

# Sociolinguistic Dogma, Literary Discourse and Target Culture Acquisition

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**Abstract:** The English School of literary criticism has a reputation for close textual scrutiny. It is characterized by a particular interest in the relations of literature and society together with literary sensitivity. Within this context, rhetorical expressions in literary discourse play a significant role in reflecting the sociocultural manifestations in the speech community. The present research work hypothesizes that a careful analysis of such expressions would be able to explain and, probably, justify the sociolinguistic dogma which accompany rhetorical expressions in the English literature. As far as Teaching English as a Foreign Language (TEFL) settings are concerned, a better understanding of English rhetoric is expected to develop learners' tolerance, acceptance and target culture awareness. A qualitative research methodology has been adopted in this investigation and, accordingly, a questionnaire has been submitted to students enrolled in English Studies with a view to enquire about their attitudes, responses and impact of rhetoric on the language teaching/learning operation. The preliminary outcomes that have been obtained indicate an improvement of students' proficiency in Literary Discourse interpretation and, eventually, an increase of learners' cultural awareness along with a better mastery of the English language.

**Keywords:** sociolinguistic dogma; literary discourse; target culture, TEFL.

**Titlu:** „Dogmă sociolingvistică, discurs literar și achiziția culturii-țintă”

**Rezumat:** Școala engleză de critică literară are o reputație solidă în ceea ce privește analiza atentă a textului. Aceasta este caracterizată printr-un interes deosebit pentru relațiile dintre literatură și societate, coroborat cu sensibilitatea literară. În acest context, expresiile retorice din discursul literar joacă un rol semnificativ în reflectarea manifestărilor socioculturale din cadrul comunității lingvistice. Prezenta cercetare pornește de la ipoteza că o analiză atentă a acestor expresii ar putea explica și, probabil, justifica dogmele sociolingvistice care însoțesc expresiile retorice în literatura engleză. În ceea ce privește contextul predării limbii engleze ca limbă străină (TEFL), o mai bună înțelegere a retoricii limbii engleze poate contribui la dezvoltarea toleranței, a acceptării și a conștientizării culturii-țintă în rândul cursanților. În cadrul acestei investigații a fost adoptată o metodologie de cercetare calitativă și, în consecință, a fost aplicat un chestionar studenților înscriși la programele de studii de limba engleză, cu scopul de a explora atitudinile, răspunsurile acestora și impactul retoricii asupra procesului de predare/învățare a limbii. Rezultatele preliminare obținute indică o îmbunătățire a competenței studenților în interpretarea discursului literar și, în final, o creștere a conștientizării culturale a cursanților, împreună cu o mai bună stăpânire a limbii engleze.

**Cuvinte-cheie:** dogma sociolingvistică, discurs literar, cultură țintă, TEFL.

## 1. Introduction

Foreign language proficiency, from the very beginning, should include and cover up all the basics that make possible both acquiring the five main language skills- writing, speaking, listening, reading, culture- and also attaining communicative competence. This belief has been manifested to the extent that literary discourse will hopefully serve as a describer and definer of the most important sociocultural manifestations and, at the same time, stretch forward to tackle the complex features in grammar as well as in vocabulary, style and writing activity.

Within this context, rhetorical expressions in literary discourse represent a challenging and interesting material in target culture acquisition through the inculcation and practice of classroom tasks such as, reading passages, vocabulary development, interaction activities, grammar close-ups and language practice that provides innovative methods of foreign language teaching. The use of literary discourse can significantly contribute in intercultural teaching curricula. In fact, the constitution of cultural identity, and the contribution of such factors as ethnicity, class and gender are constantly under discussion in current debates, particularly the role these parameters can play in foreign language acquisition.

For example, race, ethnicity or culture are not universal or fixed, they are concepts that have variable definitions, and are not necessarily in contradiction with those that exist in other speech communities. Indeed, one can presuppose that the harmonious co-existence of both cultural identity and cultural pluralism within the same society can not only develop and enrich the native language(s) but it is highly probable that it would have a positive influence on the learning of foreign languages. The complementary intertwinement of cultural identity and cultural pluralism within the same nation demonstrates the spontaneous and natural predisposition of peoples to accept and tolerate cultures and languages that are inherent in different communities. As a matter of fact, it has been proved that this trait of cultural inheritance does constitute an improving factor of foreign language learning. In this perspective, literary discourse, especially rhetorical language, can contribute in the elaboration and expansion of intra/inter cultural foreign language teaching programmes.

On the other hand, the use of language in real life situations is directly impacted by sociocultural conventions that constitute a complex whole which comprises knowledge, beliefs, art, morals, law, customs, and many other capabilities and habits acquired by the individual as a member of a society. However, anthropologists frequently make the point that peoples sharing substantially the same culture may speak languages belonging to disparate origins and families, contrariwise, that peoples whose languages are related may have very different cultures.

