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Rising Learners' Awareness of National Identity through Literature

**The case of Third year LMD Students of English at Amar Telidji
University -laghouat -2018/2019**

***A Dissertation Submitted in Partial Fulfilment Of The Requirements for
The Master Degree in English Literature And Civilization***

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Dedication

I dedicate this work to my beloved parents for their patience, help, and support all the years of our study, to my brothers and my sisters for their encouragement and love, to my friends for their 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.

Dhiaba Tahtah

Dedication

I dedicate this work to my parents who have always been a source of inspiration guidance for throughout my Schooling. To each number of my family; my sisters, my brothers, my nieces, my nephews. And to my close friends Naima and Nasira.

zazaa souad

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Abstract

Abstract

It is common sense that literature is a significant subject to be studied since it reflects every single aspect of human life. In this thesis, the research investigates the role of the literature in rising awareness among students. In relation to this, teaching literature remains a difficult task as course outline, teaching methods and objectives vary greatly from one teacher to another. The essential aim behind conducting this research is to show that literature is the best powerful tool to discovering new cultures. In specific; learners may explore new themes and topics through literary texts. In this study, the research describes the role of literature in depicting the importance of literary texts in rising learner's awareness of national identity. To investigate the situation, this empirical study used questionnaire to the third year LMD students. All data obtained from the questionnaire are analyzed, interpreted and represented in form of tables and pie charts. The results show that literature can be helpful and considered as powerful tool that can change the society and helps learners to get familiar with different cultures, tradition and values. What is more, the present study provides some strategies, techniques and methods to teach the importance of national identity through literature .As expected, literature is the best way to raise awareness of national identity among students.

Keys words: Teaching Literature, Rising Awareness, and National Identity

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List of abbreviations

List of abbreviations

ESP: English for Specific Purpose

EFL: English as Foreign Language

CPC: Coordinating Education Committee

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General Introduction

General Introduction

Literature has long been considered one of the most important subjects in the universities curriculum of syllabuses due to the fact that it offers many opportunities for English language teachers and/or students. In fact, literature does not only help to acquire language by expanding the vocabulary and understanding target cultural aspects, but also it is prominently a relevant authentic material for discovering new themes and topics. Teaching literature opens the doors for the students to discover a new world with its facts and realities. It is still one of the major powerful tool used by teachers to make their students more able to learn and acquire different aspects. Furthermore, literary texts are rich sources of classroom activities which can be very motivating for learners to learn different aspects such as culture, religion, language in specific the national identity. The later depicts different ways that some educators insist on for teaching literature. Subsequently, plenty of researchers prove that literature plays a prominent role in rising awareness among students, and provide many works that explain well how to use literary texts as a tool to regard learner's national identity.

Within this course of thought, the present research work is an attempt to investigate the process of teaching / learning literature. Because, teaching literature in a non-native context has raised much controversy amongst researchers and teachers. Teaching literature remains a difficult task as course outline since teaching methods and objectives vary greatly from one teacher to another. The reasons are numerous such as the difficulty of the text alongside with the students' low linguistic competencies, students' pre educational background, the teaching methodologies, and the cultural strangeness of literary texts. Students need to be aware about their national identity to avoid the effect of the topics and themes that tackle in literary texts. For this reason, literature is considered as one of the best techniques to rising leaners awareness. Accordingly, to have more information in this area the researchers will try to answer the following questions: why learners should know about their national identity? How does literary texts help in presenting learner's national identity? What is the best way to raise learner's awareness of national identity?

Consequently, the researchers propose one main hypothesis for each question. First, learners should know about their national identity to be able to distinguish between their culture and western culture. Because, it is not similar to learners own culture. Second, literature can be used effectively to rising learners' awareness of national identity through different themes which present western culture and other cultures. Thirdly, the best way to rise learner's awareness of national identity is the method which teacher adapts through her /his course.

