

Teaching Culture of Others through English Literature

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Received: 16/04/2023	Abstract <i>The diversity of the culture in the world is a given thing. Billions of people from different countries in the world have produced varieties of civilizations, ways of life, lifestyle, custom, heritage, habits, values, and traditions. It is hypothesized understanding the culture of different people can be valuable to the student's character building. The comprehension of multicultural can be modality to be more aware of cultural dissimilarities. They can respect any variance of people whose backgrounds, minds, opinion and may behave in ways that are not the same. Besides, the possession of rich knowledge of diverse cultures can bridge them to take interpersonal communication in friendly ways. Nonfiction kinds of literature, science books as well as historical books are not the only sources to study multicultural. Doing literature reading comprehension is another method to open the horizon of the existing variability of culture. The paper presents descriptively the teaching experience of how the students of the University in Tulungagung, Indonesia got to practice learning the culture of people in different areas of the world through extensive reading. The teaching materials cope with the introduction of the theory of literature, how are the cultures told by the author, and why is it important to comprehend literature? How multicultural literacy has inspired the students' live performance. The teaching goal aims to let the students learn something good or positive about the culture of people of others delivered by the writers of poems, novels, and drama. The broader insights of life experiences, religion, beliefs, and customs of other people can bridge the friendship of ethnicity, race, and social status across the world. Being not a closed mind human beings can appreciate or respect others, avoid underestimating, bullying, any violence, and being the right, the best, and the richest person.</i>
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1. INTRODUCTION

It is widely acknowledged that the advent of globalization has eliminated national borders. People all over the world are getting closer to the zones with no borders. The language is also surely broadened among the countries in different cultures (Herminingsih & Isro'iyah, 2023b). Interaction or communication in the areas of social, political, economic, and cultural development happens quite quickly. English has become a more important communication tool

in contemporary life, serving as the primary means of accessing information written in other languages (Yang, 2017). Because they are mutually exclusive, culture and language have a strong interaction that influences how speakers of deep languages interact and communicate (Rasmayanti et al., 2022). To prevent behaviors or attitudes that could make others from different regions feel hurt, unwell, dissatisfied, insulted, suspicious of one another, or prejudiced, one must be aware of the necessity to have friendships or relationships with people from all over the world. Face-to-face conversation offers various opportunities to learn from the past, present, and future life experiences of others.

The earlier research reports many tools and techniques to teach English language learners about cultural learning. Roleplay, holiday celebrations, musical theater, drama festivals, and music have all been utilized as possible teaching tools for literature (Rezaee & Farahian, 2011) Non-fiction literary works, including all types of publications (social, science, journal, articles, and brochures), can be useful tools for disseminating cultural and global knowledge. As ethnocentricity restricts the self, people must observe themselves from a different perspective to remove this restriction, making cultural teachings essential for helping people experience themselves from a different point of view (Herminingsih & Isro'iyah, 2023a). By analyzing the method of interpretation used to interpret their research, they found that reading is influenced by the sight of the picture, which validates the sight as well, and that figurative equalizes the text during the process of meaning creation. We can see how visual poems counterbalance the traditional linearity of writing from their research by looking at the mode of interpretation. Together with the previously stated media, multicultural literature or widely read fictional works like plays, poems, and novels are seen to be extremely potent resources for enhancing cultural understanding. Anyway, the two separate learning sources to obtain awareness of cultures work in different methods. Nonfiction books often just impart information and knowledge. Meanwhile, fictional works instruct readers not only about real-life events but also entertainment. While readers enjoy literary works, they also learn a lesson or understand their significance.

