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The Role of Literature in Inculcating Moral Values among Students

**The Case of Third Year LMD English Students at Amar Telidji University-
Laghouat-2017/2018 through The Old Man and the Sea**

***A Dissertation Submitted in Partial Fulfilment of the Requirements
for the Master Degree in Civilization and Literature***

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Dedication

I dedicate this work:

To my beloved parents for their patience, help, and support during all the years of my study.

To my brothers and sisters for their encouragement and love,

To my dear friend Miss Lillian for her perfect help during this process

To all my teachers from the first steps of my study in the primary school until now, who
enlightened my mind by knowledge and culture,

Thank you all.

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Abstract

Abstract

It is clear that Literature is a significant subject to be studied since it reflects every single aspect of human life. In this thesis, the researcher investigates the role and power of literature in building and inculcating positive values among students. Novels and short stories are methods to communicate with different characters and events which are an effective way to teach values. The essential aim behind conducting this research is to show that literature is the authentic or best tool to teach moral values; Furthermore, the researcher investigates educational and moral values in Ernest Hemingway's The Old Man and the Sea novella based on the analysis of the main character Santiago whose moral values no doubt leave a mark on every student. In this study, the researcher used descriptive research as an appropriate procedure to achieve this work. It describes the role of literature in teaching moral values. The quantitative approach is also used for collecting data through questionnaire administered to the third year LMD students. All data obtained from the questionnaire are analyzed, interpreted and represented in form of tables. The results show that literature can be helpful in reaching the highest levels of moral values. What is more, the present study provides some strategies to teach moral values through literature. As expected, literature is the best way to inculcate moral values among students.

Key words: literature, moral values, students.

List of Abbreviations

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EFL English as a Foreign Language

NANA North American Newspaper Alliance

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General Introduction

General Introduction :

General Introduction

Human society anywhere has a set of common values to live by. However, Students being a part of this society and tomorrow's nation's leaders should be educated morally in a good way. Teaching literature opens the doors for them to discover a new world with its facts and realities. It was and actually still one of the major and powerful techniques used by teachers to make their students more able to learn and acquire moral values in classroom. Furthermore, Literary pieces are rich sources of classroom activities which can be very motivating for them to learn certain principles and ethics. By reading some novels and short stories students can be taught be more aware, responsible, helping each other, and simply to be more human. Subsequently, plenty of researchers prove that literature plays a prominent role in inculcating moral values among students, and provide many works that explain well how to use literary texts as a tool to inculcate moral values among students directly or indirectly up to their age.

In this modern age, the neglect of teaching moral values is hurting students and causing problems in society. Students need to have the psychological, physical, and moral capacities to be effective citizens in society. For this reason, literature is considered as one of the best techniques to teach moral values. Accordingly, to have more information in this area the researcher will try to answer the following questions: Why is literature the authentic or best source to teach moral values? How can literary texts be used effectively to inculcate moral values among students? More specifically, what are the effects of literature on student's acquisition of moral values?

Consequently, the researcher proposes one main hypothesis for each question. First, literature is the best source to teach moral values may be because it reflects the human life and society with its real values and characteristics while gives the pleasure for students. To put it differently, the use of literary texts made learning moral values more engaging. Second, literature can be used effectively to inculcate moral values among students through novels, short stories, poetry, or drama because the study of literature in the form of short stories and novels helps them to find moral lessons everywhere. Finally, literature affects student's acquisition of moral values because it has the power to change their thoughts, emotions, imaginations and their critical thinking.

General Introduction :

Some researchers believe that literature can be a very powerful tool to teach moral values. Patrick Welsh (1985) believes that literature plays a prominent role in representing and inculcating positive values among students. Its characters have almost the same impact on students' behaviors as the real people with whom students share the same values and principles. For this reason, when they see how the moral values in the novels, stories, plays relate to their own values, they confirm that the world of literature is the same with the world surrounding them, he adds that literary texts are rich sources of values, and students cannot understand these texts without understanding its real values and messages. Additionally, he confirms that English teachers must pay attention to the way in which the values in literature relate to students' values in their lives.

Psychologically speaking, Margaret Dodson (1993) describes the power of literature as it has the ability to take the reader into other minds, the mind of the author and the mind of the character he creates. In that way, students experience the world from different perspectives, places, and times. Also, she describes how students can examine their lives and values through the study of literature by participating in literary activities designed to raise their personal values from the unconscious to the conscious level. That is to say, when students read a literary text their minds will start to imagine each detail in the work, and reflects each expression, values, behaviors, and characters have been mentioned in the text., so they discover another world with its facts and realities. Moreover, she believes that we need thinking teachers who can use literary activities to inculcate in student's appropriate values similar to those identified in their real lives and create opportunities for students to put themselves in the choice of other characters in order to understand other people's behaviors, feelings, and values.

English literature helps students to learn and acquire more values in an easy way. Nargia khan (2014) focuses in one of her articles on the need of values in education, and how English literature can be an effective technique to inculcate values in human race. Moreover, she suggests few strategies that may help in learning better values through literature such as using novels, poems, and short stories as powerful tools and important arts to study at any level. When students read stories and poems having a moral behind them, they learn how to keep an eye on their behaviors and attitudes. Every story with a moral lesson leaves a deep impression in their minds and imagination. Thus, they can apply such values in their daily lives.

General Introduction :

According to Henry Febriyanto Santoso (2010) novels play a vital role in teaching moral values. It is created to express the author's ideas feelings and thoughts about particular situation. In most novels, there are moral values, and the author makes these moral values to teach and delight the readers.

This research combines two different fields, literature and moral values. During our master studies, we were taught that Ernest Hemingway's The Old Man and the Sea 1952 is regarded by critics as one of the best novels in the 20th century. It was a major factor in Hemingway being awarded the Pulitzer Prize for Fiction in 1953 and the Nobel Prize in Literature in 1954. Thanks to his realistic ideas and unique style, the novella is still widely taught in schools today. Although The Old Man and the Sea is a simple story, but it has a deep message that leaves a mark on every student. In this novella Hemingway presents the fisherman Santiago as an ideal man and pride, honesty, courage, and respect are his values.

Bryan Schatz (2011) believes that there are many lessons found in The Old Man and the Sea for example "*A man is not made for defeat*" (Ernest Hemingway, 2009:93). He says that the main character, Santiago, never gives up under the cruel circumstances in every situation. His courage and pride push him to reach his goal. When he gets the big fish after eighty-four days with bad luck, unfortunately, his marlin is attacked by sharks. Although he loses his fish, he can survive and go back home safely.

The main objectives of this research are to examine the role of literature in inculcating moral values among students. Besides, it will try to show the effects of literary texts on student's acquisitions of moral values, and focus on some strategies and methods that might help in learning better values through literary activities.

The research will be mainly descriptive and analytical. This technique helps more on the analysis of various factors that will enhance the acquisition of moral values through reading certain novels. It comprises a thematic analysis of the main character in the prominent work The Old Man and the Sea with the intention to find out moral and educational values in the novella. Moreover, the researcher designed a questionnaire that will be delivered to third-year English students at Ammar Telidji University of Laghouat. Accordingly, the questionnaire consists of both, closed-ended and open-ended questions. In addition to that, the questions will be direct and well ordered, by starting with routine questions. Then, presenting deeper questions in order to understand how literary texts can be used effectively to teach moral values.

General Introduction :

In order to make this dissertation conventional and organized, the framework is divided into three chapters. The first chapter is devoted to clarify the relationship between literature and moral values. It deals with the theoretical part of the study which includes a brief overview about literature and its social function, also it shed light on the importance of teaching literature in EFL classroom. Then, it deals with moral values, its sources, values education and its role in teaching with the emphasis on English language teaching and some strategies to teach moral values. Next, the attention will focus on the role of literature in inculcating moral values among students. The second chapter tries to find out the main moral and educational values in The Old Man and the Sea through the analysis of the main character. The third chapter is the practical part and encompasses the design of the study, the sample selection and data collection methods. In addition to the analysis of data collected from students which provide the discussion of the results.

Chapter One:
**Literature as a valuable
Source of Moral Values**

Introduction

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Introduction:

Moral values are important in students' lives. Literature has a significant role in inculcating moral values among them as it reflects humans' cultures, beliefs, behaviors and attitudes. Literary pieces are rich sources of moral values. Once students read stories having a moral behind them, they hopefully become confident to express their thoughts, feelings, and also respect others. Thus, the first chapter of the present research proposes the importance of acknowledging literature as one of the best tools to teach moral values.