In consequence, the combination of cultural identity and cultural pluralism within the same speech community constitutes an alleviative factor of sociocultural dogma. Moreover, intercultural communication teaching programmes may lead to some significant contribution in the betterment of foreign language mastery and, therefore, would result with a higher awareness and tolerance of others speech communities' cultures.

## 2. Literary Review

### 2.1. *Intercultural Foreign Language Instruction*

The advocates for intercultural foreign language education develop a chain of argumentation that can be concisely summarized in two major elements:

(a) Cultural Pluralism is an inherent trait of natural human language: the case of Regional and Social Varieties

The fact that people who speak the same language often do not speak the same way is obvious to us all, but how many of us can identify different language types? As an example, let us consider regional and social varieties of languages. People from different regions within an area that share a common language have different accents, and they often use different vocabulary and slang. These differences are known as regional varieties because they are based solely on geographical distinctions. Furthermore, since people expect regional variations within a country, this language variation usually does not lead to social discrimination.

(b) Cultural Pluralism constitutes an enhancing factor in foreign language learning.

Indeed, many research investigations indicate that learners with a Cultural Pluralism background display more developed capabilities in acquiring foreign languages. The links, if any, which should exist between mother tongue provision and foreign language provision generally. In addition, the scope for making ethnic community languages available as a curriculum option. Lastly, one should signal the respective roles of schools and the ethnic minorities themselves in the provision of teaching in ethnic minority languages.

## **2.2. The Role of Literary Discourse in a TEFL Context**

Discourse studies have already demonstrated the utility of literary discourse in foreign language teaching/learning. The argumentation of the proponents of the utilization of this genre in FLT advocates the intrinsic linguistic and sociocultural traits that characterize Literary Discourse.

First, on the grammatical level, literary discourse embeds all the common and complex structures and features of the language including tenses, reported speech, passive voice, mechanics of the language, and so forth. In this kind of discourse, such features are tackled through an advanced, more complex angle. For example, the tenses are conceived in a subtler prism of time, not on the basis of form or linguistic structure. Besides, logical relationships between sentences, useful to enrich one's grammar build-up and help develop one's writing can be found in various samples of rhetorical expressions in English literature. Such samples can be presented to FL learners in a practical, easy-to-use and understand manner. These exemplars of literary discourse with their peculiar constructions and uses can be explained and dealt with by the discourse analyst to the full satisfaction of both teachers and students.

Second, on the thematic level, literary discourse puts learners face to face with pressing issues that are striking to humanity at large. Such issues broaden students' awareness of life and its complexities. For instance, literary discourse raises the issue of human wealth and misery, exposes racial prejudices in all kinds and dangers, reveals the increasing problem of cultural intolerance, puts on the table the sociological and psychological facts about interaction, and last but not least, attempts to familiarize students with new expressions that derive from the sociocultural heritage of the British anthropology.

Third, on the stylistic level, the language instructor should attach full importance to the English idiom with its complex meaning and precise usage. A good number of idiomatic expressions are introduced in rhetorical discourse with specific meaning and, most importantly, the teacher should ensure learners' comprehension and mastery of these idioms through usage and practice.

On the whole, the utmost objective of the introduction of rhetorical expressions in the teaching/learning process is the development of communicative competence- this genre of discourse does not just enable learners to master the English complex linguistic patterns but also moves a step forward ahead to focus on the language as a means of communication. To this effect, a broader scope is provided to embrace chances for intercultural free self-expression, peer discussion (e.g. comparison of native culture and target culture), student-teacher interaction, and class teamwork. Additionally, both oral fluency- the use of such expressions in genuine discussions and mastery of their appropriate use in written English, coupled with improving students' critical thinking- should be given full attention.

Lastly, the FL teacher should include in the course detailed notes to make the intention of the activities clear and to guide students. Experienced teachers should provide material that is flexible and can be readily adapted to accommodate their individual teaching styles but also students' learning strategies.

## **2.3. Sociocultural Manifestations and Rhetorical Expressions**

Rhetoric has been a central component of discourse theory since classical antiquity. The foundations of rhetorical thought can be traced back to Aristotle's Rhetoric, where persuasion is conceptualized through three interrelated appeals: ethos (credibility), pathos (emotional engagement), and logos (logical reasoning) (Aristotle 2007). Aristotle's framework remains fundamental in contemporary discourse studies, as it provides a systematic understanding of how language functions not merely to transmit information but to influence attitudes, beliefs, and actions. In modern sociolinguistic inquiry, rhetoric is examined as a strategic and context-dependent use of language that constructs meaning within specific social and cultural environments.