The teaching of English has long placed a high value on reading comprehension. Reading comprehension typically makes up a sizable amount of an English test. It, in a sense, decides whether your end result is perfect (Xue, 2019). My experience teaching English literature to students at university revealed that many of my pupils were unfamiliar with nonfiction or literary works, which are commonly referred to as literature. The kids in my literary class find the word "literature" to be weird. I receive no answer when I ask them what literature implies. No students have responded to my query. They appear to be quite lost. They quickly acknowledge that they do not understand the definition of "literature" when I ask the same question again. They hardly ever understand and are unfamiliar with the new terminology used in literature. Some of them admitted they were unsure about the significance when I interviewed them. They are unable to give literary examples, they lack knowledge of what literature is, why it is important to study it, how it aids in understanding life, and how it impacts cultural teachings.

The testimony on the learning experiences in literary class is given by a student with the initial name A. She wrote an essay telling her experiences in the literary class made her more aware of what literature is. In her opinion, without sufficient literary knowledge, enjoyment of a literary work is only superficial, temporary, and fleeting due to a lack of understanding. Literary work is not science, literary work is an art that has elements of humanity, especially

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feelings, so it is very difficult to apply to scientific methods. By studying literary works, she confessed she got the advantages, such as (an increased sense of empathy, self-confidence, and imagination), (improve ability in analysis, communication skills, intelligence, and instinct), and literary works can be a remedy to relieve anxiety and be a conditioning for the heart). Literature can be in form, such as poems, plays, novels, scientific articles, history books, journal articles, commercial literature, and so on. Then she also studied deeply about the form of literature with the differences in each of its components. Poems tell a story with the word "beautiful by using certain rules". The components of poems, such as (diction, rhyme, rhythm, verse, couplet, sound patterns, figurativeness, emotional intensity/connotative meaning). Drama describes a story, character, and human behavior through roles and dialogues that are displayed on the stage in several acts. The components of drama, such as (theme, characters, setting, point of view, plot, and moral value). Novels literary work in the form of a long narrative process, with social cultural, and educational values. The component of novels, such as (title, point of view, dramatic conflict, theme, plot, character and characterization, situation, and style). In the literature class subject, she also learned about how to analyze songs that have been heard using poem components, starting from diction, line, rhymes, rhythm, stanzas, and figurative language. This literature class explained that one of the poems is a song, indeed a song does not have a special component, so automatically the components in the song are studied in the basic theory of poems.

The article is written using the information and instructional methods described in the preceding sentences. The purpose of this essay is to share what transpired in my literary class at the university. I hope that this method of instruction will benefit literature classes both theoretically and practically. The four points covered in this essay are as follows: 1) what constitutes literature or multicultural literature? 2) How does the author describe the various cultures? 3) Why is reading or learning important for students? 4) What counts as gains from reading Literature?

2. LITERATURE REVIEW

The first time the English Study program's literature class meets is when the concept and definition of literature are taught to the students who have never taken the subject before. Many scholars have varied definitions of literature that are tied to a certain period and social context. These divergent viewpoints are a reflection of the complexity of both life and literature. Face-to-face conversations between people from different cultures are referred to as intercultural communication. If foreign language teachers wish to assist their students in becoming proficient communicators across cultures, they must have a solid understanding of how to teach a foreign culture. The idea that cultural instruction should be incorporated into the teaching of languages is opposed by language instructors at all universities and colleges around the world. Speaking foreign languages (Sun, 2013). According to Jones, reading literature is just another way we may use our imaginations to perceive the world around us. All written items are considered literature in the fullest sense. These can include books on history, philosophy, literature, poetry, dramas, dictionaries, directories, instruction manuals, travel guides, magazines, and textbooks (Baym & Levine, 2011).

Additionally, he divides them into two groups. Books on biology, math, social studies, travel, instruction, instruction manuals, dictionaries, and other subjects are placed in one category

while books on entertainment and the presentation of moral and cultural values are placed in another. Informative literature explains what has been happening in the world. It covers facts, justifications, the lives of real people, and history. Its primary goal is to provide knowledge. Contrarily, imaginative literature seeks to elicit emotions such as joy, grief, and thinking as well as to impart moral lessons. Drama, poetry, and novels all commonly transmit these concepts. The fact that literature has been a profoundly human creation to express ideas or thoughts is what the students can grasp about literature after reviewing all the definitions that were previously provided. It is the written or verbal expression of the human mind at work. It has additionally been recognized as a priceless human asset. It provides information, knowledge, experience, and enjoyment to the readers. Readers can learn more about God, human life, and interpersonal relationships by reading literary works. Lessons learned: modest living, good husbandry, resignation, and cooperation.