First, this chapter comprises various definitions of literature. Then it shed lights on its social function and the importance of teaching literature in EFL classroom. The second part deals with moral values and its sources. Moreover, it deals with values education specifically in English language teaching and provides some strategies that may help in teaching moral values. Most importantly, it insists on the role of literature in inculcating these values.

1.1. General Views about Literature:

The existence of the different types of literature makes it difficult for scholars to come up with one common definition for literature.

Understanding exactly what literature is has always been a challenge; pinning down a definition has proven to be quite difficult. In fact, at times one seems to be reduced to saying, "I know it when I see it," or perhaps, "Anything is literature if you want to read it that way."

(Jim Meyer, 1997:02)

As it is known, Literature has many definitions based on a list of standards which all literary works must be characterized by, and the only common characteristic between them is that the word literature is extremely a difficult concept to define from one point of view. It could be viewed and defined in several ways and from different perspectives.

There is no shared answer to the question what is literature? It generally means "anything that is written: time timbales, dialogues, travel brochures, and so on" (Faizal Risinto, 2011:04). From this background, literature is seen as a whole body of anything that is written. That is to say, any written material is literature like historical books, magazines, newspaper, dictionaries, novels, catalogs, plays, and short stories are also literature. He believes that literature can be grouped into two types: the informative and the imaginative literature. The informative literature provides the reader with knowledge like historical events, facts, and explanations. Its major function is to provide information. Hence, the

second kind is known as the imaginative literature that seeks to arouse the reader's thoughts and emotions. Through this kind, the writers express their ideas, feelings, attitudes by using poetry, novels, short stories, plays, and fiction works. Moreover, he adds that a piece of art does not need to be written to be called literature. There is another sort of literature which is the oral literature. In the past, people used to tell stories, folk tales, fables, or any other sort of literary works by mouth only.

Although the concept of literature is difficult to define, there is a definition to what is named the good literature. The good literature is the one that gives pleasure to the reader and expresses thoughts and emotions. Readers like to be touched by the plot and events of the literary work, influenced by their favorite characters in the story, and they like to imagine themselves in another world and live situations that challenge them in the real world. Good literature gives the opportunity to the reader to make strong connections between the events and themes of the story and the world around him. There is another main characteristic of a good literature which is originality ‘*Most of good literature is traditional and original at the same time. Originality then consists not of inventing new themes, but of seeing and expressing the old unalterable themes in a new way, with the author's own words and with his own ways*’ (Faizal Risinto, 2011:09). For example, Shakespeare's plays were not new rather original ones. His works Hamlet and Macbeth were real characters, but his unique touch makes his works belongs to the good literature.

The most popular themes of literature are life, love, truth, good and evil, justice, peace and war. Through these themes, the messages in any piece of literary work can go much deeper. For this reason, the writer's duty is to discover new ways to symbolize them (ibid).

1.2. The Social Function of Literature:

To say that literature reflects society is a common fact. What happens in a society is reflected in literary works in one form or another with its good and bad conditions. To put it differently, literature shows the ills of society with a view to make people realize their mistakes and make change for a better life, and it reflects the advantages or good values in the society for people to emulate. Literature, as a reflection of people's actions and behaviors, often presents a picture of what individuals think, say and do in the society at all times Roshni Duhan (2015).

The society is an organized group of individuals related to each other through specific features. It is also a group of persons related together for political, cultural, and traditional beliefs and values. While literature is the art of written works in different forms such as stories, plays, poetry, and fiction Roshni Duhan (2015).

The link between literature and society is that in literature we find novels, short stories, poetry and theater planned to reflect social features of human life through some characters who convey certain messages and values for the purpose of knowledge or entertainment through their words, behaviors, thoughts, actions, and reactions. According to Nancy Easterlin (2013) we find a work of literature that rejects the attitudes, morals and values of the society. Through literature writers transport the real life actions of their societies into fiction and present it to the society as a reflection in which people can feel themselves and make a positive change. Consequently, it is necessary to take a look at some literary works in order to understand how literature reflects society.

Literature made great influence in society that has resulted nowadays. It makes people aware of the reality around them. Thus, there are situations where literary works make radical changes in society, simply because writers were courageous people who can raise their voices against any situation. Taking as an example the famous writer Frederick Douglass who is one of the most influential men in the world, he was an escaped slave who became a leader in the abolitionist movement which ends the practice of slavery during the civil war. He continued to call for equality until his death in 1859. Therefore, his writings allowed him to travel around the world and call for human rights and justice. In 1845, he published his first and most famous of his five autobiographies *Narrative of the life of Frederick Dauglass, an American Slave*.

1.3. The importance of teaching literature in EFL classroom:

Using literature in EFL classroom has been a matter of interesting debate for a long time. On one hand, those scholars against the use of literature in EFL classroom argue that the language used in literature is not the same with the one used inside the classroom or in daily life. It is complex, hard to understand, and unique to particular culture. Moreover, it does not support students to learn grammatical rules or develop their thinking process S.Kay (1982). On the other hand, many scholars believe that literature is a rich source of knowledge. As Faruk Turker (2009) confirms that studying literature in EFL classroom is useful for students as it promotes cultural understanding and awareness, it trains their minds and imagination and profound range of vocabulary which encourages their language acquisition.

According to Lorena Giuria (2015) Literature in EFL classroom can take three major roles: language enrichment, cultural enrichment, and personal involvement.

1.3.1. Language Enrichment:

There is no doubt that reading in another language will have an impact on student's language acquisition. "*Literature will increase all language skills because literature will extend linguistic knowledge*" (qtd.in Rafiul Islam Shazu, 2014:.33). From this context, the use of literature in EFL classroom will provide students with examples of good writing, language structure and linguistic diversity. Through literature students are encouraged to discover different language structure which help them to practice the four skills speaking, listening, reading and writing, in addition to exemplifying grammatical rules and presenting new words. Alena Nicolita Padurean (2015) suggests five typical exercises that teachers may use to encourage student's language acquisition through literature which are:

- Paraphrasing exercises
- Vocabulary exercises
- Sentence structure exercises
- Grammar exercises
- Plot, character exercises
- Open exercises

1.3.2. Cultural Enrichment:

In this case, the literary texts are regarded as a source of information to know more about the target culture. Through reading literature students have the opportunity to learn about other people's experiences and living conditions.

Teaching literature enables students to understand and appreciate cultures and ideologies different from their own in time and space, and to come to perceive traditions of thought, feeling and artistic form within the heritage the literature of such cultures endows.

(Carter and Long, 1991:02)

Literature helps students to develop their understanding of other cultures and see the world from another point of view by observing human values, conditions, and different kind of living. Most importantly, they become aware of the social, historical, political, and cultural events in a certain society.

1.3.3. Personal Involvement:

Literature for personal involvement means that students are emotionally involved in literary texts. That is to say, reading about certain characters, themes, topics, and situations make students think about their own personal situations and principles. They may relate the ideas, values, and things found in the literary pieces to their own lives. They should go beyond the text, discover values within the literary texts, they have to read between the lines, and most importantly, they should be familiar with all what is related to the culture of the foreign countries. When EFL learners enjoy reading literature they will develop their thinking process Lorena Giuria (2015).

1.4. Moral values:

It is obvious that moral values are important aspects in human life since it represents what happened in society individually or in groups.

1.4.1. The Concept of Values:

To understand the meaning of the word values is quite difficult. The term values relate to certain personal standards or beliefs of human behaviors that come from within and shared in the society Romana Velecka(2013). Thus, it is a kind of accepted principles in which the individual can make choice about what is right and what is wrong. More specifically, ‘*the word value (valoir) in French, (valere) in Italian, and (valuar) in Spanish is derived from the Latin word (valeo) which means strength and health, after that, it came to mean being effective and adequate*’ (Kostas Terzidis ,2015:51).

Sandeep Kauri (2015) points out that values are the spirit of our behaviors, and influence us to make choices, trust people, and arrange our energy in our social life. He adds that values may be regarded as positive or negative. Anything that has a positive value is considered to be good, whereas anything that has a negative value is considered to be bad. Likewise, Johnston Bill (2003) states that value is a set of person’s principles and norms which relate to what is good or bad and helps people to distinguish between the right and wrong. Moreover, he confirms that values are individual. Each person has his own values, but it can be affected by social factors.

