary pedagogical training and direct contact with present-day learners.

Question 03:

Do you use literary text in your English classes?

Answer	Number of Teachers	Percentage
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Yes	12	60%
No	08	40%
Total	20	100 %

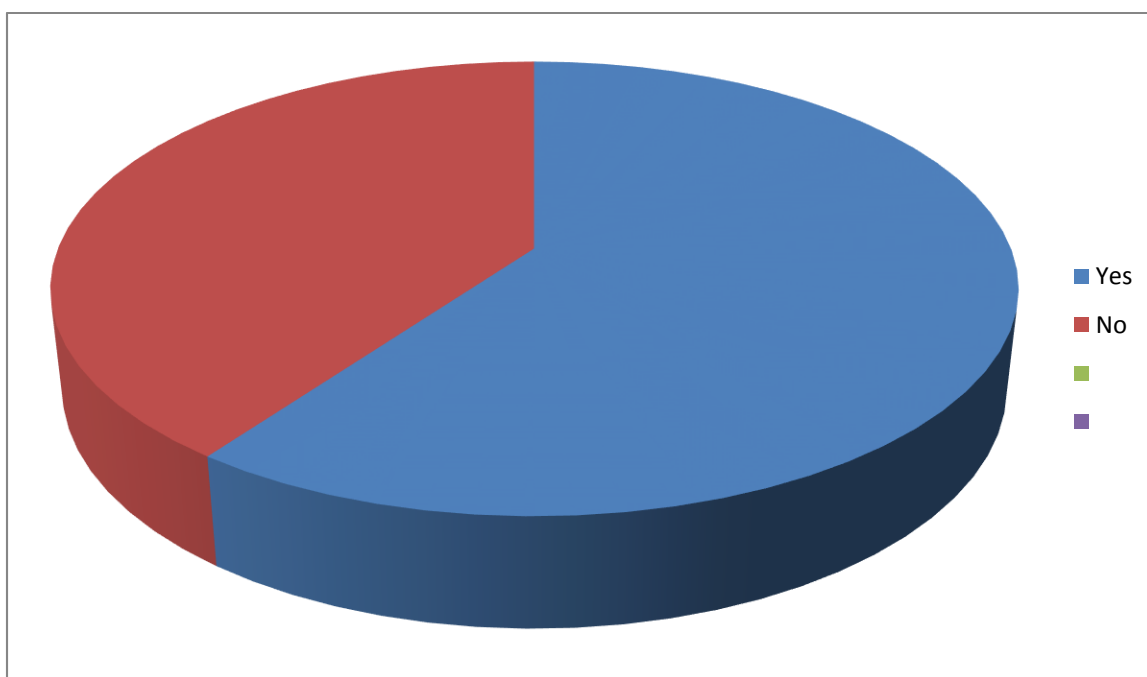


Figure 03: Use of Literary Texts in English Classes

The results of this question revealed that 12 teachers answered yes, while 8 teachers answered no. This means that the majority of the respondents use literary texts in their English classes, whereas a considerable number of teachers do not integrate them into their teaching practices.

The positive responses indicate that many teachers recognize the educational value of literary texts in language teaching. They may consider literature an effective resource for improving learners' vocabulary, reading comprehension, pronunciation and communication skills. Literary texts can also create a more enjoyable learning atmosphere and expose pupils to authentic language in meaningful context.

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On the other hand, the negative responses show that some teachers do not use literary texts in their classes. This may be due to several reasons such as lack of time, overloaded syllabus, absence of appropriate materials or the belief that literary texts may be difficult for young learners. Some teachers may also prefer focusing on textbook activities and basic language structures.

The results demonstrate that although the majority of teachers support the use of literary texts, there is still a noticeable percentage who do not use them. This suggests the need to encourage teachers to integrate suitable literary materials and provide training on effective ways of using literature in primary school English classrooms.

Question 04:

How often do you use literary texts?

Frequency	Number of Teachers	Percentage
Always	01	05%
Sometimes	10	50%
Rarely	09	45%
Total	20	100%

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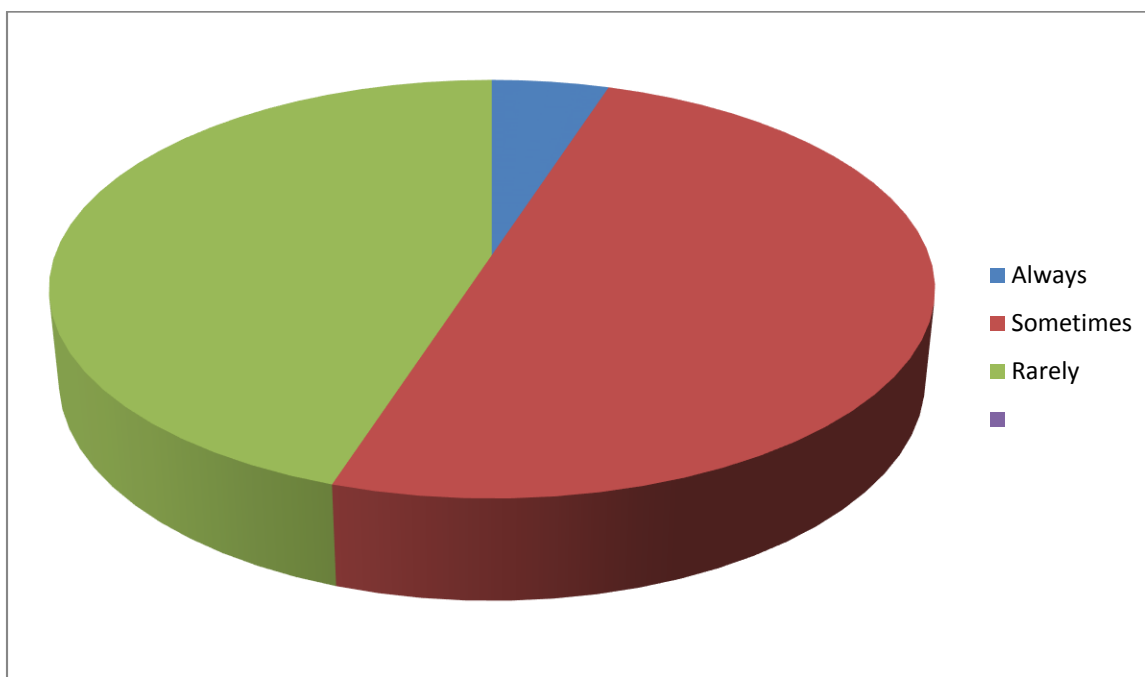


Figure 04: Frequency of Using Literary Texts

The results of this question showed that 1 teacher answered always, 10 teachers answered sometimes and 9 teachers answered rarely. These findings indicate that the use of literary texts in English classes is generally limited and not practiced on a regular basis.

The fact that only one teacher selected always suggests that constant integration of literary texts remains uncommon among the respondents. This may indicate that few teachers are able to include literature regularly in their teaching plans and classroom activities.

The majority of respondents selected sometimes which means that many teachers use literary texts occasionally according to lesson objectives or the relevance of the text to the taught unit. This category reflects a moderate use of literature where teachers recognize its importance but do not rely on it systematically.

In addition, a significant number of teachers selected rarely. This showed that many respondents make limited use of literary texts in their classes. Such a result may be

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related to several factors such as time constraints, pupils' low language proficiency or the difficulty of adapting literary texts to the primary level.

The results reveal that although teachers show some interest in using literary texts, their integration remains occasional rather than regular. Therefore, greater support and training may help teachers use literature more frequently and effectively in English language teaching.

Question 05:

What types of literary text do you use?

Literary Text Type	Number of Teachers	Percentage
Stories	11	55 %
Songs	16	80 %
Dialogues	13	65 %
Poems	02	10 %
Total	42	100 %

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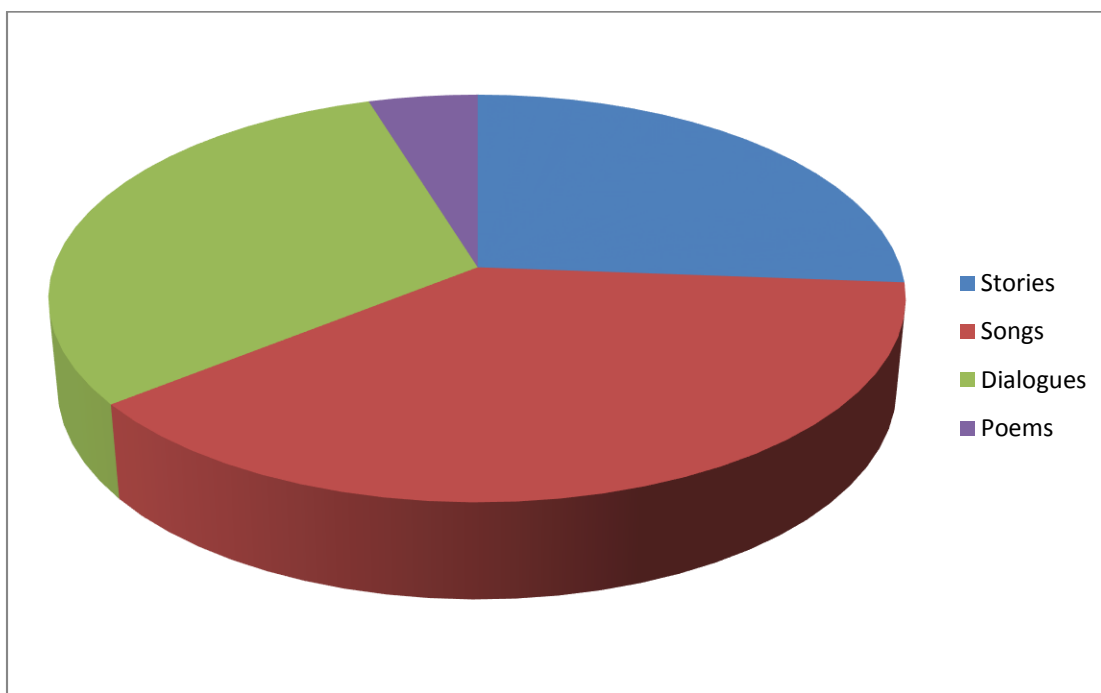


Figure 05: Types of Literary Texts Used in English Classes

The result obtained from this question revealed that teachers use different types of literary texts in their English classes according to their teaching objective, pupil's needs and the suitability of the materials to the primary level. Since respondents were allowed to choose more than one answer, the percentages were calculated on the basis of the total number of teachers. The findings showed that the songs were the most frequently selected literary texts, chosen by 16 teachers. This high percentage indicates that songs occupy an important place in primary school English teaching. Teachers may prefer songs because they create an enjoyable and motivating classroom atmosphere, attract young learners' attention and make learning more dynamic. In addition, songs are considered effective tools for teaching pronunciation, rhythm, vocabulary and simple grammatical structures. Through repetition, pupils can memorize language items more easily and participate actively in classroom activities.