Additionally, rhetoric in discourse refers to the intentional use of language to persuade, influence, or shape meaning in context. It goes beyond simply delivering information- it involves selecting linguistic and stylistic strategies (like metaphors, repetition, appeals to logic or emotion) to produce an effect on the audience (Martin 2022). The author explains that rhetoric operated as a hermeneutic tool orients discourse toward ethical responsibility and future possibilities. It is a dynamic force in shaping public understanding, mobilizing social action, and constructing identities within a communicative act.

Rhetoric is often needed because language is rarely adequate for expressing emotion. It is noticeable that numerous forms of language such as, metaphor, simile, association, personification and analogy can indeed mislead when used dishonestly, but they can also be used honestly in an attempt to communicate. In fact, one of the criteria of good rhetoric is that it should be sincere; inflated rhetoric is essentially insincere. Strong emotions frequently generate rhetorical language, even among speakers who do not possess literary pretensions. The struggle to articulate intense affective states often leads individuals to rely on figurative expressions such as metaphor or hyperbole, particularly when literal language proves insufficient (Martin 2022). In this sense, rhetoric emerges not merely as ornamentation but as a communicative necessity that attempts to render subjective experience intelligible to others.

## **2. 4. The Functions of Rhetorical Expressions**

### **2.4.1. Communication of Emotion**

Rhetorical expressions are used to communicate emotion and other experiences that cannot be transmitted by means of factual and literal language. Interlocutors must accept the communication of emotion as a reasonable human desire, and if we also acquiesce, that our greatest satisfactions are found in our emotional lives, it is very important for our happiness and evolution that we should talk about emotions. Thus, the legitimacy of rhetoric in this field, then seeks really to share emotions, however, it becomes illegitimate when it falls into sentimentality. In literary discourse, rhetorical expressions can take various figures of speech particularly in poetry, for example emotion may be communicated by hyperbole- discourse that contains an exaggeration for emphasis- which is meant to convince people of the violence of the emotion. Additionally, in prose or speech there is also hyperbole: 'The next wave caught me unawares and I swallowed a gallon of sea-water.' There are everyday instances such as, 'I haven't seen you for ages.'; 'as old as the hills.'; 'terrible weather.', and so on.

Within the same context emotion may be shared by metaphor which implies a comparison of two things. The language is full of metaphors in current use, e.g. bed of roses; crocodile tears; too many irons in the fire, etc. Besides, an analogy can be used to convey to the audience a psychological experience for which we have no suitable vocabulary; in this case the discourse is drastic, adventurous, and unexpected. Its function is not only to transmit emotion by analogy, but also, as it were, to wake up us, to startle us into noticing by some unusual stimulus. In fact, analogy usually refers to a certain likeness in two things that are different in other ways, a similarity in function but not in origin. For example, there is an analogy between the wings of a butterfly and those of a bird, an analogy between the branches of a family and those of a tree (Ridout and Witting 1976).

Whereas it is very difficult to assess the sincerity of an emotional statement, most of us do so by methods which we could not ourselves fully explain. These expressions are often more intuitive than intellectual, they depend very much upon the indefinable quality we often call the tone of speech, personal conversation and so on. One of the serious difficulties in this context is that what is a mark of hypocrisy in one person, may be perfectly authentic in another person. For example, it is generally more likely that rhetorical language which is an imitation of someone else's language will be insincere, than that something original will be. Therefore, the acquisition and, eventually, use of rhetorical expressions depend to a large extent on the social status, psychological state of mind, and affective factors of each FL learner. Hence, the language teacher should be slow to suspect real absence of motivation or inability to comprehend, and should judge students' progression through the relationships of learners' deeds to their classroom interaction, rather than by the nature of the expressions themselves.

#### **2.4.2. Moral and Action Inducement**

Rhetorical expressions are equally employed as incentives of emotion in other people. In this case, rhetoric is used with the aim that its forcefulness or unusual quality will startle the audience. For example, political discourse frequently illustrates the persuasive power of rhetorical appeals. For instance, a speaker may invoke personal identification (“Think of your own children”) in order to mobilize emotional engagement while simultaneously presenting logical reasoning against a proposed policy. In such contexts, rhetorical strategy operates through the Aristotelian triad of ethos, pathos, and logos (Aristotle 2007; Wornyo 2023). The effectiveness of such discourse depends largely on the perceived sincerity and ethical grounding of the speaker. The objective of the orator is three-dimensional: Ethos- persuasion; Pathos- appeal to emotions; and Logos- construct logical arguments (Wornyo, 2023; Wang et al.2025). Additionally, it may be supposed that earlier in the speech the speaker’s appeal was objective, explanatory and factual, but now he is trying to arouse emotion, by appealing to personal experience and likewise make matters more real.