1.4.2. The Concept of Morals:

The previous definitions (concerning values) mean that values are personal beliefs and standards that an individual set in his life. It can be bad or good depending on his personal decisions, and they keep on changing according to his needs. According to Mine Balliu

(2015) the term moral refers to a group of principles about our actions and behaviors which are accepted by society. In other words, it means a person's or society's view of what is good. This view is built on a set of attitudes, principles, and norms that are used to make the difference between what is right and what is wrong. Moreover, he adds that moral actions are related to one's religion, political system, or social situation. Unlike values which are ruled by an individual and changes according to his needs, morals can be established by the elders, teachers, parents, or leaders of society who want to guide people to live a better life in the right direction.

Moral values are understood differently by people. Many scholars point out that moral values are simply the accepted ethical principles of human behaviors and choices in society. Those principles may derive from religion, government, society or self.

1. 5. Sources of Moral values:

According to Kaur (2015) the strongest sources of moral values are:

1. 5.1. Parents:

House is the first school for the child and parents are the first teachers who guide the child in his life. They play a significant role in the moral development process of the child because they are the first moral model for him. This they do by providing the essential interactions that affect his moral development. Since he learns more by imitating the people around him, if the parents display high moral values in their attitude, the child will rapidly acquire those values.

Since parents influence child's moral and ethical development, they must be very careful while acting in front of their child. They should not intentionally or unintentionally do, say or act anything immoral. They should remember that children learn by imitating people around them (ibid).

1.5.2. Religion:

Religion is a major source of moral values. Its beliefs and practices change from one culture to another. Peoples' religious core tends to be the major source of their personal and social values.

Moral values are the shared point of all religions. It aims to control human activities, actions and behaviors in society. However, when any religion concentrates on moral values

such as permitted or prohibited, then it affects the detail of any society. Thus, moral values are the heart of all religions.

1.5.3. Schools:

At school, students are members of a small society. This society plays an important role in student's development. It is the basic stage in the process of teaching and learning moral values.

According to the work of Lawrence Kohlberg (1981), concerning morality, when pupils finish their studies in elementary schools. They will be more able to develop their personalities and fulfill their needs to become good citizens. Furthermore, he adds that in school values are showed in everything especially in the ways teachers and students interact with each other. While students are learning specific information about any situation, they are forming their own values through the school environment.

1.5.4. Teacher:

The teacher is someone who gives direction to life and guides generations. He is a vital source of moral values after parents. Besides teaching formal topics, he is a moral model for his students Kaur (2015).

As a role model, teacher makes a maximum impact on his students' personalities and attitudes. He helps them to acquire and practice specific activities that support positive values and behaviors, and discover some principles that have a link between school and society. Furthermore, he has the ability to develop skills for moral living for his pupils.

1.6. Values Education:

Theodore Roosevelt, the 26th president of the United States states that "*To educate a person in mind and not in morals is to educate a menace to society*" (qtd. in Dana L.Childs, 2007:01). Teaching a person how to read and write without teaching him how to act and behave creates a person who will cause troubles for society. He can do more damage to society than an uneducated person without values.

The above definition is in line with Hogan (2014) who believes that value education is used to influence student's attitudes and behaviors for the better, he also adds that these attitudes can be developed due to specific techniques used by the school. Moreover, it can have a positive influence on the relationship between students and the society as whole.

While the process of learning can take many forms, the main goal for students is not only to learn moral values, but also to reflect them in their attitudes and behaviors and use them in their daily life.

The aim of value education is linked with the aim of education itself. From an individual's perspective, the goal of value education is to enable students to live a better life. From social perspective, the aim of value education is to create students who are able to contribute to the world around them with good attitudes and behaviors, also prepares them for the world of work Nurlaela Sari (2013).

1.7. Strategies of Teaching Values:

Different kinds of values can be taught in different development strategies. Peter Stika (2012) suggests a detailed overview of the main strategies which are:

1.7.1. Value Transmission:

Teaching is the act of transmitting knowledge and values to students. Value transmission method is based on the idea that everything a teacher does is transmitted to the students directly or indirectly. In other words, this method suggests that teachers set the example of certain behaviors and attitudes and students learn from imitating those behaviors. They play a major role in inculcating moral values among them Roderick Rajive (2013). As they are the first role model to students after parents, that is essential for them to apply appropriate strategies to teach moral values in classroom because it is potential for the teacher to be blamed by the if the students misbehave.

Teachers pass values to students both consciously and unconsciously through their behaviors within the classroom or in society. In fact, students are the truly master of imitation of their teachers' behaviors. In other words, teacher's behaviors can have a massive effect on student's personalities and actions simply because teachers are models to their students (ibid).

1.7.2. Value Neutrality:

Value neutrality is a principle that guides students to keep their emotions in check when dealing with different circumstances and thinking either it is good or bad in or outside the classroom. This strategy contains presenting debatable topics to the students, but the teacher should be neutral. He should listen and respect their views and protects the different opinions rather than trying to achieve unanimity(ibid).

1.7.3. Values Clarification:

This method helps students to identify their own values and beliefs. It makes them more active, productive and more socially aware through expressing their thoughts and feelings about certain situations also it helps them to become more sensitive to other people 's emotions and views. Laurie Brady (2008).

1.7.4. Development of Moral Reasoning:

Moral reasoning, also known as moral development, is the thinking process involved in how people think about right and wrong and how they apply moral values in their daily lives. This strategy is based on the work of the American psychologist Kohlberg (1963) who confirmed that morality started from the early childhood and can be changed and affected by several factors. He adds that in any culture people go through three main stages in their moral reasoning. The first level of development includes the use of punishment. That is to say, the individual makes decisions of morality just to avoid punishment. At the second level, the individual believes that law is the only judge of morality. At the third level, a person will reach the highest level when he generalizes ethical principles and behaviors beyond his own interests. In this case, the school play an important role in presenting such higher moral reasoning to students (qtd.in Peter Stika, 2012:29).

1.7.5. Values across the Curriculum:

This strategy based on the idea that every subject has a moral lesson. According to Laurie Brady (2008) moral values cannot be taught directly like mathematics, science, social studies and language courses. However, the solution to inculcate moral values among students in school is not to have clear lectures about them, but only through situations organized while teaching the lectures. For example, civil rights movement can be taught in such a way that leads to inculcate the values of equality, justice, freedom, and endurance. In the same way, history can help to teach values such as liberty, courage, loyalty, and fundamental rights and equality. Geography and environment can help students to learn the value of respect of nature, the other cultures and traditions. At the same time, teachings from the biographies of the great and noble leaders also inculcate values among students. For example, People like Dr. Martin Luther King and Bishop Tutu have certainly been inspiring leaders in their struggles for freedom and equality, they insistence on truth, non-violence, freedom, equality, and justice.

1.8. Values in English Language Teaching:

There has been no much written about values in English language teaching. Teaching language has not been discussed from the perspective of teaching moral values. It has been seen more from the point of view of methodology and knowledge Romana Velecka (2013). In fact, according to Cook (1983), English language teaching is not merely a matter of teaching students specific skills. Rather than, it is a rich source of moral values. He adds that there are two goals of English language teaching which can be divided into two main groups: external and internal one. On one hand, the external goals relate to the students' use of language outside the classroom: reading books or communicating with other people from different countries. On the other hand, internal goals relate to the students' mental and moral development as individuals. The language they learn and speak impact behaviors and thinking process.

Bill Johnston (2003) points out that teaching language is similar to teaching any other subjects, but its moral dimensions have specific characteristics that make it different. It is not like the other subjects because it shares different traditions and values from different cultures. In this case, teachers' responsibility is to present the values of the cultural environment they teach, but this situation causes a problem of morality. In other words, this situation consists of the problem whether teachers are able to respect their cultures, and also if they can put enough efforts in passing different values from different cultures connected with English teaching. Moreover, he adds an important point which is English language teaching does not only consist of memorizing data, or communicating with each other, it has a huge impact on students' moral values through its communicative activities.

1. 9. The Role of Literature in Inculcating Moral Values among Students:

Literature reflects the characteristic of nation or group. Through literary pieces, the writers are able to convey certain messages, values, information, and ideas to the reader. Thus, moral values can be instilled through literature. It can be taught through the indirect messages of the texts. In this way, students will be able to imagine what they have understood from these texts Vellachami and Rajantherarf, (2014).

According to them the study of literature can enrich student's lives in a way they never imagined:

- Literature helps students to understand themselves by looking back to the past so that they will be ready for the future.
- Literature trains the minds of students to be positive and make rational decisions.
- Literature teaches students how to deal with difficult situations rationally.