A form of art is literature. It is a manifestation of both fundamental human nature and pivotal human experiences. The art of written works is known as literature. The most fundamental literary genres in Western culture are fiction and nonfiction. It is a manifestation of both fundamental human nature and pivotal human experiences. The art of written works is known as literature. The most fundamental literary genres in Western culture are fiction and nonfiction. Learning to read, write, spell, and occasionally talk is accomplished through literature. Poetry, novels, and plays are all considered to constitute literature, which is writing that is considered to be a work of art. A written work that makes beautiful sense to the reader and the listener is also referred to as literature ([http://wiki.answers.com/Q/What is literature#ixzz1Z1lnpbGb](http://wiki.answers.com/Q/What_is_literature#ixzz1Z1lnpbGb), n.d.)

2.1 How Does the Author Relate the Cultures?

In this section of the essay, the student's motivation to understand the message, culture, or social standards that the author tried to express via his work is discussed. Before the students understand the steps involved in understanding the works' fundamental idea, they must first comprehend what the culture represents. Due to the concept's lengthy history and the difficulty in defining it, various people have provided a variety of alternative definitions of culture. The idea of culture previously suggested included research on common identities, ethnicities, and entities.

To define culture, (Ross & Wang, 2010) separated it into three broad groups. The first category, "ideal," refers to culture as a condition or process of human perfection in a set of universal principles. The second category is "documentary" where human ideas and experiences are recorded in various ways since culture is the corpus of intellectual and artistic labor. According to this definition, culture analysis is a form of critique. The last classification is a "social" definition of the idea. According to this definition, culture is a way of life in which particular meanings and values are conveyed via art, education, institutions, and everyday behavior. (Kramsch, 1995) distinguishes between two approaches to understanding culture. According to the first viewpoint, culture is the way a social group expresses itself to others through art, literature, historical replication, and preservation techniques.

According to the second viewpoint, culture is the result of social science contributions and consists of common beliefs, attitudes, and various ways of thinking and behaving among community members. (Shirayev & Levy, 2010) on the other hand, have made an effort to meld

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and integrate the two opposing viewpoints. They limit the definition of culture to a collection of symbolic systems that people in a society learn. These symbolic systems encompass information, norms, values, and languages as well as customs, habits, and artistic expression (Salih, 2018). Culture is made up of ideas, sentiments, and feelings as well as societal fashions and individual lifestyles, which typically take the form of values and decency. The literature, on the other hand, reveals and communicates these ideas to subsequent generations, and these connections have persisted throughout history.

Two steps are taken to be able to appreciate human ingenuity expressed in fiction. First, the pupils need to be able to tell different types of fiction literature apart. Is the piece being read as a story, a drama, or both? The pupils should be sufficiently familiar with the aspects or components of those three categories of fictional literature, according to the second point. We already know that a novel's components are distinct from plays and poems. Along with the variations, the culture or message conveyed can be understood through the works' aspects. While analyzing a poem, for instance, the ability to explain why the author chose a particular literary device, for instance, when conducting a poem analysis, students will be better able to discern the author's true intentions because they will be able to explain why they chose particular diction patterns (common, unfamiliar, formal, informal words), rhymed or unrhymed lines, rhythmic or not, and a variety of figurative languages (satire, metaphor, simile, personification, etc.).