Within this perspective, the impact of rhetorical expressions on interlocutors is entirely determined by the context and motive. This is pertinent rhetoric which aims at skilfully applying psychological and verbal techniques in order to arouse emotions in others, without any deliberate deceit and for a good motive. It is necessary that the sincerity-character should be definitely found in these rhetorical expressions, otherwise, it would be a demagogic speech in which words are used with accomplishment. Yet, this is only the use of a formula that is deliberate and cunning in order to work upon other people’s feelings.

Rhetorical expressions along with their utility in foreign language learning, they equally offer meaningful insights into critical thinking and schemata of thoughts in communication. The opinions expressed through rhetorical discourse are such as we fell a rational well-meaning person might hold; the rhetorical devices make the expounding of thoughts more forceful. In fact, the power over an audience depends on eloquent words not a matter of endless reiteration in a hysterical manner. Foreign language speakers should show a careful concern about the risk of sounding insincere which can occur only when orators try to induce other people emotions that they do not themselves feel, largely by pretending to be overwhelmed by them.

The objectives of rhetorical expressions should strictly depend on moral criteria that we should apply, we must consider whether the emotions may lead to a good action. In sum, rhetorical expressions are conditioned by a process of framing and metaphor. Language can structure how audiences understand an issue, for instance to ‘immigration’ as a ‘flood’ vs ‘a journey’ (Martin 2022; Wang et al, 2025).

#### **2.4.3. Adornment of Speech and Writing**

Figures of speech may not be necessary to clarify or to stimulate emotion, but may still be part of human acts of communication for the sheer pleasure they give to interlocutors. Talks, if they were simply straightforward accounts of the everyday and valueless subjects would be of no interest and would make conversations dreary dull. The whole point of a humorous classroom interaction in FL instruction is the way stories are told. Certain characteristics of discourse exchanges such as, irony, comical exaggeration, climaxes, sudden anti-climaxes, surprises of every kind, puns, odd comparisons and ludicrous understatements, create comic situations that motivate learners.

Contemporary rhetorical scholarship further demonstrates that rhetoric plays a decisive role in framing public issues, structuring ideological positions, and shaping collective identities with discourse communities (Wang, Yu, and He 2025). From the perspective of Critical Discourse Analysis, rhetorical strategies may also reveal underlying power relations and socio-political intentions embedded in language use (Ryan 2012).

On the other hand, the interpretation of rhetorical expressions by the foreign language learner is based upon his own sociocultural characteristics. This process of cognitive comparison allows comprehension of the target culture and, unexpectedly, countries which are geographically far from each other (they are situated on different continents and they do not really have in common important and long historical heritage), share a large number of cultural traits and events. This process of discourse interpretation is called ‘figured word’ and has been defined as follows: “A socially and culturally constructed realm of interpretation in which particular characters and

actors are recognized, significance is assigned to certain acts, and particular outcomes are valued over others (Holland et al. 1998,52).

The determination of the meaning of rhetorical expressions is 'carved up' by the FL learner who uses numerous parameters such as the large context, ethnographic information and, if possible, intercultural elements (Gee 2013). Moreover, rhetorical expressions play a significant role in structuring coherence and discourse moves. This function is particularly determinant in academic and institutional discourse. Rhetoric organizes ideas logically, facilitates transitions, and aligns to disciplinary expectations (Gajewska et al. 2024).

The linguistic structures of rhetorical expressions are defined by a number of features that separate it from other types of discourse such as, the use of metaphor, idioms and fixed expressions or what is referred to as 'the dialect of people or part of a country'. In addition, range is employed to give rhetoric a broad semantic dimension, because it represents a set of collocates that associate with the subject word. Lastly, collocation is often present in rhetoric, its function is to indicate a situation where words co-occur regularly in a given language.

#### 2.4.4. Rhetoric and Social World Relationship

In a speech event where the speaker focuses on the message for its own sake, rhetoric in a form of poetic function is put to use. This function involves play with form like rhyme, repetition, alliteration, assonance, juxtaposition. Additionally, it involves play with meaning: 'you cannot feature in a future you cannot picture', unexpected juxtaposition of words that are quite unlike each other, artful exploitation of synonyms, and all forms of ambiguity. Besides, poetic function involves the ability to manipulate language in a creative way, for example the use of proverbs, symbolism, parallelism, innuendoes in African oral communication:

„- Now, if the Whiteman still determines to enter Benin, well restless feet they say, will one day walk into a snakes' pit. But because a fierce snake sleeps, does not mean it has lost the power to kill if rudely vexed! Let the Whiteman rudely prod us further, in spite of caution, then he will know that the way a cat walks is not the same way it catches a rat!

- The earthworm tried to hurt you now it has no legs; and the crab one time tried to bite you has now lost its head. What about the snake that tried to kill you? Today it crawls in the dust" (Adeyanju 2008).