- Literature teaches students how to be confident to face reality.
- Literature teaches students to appreciate different traditions, cultures, thoughts, and beliefs.
- Through literature, students can visit different places at different times, experience events which help them in their lives.
- The study of short stories, novels and poems help students to find moral values everywhere.
- Literature helps students appreciate diverse cultures, traditions, thoughts, values, and certain emotions like love, anger, jealousy.
- Literature cultivates the abilities of students to acquire a set of moral values such as honesty, respect, tolerance, trustworthy, and independent.

1.9.1. Inculcating Values through Poetry:

Daniel Strömner (2013) defines poetry as a way to express thoughts, feelings, morals and social issues in an artistic way. He also argues that poetry is one of the powerful tools to teach moral values. He gives several reasons. Firstly, poetry helps students to understand the world around them as well as cultural differences. Secondly, poetry opens doors to the emotional life. When students are taught patriotic poems, they can learn values like patriotism, respect, loyalty and honesty, in poetry related to nature, students may learn values like love for nature, humanity, religion etc. Thirdly, poetry can help students to deal with difficult situations.

1.9.2. Inculcating Values through Prose:

Prose is considered to be an excellent way to teach moral values. The students learn values effortlessly when they are taught through stories or novels. When students read stories having moral values behind them, they learn to monitor their actions, behaviors, and attitudes which help them to become confident to express their thoughts, feelings and emotions. Every story with moral leaves a deep influence on their minds. Moreover, when students read novels or stories based on different characters and themes, they learn more about human behavior, attitude and relations Khan (2014).

1.10. Conclusion:

In short, it is clear from the present study that learning environment can bring out essential moral values especially through the use of literature. This chapter made some views about literature and its social function as it has the power to change society for the better. In addition, it shed lights on the importance of teaching literature, especially in EFL classrooms as it promotes cultural understanding, language enrichment, and personal involvement for the students. Besides, it dealt with the definition of moral values and its main sources (parents, religions, schools, and teachers). From the definition of value education, it is obvious that the aim of value education is linked with the aim of education itself. Furthermore, this chapter provided some strategies to facilitate the process of teaching moral values, also it confirmed that the relationship between values and English language teaching is not merely a matter of training students in particular skills. Rather than, it is a rich source of moral values. Most importantly, it dealt with the role of literature in inculcating moral values among students through poetry and prose.

Chapter Two:
Moral values Reflected in
Ernest Hemingway's The Old
Man and the Sea

Outline

Introduction

2. 1. Hemingway's Biography

2. 2. Summary of the Novella

2. 3. Santiago the Hero

2. 4. Analysis of Moral Values through Santiago's Character

2. 4.1. Courage

2.4.2. Care

2.4.3. Respect

2.4.4. Self-reliance

2. 5. Educational Principles from The Old Man and the Sea

2. 5.1. Knowledge is more important than Strength

2.5.2. Persistence is the Path to your Goal

2. 5.3. Perseverance is the Key to Success

2.5.4. Loyalty

2.6. Conclusion

Introduction:

The Old Man and the Sea, a short story by Ernest Hemingway, published in 1952 and awarded the 1953 Pulitzer Prize for fiction. It is apparently Hemingway's most well-known novel and a perfect example of his simplistic style. This novella has been translated, analyzed, and described innumerable times. The author himself articulates exactly what the story meant to him "*This is the prose that I have been working for all my life that should read easily and simply and seem short and yet have all the dimensions of the visible world and the world of man's spirit. It is as good prose as I can write as of now*" (qtd. in Harold Bloom, 2008:138).

First, this chapter gives a brief overview of Hemingway's biography, also it presents a brief introduction of the literary work The Old Man and the Sea, followed by the analysis of the soul of the novella, Santiago. Then it deals with the analysis of moral values through Santiago's character. Last but not least, it deals with the most important educational principles learned from The Old Man and the Sea.

2.1. Hemingway's Biography:

Ernest Miller Hemingway, a unique modernist writer and Nobel Prize winner, is seen as one of the great American 20th century novelists and is known by his realistic ideas, simple style, and his adventures. Hemingway prefers to appear like soldier and hunters he was the author of 10 novels, over 1000 short stories and 20 volumes of nonfiction.

Ernest Hemingway was born on July 21, 1899, in Oak Park Illinois, near the Middle Western city of Chicago. His father was Clarence Edmonds Hemingway a general medical practitioner, and he was interested in fishing and hunting. These were qualities which his son acquired later Ruslan Mammadov (2009).

As a young boy, his father introduced him to sports and nature and taught him how to hunt, catch fish, set up a comp and cook over a fire. The family would often spend summers at Walloon Lake in Michigan. Back at Oak Park Hemingway would fill his hours with sport and writing for the school newspaper. As a young man, Hemingway worked on his school newspaper, Trapeze and Tabula, writing primarily articles, poems and stories based on his own experience about sports. After graduation in 1917, he took a job as a reporter for the Kansas City Star.

In 1917 Hemingway decided not to go to university. The United States had just entered World War I and he tried to go to the army, but they rejected him because his eyesight was bad. However, the Red Cross accepted him as an ambulance driver in the Italian army, but soon sustained injuries in Milan when he fell in love with an old nurse named Agnes Von Kurowsky, who soon accepted his proposal of marriage, but later left him for another man. This sad experience inspired him in writing his first novel *A Farewell to Arms* Rena Sanderson (2006).

While on the road to recovery from the violence of war at the inexperienced age of twenty, Hemingway returned to the United States and spent time in northern Michigan before taking a job at the *Toronto Star*. At that time, he met his first wife Elizabeth Hadley Richardson. They married on September 3, 1921, at Horton, after that the couple decided to travel to France (ibid).

Hemingway's first book, "Three Stories and Ten Poems", was published in Paris 1923. After that the couple had a son, John Hadley Nicanor Hemingway. This was followed by the short story selection "In Our Time", which marked his American debut in 1925. With the appearance of "The Sun Also Rises" in 1926, Hemingway became greatest writer of his time. One year later he met his future second wife Pauline Pfeiffer and divorced his first wife. This experience inspired him while writing his book of short stories, "Men without Women" in 1927. Oliver Charles (2007).

In March 1937 Hemingway traveled to Spain in order to cover the Spanish Civil War for North American Newspaper Alliance (NANA). He met a young lady named Martha Gellhorn in Key West, after four years he divorced Pauline and married her in 1940, they moved to Havan. In 1945 Hemingway divorced Martha again and then married Mary Welsh, a correspondent for *Time* magazine. They lived in Venice before returning to Cuba(ibid).

In addition to his personal experiences with war and death, Hemingway's travel inspired him in his writings. His safari to Africa in 1934 gave him new themes and ideas to write "The Snows of Kilimanjaro" and "The Green Hills of Africa" published in 1935. In 1950 he published *Across the River and Into the Trees*, though it was not received with the usual critical acclaim. Yet, Hemingway back with *The Old Man and the Sea* winning the Pulitzer Prize in 1953. In 1954, he won the Nobel Prize for Literature.

Hemingway suffered from manic depression and had been treated with electroshock therapy. He blamed these sessions for disrupting his memory. Following an unsuccessful attempt in the spring of 1961, he committed suicide a few months later.

2.2. Summary of the Novella:

The Old Man and the Sea is one of Hemingway's most excellent works of literature, published as his final work. The story is set in Cuba and written in a simple style and realistic tone. The major conflict is the old man's three days struggling with the marlin. At the core of the story is an old fisherman called Santiago. Santiago is a poor and solitary man, but he is rich in determination and perseverance. He waits for about three months to catch a fish, but he loses his luck. He has a friend named Manolin. Manolin is a young boy who loves Santiago and takes care of him, even though his parents took him away from Santiago because of his bad luck. On the day eighty-fifth, Santiago set out to sea again. After an enormous struggle, he catches the biggest marlin he has ever seen or imagined in his life. During his sail back to the shore, his marlin is attacked by sharks, which eat the whole fish finally. Although he loses his fish, he can survive and go back home safely Patricia Dunlavy Valenti (2002).

Santiago was a Cuban fisherman who fished alone in the Gulf Stream. He was very humble and lonely. Everything about him was old except his eyes. Even in his old age, his hands, legs muscles were so powerful that he could challenge anyone in his trade. He had gone eighty-four days of bad luck without catching a single fish.