The elements that make up literary works must be viewed as a whole for them to function systematically (Barnet & Stubbs, 1977). According to this perspective, they are not objective substances. As the means of communicating the poem's message or theme to the reader, one component is interchangeably related to another. The same approach should be used when teaching pupils to appreciate plays and novels. It is crucial to understand that a poet uses different artistic tactics than a dramatist or novelist while presenting the central issue. For instance, when students are defining the world of a drama, they must first comprehend that stories in dramas include protagonists and antagonists, which support characters that help the hero or villain in the plot to stand out more clearly. The idea behind this approach is that pupils must be able to develop characters based on the parts they perform. Character description refers to what the characters do about the setting, the period, and any internal or external conflict. While describing a character, it is important to consider their actions with the setting, the time, and any internal or external conflicts that may arise during the course of the narrative. The performers' presence is inextricably linked to the play's physical world backdrop and the way the events unfold (plot). When it comes to character, there are some notable traits. A character is a person who appears, acts or is described as a part-player in a literary work. Characterization is defined as the accurate portrayal of an individual. Characterization can be done in two ways: dramatically and analytically. In theatre, we base our judgment of the characters on their actions and words, their surroundings, and what other characters think of them. With the analytical method, the author makes comments about the characters, elaborating on their intentions, demeanor, and ideas.

Characters in fiction can be classified as either "round" or "flat," it is further discussed. A flat character is built on a single idea or attribute and is typically a minor character in a book. A round character is more successful than a flat one. He must be himself, a unique person, and he must be suitable for his position. A complex character is more lifelike than a simple character since in real life people are not just incarnations of single attitudes. Basic character

is less the portrayal of human individuality than the embodiment of a single attitude or passion in a character (Massardier-Kenney, 2000).

We'll also define a few concepts as we talk about character. When a leading male character is the "good guy," they are referred to as heroes, but when a heroine plays the villain or "bad guy," they are referred to as heroines. These are not common terms, though. The terms "protagonist" and "antagonist" are necessary. Whereas the antagonist is the main figure with whom the protagonist is in conflict and is typically unsympathetic, the protagonist is the main character with whom we generally empathize. The primary or central figure in fiction is referred to as the protagonist. In a piece of literature, the protagonist is typically the most rounded and completely realized character. The main character could also be the most empathetic. Don't let that label mislead you. That doesn't necessarily mean that the protagonist is someone you care about and identify with, even if you don't agree with or like them. An antagonist is a more realistic and neutral term to describe the antagonist of the protagonist. Although an antagonist can be a flat character, many antagonists will also revolve around a character like a protagonist (Hall, 1981). The two main characters or forces in fiction are the protagonist and antagonist. Minor characters are those who are not the main characters. Prominent characters are normally either the protagonist or the antagonist, with the protagonist and a select few minor characters frequently serving as the only sympathetic characters. Minor characters are those who are not the main characters. Lesser characters often serve as the main character's foils and contrast him or her physically and/or psychologically. They can also be stereotypes that represent a group of people or items of furniture.

The art of character development is what an author does to give a character life, give the reader a sense of that character's personality, and make that character distinctive. Writers can either directly or indirectly characterize or build a character. In direct characterization, the narrator or a character describes or informs the reader of the appearance or personality traits of another character. In indirect characterization, narrators and characters describe a character's appearance or attire without making any comments. They imply something about the character's personality in this way. For instance, a character's recurrent gesture or facial tic may allude to the arrogance or trepidation of the character. We can infer that a character in a novel is a real person or performer. The dimensions of time, place, and actions or activity are inextricably linked to the characters. The characters are always related to the events (events).

The students learn that a tale cannot exist without people, conflicts, and places as a result of this interconnectedness. In other words, if all the parts of the work function consistently, the story can flow from the play's beginning to its conclusion. Provide a play's structure as an example. The play's opening is commonly referred to as an exposition. This speaks to the explanations a reader needs to fully grasp the plot's circumstances. The exposition establishes the scene, the principal protagonists, possibly some supporting characters, and the circumstance, The occurrence that alters the situation established in the exposition and starts the conflict is known as the initiating incident. The escalating action takes center stage after the presentation. This stage highlights the different incidents that arise and intensify, complicate, or develop the conflict. When the tensions intensify, the process of arriving at the climax—also referred to as the point of maximum struggle, the emotional zenith, the pivotal moment in the story, or the moment when one of the opposing forces succeeds—begins.