It is neatly noticeable that the African 'Oral Tradition' is largely characterized by the use of rhetorical expressions in social relations and political militancy. In fact, prominent trait singles out the African rhetoric which is its close connection to the natural environment and cultural traditions of the speech community. The sociocultural and political dimensions of rhetorical expressions require that this kind of discourse should be more expressive, decorated and sophisticated. Moreover, the presence of imagery is an important trait of rhetoric as well as the tropes of semantic transfer, repetition or parallelism, personification and irony. Therefore, rhetoric is permitted the rearrangement of words to produce an effect of sound and meaning (Nofal 2011).

On the whole, rhetoric is a multifaceted form of discourse in view of the linguistic (semantic, phonological and syntactic) constructions, along with the different and effective communicative functions (sociocultural, political, academic) that it can realize. The following summary table displays a simple and concise representation of the above features:

Aspect	Details
Definition	Rhetoric is the use of language to persuade, influence, and construct meaning in discourse.
Nature	Strategic, context-dependent, ethical, and audience-oriented.
Why it is needed?	To persuade, reveal ideology, create identity, organize ideas, and foster ethical communication: Ethos (credibility), Pathos (emotion), Logos (logic) (Bartlett and Behnegar 2023).
Main Functions	Framing identity, Discourse Coherence.

Aspect	Details
Applications	Political speeches, Academic writing, Social media, Public debate, Journalism.
Contemporary Relevance	Used in critical discourse analysis, Media studies, Academic research (FL learning/teaching), and Civic engagement.

In summary, rhetorical expressions are derived from interactional sociolinguistics and incorporate insights from other studies of discourse in both friendship contexts and institutional situations. It is sensitive to the social and interactional context because human communication is dialogically constructed between participants (Swann 2012). Norms can be universal or they can be local and specific to a region or to a particular group (e.g. respect of elders, take your hat off, think communally rather than individualistically). Nevertheless, the FL learner should be aware that within a society, nationally or universally, certain groups can seek to impose norms on everyone else that serve their interest (Ryan 2012).

#### **2.4.5. Some Teaching Strategies of Literary Discourse**

Teaching literary discourse in a TEFL context requires a number of practical strategies as English language instruction continues to evolve in response to global communicative demands, particularly this genre of discourse which has regained attention as an effective tool within FL classrooms. The claim that literature should be regarded as a 'luxury' or an advanced-level supplement in FL education would be founded on a basic lack of argumentation and substantiation. The main reason is that literature is increasingly recognized as a catalyst and educational prompter for developing linguistic, intercultural, and cognitive competencies among EFL learners (Green and Bihan 2002).

The rationale behind the utilization of literary discourse in FL instruction is organized by its advocates around three major arguments. First, literary discourse develops interpretative, emphatic, stylistic and cultural-discursive competencies, which are central to both communicative and academic success in English (Surenhagen, Pieper, and Surkamp 2024). Second, literary discourse promotes language awareness, creativity, and aesthetic appreciation, particularly when poetry is included in the curriculum (Efendi et al, 2024). Third, literary discourse enhances cultural awareness and engagement, especially in multilingual contexts, where learners benefit from global literary voices (Isariyawat, Yenphech, and Inatoo 2020). Lastly, many studies have tangibly demonstrated that EFL students displayed significant gains in learners' cultural sensitivity and vocabulary expansion after structured exposure to literary texts.

In an attempt to effectively put into practice, the use of literary discourse in FL classes, some workable strategies have been suggested for integrative literary classroom activities. Indeed, it is highly recommended to use short, diverse texts with rich discourse, the FL teacher is advised to opt for short stories, flash fiction, and contemporary poetry, and to select texts that reflect multiple cultures and perspectives. In addition, the FL teacher should instruct literary discourse explicitly. It is necessary to introduce and analyse literary features such as metaphor, irony, symbolism, repetition, and imagery. However, the effectiveness of these literary features in FL programmes would significantly increase in a situation where the FL instructor helps students relate these literary components to everyday language and emotional expression.

As far as cross-cultural communication is concerned, pedagogical gains can be obtained when the FL educator links literary themes to intercultural learning. It is quite beneficiary and motivating to use texts as springboards for discussing identity, justice, empathy, or cultural practices. This kind of discussions clearly fosters deeper language use and critical thinking. Finally, the use of modern technology has become an indispensable tool in intercultural FL teaching, such a procedure requires the blending of literature with digital tools. A number of effective techniques is available and easily accessible like the use of Padlet or Jamboard for collaborative responses. The FL teacher can possibly record voiceovers for poetry readings to practise the English language intonation patterns, this is a much more sophisticated activity than the traditional 'Listen and Repeat' of pre-recorded audio-material. Moreover, the FL educator can incorporate ChatGPT to generate text variations or

compare literary and non-literary registers, in reality, artificial intelligence (AI) has manifestly become an inherent component of FL instruction.