The results also demonstrate that dialogues were selected by 13 teachers, which make them the second most commonly used type of literary text. This result reflects the

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practical importance of dialogues in language teaching, especially at the primary level where oral communication is essential.

Dialogues provide learners with opportunities to practice every day expressions, greeting and simple conversation. They also help pupils improve speaking and listening skills while encouraging interaction between classmates. Teachers may therefore consider dialogue highly useful because they prepare learners to use English in communicative situations.

Furthermore, stories were chosen by 11 teachers, showing that more than half of the respondents integrate stories into their teaching practices. Stories are valuable educational tools because they stimulate imagination, develop concentration and exposes learners to language in meaningful contexts. They can also enrich vocabulary, improve comprehension skills and introduce moral lessons or positive values. For young learners, stories are particularly attractive when they contain interesting characters and simple language. This percentage suggests that many teachers recognize the pedagogical benefits of storytelling in foreign language instruction.

On the other hand, poems were selected by 2 teachers which make them the least frequently used literary texts among the respondents. This low percentage may be explained by the fact that poems often contain figurative language, rhythmical pattern or vocabulary that may be difficult for young learners to understand. Some teachers may also find it challenging to adapt poetic texts to the pupils' linguistic level or to design suitable classroom activities based on poems. As a result, poetry appears to be less common in primary school English classes compared with songs, dialogue and stories.

The results clearly indicate that teachers tend to prefer literary texts that are simple, interactive and appropriate for children's interest and language abilities. Songs, dialogues and stories are more widely used because they make learning enjoyable and facilitate language acquisition, whereas poems are less frequently integrated due to their complexity. These finding confirm that the selection of literary materials at the primary

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level is strongly influenced by the age of learners, their proficiency level and the practical classroom value of each literary form.

Question 06:

What teaching methods do you use?

Teaching Method	Number of Teachers	percentage
Reading aloud	10	50%
Group work	13	65%
Explanation	11	55%
Role play	17	85%
Total	51	100%

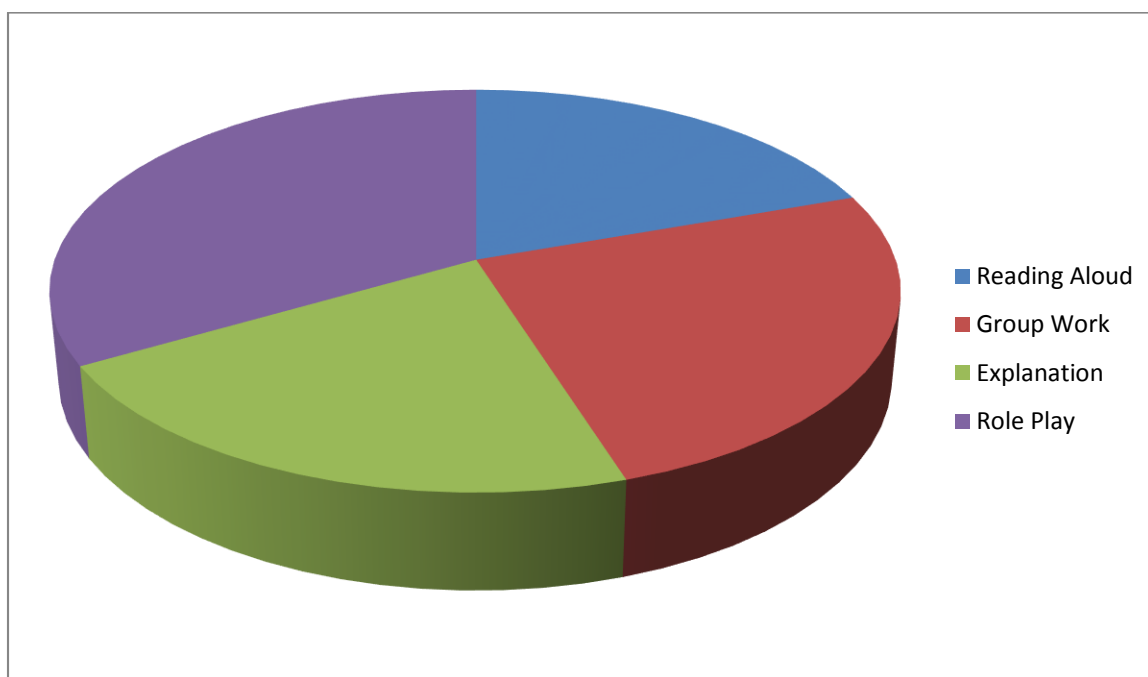


Figure 06: Teaching Methods Used in English Classes

The finding revealed that role play was the most frequently selected method chosen by 17 teachers. This high percentage indicates that role play is highly appreciated by

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teachers as an effective and motivating strategy, especially for young learners. Through role play, pupils can act out characters, situations or dialogues related to literary texts, which help them develop speaking skills, self-confidence and active participation. It also creates an enjoyable classroom atmosphere and encourages learners to use English in meaningful context.

The results also demonstrate that group work was selected by 13 teachers, making it the second most commonly used teaching method. This suggests that many teachers value cooperative learning and peer interaction in the classroom. Group work allows pupils to exchange ideas, solve tasks together and learn from one another. It also helps develop communication skills and framework. When working with literary texts, pupils can discuss stories, answer questions or prepare short performance collaboratively.

In addition, explanation was chosen by 11 teachers. This result shows that more than half of the respondents still rely on direct explanation as an important instructional technique. Explanation remains useful because teachers often need to clarify difficult vocabulary, explain meaning and simplify events or even guide pupils through the content of literary texts. At the primary level, explanation is particularly important when learners need support in understanding new language items or unfamiliar ideas.

Furthermore, reading aloud was selected by 10 teachers. This indicates that half of the respondents consider reading aloud an effective teaching practice.

Reading aloud can improve pronunciation, intonation, fluency and listening comprehension. It also helps pupils become familiar with the sound system of English and increases their confidence when speaking in front of others. In the context of literary texts, reading aloud can make stories, dialogues and songs more lively and engaging.

The results reveal that teachers tend to combine traditional and interactive methods when teaching literary texts. While explanation and reading aloud remain important supportive techniques, teachers show a stronger preference for learner-centered

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approaches such as role play and group work. This demonstrates an awareness of the importance of active participation and communication learning in primary school English education.

Question 07:

Do your pupils have difficulties understanding literary texts?

Answer	Number of Teachers	Percentage
Yes	15	75%
No	05	25%
Total	20	100%

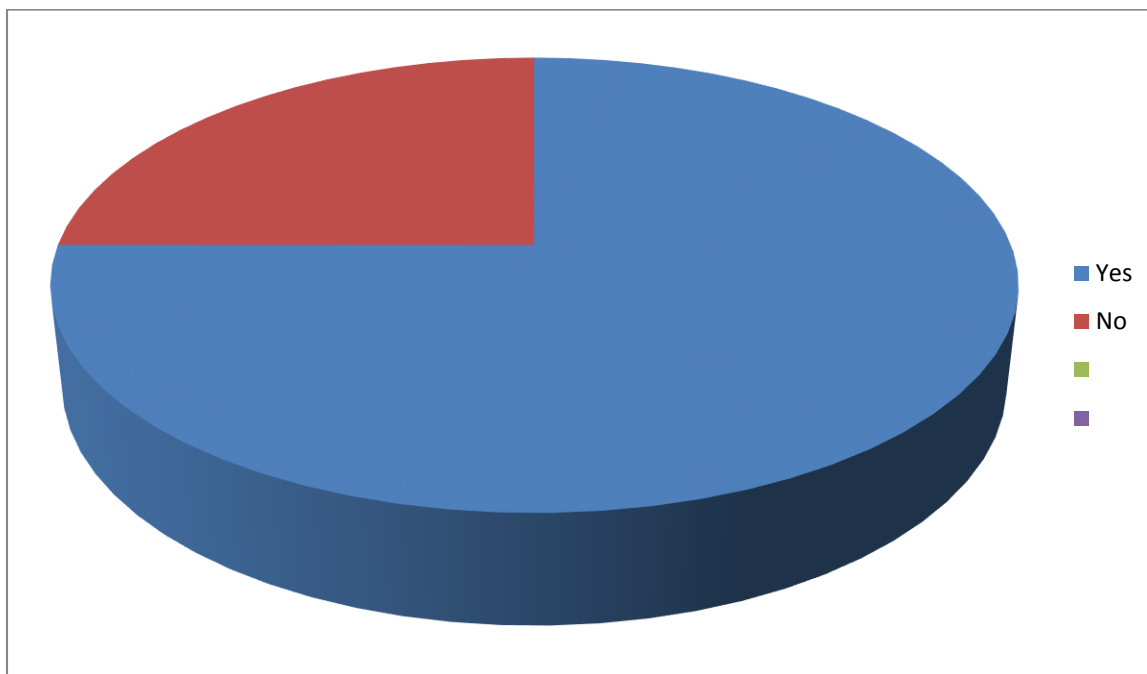


Figure 07: Pupils' Difficulties in Understanding Literary Texts (Yes/ No Responses)

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The results of this question showed that 15 teachers answered yes, while 05 teachers answered no. This means that most teachers that think that pupils have difficulties in understanding literary texts.