The main character is frequently forced to decide at the story's turning point that will either make things worse or make them better. The falling action refers to the events that occur after

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the climax. Eventually, the descending action comes to an end or denouement. The phrase "resolution" can refer to any of the actions that take place after the climax, including the denouement. This series of events is known as a plot.

Typically, the plot begins with an introduction that informs the audience of whom the action will concern and where it will occur. A complicating circumstance or action is something that helps to define the conflict. The work's ending, which frequently depicts the ramifications of the climactic action or decision, is known as the conclusion. The climax is the point of highest tension or the turning point. According to another scholar, Beaty, the plot simply refers to how the action, a fictitious event, or a sequence of such occurrences are organized. Action typically consists of five points and typically involves conflict or a struggle between opposing forces.

1) Exposition introduces the main players, the plot, and, typically, the setting and time. 2) The escalating activity, refers to incidents that make things more difficult, exacerbate the disagreement, or usher in brand-new issues. 3) The pivotal moment, often known as the climax, is when the action shifts from rising to falling or revising. 4) Falling action, which involves the untangling of rising activity's complications. 5) The story's conclusion, marks the point at which the initially unstable situation stabilizes.

Poems are another type of fictional literature. Some of the elements in the poem are absent from either the theatre or the novel. The elements of a poem include theme, rhyme (a source of enjoyment and understanding), diction (the right word or choice of word), rhythm (an approximate recurrence or repetition in the pacing of sound), verse (lines of words), couplet (a group of verses), sound patterns, and figurative language (connotative meaning) (moral values). Contrarily, drama is created or presented on stage using characters (protagonist and antagonist), conflicts (internal and external conflicts), settings (time and location), plots (the sequence of events), and moral lessons or messages (theme). In contrast, a novel uses its title, point of view, dramatic conflict, narrative, characters, and characterization, as well as its setting and style, to convey its message (Baym & Levine, 2011).

My students quickly develop the capacity to recognize the elements of three different types of literary works because they have practiced literary appreciation. Pupils get the opportunity to evaluate plays, poems, or books. The following section contains examples of student literary analyses. Rudyard Kipling's poem *If* serves as an example of poetry appreciation. My students try to grasp the poem not just structurally (by analyzing the literary elements that make up the poem's structure, such as diction, rhyme, rhythm, and figurative language), but also by learning about the writer's background and the social climate at the time the poem was written. While analyzing a poem, the student begins by summarizing Rudyard Kipling's brief biography. According to legend, Rudyard Kipling (1865–1936) had his education at the United Services College in Westward Ho, Bideford, England, despite being born in Bombay. He went back to India in 1882 and started working for Anglo-Indian newspapers there. When Rudyard Kipling's son was born in 1885, he wrote a magnificent poem with the title *If*. In 1892, he wed a woman named AS Caroline Balestier. He wrote this poem to help his young kid understand how difficult life can be. Because the title is only one word and the poem is written in absolute rhyme (a-a-a-b-b), it is really attractive. The kids' daily vocabulary is used in the diction.

According to my student, the word "if" was chosen to imply that individuals shouldn't worry about following the rules in everything they do. Never doubt that some people will assign blame if no one is at fault. Be courageous, and sincere, and always hold the truth. Never feel superior or haughty if someone else cannot accomplish what you can. Having a sense of pride

will only drive a fool who was neither wise nor mature. The student determines after the analysis that the poem's central theme is about how to be a real person. The student concludes that the poem's central message is about how to live real life after the examination. The repetition of the word "If" in each line of the verses helps the poet illustrate the poem's core theme by employing several instances from real-life events and problems.