In conclusion, teaching literary discourse in TEFL is not merely a stylistic or aesthetic choice; it is a pedagogical strategy grounded in recent research. It enhances learners' ability to interpret nuanced texts, express complex ideas, and engage emphatically with others. When guided effectively, literature can serve as a linguistic bridge and cultural mirror, empowering EFL learners with critical tools for global communication.

### 3. Methodology

#### 3.1. Research Design

The methodology that has been adopted in the present research work is descriptive in view of the perspectives of its objectives. In fact, the process put into application is an attempt to describe and analyse a pedagogical issue within a TEFL context. The method that has been utilized in this descriptive research is the survey method in which the participants were required to answer a number of carefully conceived questions. Besides, a mixed quantitative-qualitative approach has been selected due to the nature of scientific requirements in relationship to the sample study.

#### 3.2. Research Instruments, Sampling and Data Collection

The population whom the study is about consists of students enrolled in an MA degree in Applied Language Studies. The researcher has opted for a simple random sampling of 24 first-year Master enrollees in a Discourse Analysis course. The research tool that has been chosen is a survey questionnaire in line with the type of inquiry employed in this investigation. The survey questionnaire consists of 10 close-ended and open-ended questions together with some scale items. It has been kept as short as possible for two main reasons: first, to encourage students to answer all the questions (it has been observed that the longer the survey, the less likely that students will answer thoroughly). The limitations of the study are centred around the type of the population (university students within an academic context) coupled with the relative short time allotted to the whole inquiry process because of the students' very heavy timetable.

### 4. Results and Discussion

#### Students' Questionnaire. Section One: Literary Discourse

##### Question One: *What is your understanding of literary discourse?*

The researcher in reality did not expect students of Applied Language Studies to have much information about literary discourse, yet the principal answer was beyond expectations. Indeed, 18/24 and other 4/24 students recognized that they had simply 'a vague idea' or 'nothing' about literary discourse. These two responses are quite significant they indicate that 22/24 students have scarcely or even never been introduced to literary discourse throughout their BA curricula! Solely 2/24 students replied with positive answers: 1/24 'very familiar' and 1/24 'familiar' not because of the offerings of educational programmes but simply due to their personal appreciation of this type of discourse (outdoors readings). As a result, one can draw an elementary and logical observation: the curricula of the BA degree in English Studies do not incorporate (or very rarely) literary discourse as a genre of the English language in the different instructional programmes. The advantages of teaching this kind of discourse at tertiary level have already been analysed and explained throughout the development of the present research, and professionals are strongly advised not to neglect or dismiss this natural component of the English language in the different projects of syllabus design.

Number of Students	Type of Answers
1	Very familiar.
1	Familiar.
18	A vague idea.
4	Nothing.

Table 4.1 Students' Understanding of Literary Discourse

**Question Two: Do you have any theoretical information about literary discourse?**

As far as the second question is concerned, it has been clarified to the students that the question refers to outdoors educational activities: reading material, videos, programmes on Internet, etc. The three major types of answers that have been provided by the students are quite significant: first, 22/24 students did not take any initiative (or just a little) in relationship to any form of outdoors investigation (research paper, or play-role in Oral Expression classes- the speaking skill- or even the curiosity of discovering something new). The causes of such regretful situation can be divided into two categories: first, the lack of encouragement and motivating incitements on the part of foreign language teachers, and the second is due to the students themselves who did not show any curiosity or interest in this kind of discourse. The second category of answers is that 2/24 students indicated that they had some outdoors readings and watched on Internet some programmes that dealt with (educationally or for entertainment) literary discourse. Lastly, the third type of answers which is positive in itself despite the very small number of students 2/24 indicated that they had a fair amount of information of literary discourse.

Number of Students	Type of Answers
20	No.
2	A little.
2	Yes.

Table 4.2 Students' Academic Knowledge of Literary Discourse

**Questions Three and Four: Do you put in practice (writing or speaking skills) any forms of literary discourse? How often if your answer is positive?**

Unfortunately, 22/24 students gave a negative answer and recognized that they 'never' use literary discourse in their foreign language speech or writing, and solely 2/24 students 'timidly' provided a positive answer, nevertheless, they indicated that they do it 'rarely'. Within this perspective, one should continuously insist on the utility of using literary discourse by FL learners because the benefits which they can obtain are numerous and multifaceted. The principal gain is that students better express themselves in the English language. Creative speech or writing includes respectively, role-play, oral presentation (research work, viva, etc.), and personal essays, journals and diaries. Likewise, students display their mastery of words and even to enliven their prose (whatever the kind of activities in any course) with vivid images and fresh turns of phrase.

Number of Students	Type of Answers
22	No, never.
2	Yes, rarely.