This high percentage may be explained by the fact that literary texts sometimes contains difficult words, new expressions or ideas that are not easy for young learners. Some pupils may also find it difficult to understand the events of the story or the meaning of the text. Since primary pupils are still learning basic English, they may need more help when reading literary materials.

Another reason may be the lack of interest or concentration. If the text is long or not attractive, pupils may lose attention and find it hard to understand. This shows that the choice of the text is very important in the teaching process.

On the other hand, 05 teachers answered no. This means that some teachers believe their pupils do not face major difficulties. This may be because they use simple texts, clear explanations and suitable teaching methods that help pupils understand better.

The results show that most pupils face some difficulties in understanding literary texts.

Question 08:

What is the main difficulty pupil face?

Difficulty	Number	percentage
Vocabulary	09	45%
Meaning	10	50%
Lack of interest	03	15%
Culture	05	25%
Total	27	100%

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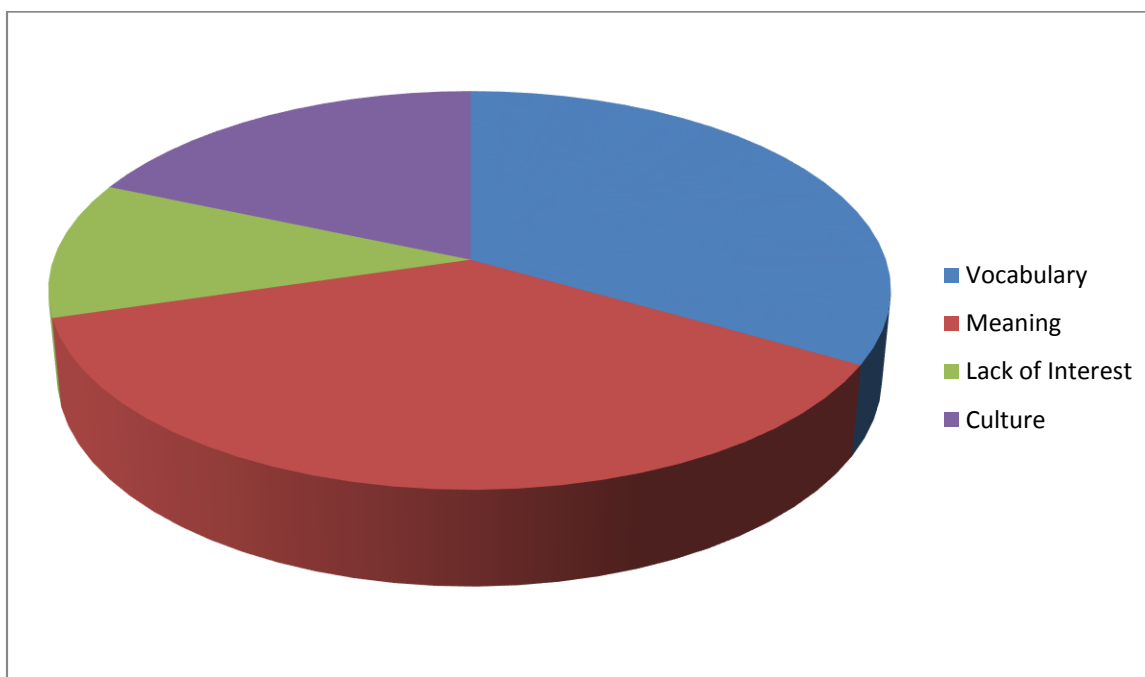


Figure 08: Main Difficulties Faced by Pupils in Understanding Literary Texts

The results of this question showed that teachers identified several difficulties that pupils face when studying literary text in English classes.

The finding revealed that meaning was the most common difficulty, selected by 10 teachers. This means that half of the respondents believe that pupils have problems understanding the meaning of the text. In many cases, pupils may read the words correctly but fail to understand the general idea of the story. They may also find it difficult to connect events or understand characters. This problem can be explained by the young age of learners and their limited experience with reading literary texts in a foreign language.

The second major difficulty was vocabulary, chosen by 09 teachers. This result indicates that many pupils struggle with new or unfamiliar words. Vocabulary difficulty is common at the primary level because pupils are still building their basic word knowledge in English.

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Another important difficulty is culture, chosen by 05 teachers. This result is significant because it is directly related to the topic of the present research, which studies the role of literature in teaching culture. It shows that some pupils face difficulties understanding culture aspects found in literary texts. These aspects may include traditions, customs, celebrations, food or social behaviors from English-speaking countries. Since pupils grow up in a different cultural environment, some references may seem strange to them. As a result, they misunderstand the text or fail to appreciate its meaning.

This finding confirms that language and culture are closely connected and that teachers should explain cultural elements in a simple and clear way.

In addition, lack of interest was chosen by 03 teachers. This means that some pupils are not motivated when working with literary texts. Young learners lose attention if the text is too long or too difficult. They usually prefer colorful, enjoyable and interactive materials. If the lesson is not presented in an interesting way, pupils may become bored and show little participation. This highlights the importance of choosing texts that suit children's interests and using active teaching methods.

Overall, the results show that pupils face different kinds of difficulties when dealing with literary texts. Meaning and vocabulary were the most common difficulties, but cultural understanding also appeared as an important challenge.

Question 09:

Do you think methods like TPR help pupils understand better?

Answer	Number of Teachers	Percentage
Yes	20	100%
No	00	00%
Not sure	00	00%

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Total	20	100%
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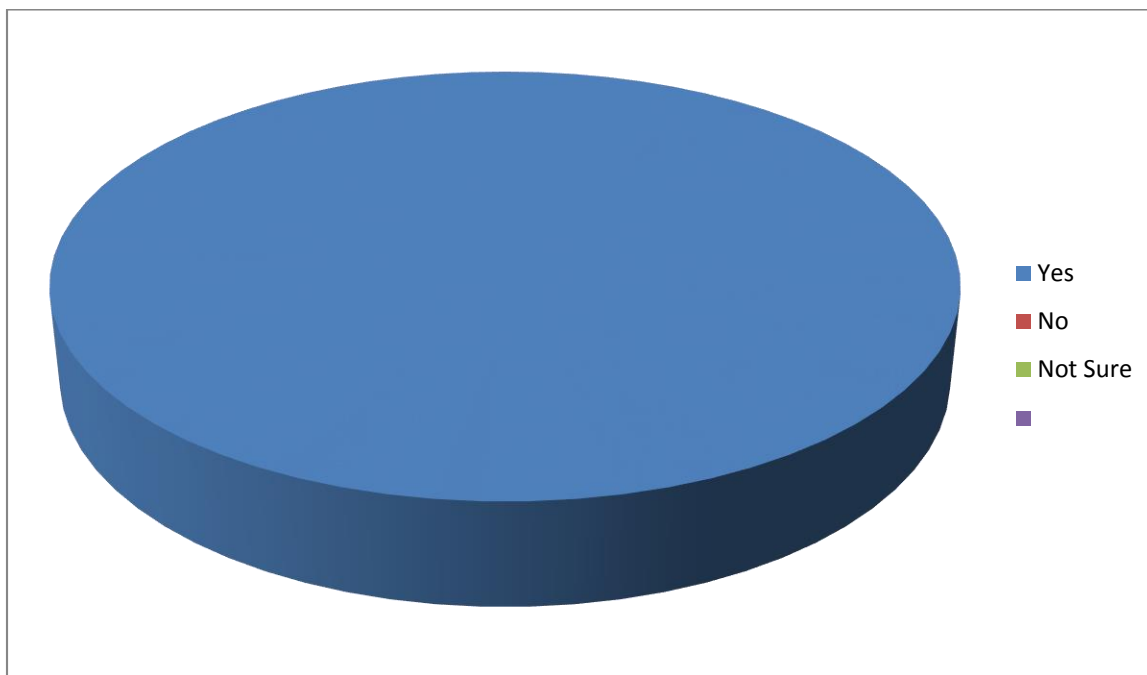


Figure09: Teachers' Opinions in the Effectiveness of TPR in Improving Pupils' Understanding

The results of this question showed that 20 teachers answered yes, while no teacher selected no or not sure. This means that all the respondents agreed that methods such as TPR (Total Physical Response) help pupils understand lessons better. This complete agreement reflects the importance of using active teaching methods with young learners.

TPR is based on learning through action and movement. Pupils listen to instructions and respond physically. This method makes learning more enjoyable and easier. At the primary level, children usually learn better when they move and interact during the lesson.

The relation between this result and the topic of the present research is clear. Teaching methods play an important role in presenting literary texts and cultural content in a simple way. Literature often includes customs, daily life, values and traditions from

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English-speaking societies. Some of these cultural aspects may be new or unfamiliar to pupils in Islamic countries.

By using methods like TPR, the teacher can explain these cultural elements through actions, role play and classroom activities instead of using difficult explanations. For example, pupils can act out greeting, family situations, daily routines or polite behavior found in literary texts. This helps them understand the foreign culture more easily while staying engaged and motivated.

TPR is also useful because it allows teachers to present culture in a respectful and selective way. Teachers can choose suitable literary texts and focus on positive values in order to make pupils learn about another culture while keeping their own identity and values.

The results show that all teachers believe that TPR improves understanding. This confirms that successful teaching of English culture through literature depends not only on the choice of texts, but also on the use of effective methods that make language and culture clear, enjoyable and appropriate for learners in Islamic countries.

Question 10:

In your opinion, is teaching literature important at primary level? Why?