The other sample of poem comprehension to pick up its meaning by extensive reading is written by my pupil entitled A Psalm of Life by Henry Wadsworth Longfellow. She starts with a deep reading word by word, phrase by phrase, verse by verse, line by line, and stanza by stanza. To understand what the poet has in mind she does not only read them, otherwise, she is quite aware that a word used as a result of human creativities vividly appearing in a poem must be connotatively understood. She goes beyond the written text. To scaffold her proper comprehension, she does ignore the ingredients with the poem tied. She takes an account the structure of a poem. How the diction, figurative language, rhyme rhythm, tone, social condition, and stanza contribute to the delivered message brought by the poet. Having finished looking up either the structural or social approach, she finally comes to her understanding that the poem shares teaching to humans about the goals of life and what should be prepared to run life. To her life is not always pleasant. It is dynamic pleasure and sorrow in the couple. Hereby giving up is something to avoid since Life is about "pursuing and achieving" but don't forget to pray to God.

Analyzing the play "Jane Eyre" by Charlotte Bronte is the subject of the subsequent student's essay. When my student Indri finished reading the theatrical text, she includes what she learned in her whole work. She begins her analysis by outlining the playwright's life using any available references. Patrick Brontë and Maria Bronte had six children together, the third of whom, Charlotte Bronte, was born in Thornton, Yorkshire, in 1816. On September 15, 1821, cancer claimed the life of Maria Bronte. Charlotte and her three siblings were enrolled in a girls' spiritual school at Cowan Bridge, Lancashire, in August 1824. (Which she called the Lowood School at Jane Eyre). Two of Charlotte's sisters had passed away from TB in June 1825. Charlotte, along with the other Haworth Parsonage survivors Branwell, Emily, and Anne, started keeping a diary about the trials and tribulations of the people who lived in their make-believe kingdom. The Byronic tale about their nation was written by Charlotte and Branwell, and subsequent articles and poetry about them were written by Emily and Anne. They develop an obsessional interest in childhood and early teens due to a complicated background. From 1831 to 1832, Charlotte resumed her education at Roe Head in Mirfield, where she made Ellen Nussey and Mary Taylor, two of her closest friends and correspondents. Charlotte wed Arthur Bell Nicholls in June 1854. Eventually, she became pregnant. His health at the time was drastically declining due to lung disease, and he and his son eventually passed away together. The grave of Charlotte is at the Church of St. Michael and All Angels in Haworth, West Yorkshire, England, a family funeral was held.

My student keeps going, concentrating on the drama's structure, the characters' characteristics, the settings and times in which they carry out their parts, and how these literary devices work together to create the drama's meaning. The student discovers several themes as a result of reading and analyzing the play. According to him, the drama is about discrimination in families, religions, and social castes. The narrative depicts the life of a poor woman who lives with a wealthy family and endures unfavorable treatment as a result of her caste. Independence is not something Jane can easily get. The truth left her feeling a little down. As a minority, she

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experiences inferiority and a loss of confidence. She feared that if she got married, her spouse would turn her into a slave. Because of the social setting, the events described in the story are meant to be representative of what was happening in society at the time the book was published. Low-class women do not typically have good jobs. Compared to men, they hold an inferior position. Moch. Samsul Arifin's drama analysis is another illustration. *Winterset* is the subtitle. American playwright, author, poet, journalist, and lyricist James Maxwell Anderson is the author of this work. Anderson was born on December 15, 1888, in Atlantic, and he passed away on February 28, 1959. A black person named Mio, whose standing is distinct from that of white people, experiences racial injustice and discrimination in the drama *Winterset*. Because he was unintentionally present at the scene of the heist, his father is charged with murder and given the death penalty. The judge forces the witness to admit guilt of the crime in front of the jury. Mio and his father lack the resources to challenge the court because they are from a low class or not high class and live in poverty. Mio has struggled to track down Trock Estrella, the real murderer, since his father's passing. To prove that his father was the victim of injustice, he has spent years stumbling from one location to another in search of proof. The truth is revealed at the play's conclusion. The actual criminal, who committed the crime and fled his hometown to evade prosecution, is introduced to Mio. Finally, he acknowledged that the truth comes true. Mio meets the real one who did the crime and has escaped from his town to avoid the punishment. Mio meets the real one who did the crime and has escaped from his town to avoid the punishment, take the examples as examples, consider the themes of adultery explored in Nathaniel Hawthorne's Puritan-era work *The Scarlet Letter*, the theme of the ambitious man explored in Arthur Miller's play *Death of a Salesman*, and the theme of optimism explored by Barnum in *The Greatest Showman*.