Table 4.3 Students' Practice and Frequency of Literary Discourse

**Question Five: How effective do you think literary discourse can be in FL learning?**

One can be surprised by the types of answers that have been obtained because a close comparison of the students' answers to questions 3, 4, and 5 seem to be contradictory. On one hand, they openly recognize that they do not usually use literary discourse or rhetoric in their speech and writing, yet their answers to question 5- a number of 16/24 students- do believe that this kind of discourse can be very effective in enhancing FL proficiency on the other. Additionally, 6/24 students think it is relatively effective (such an answer can be possibly regarded as reflecting a positive attitude), and only 2/24 students assert that rhetoric is not effective in the foreign language teaching/learning operation. In line with these answers, one can presuppose that students' attitudes towards the incorporation of literary discourse in the FL curricula could be advantageous and could possibly contribute in various ways and in a fruitful manner in the betterment of FL instruction such as, to higher learners' motivation, to expand their vocabulary, and to increase target culture awareness.

Number of Students	Type of Answers
16	Very effective.
6	Relatively effective.
2	Not effective.

Table 4.4 Students' Perception of the Effectiveness of Literary Discourse in FL Instruction

**Question Six: What type of activities do you think are suitable for literary discourse?**

The selected classroom activities and tasks in relationship to literary discourse that have been proposed by the students in an order of preferences are summarized in the following classification. The number of students that has chosen Reading Comprehension is 14/24. In consequence, a majority of learners prefers to read carefully chosen materials of literary discourse in class, accomplish some reading comprehension tasks and, finally proceed with a general classroom discussion about the different issues or topics that have been dealt with in the pedagogical material. However, 8/24 students are motivated by essentially Role Play activities and, their recurrent justification is that literary discourse in this manner enhances their speaking skills and makes their oral delivery more eloquent and sophisticated. Lastly, only 2/24 students have opted for Writing Literary Discourse activities, thus, they assign their priorities to the writing skill because they believe that literary discourse, due to its inherent characteristics, is able to improve and enrich the quality of their writing in the English language. In sum, all the respondents, with a minor disparity between one group and the other, agree that literary discourse can constitute an efficient learning tool in developing the capacity and quality of their foreign language proficiency.

Number of Students	Type of Answers
14	Reading comprehension.
8	Role play- Speaking.
2	Writing literary discourse.

Table 4.5. Students' Preferred Classroom Activities in Literary Discourse Practices

**Students' Questionnaire. Section Two: Cultural Awareness**

**Question Seven: How would you define Cultural Awareness?**

The analysis of the students' answers to this question are displayed into three categories. The first group of students' answers 15/24 show positive and tolerant attitudes on the part of the majority of learners. As a matter of fact, they think that cultural awareness in FL learning represents a 'knowledge' of FL culture and, consequently, this type of information should be grasped due to many reasons. The principal students' justifications are essentially related to proficiency, motivation, tolerance and understanding that should characterize target culture acquisition. Nevertheless, a small number of students 5/24 has adopted a negative attitude, they justified their position by the risks which can be encountered like the negative impact on the native culture or the acquisition of an 'artificial' verbal behaviour that can alter or even deteriorate their authenticity and genuine character. Lastly, only 4/24 students responded that they 'do not know' anything about the concept of cultural awareness.

Number of Students	Type of Answers
15	A necessary 'knowledge'.
5	A 'risk' for native culture.
4	Do not know.

Table 4.6. Students' Definitions of Cultural Awareness

**Question Eight: Do you think that cultural awareness should constitute a part of FL instruction?**

A striking number of students 20/24 agrees that the concept of cultural awareness should be totally integrated and should become an inherent component of FL education. The justifications they put forward are

sensitive and informative because they can serve as indicators of students' concern with the important place that target culture should occupy in the FL curriculum. Moreover, one can positively interpret such situation because students demonstrate a high level of motivation and preparedness to be involved or to be 'partners' in an intercultural approach to FL teaching/learning. Yet, a small number of students 2/24 believes that cultural awareness should be partially introduced in FL education, and other 2/24 learners think that cultural awareness should not be a part of the instructional programmes because priority should be given to the native culture.

Number of Students	Type of Answers
20	Yes, totally.
2	Yes, partially.
2	No, priority to native culture.