Answer	Number of Teachers	Percentage
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Yes	14	70%
No	06	30%
Total	20	100%

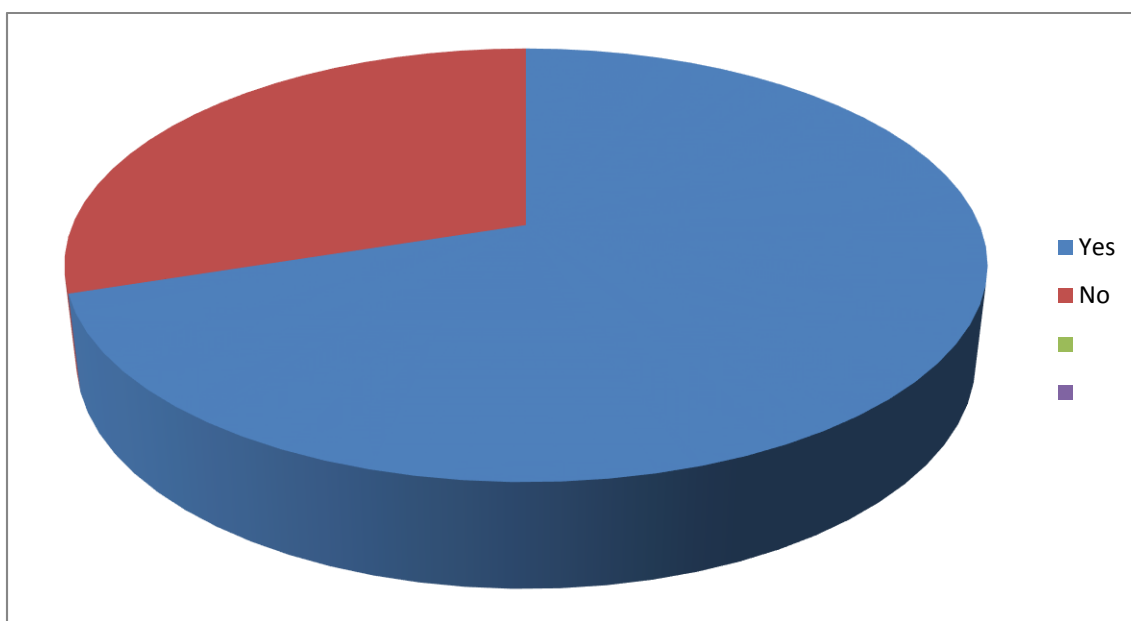


Figure 10: Teachers’ Opinions on the Importance of Teaching Literature at Primary Level

The result of this question showed that 14 teachers answered yes, while 6 teachers answered no. this means that most teachers think that teaching literature is important at the primary level.

Teachers who answered yes gave different reasons. Some said that literature helps pupils learn new vocabulary and improve reading skills. Others explained that stories, songs and dialogues make lessons more interesting and enjoyable. Some teachers also said that literature develops imagination and helps children think better. In addition, literature can teach good values such as respect, honesty and cooperation. It can also introduce pupils to some aspects of English culture in a simple way. Those teachers agreed that literature can be a useful way to teach language and culture together. Through stories and songs,

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pupils can learn about daily life, customs and values from English-speaking countries. At the same time, teachers in Islamic countries can choose suitable texts that respect local values and traditions.

On the other hand, teachers who answered no also gave different reasons. Some believed that literature may be difficult for young learners because of hard words or unclear meanings. Others said that primary pupils need to learn basic English first such as vocabulary, grammar and speaking. Some teachers may also think that there is not enough time to teach literature in class.

The results show that most teachers have a positive opinion about teaching literature at the primary level.

The results of teachers' questionnaire showed that most teachers have a positive opinion about using literature in English classes at the primary level. Many teachers use literary texts such as songs, stories and dialogues because they help pupils learn new words, improve reading and speaking and enjoy the lesson more. Teachers also use methods like role play, group work, reading aloud and TPR to make learning easier and more interesting.

The questionnaire also showed that pupils face some difficulties when studying literary texts. The main problems are understood meaning, difficult vocabulary and some cultural points. This means that pupils need simple texts, clear explanations and good teaching methods.

These are related to the topic of this research, which is teaching English culture through literature in Islamic countries. They show that literature can help pupils learn both language and culture when teachers choose suitable texts that respect pupils' age, level and local values.

In general, literature can be useful in primary school if it is taught in a simple and attractive way.

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3.4 Analysis of Arabian Sands

The analysis of literary texts provides an opportunity to explore cultural themes and values represented in literature. In this study, *Arabian Sands* is examined from a cultural perspective to identify how culture aspects are portrayed and how literary texts can contribute to teaching culture in English language learning.

3.4.1 Introduction to the Novel

Arabian Sands is a travel narrative written by Wilfred Thesiger, based on his journeys across the Empty Quarter in the Arabian Peninsula during the 1940s. The book is considered one of the most important works of travel literature, as it documents not only the geographical exploration of the desert but also the social and cultural life of the Bedouin tribes. Through detailed descriptions, Thesiger presents the harsh environment of the desert and the traditional way of life of its inhabitants. The novel is used as an example of authentic literature that reflects real cultural experiences rather than fictional events (Thesiger, 1959).

3.4.2 Brief Presentation of the Author

Wilfred Thesiger (1910 – 2003) was a British explorer and travel writer known for his deep interest in remote cultures and desert life. He was educated in England and later traveled extensively in Africa, the Middle East and Asia. His experience in the Arabian Peninsula allowed him to live closely with Bedouin tribes, learning their customs, values and survival techniques. Unlike many Western travelers who viewed the desert as a place of curiosity, Thesiger developed a strong respect for Bedouin culture and chose to adapt their simple and nomadic lifestyle during his journeys (Morton, 2003). His writing reflects both admiration and personal transformation through intercultural contact.

3.4.3 Cultural Interaction and Intercultural Understanding

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Cultural interaction and intercultural understanding are among the most important ideas found in *Arabian Sands*. Wilfred Thesiger's journeys across the Arabian Desert were not limited to geographical exploration, but they also became a human experience based on contact with the Bedouin people. Instead of remaining an outside visitor, Thesiger chose to live closely with the tribes, travel beside them and depend on them during difficult desert crossings. This direct contact helped him discover many aspects of their social life and traditions. He observed their generosity toward guests, their courage in dangerous situations, their patience in hard conditions and their loyalty to family and tribe. These values made a strong impression on him and changed many of his previous ideas about life and comfort.

This relationship shows that real cultural interaction happens when people share everyday experiences. Thesiger learned from the Bedouins how to survive in the desert, how to travel long distances with few resources and how to respect the rules of tribal life. In return, the Bedouins learned to trust him and accept him as part of their group. Trust was very important because life in the desert required cooperation and unity. This mutual relationship proves that communication between cultures is possible when there is humility, patience and willingness to learn from others.

Another important point in the book is that Thesiger did not present Bedouin life as something strange or inferior. He often expressed admiration for their independence, simplicity and dignity. He compared modern life with the traditional Bedouin lifestyle and sometimes preferred the honesty and freedom he found in the desert. This attitude is significant because many travel writers from the colonial period described non-Western societies with prejudice. However, Thesiger tried to be more respectful and realistic in his descriptions, even if he still wrote from a Western point of view. His text therefore gives students opportunity to discuss how writers can present other cultures in different ways.

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In addition, the strong connection between people and the desert environment. Life in the empty Quarter was difficult because of heat, thirst, long travel and lack of comfort. These conditions shaped the character of the Bedouins and developed values such as patience, courage and cooperation. The book shows that environment can influence culture and lifestyle.

The book also deals with identity and belonging. The Bedouins are shown as people who are proud of their customs, tribal relations and independence. They value honor and loyalty more than material wealth. This can lead students to reflect on the meaning of identity in their own communities. Literature becomes a way to compare cultures and understand how traditions help shape people's sense of self. According to Hall (1997), cultural identity is linked to shared history, values and social practices.

Intercultural understanding means more than knowing facts about another culture. It means trying to understand how people think, why they act in certain ways and what values guide their lives. In *Arabian Sands*, Thesiger gradually understood that the Bedouins valued honor, courage, loyalty, religion and hospitality more than material comfort. This understanding came through experience, not through books or stereotypes. According to Byram (1997), intercultural competence includes curiosity, openness and the ability to interpret cultural practices without quick judgment. Thesiger's experience reflects these qualities because he adapted to a new environment and learned to respect different ways of living.

From an educational perspective, this idea is very useful in English language teaching. Students need to understand that language is connected to culture, customs and identity. Kramsch (1993), explains that language learning also means learning cultural meaning and social behavior. Through *Arabian Sands*, learners can improve their reading skills while discovering how English can be used to describe Arab and Islamic societies. This is especially important in Islamic countries because students may feel more motivated when they see parts of their own heritage represented in English texts. The book can

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also encourage classroom discussions about hospitality, family values, desert life, religion and respect for traditions.

The text also can help students compare culture in a balanced way. They can discuss similarities and differences between Western life and Bedouin values, or between urban life and traditional desert life. Such comparisons develop critical thinking and tolerance. Students learn that no culture is completely right or wrong, but each one has its own history and logic. This type of reflection can reduce stereotypes and build more respectful attitude toward others.

Arabian Sands is not only a travel narrative but also an example of meaningful intercultural contact. Through his relationship with the Bedouins, Thesiger showed that people from different backgrounds can learn from one another through respect, cooperation and shared experience. For this reason, the book can create a bridge between English language learning and local culture. Since the text describes Arab and Islamic settings through English, students in Islamic countries may feel more connected to the material. They learn English while reading about values and places that are closer to their own heritage. This combination can increase motivation and make literature more relevant in the EFL classroom.

3.5 Previous Studies on Arabian Sands

Arabian Sands has attracted the attention of several researchers and critics because of its rich cultural and literary content. Many studies have examined the novel from different perspectives such as travel literature, cultural representation, anthropology and intercultural understanding. These studies provide important insights into the value of the novel and support its use in literary and cultural studies.