2.2 Why is Reading Literature Important?

When asked why reading or learning literature is beneficial, 99% of students respond that literature school offers them some benefits. The students' responses are consistent with the hypotheses that have been proposed regarding how literature contributes to cultural enrichment. They are given an introduction to the various facets of society and cultural understanding. Via fiction, they can get knowledge about other contexts, events, traditions, conventions, and individuals with whom they are not otherwise familiar. The fictional works can be used as a resource for knowledge and as a tool for moral and ethical development. The literature is an extremely efficient tool for learning about a certain time, class, or social group's culture. They may perceive the world and its inhabitants as they were via literature. They perceive the many climes, languages, and tones. Also, the literature provides students with glimpses into older times or historical events. Also, it enables them to communicate the profound meanings of a particular culture, as well as its archetypes, stereotypes, and collective conscience. This opens the door for social transformation by enabling a critic to intervene in social life. The literature entertains and educates them. It can teach them about the past, help them understand the present, and empower them to create the future. The best writing goes much beyond. Not only does it offer insights into society and individual character, but also into the nature of life itself. Reading works of multicultural or cultural literature will encourage one to be receptive. The ability to see and appreciate new things in all regards will result from their increased understanding of various cultures and their evolution, which is something that cannot

be accomplished by merely reading written works. They believe that reading stories can help them understand the world and themselves better (Rezaee & Farahian, 2011).

3. CONCLUSION AND RECOMMENDATIONS

Teachers that include advanced technical tools in their lesson plans provide students the chance to interact with real data and solve open-ended challenges. With this kind of technological integration, the learners take on the majority of the responsibility for negotiating meaning. This learner-centered strategy encourages students to build their cultural awareness by starting with what they currently understand. The integration of content, pedagogy, and instructional technology fosters a rich and engaging learning environment for those who are learning a foreign language (Dema & Moeller, 2012).

According to earlier research, reading something closely related to the reader's situation makes it much easier for them to understand and inspires them to behave morally. It is widely acknowledged that literary works each have a unique approach to discussing human experience and life. The reader or audience learns moral lessons while feeling happy. When asked how their life has changed since learning, reading, and appreciating literature and literature from various cultures, they acknowledge that they have become more culturally conscious. The novel, poetry, and drama present a depiction of human life journeys that, while appearing to reflect the real world, are merely reflections of the actions that inspired the authors. They realize that being unique in social, physical, and mental ways is a gift from God. The kids become more open-minded and capable of respecting differences after becoming aware of this notion and acknowledging the existence of being different. To resolve disputes that may arise in the context of personal or institutional life, awareness of cultural diversity is a prerequisite. Furthermore, being open to accepting cultural variety not only contributes to world peace but also makes our society a peaceful place to live. It won't be tolerated to have an attitude of intolerance, haughtiness, superiority, injustice, or unfairness, which frequently leads to bullying, persecution, or oppression. Kids become highly conscious that there are many diverse civilizations other than their own. Because people from different races, norms, religions, sexual orientations, and cultures have distinct practices, it is vital to consider the good elements. The elimination of racism, fascism, minority discrimination, human rights violations, and intolerance is possible with the acceptance of cultural diversity. They can create friends with people from other cultural backgrounds by being open-minded and accepting differences in ethnicity, nation, gender, belief, social status, profession, and other factors.

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