Table 4.7. Students' Views about the Incorporation of Cultural Awareness into FL Instruction

**Question Nine: What sort of classroom activities that you think would enhance cultural awareness?**

The classroom activities which have been chosen by FL students were varied and multiple, and one can suppose that students' selection would represent a serious repair of their interest and motivation. In accordance with the respondents' preferences 10/24, the most cited activity which is ranked in the first place consists of watching videos or films of festivals or ceremonies of the target culture, which should be followed by a general classroom discussion. For example, a quite interesting task has been proposed which is the creation of an 'Intercultural Film Club'. Concisely, FL learners watch films from different cultures and share their observations and opinions of those films, ideally online, with people from those cultures (Corbett, 2010). The second preferred classroom activity 6/24 is reading-comprehension texts. In this respect, the choice of material should be left to the students (the majority chooses the most interesting text among others) in order to higher their motivation and, in consequence, obtain a better classroom interaction in terms of participation and 'heated' debate. The third 4/24 and fourth 4/24 activities are respectively chat-rooms with native speakers of English, and the least cited activity is Comparative Scales of the native and target cultures (probably because of the lack of information in relationship to the cultural manifestations of the foreign speech community). On the whole, the FL teacher has at his disposal a spectrum of attractive activities such as, 'Explain the Situation', 'The Most Important Qualities', 'Presentations', 'Planning a Project', 'Publicity Campaigns; all of these activities include the cultural traits of the native culture and other foreign cultures (Ur, 2015). In sum, the FL teacher may use some very interesting classroom activities which have been already suggested and put into application in the past around various themes with a large success like: 'Exploring and Extending Cultural Experiences', 'Examining Patterns of Communication', 'Examining Cultural Behaviour', 'Exploring Values and Attitudes, etc. (Tomalin et al, 1993.

Number of Students	Type of Answers
10	Videos, Films, Festivals+ Classroom Discussion.
6	Chat-rooms with Native Speakers of English.
4	Reading-Comprehension Texts.
4	Comparative Scales of Native Culture and Target Culture.

Table 4.8. Students' Selected Classroom Activities for Enhancing Cultural Awareness

**Question Ten: Do you see any correlation between literary discourse and cultural awareness?**

To the real satisfaction of the researcher, the students' answer which has been ranked in the first place with an interesting score 11/24 and which indicates the reasonable thinking and degree of maturity of students, is their assertion that literary discourse and cultural awareness are doubtless 'complementary'. However, some students 8/24 believe that the two elements are not actually related, one might suppose that fortunately only a small number of students still looks at the language teaching operation in its traditional form which limits it to solely

the linguistic level in the primary place. The rest of the scores are 3/24 students think that cultural awareness could be introduced through other means instead of literary discourse due to the difficulty that they can face with literary materials. This opinion might be quite acceptable, yet the question actually was limited to the variables of the research work. Lastly, only 2/24 students asserted that literary discourse is not necessary and its impact on cultural awareness is really not influential, obviously, this opinion is open to discussion and necessary argumentation should be presented.

In summary, the integration of literary discourse is continuously and increasingly supported by a great number of specialists as it is asserted by Valdes (2001, p.145): "It is clear, then, that all genres of literature lend themselves to study by advanced second language students, giving them much greater insights into the culture and leading to greater understanding- and therefore appreciation- of literature, possibly of their own as well as that of the second language."

Number of Students	Type of Answers
11	Literary discourse and cultural awareness are complementary in FL teaching.
8	Literary discourse and cultural awareness are not related in FL teaching.
3	Cultural awareness is better instructed through other educational material.
2	Literary discourse constitutes a drawback to cultural awareness teaching.

*Table 4.9. Students' Opinions about the correlation between literary discourse and cultural awareness*

## Recommendations

The outcomes of the present research work can serve as trustworthy repairs for future initiatives or projects with a view of the betterment of intercultural foreign language teaching. The most important useful and practical suggestions are summarized in the following:

1. The presentation of cultures and languages in their authentic form must essentially come from within. In fact, cultural values and foreign languages must be interpreted and brought up to date by the people who are actually living them.
2. Within educational perspectives, it is necessary to increase the number of research institutions and cultural centres, encourage first-hand studies that might constitute the foundation of FL curricula design.
3. It is primordial to augment sociocultural awareness, first on the regional and national level and, eventually, global cultural tolerance in line with a truer appreciation of the foreign cultures and languages.
4. Intra-cultural authenticity must necessarily be supplemented by intercultural dialogue. In consequence, it is essential to ensure that culture and language are open to the influence of all the others within a broad international framework.
5. The development of foreign language acquisition and cultural awareness requires the promotion of cultural identity and also cultural pluralism in FL curricula.

## Conclusion

The affirmation of cultural identity remains a decisive factor in both national cohesion and international dialogue. Within the context of foreign language education, the promotion of cultural awareness does not imply cultural replacement but rather intercultural enrichment. Literary discourse, particularly through rhetorical expressions, provides learners with access to the symbolic and sociocultural dimensions of the target language. The findings of this study suggest that incorporating rhetorical analysis into TEFL contexts enhances interpretative competence, linguistic sophistication, and intercultural sensitivity. Ultimately, effective foreign language instruction should aim not at assimilation but at informed and critical engagement with linguistic and cultural diversity.

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