Albadi (2024) conducted a study entitled the Bedouins of Oman in Arabian Sands by Wilfred Thesiger. The study analyzed the representation of the Bedouins of Oman in Arabian sands. It focused on the way Wilfred Thesiger portrayed Bedouin society,

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traditions, hospitality, courage and desert life. The researcher argued that the novel presents a respectful and realistic image of Arab culture and highlights important Arab-Islamic values such as generosity, patience, loyalty and simplicity. The study also emphasized that Thesiger's detailed descriptions reflect his close relationship with the Bedouins during his journeys across the Empty Quarter. According to the researcher, the novel is not only a travel narrative but also a cultural document that preserves important aspects of traditional Arabian life before modernization. This study is closely related to the current research because it demonstrates the cultural richness of the novel and confirms its importance as a literary work that can be used to teach culture through literature.

Shabira and Kurniawati (2023) carried out a study entitled *Representation of Self and Other in Arabian Sands by Wilfred Thesiger*. The study examined the representation of self and other in *Arabian Sands* from the perspective of travel literature. It also explored the relationship between the Western traveler and the Eastern society represented in the novel. The researchers found that Thesiger expressed admiration for Bedouin culture and lifestyle through his detailed descriptions of tribal traditions, social relationship and survival in the desert. However, the study also argued that the author's perspective was still influenced by his identity as a British traveler observing a foreign culture. The researchers concluded that the novel combines cultural appreciation with elements of difference and cultural observation. This study contributes to the present research because it highlights the role of literature in promoting intercultural understanding and exposing readers to different cultures and ways of life.

Similarly, Risse (2013) studied *Arabian Sands* from both anthropological and literary perspectives. The researcher emphasized that Thesiger's work reflects empathy and deep understanding of Bedouin society. The study explained that the author did not simply describe the desert as an outsider, but rather attempted to live among the Bedouins and understand their customs, values and daily experiences. Rise argued that the novel represents an important historical and cultural testimony about southern

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Arabia during the twentieth century. Furthermore, the study highlighted the literary quality of The Singer's writing style, especially his vivid descriptions of nature, travel experiences and human relationships. The previous study supports the current research because it shows that Arabian Sands contains valuable cultural themes that can enrich literary education and develop learners' cultural awareness.

These previous studies demonstrate that Arabian Sands is a significant literary work that goes beyond simple travel narration. The novel provides authentic representations of Arab culture, Bedouin traditions and desert life while also encouraging intercultural understanding and cultural appreciation. Therefore, these studies strongly support the present research, which investigates the role of literature in teaching English culture in Islamic countries through the analysis of Arabian Sands.

3.6 Discussion of the Findings

The results of this study show that using literature in English language teaching can be very helpful for both language learning and cultural understanding. From the teachers' questionnaire, it appears that most teachers believe literature is a useful tool in the classroom. They think that literary texts help students learn new vocabulary, improve reading skills and think more deeply about what they read. Many teachers also agree that literature gives learners the chance to learn about culture in a natural and meaningful way. However, some teachers mentioned that it is not always easy to use literature, especially when the learner has a low level in English or when the text is too difficult. This means that teachers need to choose texts carefully and sometimes simplify them so that learners can understand better.

The classroom observation confirms these ideas. It shows that learners are more interested when the lesson includes a literary text, especially when the topic is close to their culture or daily life. Some students participate more and try to express their ideas, which is a positive result. On the other hand, some learners still face problems with difficult words and cultural ideas that are new to them. This can make them less

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confident. For this reason, the teacher has an important role in explaining the text and helping students understand both the language and the meaning.

The analysis of the Arabian Sands also supports these findings. The book presents many aspects of Bedouin and Islamic culture, such as hospitality, patience, respect and strong social values. These elements can help students in Islamic countries feel more connected to the text because they recognize parts of their own culture in it. At the same time, they are learning English through an authentic text. This combination makes learning more interesting and meaningful. The interaction between the writer and the Bedouin people also shows how people from different cultures can understand each other through respect and shared experiences. This idea is important in language learning because students need to develop not only language skills but also positive attitudes toward other cultures.

In general, the findings of this study show that literature can be an effective way to teach English and culture together. It can motivate students, improve their skills and help them become more open-minded. However, its success depends on the teacher's method, the choice of the text and the level of the students. When these elements are well balanced, literature can become a powerful tool in the EFL classroom.

3.7 Obstacles and limitation of the study

This study like any other research work, has some limitations that need to be mentioned in order to better understand its scope and its results. One of the main limitations is the lack of sufficient academic resources related to the topic. It was not easy to find many studies that deal with teaching English culture through literature in Islamic countries, especially using a work like Arabian Sands as a case study. This made it difficult to compare the findings of this study with previous research or to support some ideas with a wide range of references. As a result, the researcher had to rely on a limited number of sources, which may affect the depth of the theoretical part.

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Another limitation concerns the sample of the study. The questionnaire was distributed to a limited number of teachers and not all of them may represent the general situation of EFL teaching. In addition, teachers may have different experiences, teaching methods and classroom conditions, which can influence their answers. Some participants may not have answered all questions with the same level of attention, either because of time or lack of interest. This can affect the reliability of the data collected.

The choice of *Arabian Sands* as a case study also presents certain limitations. Although the book is rich in cultural content and provides an authentic description of Bedouins and Islamic life, its language is sometimes complex. The descriptive style of the author and the presence of unfamiliar vocabulary can make comprehension challenging.

Time was another important limitation in this research. The study was conducted within a limited period, which did not allow the researcher to include more participants, use additional research tools such as interviews or explore other literary texts for comparison. A long period of research could have provided more detailed results and a deeper analysis. According to Dörnyei (2007), limitation such as time constraints, small sample size and limited access to resources are common in educational research and can influence the overall results of the study.

Despite these limitations, this study still provides useful insights into the role of literature in teaching English language and culture. It highlights important issues that can be developed in future research, such as using a larger sample, selecting different literary text and exploring new teaching methods. Therefore, these limitations do not reduce the value of the study, but rather show that more work can be done in this field in the future.

3.8 Pedagogical Recommendations

Based on the result of this study, it is clear that literature can be a useful tool in teaching English language and culture if it is used in a simple way. For this reason, teachers are

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advised to include literary texts in their lessons from time to time, not only as reading material but also as a way to introduce culture. However, it is very important to choose texts that are suitable for learners' level. If the text is too difficult, students may lose interest and feel confused. Therefore, the teacher can simplify some parts, explain difficult vocabulary or give short summaries to make the content easier to understand.

Another important recommendation is to prepare learners before reading the text. The teacher can introduce the topic, explain the context and ask simple questions to activate learners' background knowledge. This helps learners feel more comfortable and ready to understand the lesson. During the lesson, teachers should encourage learners to participate by asking questions, sharing opinions or working in small groups. Simple activities such as discussion, matching ideas or giving personal examples make the lesson more interactive and enjoyable.

In addition, teachers should focus not only on language but also on cultural understanding. Literary texts like *Arabian Sands* can help students discover values such as hospitality, patience, respect and cooperation. These values are important in many societies especially in Islamic contexts, so learners can relate to them easily.

It is also recommended to support the lesson with other materials. For example, the teacher can use pictures, short videos or simple explanation to clarify ideas that may be difficult. This is very helpful when the text talks about places or lifestyle that learners do not know well. Using different materials makes the lesson more interesting and helps students understand better.

Another useful idea is to give learners small tasks instead of difficult exams. For example learners can write a short paragraph, give a simple oral presentation or answer easy questions about the text. This reduces stress and allows the teacher to see if learners understood the lesson. It also helps learners build confidence in using English.

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Finally, teachers should always try to adapt their teaching methods according to students' need and level. Not all classes are the same, so flexibility is very important. The teacher should observe students' reactions and change the method if necessary. According to Carter and Long (1991), literature becomes effective in language teaching when it is used with clear objectives and appropriate methods. In the same way, Lazar (1993), explains that literature can motivate students and improve their skills when it is presented in a simple and engaging way.

In general using literature in EFL classrooms can be very beneficial if teachers make it accessible, interactive and connected to learners' real life. With the right approach, literature can help learners learn English while also understanding culture in a meaningful and enjoyable way.

3.9. Conclusion

This chapter presented the practical part of the study through the analysis of the teachers' questionnaire and the discussion of the main findings. The results showed that literature can be an effective tool for teaching English language and culture, despite some difficulties related to students' level and text complexity. The chapter also included the analysis of *Arabian Sands*, which highlighted the importance of intercultural understanding. In addition, some limitations and pedagogical recommendations were presented. Overall, this chapter confirmed that literature can help learners improve both their language skills and cultural awareness when it is used appropriately in EFL classrooms.

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General Conclusion

This study aimed to show the importance of using literature in teaching English language and culture in EFL classrooms, especially in Islamic contexts. It is also tried to explain how a literary work like *Arabian Sands* can help students understand both language and culture in a simple and meaningful way.

In chapter one, the study focused on the theoretical part. It started by defining literature and explaining its importance in English language learning. It showed that literature is not only a source of reading, but also a way to learn real language and discover different cultures. The chapter also discussed different approaches to teaching literature and explained the concept of literary competence. It highlighted that students need to develop the ability to understand, interpret and react to literary texts. In addition, the chapter talked about students' attitudes toward learning a foreign language and the role of culture, especially the differences between Islamic societies and Western literature.

In chapter two, the study presented the research methodology. It explained the research design and the approach used in this work. It also described the population and the sample as well as the research tools, mainly the teachers' questionnaire. The chapter showed how the data was collected and how it was analyzed. This part was important because it helped organize the research and made the results more clear and structured.

In chapter three, the study focused on the practical part. It included the analysis of the teachers' questionnaire and showed the main results. The findings indicated that most teachers believe that literature is useful in teaching English, but they also face some difficulties such as the level of the learners and the complexity of texts. This chapter also included an analysis of *Arabian Sands*, focusing on cultural interaction and intercultural understanding and also previous works related to it. The analysis showed that the book presents important values such as hospitality, respect, patience and cooperation, which are part of Bedouin and Islamic culture. These elements make the text meaningful for learners and help them connect their own culture with the English language.