Manolin continues to look after the old man and helps him, in return, the old man tells him stories about his younger days, his adventures in Africa, baseball legends and especially the trials of his hero, Joe DiMaggio. Santiago believes that these bad days will soon arrive to an end (ibid).

Santiago decided to try his luck again. He sails far off into the Gulf Stream, making friends from nature, with fish, birds, and the sea. He has no choice because fishing is his life. He catches a ten-pound tuna, which he uses for bait. Suddenly, a huge marlin takes the bait and pulls his skiff farther and farther from land. Santiago struggles for hours to protect his fish. As the sun goes down, he starts to feel a sort of friendship with the marlin even he loves him, but he still wants to kill him P.G. Rama Rao (2007).

As it grows dark on Santiago's second day at sea, he catches a dolphin to eat. He rests for a few hours, but he is woken by the huge marlin jumping. It begins circling the boat. He

used all his power to kill the marlin. He feels guilty to kill his “fish brother”. During his sail back to the shore, his marlin is attacked by sharks, which eat the whole fish finally. The struggle of Santiago was at first with the giant marlin and then with the Sharks to save his fish, but he loses his prize. The old man comes back to the shore in the night, with only a carcass of his fish (ibid).

2.3. Santiago the Hero:

According to Pradeep Kumar Debata (2013) a person can be a hero because of unusual bravery, nobility, and moral qualities. In *The Old Man and the Sea*, Santiago proves these characteristics. He possesses the principal ideals of honor, courage, pride, humility, experience, and endurance in the existence of misfortune life, pain, stress, and even death. Through his struggle, he proves that the inner strength is the key to success because the victory is found inside the person’s soul which makes him reach his goals. He does not complain, instead, he thinks about his hero Joe Dimaggio, who endures terrible pain when plays baseball. As a hero, he chooses to fight until the end.

The old man, Santiago, is for sure a remarkable brave figure among the heroes of Hemingway. He is indeed a man of noble character, great vision and high goals. From the beginning of the story till the end, we observed a humble life of an aged experienced fisherman who spends eighty-four luckless days without catching any fish; nonetheless, he has the courage and the perseverance to reach his goal.

2.4. Analysis of moral values through Santiago’s character:

In most novels, there are moral values in the story. In *The Old Man and the Sea* several morals are observed through the hero’s character such as:

2.4.1. Courage:

In this book, Hemingway makes us think about what courage really means. Santiago is a shining example of courage, even though he is an old man with a bad luck, but he dares to go far out to sea in his skiff alone with nobody to help him. No one would dare risk his life for such adventure. He has the courage to continue even in the painful circumstances. Finally, on day eighty-fifth, he caught a great marlin, when he says softly aloud ‘*fish I will stay with you until I am dead*’ (Ernest Hemingway:2009,106).

The Old Man and the Sea is indeed a remarkable story of courage. It is Santiago's desire which gives him the ability to struggle and persevere against the cruel circumstances. "*But man is not made for defeat," he said. "A man can be destroyed but not defeated"* (96). Santiago is in the end physically exhausted, but mentally strong. His courage and pride push him to reach his prize.

2.4.2. Care:

The connection between the old man, Santiago, and the young boy, Manolin, goes far beyond friendship, they have a soul bond. The young boy needs the old man as a teacher, mentor, and spiritual holy man, and the old man needs the boy as a family. Even though Manolin's father took him away from Santiago because of his bad luck, but he still cares and believes in him.

Both Santiago and the boy care for each other. Despite not being allowed to fish with him anymore, Manolin loves Santiago and treats him like a father. He visits him and makes sure that he eats his food. Everything Manolin does for the old man he probably does for his own father. Santiago loves the boy. He felt lonely when he was in the ocean; and talked to himself wishing for Manolin's company.

Santiago and Manolin enjoy each other's company, their relationship is based on love, and they care for each other. They reflect a relationship between a loving father and his son.

2.4.3. Respect:

In this novella, the old man shows great respect to people around him, to himself, to nature, and especially to the big marlin. Since The Old Man and the Sea is the story of a man's struggle against nature. There exists a bond between Santiago and the marlin. He shows a great respect to his brother, the great fish, in the way he talks about it when he states "*Fish... I love you and respect you very much. But I will kill you dead before this day ends*" (Ernest Hemingway: 2009, 86).

4. 5. Self-reliance:

In the character of Santiago, Ernest Hemingway has not only created a person who personifies courage, care, respect but also self-reliance. Santiago succeeded in his battle with the great fish because he was a self-reliant man. He was out alone struggling for days with the fish and pushing himself to extremes. Despite his weak body and injured hands, he was able to reach his goal. He trusted himself and he was able to catch the fish and solving his own problems alone. He believed he can survive without the help of others. Unfortunately,

today most people rely on others to solve their problems and take care of them; however, Santiago relies on himself to reach his prize.

Moral Values	Example	The example reveals About his character
Courage	‘‘He was an old man who fished alone in a skiff in the Gulf Stream ‘’ (Ernest Hemingway, 2009:9).	Determined
Care	‘‘No, the old man said. You’re with a lucky boat. Stay with them’’(10).	Unselfish
Respect	‘‘Many of the fishermen made fun of the old man and he was not angry’’(11).	Forgiving
Care	‘‘The old man had taught the boy to fish and the boy loved him’’ (13).	Loving
Care	‘‘If you were my boy I’d take you out and gamble’’ (13).	Loving
Care	‘‘I must give him something more than the belly meat then’’ (20).	Respectful
Care	‘‘The old man had taught the boy to fish and the boy loved him’’(10).	Loving
Respect	‘‘Tell him how sorry im. thanks, the boy said’’ (114).	Thankful
Courage	‘‘I will kill him though, he said. In all his greatness and his glory’’ (90).	Brave
Courage	‘‘I am still an old man. But im not an armed’’ (97).	Confident
Self-reliance	‘‘I am too old to club sharks to death. But I will try as long as I have the oars and the short club and the tiller... I’ll fight them until i die’’(112).	Confident
Courage	‘‘But man is not made for defeat,’’ he said. ‘‘A man can be destroyed but not defeated’’ (96).	Brave
Self-reliance	‘‘It is better to be lucky. But I would rather be exact. Then when the luck comes you are ready’’ (29)	Confidence

Respect	“They are good... They play and make jokes and love one another. They are our brothers like the flying fish” (90).	Loving
Respect	“ I am tired old man. But I have killed this fish which is my brother and now I must do the slave work”(89)	Admiring

Table 2.1: Moral values Reflected in The Old Man and the Sea novella

From the table above, it is obvious that moral values are connected with human behaviors and attitudes. It means that person’s values are reflected in his attitudes towards himself as individual and to other people as a social creature. Like Santiago’s moral values are reflected in his appearance, words, thoughts, actions, and how other characters treat him.

2.5. Educational principles in The Old Man and the Sea:

The Old Man and the Sea is a short story that seems simple enough, but it offers valuable educational lessons for students through its themes and characters such as:

2.5.1. Knowledge is more important than strength:

For Santiago, using your mind is more important than using your body. In preparation for his trip, he tells the young boy Manolin that “I am not be as strong as I think, but I know many tricks and I have resolution” (Ernest Hemingway, 2009:23). Santiago, the wise teacher, teach us that knowledge is better than physical strength. If you have the knowledge and you are not strong, you can use your knowledge to defeat a stronger opponent.

2.5.2. Persistence is the Path to your Goal:

In The Old Man and the Sea, Santiago appears to be the spirit of persistence and ambition in the painful circumstances. Despite his age and the fact that he waits for about eighty-four days to catch a fish, but he loses his luck, each evening Santiago the symbol of hope continues to go out on the water by himself and do what he has done his entire life, for him every day is a new day. Even when he is extremely tired and injured, he continues to summon the strength to bring the largest catch of his life.

2.5.3. Perseverance is the Key to Success:

During his journey, Santiago experiences many internal and external conflicts through his battle with the marlin. The obvious external struggle is the struggle for surviving as he fights

alone in the sea to catch the big fish. While one of his internal struggles is his inner struggle between perseverance and giving up. In his battle, Santiago 's perseverance and his desire to catch the fish gives him the courage to challenge the difficulties and achieve his goal Patricia Dunlavy Valenti (2002).

In short, this is a man versus nature story. Santiago is isolated on his skiff struggling with the powerful marlin. The marlin may be hooked in the end of the battle, but it is stronger than his small skiff. Santiago can do nothing but hold on. His desire to achieve his goal makes even pain irrelevant to him. Through Santiago's perseverance and desire, students will understand that perseverance always leads to success. No matter what area their goals have to do with, but if they persevere, they will succeed, but the way to success cannot be without failures.