The study also discussed the main findings and showed that literature can be effective tool for teaching both language and culture if it is used in a simple and appropriate way. However, some limitations were identified such as the lack of resources, the small sample and the difficulty of literary text. Finally, some pedagogical recommendations were suggested to help teachers use literature more effectively in the classroom.

In conclusion, this study confirms that literature has an important place in EFL teaching. It can help students improve their language skills, develop their thinking and understand different cultures. When teachers choose suitable texts and use simple methods, literature can become a powerful and motivating tool for learning English and building intercultural understanding.

Appendices

Appendix A: Questionnaire

This appendix contains the questionnaire used to collect data from teachers concerning the use of literature in EFL classroom

Questionnaire for primary school teacher

Gender:

Male

Female

How many years have you been teaching?

Less than 05 years

05-10 years

Do you use literary text in your English classes?

Yes

No

How often do you use literary texts?

Always

Sometimes

Rarely

What types of literary texts do you use?

Stories

Poems

Songs

Dialogues

What teaching methods do you use?

Reading aloud

Explanation

Group work

role play

TPR

Do your pupils have difficulties understanding literary texts?

Yes

No

What is the main difficulty pupil face?

Vocabulary

Meaning

Lack of interest

Culture

Do you think methods like TPR help pupils understand better?

Yes

No

Not sure

In your opinion, is teaching literature important at primary level? Why?

.....

.....

.....

Appendix B: Tables and Percentages

Table 01: Teachers' Gender

Gender	Number of Teachers	Percentage
Male	01	05%
Female	19	95%
Total	20	100%

Table 2: Years of Teaching Experience

Answer	Number of Teachers	Percentage
Less than 05 years	17	85%
05 – 10 years	03	15%
Total	20	100%

Table 3: Use of Literary Texts in English Classes

Answer	Number of Teachers	Percentage
Yes	12	60%
No	08	40%
Total	20	100 %

Table 4: Frequency of Using Literary Texts

Frequency	Number of Teachers	Percentage
Always	01	05%
Sometimes	10	50%
Rarely	09	45%
Total	20	100%

Table 05: Types of Literary Texts Used

Type	Number of Teachers	Percentage
Stories	11	55 %
Songs	16	80 %
Dialogues	13	65 %
Poems	02	10 %
Total	42	100 %

Table 06: Teaching Methods Used by Teachers

Method	Number of Teachers	percentage
Reading aloud	10	50%
Group work	13	65%
Explanation	11	55%
Role play	17	85%
Total	51	100%

Table 07: Pupils' Difficulties in Understanding Literary Texts

Answer	Number of Teachers	Percentage
Yes	15	75%
No	05	25%
Total	20	100%

Table 08: Main Difficulties Faced by Pupils

Difficulty	Number of Teachers	percentage
Vocabulary	09	45%
Meaning	10	50%
Lack of interest	03	15%
Culture	05	25%
Total	27	100%

Table 09: The Effectiveness of TPR in Improving Pupils' Understanding

Answer	Number of Teachers	Percentage
Yes	20	100%
No	00	00%
Not sure	00	00%
Total	20	100%

Table 10: The Importance of Teaching Literature at Primary Level

Answer	Number of Teachers	Percentage
Yes	14	70%
No	06	30%
Total	20	100%

Appendix C: Figures

Figure 01: Teachers' Gender distribution

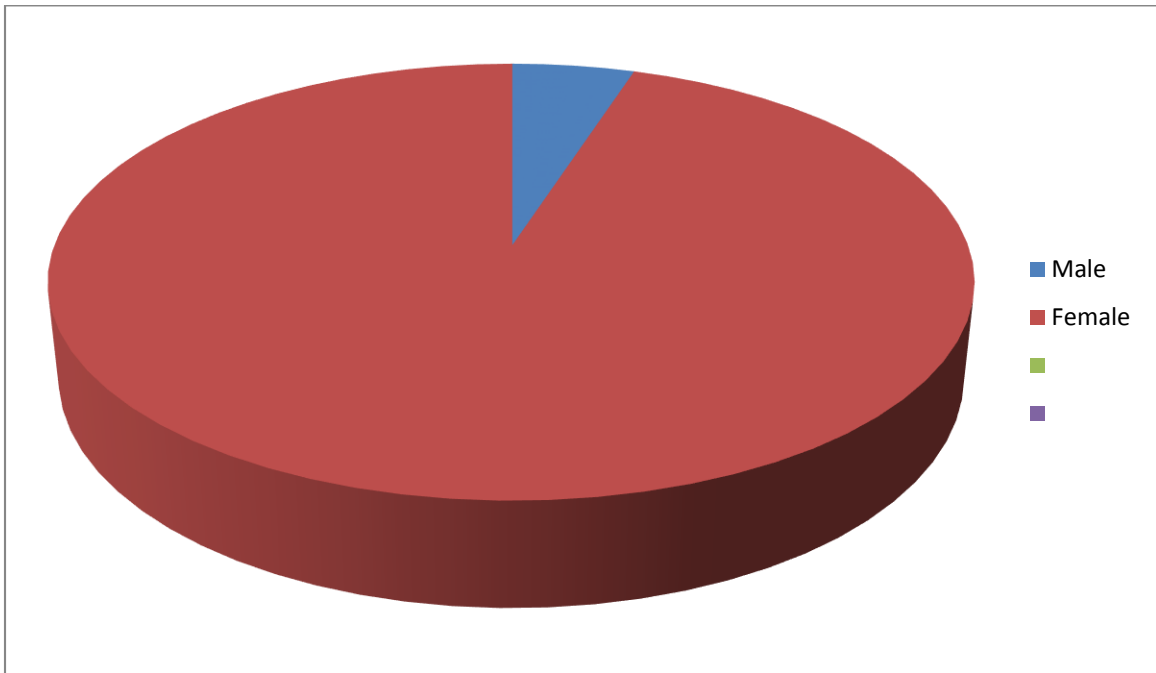


Figure 02: Teachers' Years of Experience

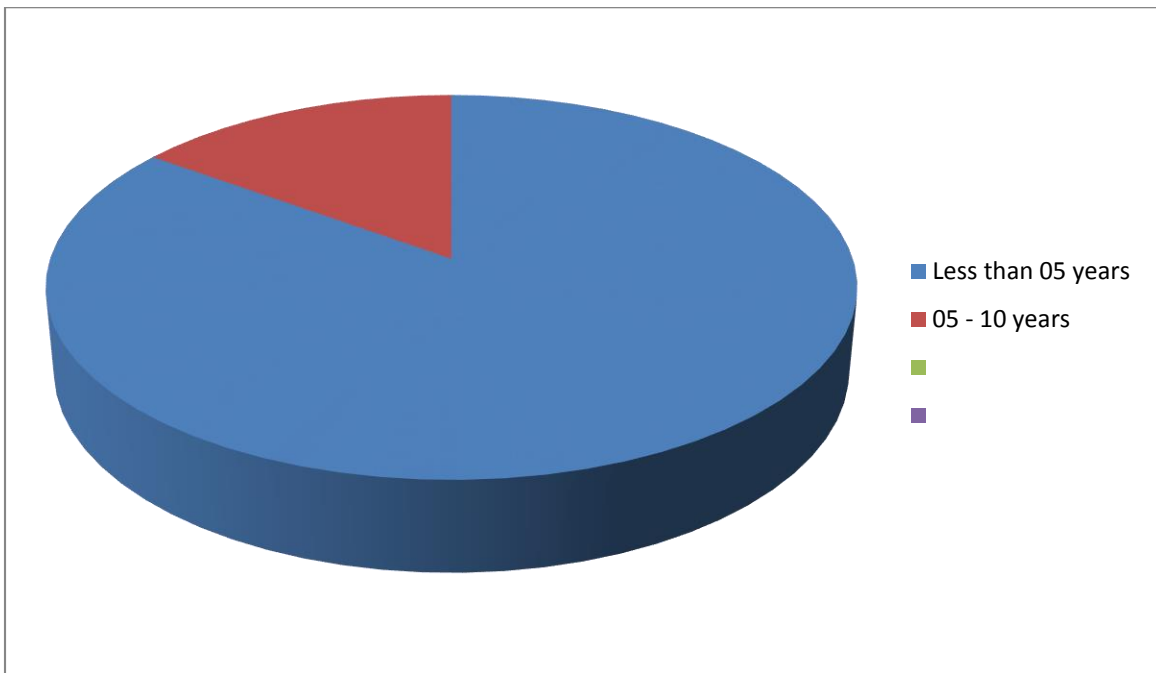


Figure 03: Use of Literary Texts in English Classes

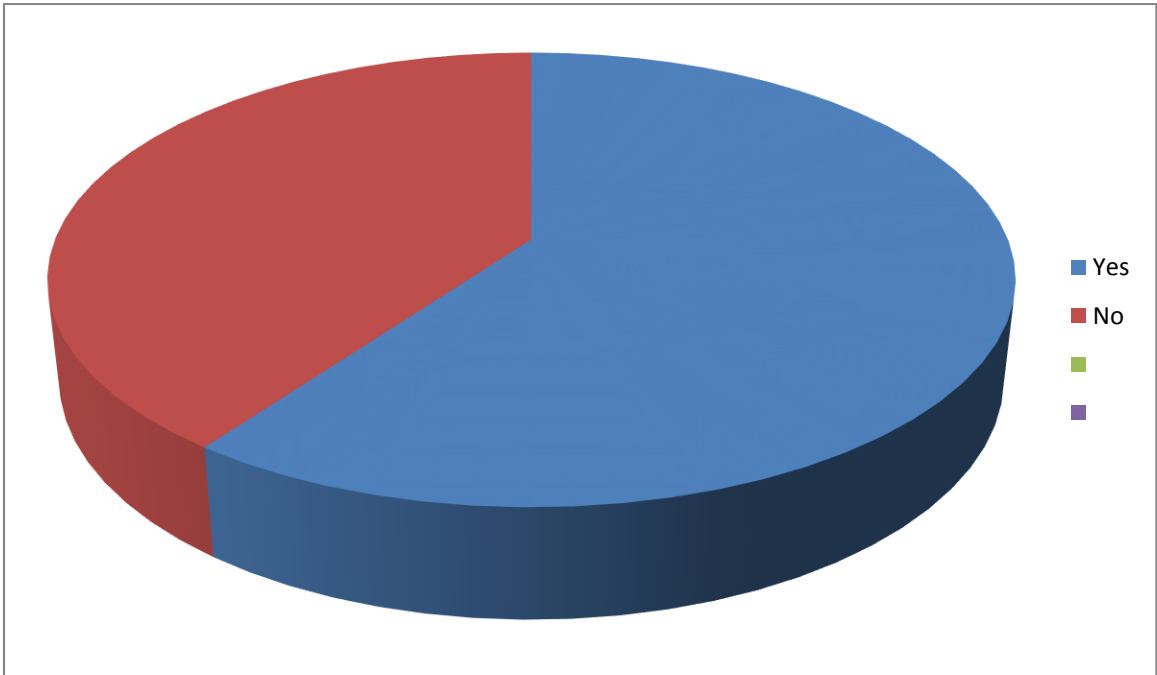


Figure 04: Frequency of Using Literary Texts

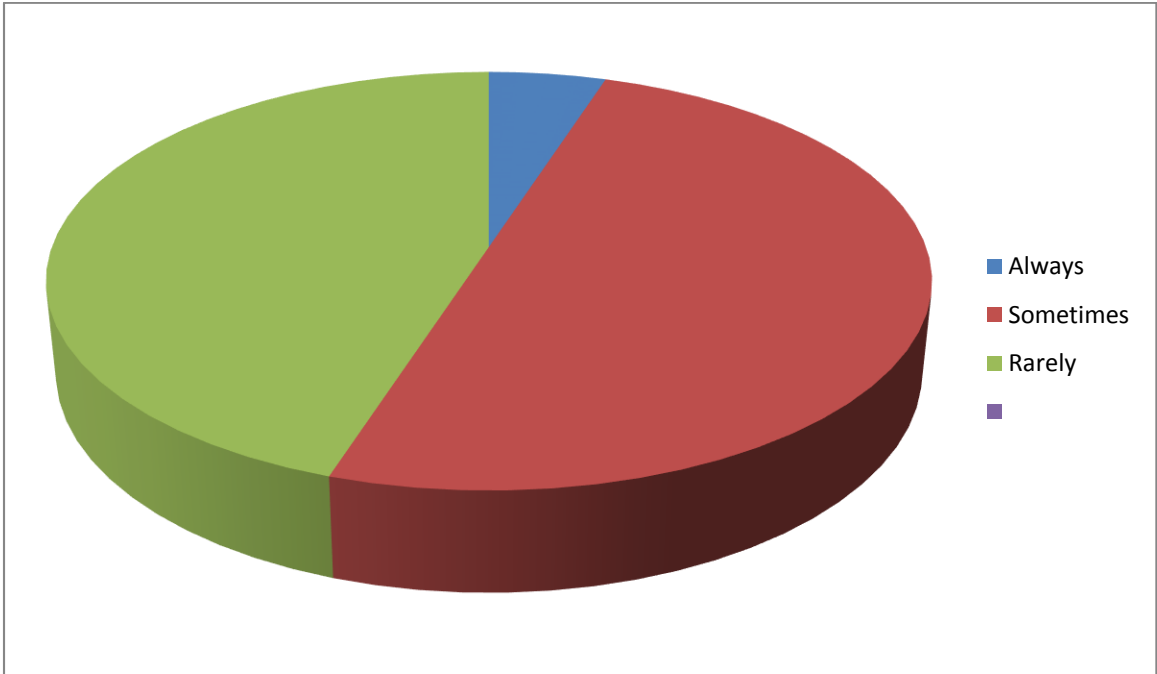


Figure 05: Types of Literary texts Used by Teachers

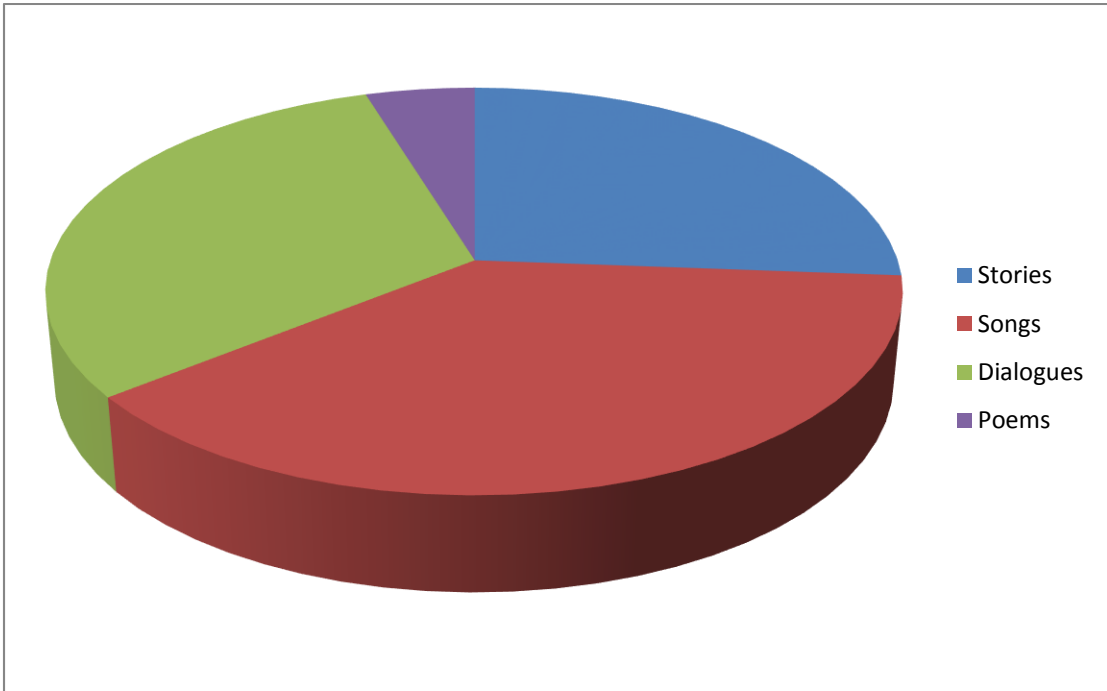


Figure 06: Teaching Methods Used in English Classes

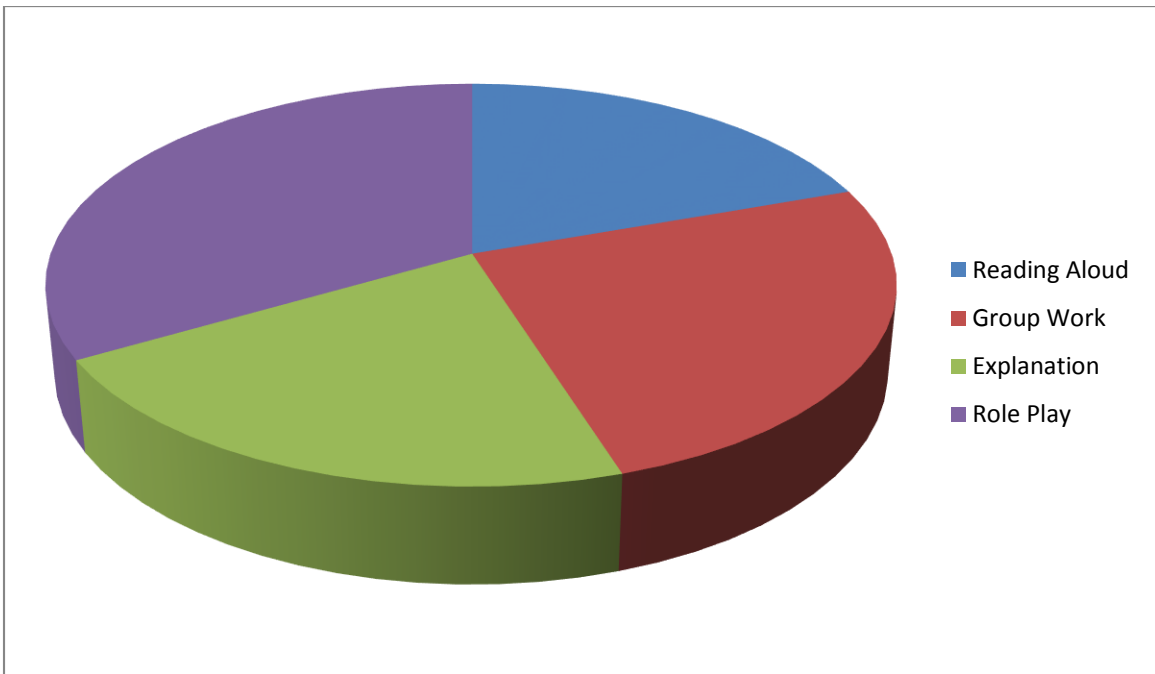


Figure 07: Pupils' Difficulties in Understanding Literary Texts

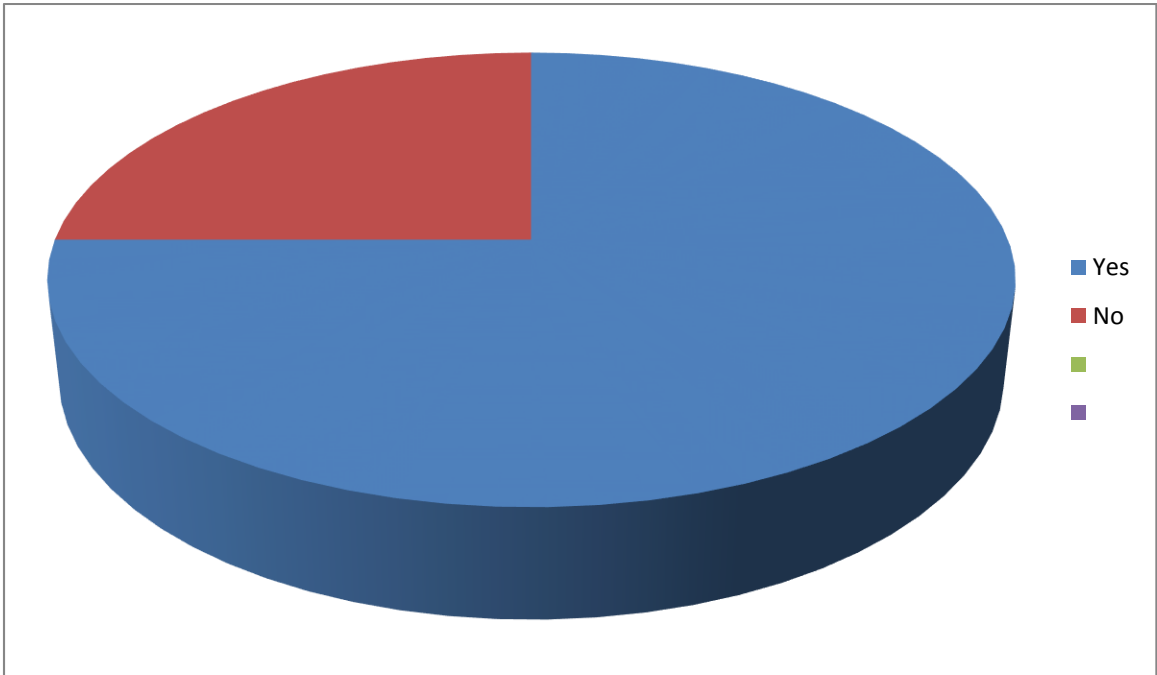


Figure 08: Main Difficulties Faced by Pupils

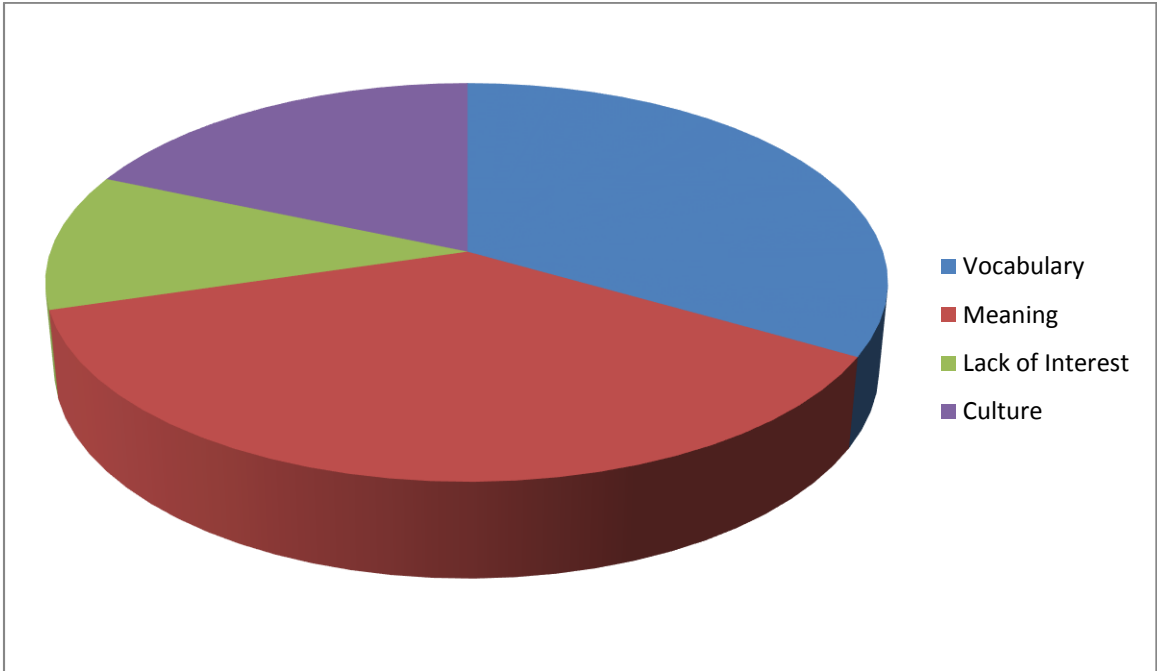


Figure 09: The Effectiveness of TPR in Improving Pupils' Understanding

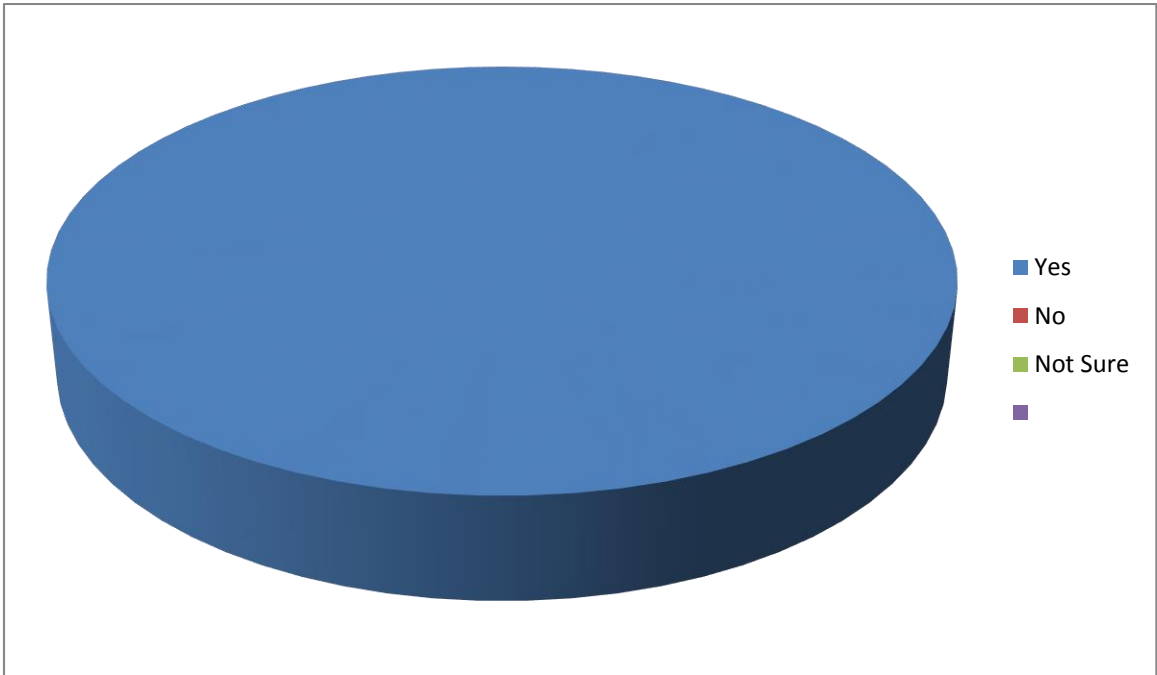
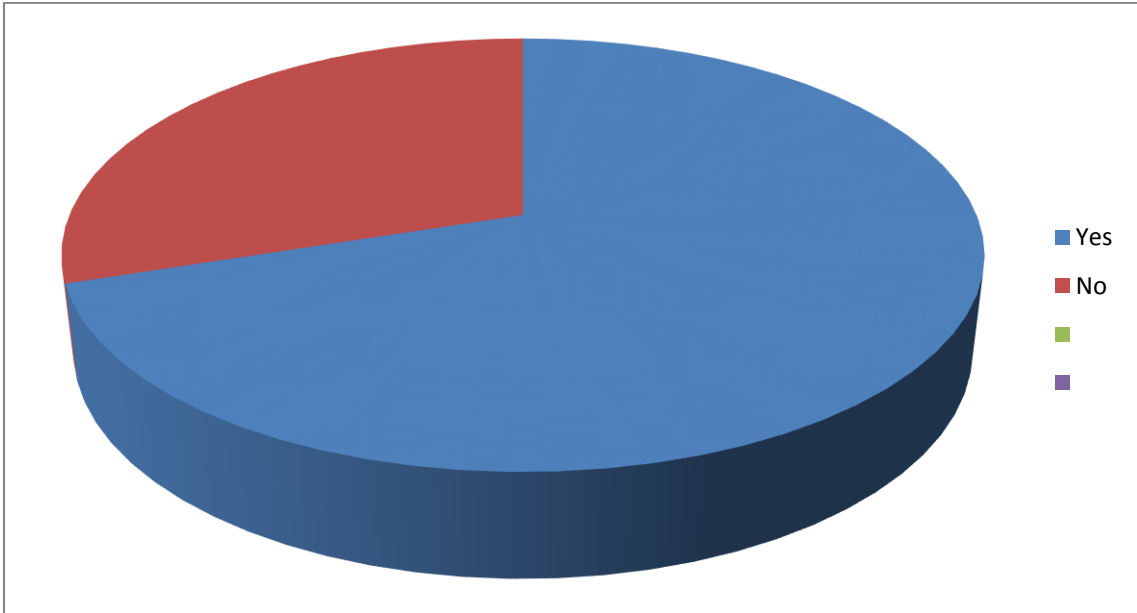


Figure 10: The Importance of Teaching Literature at Primary Level



Appendix D: Information about Arabian Sands

Arabian Sands is a travel narrative written by Wilfred Thesiger and published in 1959. The book describes the author's journeys across the Arabian Desert, especially the Empty Quarter. Through his experiences, Thesiger presents many aspects of Bedouin culture and traditional desert life.

The work reflects several cultural elements such as hospitality, courage, tribal traditions, social relationships, clothing, food and ways of living in the desert. It also highlights the strong connection between people and nature in Arabian society during that period.

In this research, Arabian Sands was analyzed from a cultural perspective in order to explore how literature can represent culture and help readers understand different societies and traditions. The analysis focused on the cultural values and customs represented in the book and their contribution to literary understanding.

The book was selected because it offers rich cultural descriptions and realistic observations about Arabian life, which makes it an appropriate literary work for cultural analysis.

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