2.5.4. Loyalty:

The relationship between the old Santiago and the young Manolin is like a relationship between a teacher and his student. Santiago is a teacher figure who shares his experiences and knowledge with Manolin. Manolin is a very loyal student to his teacher; he recognizes the old man's knowledge and skills and wishes to learn from him, regardless of his success. Moreover, Manolin is a shining example of a dedicated student. In the end, he insists on going back to the sea with Santiago to finish his education process with his first and best teacher.

Manolin, the perfect student, teach us that a good student must have a huge desire and passion to learn and explore new things. Furthermore, a good student would also listen to his teacher and never interrupt him when he is talking or explaining something. From the relationship between Santiago and Manolin, we understand that teachers who have strong relationship with their students are more effective in their teaching process. In addition to lower levels of behavioral problems, teachers with strong classroom bonds are also able to achieve higher levels of success among students.

Educational Principales	Examples	The examples reveal about his character
Perseverance is the key to success	‘‘The brown blotches of the benevolent skin cancer’’ (Ernest Hemingway ,2009 :10).	Hardworking
Perseverance is the key to success	‘‘His eyes were cheerful and undefeated’’ (ibid).	Optimistic
Perseverance is the key to success	‘‘They were strange shoulders, still powerful although very old, and the neck was still strong too’’ (15).	Hardworking
Knowledge is more important than strength	‘‘He did not need a compass to tell him where south west was. He only needed the feel of the trade wind and the drawing of the sail. I better put a small line out with a spoon on it and try and get something to eat and drink for the moisture’’ (91).	Wise
Loyalty	‘‘You are my alarm clock’’the boy said’’(23).	Trustworthy
Persistence is the path to your goal	"Fish," he said softly, aloud, "I'll stay with you until I am dead." He'll stay with me too, I suppose, the old man thought and he waited for it to be light’’ (106).	Insistent
Persistence is the path to your goal	‘‘Fight them, he said. I will fight them until I die’’ (108).	Confident
Perseverance is the key to success	‘‘He said. I must hold all I can, he thought’’ (81).	Endurance

Table2.2: Educational principles in The Old Man and the Sea

The table 2.2 shows that the themes of the novella are strongly connected to educational values. The Old Man and the Sea is a rich source of educational values.

2.6. Conclusion:

In short, this chapter presents a brief biography of Ernest Hemingway. After doing the analysis of the great character Santiago we notice that the hero is the one who has a noble character with moral qualities such as courage, care, responsibility, and self-reliance. In addition to that this simple story provides many educational lessons to the reader.

At the end of this chapter, we notice that *The Old Man and the Sea* is not only the struggle of just one man named Santiago but it is the struggle of each human being in the world. As students, we live in battle with ourselves, thoughts, time and people around us. We face the struggle in our daily life as Santiago face in the novel. Like the sea, education contains many hidden treasures and obstacles. Students must have sufficient moral values like courage, perseverance, responsibility to find the treasures and fight the obstacles. This struggle will prove that the student is a hero or not.

Chapter Three:
Methodology and Procedures

Outline

Introduction

3.1. Research Design

3.2. Data Collection Methods

3.3. Data Analysis Methods

3.4. Geographical Setting of the Study Area

3.5. Description of Variables

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3.7. Description of the Questionnaire

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3.8.1. Background Information

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3.8.3. Section two: The benefits of reading novels

3.8.4. Section three: Moral Values in Ernest Hemingway's *The Old Man and the Sea*

3.9. Findings and Discussion

3.10. Conclusion

Introduction:

This chapter clearly defines the research methods used to conduct the study. It gives a full description of the methodology and procedures of the study, in which the researcher explains how the necessary data and information to address the research objectives and questions were collected, presented and analyzed. At first, the overall research design is explained. This is followed by the presentation of the sample and its context. Then, data analysis and procedures of data collection are stated. Finally, the summary of results concerning this chapter is discussed.

3.1. Research Design:

The purpose of this research is to examine the role of literature as a major tool in inculcating moral values among students by taking Ernest Hemingway's The Old Man and the Sea as an example. The descriptive approach of research was adopted for this study. This technique dwelled more on the analysis of various factors that will enhance the acquisition of moral values through reading novels among the population sampled. Marczuk et al (2005) state that descriptive research refers to the process of defining, classifying or categorizing the subject and it is useful because it can provide important information regarding the average number of the group.

Quantitative data collection and analysis seems to be the appropriate method for this research. Quantitative method is about Explaining phenomena by collecting numerical data that are analyzed and translated into statistical format by using mathematically based methods in particular statistics, it is used to answer research questions on relationships within measurable variables with an intention to explain, predict and control phenomena. The responses of respondents of the questionnaire are recorded in coded format, presented in frequency tables and graphs. The researcher used quantitative approaches questionnaires for collecting data (ibid).

3.2. Data Collection Methods:

Data collection method is an integral part of the research design and it is an important aspect of any type of research study. It refers to the process by which the researcher collects the information from the sample of the study using different methods such as questionnaires

and interviews. In this study, the researcher used one of the data collection methods which is questionnaire which is administrated to the target students.

Kothari (2004) states that questionnaire consists of a number of questions in definite order given to the individuals concerned with the request to answer the questions and return the questionnaire. Baxter et al (2006) state that questionnaire is one of the most widely used social research techniques for obtaining statistically useful or personal information.

To achieve the aim of this study, a group of students will take a survey _questionnaire in order to answer some questions that may help the research in his research. For the needs of the present study, the researcher formulate questionnaire that will be delivered to third year English students at Ammar Thlidji University of Laghouat. This survey is used in order to have an idea about students' opinion about using literary texts to teach moral values taken as an example Ernest Hemingway's The Old Man and the Sea.

3.3. Data Analysis Methods:

In this research, all data are obtained through the data collection method, and all the information from the questionnaire are entered into **Microsoft Excel Spreadsheets**. Microsoft Excel program is used to generate descriptive statistics, graphics, tables and charts. It also provides percentages that reflect the number of the responses to certain questions in relation to the total number of responses. The results of the survey will be analyzed and evaluated. The findings of this study will be used to come up with some sort of suggestions or recommendations to be taken into consideration when trying to inculcate appropriate ethical values among students.

3.4. Geographical Setting of the Study Area:

This research was primarily conducted in the area of Laghouat at University of Ammar Telidji in the academic year 2017_2018. Laghouat is an oasis province known as the gate of Sahara. It is located at 400 km south of the Algerian capital Algiers. It is known with the largest natural gas reserve in Africa in Hassi Rmel. The city was founded in 1852. The University of Laghouat is named Ammar Telidji, it was established on 18 September 2001 after a long evolution marked by the creation of a Normal Superior School of Technical Education (ENSET) and an Institute of Mechanical Engineering (INGM). In 1997, the name (ENSET) was changed to be the institution university center Ammar Telidji Laghouat

comprising four institutes: Electrical Engineering, Mechanical Engineering, Civil Engineering and Economics. It reformed through the creation of six faculties technology, sciences, Law and Political Sciences, Humanities and Language, Economics Business and Management Sciences and an institute of sciences, sport and physical activity.

3.5. Description of Variables:

Variables can be classified into independent and dependent variables. On one hand, the independent variable is a variable which is selected and evaluated by the researcher. On the other hand, the dependent variable is the variable in which the researcher observed in order to find out the effect of the independent variable. In this research, the independent variable is the role of literary texts and the dependent one is students' acquisition of moral values.

3.6. Sampling:

To obtain more information about this study, the research work takes place in English Department, at Amar Telidji University of Laghouat during the second semester of the academic year 2017/2018 in an official session. The questionnaire was concerned with only 15 students (9 females and 6 males). They are aged between 20 and 26.

Catherine Dawson (2002) confirms that there are two main kinds of sampling: probabilistic sampling and non-probabilistic sampling, and each kind include several ways of selecting a sample. However, the researcher chose the probabilistic sampling by using simple random sampling. He picked up the participants randomly from different groups for the purpose of avoiding bias and making the study reliable and objective.

3.7. Description of the Questionnaire:

The objective of this study is to investigate the role of literary texts in inculcating and instilling positive values among students. For the needs of this research, the researcher will adopt pencil-and-paper questionnaire form in the present study (see Appendix). The questionnaire consists of a mixture of multiple-choice questions, open-ended, and also closed-ended ones in order to gather the desired data. Accordingly, including different types of questions enables the researcher to find out different points of view, and makes the participants answer with honesty due to the anonymity. Furthermore, the researcher attempted to make the words simple in order to avoid any probable misunderstanding. These questions contain background questions and three parts, and each part has its own purpose. The first part is composed of general questions, which aim to know the preference of the students and their

personnel opinions about reading literature in general. While the second part deals with students' opinions about reading novels. Finally, the last part deals with the moral values in The Old Man and the Sea novella. Obviously, this part will help the researcher to show the benefits of reading novels on students' behaviors.

3.8. Analysis of the results:

The following tables discuss the findings of the study. It is important to know that the abbreviation N stands for the number of respondents, and (%) stands for the percentage this number represents.

Background Information:

Gender	Male	Female
Rate of Students	40%	60%

Table 3.1: Students' Gender

The above table (3.1) indicates that the majority of the learners are females (60%), whereas the others (40%) are males.

Age	20 - 25	25 - 27
Rate of Students	80%	20%

Table 3.2: Students' Age

Table (3.2) shows that the highest of the learners (80%) are aged between 20 and 25 Years old, and the others (20%) are aged between 26 and 30.

Section one: The importance of Literature and its impact on Society

Question 01: Do you like literature?

Options	N	%
Yes	12	80
No	03	20
Total	15	100

Table 3.3: students' love towards literature

Table (3.3) shows that the majority of the students (80%) like literature. According to them literature is an important subject to be studied. They claim that literature take them to another world in which they can use their imagination to meet different characters and experience different situations. Through literature they can express their thoughts, ideas and feeling with critical and analytical views. On the other hand, the rest of students (20 %) do not like literature, they find it complex and difficult to understand.

Question 02: What kind of literary texts do you enjoy?

Options %	N	%
Short stories	9	26
Novels	10	29
Poems	2	6
Plays	8	24
Drama	2	6
Fiction	3	9
Total	35	100

Table 3.4: Students' preferences in literary works

A quick glimpse at the table above (3.4), we notice that (29%) makes up the majority of students who claim that they enjoy reading novels. Some of them like short stories (26%) and the rest are like the other genres. This will help the researcher to choose the appropriate novel that will help him in his research.

Question03: According to you, does literature have the power to change society?

Options	N	%
Yes	12	80
No	3	20
Total	15	100

Table 3.5: Students' opinion about the influence of literature on society

According to the results in our hands, the vast majority of students (80%) believe that literature has the ability to change society for the better because it reflects the reality of society with its good and bad characteristics. They claim that literature has the power to change their thoughts, behaviors, values, way of thinking for the betterment of society. While few students (20%) believe that literature is just written thoughts and ideas in an artistic way made for the purpose of entertainment.

Question 04: As an English student, do you believe that literature can help you to get familiar with other cultures, traditions and values?

Options	N	%
Yes	13	87
No	2	13
Total	15	100

Table 3.6: Students' opinion about the role of literature

The majority of students (87%) argue that the study of literature is very useful for them. It helps them to see the world from different points of views, also it helps them to discover various cultural practices, beliefs, traditions and different social situations. While just a few students (13%) disagree because of its complex language and structure so they cannot understand its real messages.

Question 05: Do you think that university students need to learn more moral values?

Options	N	%
Yes	15	100
No	0	0
Total	15	100

Table 3.7: students' opinion about learning moral values

From table (3.7) we notice that (100%) makes up the whole sample. They believe that they need to learn more moral values at university. University is a new world for them in which

they granted more freedom, responsibility and awareness so they need to learn more values to guide them.

Question 06: Do you think literature is the best source to teach moral values?

Options	N	15%
Yes	13	87
No	2	13
Total	15	100

Table 3.8: The use of literature in teaching moral values

The results of the table (3.8) can be vigorous evidence that literature really plays a vital role in teaching moral values. Most of the students (87%) believe that literature is a powerful technique to teach moral values as it deals with different situations, characters, themes and lessons which give them concrete examples about real life, so they can connect these lessons to their own situations and lives. While (15%) of the respondents, state that learning moral should be in direct way without using literary texts.

Section Two: The benefits of reading novels

Question 07: Do you like reading novels?

Options	N	%
Yes	11	73
No	4	27
Total	15	100

Table 3.9: Students' love towards novels

It seems from table (3.9) that most of the students (73 %) like reading novels. For them, novels contain lives of different people, cultures, and traditions. Novels take them to other places at different times and allow them to use their imaginations and feelings. While the rest (27 %) find it boring, mainly because of the lack of motivation.

Question 08: why do you read novels?

Options	N	%
Stress reduction	11	34
Knowledge	6	29
Entertainment	13	37
Total	30	100

Table 3.10: The aim behind reading novels

The above table (3.10) indicates that (37%) of the respondents read novels for the sake of entertainment. Whereas (34%) of students claim that they feel comfortable while reading novel as it has the ability to fresh their minds, and (29%) of the respondents read novels to get more knowledge and information about different situations. They claim that everything they read fills their heads with new bits of information.

Question 09: What is the most life changing novel you have never read? and why?

Options	N	%
Yes	10	67
No	5	33
Total	15	100

Table 3.11: Students' experiences with novels

The table (3.11) shows that most of the respondents (67 %) are influenced by certain novels. They state that some novels teach them how to make friends and value them by looking into their hearts as Mark Twain's novel Adventures of Huckleberry Finn, how to laugh in life even when it is unfair, and how to love someone and accept his reality as Jane Austen's romantic novel Pride and Prejudice. Though, (33%) of them are not influenced by any novel may be because they have not come across with this novel yet.

Question 10: Are your social and moral behaviors influenced by character's personality in specific novel?

Options	N	%
Yes	13	87
No	2	13
Total	15	100

Table 3.12: The influence of character's personality on student's behaviors

From the results of table (3.12) it is evident that the majority of the students (87 %) are influenced by certain characters in their favorite novels as it reflects their lives, thoughts, and attitudes. The personality and choices of the characters in the novel help them to make decisions in their daily life. Nonetheless, there are few students (13 %) are not influenced by any character simply because they do not read novels.

Section Three: Moral values in Ernest Hemingway's The Old Man and the Sea**Question 11:** How do you feel while reading The Old Man and the Sea?

Options	N	%
Exited	10	67
Bored	5	33
Total	15	100

Table 3.13: Students' feeling while reading The Old and the Sea novella

The above table (3.13) indicates that (67%) of the participants found that The Old Man and the Sea is a very exciting novella because of its unique style, simple language and short declarative sentences with powerful meanings and messages, and deals with human struggle and victory. While just few students (33%) claim that the novella is extremely boring because it is just a simple story about an old fisherman who tries to catch a fish. Students should read between lines, not just the picture on the surface.

Question 12: Do you think that The Old Man and the Sea have a moral message? And why?

Options	N	%
Yes	13	87
No	2	13
Total	15	100

Table 3.14: Moral message in The Old Man and the Sea

The above results show that most of the participants (87%) believe that The Old Man and the Sea is a rich source of moral values. They state that this novella describes Santiago as a noble character who covers the values of honor, pride, humility, responsibility and respect in his actions, behaviors and thoughts which make him a great hero. However, some students (13%) claim that this is just a simple story about a lonely fisherman.

Question (13): In your opinion, is Santiago a winner or a loser?

Options	N	%
Winner	13	87
Loser	2	13
Total	15	100

Table (3.15): Students' opinion about Santiago

The table above shows that the majority of participants (93%) believe that Santiago is a great winner because he did not wait for success to come to him. He dares to go far out to sea in his skiff alone and battles a huge fish. He survives by his pure determination and killed the sharks in defending his fish. He succeeded at being a noble man with great character and personality. While the other participants (13%) describe Santiago as a loser because at the end he was only able to bring home the carcass of his fish.

Question (14): What Ernest Hemingway's novella teaches you?

Options	N	%
Never give up	15	22
Be patient	10	15
Follow your dream	18	27
Work hard and do not depend on luck	12	33
No thing	2	3
Total	57	100

Table (3.16): Lessons learned from The Old Man and the Sea

The results in the table above (3.16) indicate that The Old Man and the Sea is not just a simple story about an old fisherman, but it is a story of human struggle and victory. The majority of students (33%) confirm that this novella teaches them many lessons which help them in their daily lives. It teaches them how to work hard to achieve their goals and how to believe in their ability rather than chance. While (27%) of students claim that this novella teaches them how to follow their dreams and rely on themselves rather than on others, (15%)

of the participants state that this novella teaches them how to be patient and control their lives, how to keep calm and think clearly in times of need. By learning patience, students become better at making decisions. However, few students (3%) claim that they did not learn anything from this novella because it makes them feel bored.

3.9. Findings and Discussion:

The results obtained from students' questionnaire analysis show some significant points. First, over fifty percent of the participants like literature because of its benefits as it allows them to express their feelings, thoughts, and use their imaginations. Yet, the fact that there are some students who are in curious about literature cannot be denied. The participants prefer novels and short stories the most, and they endorsed the idea that literature has the ability to change society for the better as it serves as a mirror which reflects the goods and ills of society. In addition, they argue that literature makes them familiar with different cultures and traditions because it helps them to see the world from different points of views. Most importantly, the whole sample argue that university students need to learn and acquire more values to guide them in and outside the university, and they strongly agree that literature can be used as powerful tool to teach these values as it is a rich source of morals. The analysis of the first part supports the first hypothesis which suggests that literature is the authentic source to teach ethical values.

The analysis of the second section supports the second hypothesis. It reveals that more than half of the respondents confirmed that novels are so valuable and helpful in learning moral values as they contain lives of different people with different experiences and values. This part confirms that the majority of students enjoy reading novels for the sake of entertainment and to get knowledge about specific situation. They strongly agree that certain novels and characters leave a deep impression in their minds and influence them to make great changes in their lives.

According to the analysis of the second part, the hypotheses have been proved. The majority of students confirm that *The Old Man and the Sea* novella contain many moral messages such as courage, responsibility, loyalty etc. Moreover, most of the participants (87%) considered the protagonist of the novella as a winner even though he loses his fish in the end, but his moral values and great attitude make him a noble man with great character. In addition to that, most of them believe that this novella teaches them many lessons which help them in their daily lives. they learn how to work hard, follow their dreams and never give up.

Conclusion:

According to the data gathered through students' questionnaire. We can easily say that literary works can be used as a powerful technique to teach moral values in an easy way. Moreover, Students like to learn values through the indirect messages of the literary work. They like to be touched and influenced by their favorite character or novel because. It inspired them to make changes in their lives.

General conclusion

General conclusion:

It is widely known that teaching literature has a great impact on students both as individuals and as a member of society. However, as a part of this society they need to learn and acquire more values to guide them in their daily lives. Literature plays a major role in teaching different principles and standards in a joyful way. Consequently, the researcher provides general views about literature and its function in society. It has the power to change peoples' views about the world surrounding them. Also, it helps students to have a better understanding of the other cultures, beliefs, and values. Also, it plays a prominent role in language teaching, cultural understanding and personnel development of the students. Moral and educational values can be taught through several methods, but literature in all forms poems, essays, novels or short stories is considered as the authentic technique.

This study has effectively demonstrated the positive impacts of literary texts as a major technique in inculcating moral and educational values among students. The analysis of the main character of The Old Man and the Sea gives a clear information about the moral and educational values of the novella which will inspire students to read between lines in order to understand the real message of any literary text.

The results obtained from data analysis can be vigorous evidence that literature can be used as a powerful source to teach moral values. Also, it confirms that university students learn moral values from reflecting on different experiences and situations, and literature allows them to examine these experiences from their points of views. Also, it proves that the plot of novel is more than written text, its events, characters and themes contribute positively to the lives of students outside the classroom. Accordingly, the use of literary texts facilitates the process of learning moral values, and this is the aim of study that was confirmed through the stated hypothesis.

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Appendices

Appendix :01

The Role of Literature in Inculcating Moral Values among Students The Case of Third Year LMD English Students at Amar Telidji University-Laghouat- 2017/2018 through The Old Man and the Sea

Hello dear students

I am glad to see you around here. My name is Horri Fatima Zahra. I am master two student. I will be grateful if you could spare a few minutes to answer this survey. Your answers will help me to analyze various factors that will enhance the acquisition of moral values among students through reading novels. Please tick the appropriate answer or just answer in few lines. Thank you for every second invested in this questionnaire.

Background questions:

1- Sex Female Male

2- Age

3-year

Section One:

1 -Do you like Literature? Yes No, and why?

.....
.....
.....

2- What kind of literary texts do you enjoy?

short stories Novels Poems Plays Drama Fiction

3- According to you, does literature have the power to change society? Yes No and why?

.....
.....
.....

4- As an English student, do you believe literature can help you to get familiar with other cultures, traditions and values? Yes No and why?

.....
.....

Appendix :01

5_ Do you think that university students need to learn more moral values? Yes No and why?

.....
.....
.....

6- Do you think literature is the best source to teach moral values? Yes No and why?

section two:

7-Do you like reading novels?

Yes No

8- why do you read novels? Please mark your choice (you can select more than one answer).

- Stress reduction
- Knowledge
- Entertainment

9-What is the most life-changing novel you have ever read? and why?

.....
.....
.....

10- Are your social and moral behaviors influenced by character's personality in specific novel? Yes No and why?

.....
.....
.....

Section Three:

11_ How do you feel while reading The Old Man and the Sea?

- I feel excited
- I feel Bored

12- Do you think that The Old Man and the Sea have a moral message? Yes NO And why?

.....
.....
.....

13_ In your opinion, is Santiago a winner or a loser? Yes No

Appendix :01

.....

.....

.....

14_What Ernest Hemingway's novella teaches you? (you can select more than one answer).

- Never give up
- Be patient
- Follow your dream
- Work hard and do not depend on luck

Résumé / ملخص الدراسة

Résumé :

Il est évident que la littérature est un sujet très important qu'il faut l'étudier car il reflète tous les aspects humains. On cherche ici dans cette étude à montrer le rôle de la littérature et sa contribution dans l'acquisition et le développement des valeurs chez les étudiants. Il sera un grand exploit si l'étudiant devient une personne éduquée. Les contes et les histoires sont un moyen très efficace qui permet à se doter des valeurs morales. Cette étude vise à faire de la littérature un outil un objet d'étude de la morale. En effet, on fait la lumière sur les valeurs qui se trouvent dans l'œuvre ((le vieillard et la mer)) de son auteur « Ernest Hemingway » en se basant sur l'analyse du personnage principal « Santiago » qui sans doute possédait de bonnes qualités qui ont marqué les étudiants. Dans notre étude, on a procédé à la description en vue d'explicitier le rôle qu'occupe la littérature dans l'acquisition des valeurs morales et on a fait recours au questionnaire destiné aux étudiants de 3ème année L.M.D. L'Analyse et l'évaluation de les données puis les représenter sous formes de tableau ont permis d'avoir des résultats qui montrent que la littérature contribue à aller plus loin dans les valeurs .

Mots-clés : littérature, valeurs morales, étudiants

ملخص الدراسة:

من الجلي ان الادب موضوع هام للدراسة لأنه يعكس جميع الجوانب البشرية. يقوم الباحث في هذه الرسالة بتسليط الضوء على دور الادب وقوته في بناء وغرس القيم الأخلاقية بين الطلاب. تعتبر الروايات والقصص القصيرة وسيلة فعالة لتعليم القيم الأخلاقية، تهدف هذه الدراسة علىظهار الادب كأداة فعالة لتدريس الاخلاق، بحيث يقوم الباحث بتسليط الضوء على القيم التعليمية والأخلاقية الموجودة في كتاب الرجل العجوز والبحر للكاتب ايرنست هيمغواي من خلال تحليل الشخصية الرئيسية سانتياغو الذي لا شك ان اخلاقه العالية تركت انطباعا على كل طالب. استخدم الباحث البحث الوصفي كإجراء مناسب لتحقيق هذا العمل لكي يصف دور الادب في تعليم القيم الأخلاقية من خلال استخدام المنهج الكمي لجمع البيانات من خلال الاستبيان الذي يتم توزيعه الى طلاب السنة الثالثة ل م د ، ثم يتم تحليل جميع هذه البيانات و تحليلها و تفسيرها في شكل جداول. تظهر النتائج على ان الادب يساعد في الوصول الى اعلى المستويات الأخلاقية، كما توفر بعض الاستراتيجيات لتعليم هذه القيم. وفي الأخير كما كان متوقعا فان الادب فهو تفضل وسيلة لغرس القيم الأخلاقية بين الطلاب.

الكلمات المفتاحية: الادب ,القيم الأخلاقية ,الطلاب.