Many studies were done to prove the importance of rising learner's awareness of national identity through literature. Koutsompou Violetta- Irene (2015) believes that literature plays a

prominent role in providing enough space for the learners to comment, justify and mirror themselves. By using literary text, the language in class can turn out to be lively and motivating. She confirms that using literature in the classroom helps students to improve their language. So, this can be achieved through specific activities based on literary texts. She adds that developing basic skills such as speaking, writing, and reading is strongly linked to these texts

Margert 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. In that way, students experience the world from different perspectives. In addition, she describes how students' experience can examine their lives through literature by participating in literary activities. So, this can contribute to rise their awareness from different levels. That to say, when students read a literary text their minds will start to imagine each detail in the work, and reflects each theme that have been mentioned in the literary work. Moreover, she believes that we need teachers who can use literary activities to inculcate 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 culture

Similarly, Mahmudull Hasan in his article believes that English texts could affect Muslim students and practitioners in different ways. Thus, he introduces the idea of integrating Islam into human knowledge; he mentions the importance of looking at academic disciplines from Islamic perspective. He speaks about three ways of teaching English literature which can be presented as inculcating Islamic/moral values, identifying predominant themes and ideas inherent in literary texts and looking at them from Islamic perspectives, and reforming the curriculum. In addition, Hassan expresses his view toward western knowledge system by highlighting the danger of colonial power in educational system, he also regards English literature as tool for the colonizer to obliterate the national identity . Thus, he mentions the concept of culture of mimicry that regnant attitude in which it is reflected in their conscious or subconscious.

English literature helps students to learn and acquire more values in an easy way. Nargia Khan(2014) sheds light in the variety perspectives on the role and responsibility of literature in giving the learners moral education. Moreover, she considered the literature as a moral guide which may help in learning better values through stories, poems, and novels. She focuses on the efforts in education that led to teach right values using literature as approach, method or as a didactic tool.

Also, she states that purpose of literature is to transmit a moral knowledge and moral sense. In her view literature and literary works are playing a very crucial role in shaping our beliefs culture and moral values.

Abdul karim Abdulla(2018) in his article states that literature in particular can be an effective way of teaching ethics. Also, he believes that literature has an important role to change the readers to be good models in the ethical value and he gives the Quran an example. To say that, the Quran itself uses storytelling to convey many ethical message to the readers. Moreover, he adds that literature can open opportunities of teaching ethics by helping the readers to recognize they will live better life with moral values.

The main objectives of this research are to examine the role of literature in rising learner's awareness of national identity. Besides, it will try to show the effects of literary texts on student's behaviors and attitudes, and focus on some strategies and methods that might help in learning better value of national identity through literary texts. This research aims to provide learners with appropriate knowledge to avoid confusion with others cultures, and there will be concentration on teacher' role to find the solution to change student perception about literature and value of literary texts. Most importantly, this dissertation focuses on the ways and manners of teaching literature to rise learners' awareness of national identity.

The research will be mainly descriptive and analytical. This technique helps more on the analysis of different perspectives and aspects that will be founded in literary works in order to rise learner's awareness of national identity. It contains various approaches and methods in teaching literature with the intention to find out educational objectives in teaching literature. Moreover, the research designed a questionnaire that will be delivered to third- year students of English at Ammar Telidiji 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 rise learner's awareness of national identity.

In order to make this dissertation conventional and organized, the framework is divided into three chapters. The first chapter envelops what concerns literature and literature teaching such as brief overview about literature and its role in EFL classroom. Then, it deals with approaches, educational objectives of teaching literature and the effects of literature on learner's behaviors and attitudes. Next, the attention will focus on difficulties of teaching literature in EFL classroom. The second chapter intends to present a clear account of the national identity and its importance for the learners. Then, it also deepens on the role of the teacher through literary texts, and learner's exploration of national identity through literary texts. Next, shedding light on the methods of rising

learner's awareness of national identity. The third chapter is the practical part and represents data analysis and it introduces a qualitative and quantitative analysis of all the results drawn from students' questionnaire. On the other hand, it interprets data drawn from all of them and provides summary on the main findings accordingly.

chapter one

**Literature As Source Of
Knowledge Acquisition**

Introduction

1.1. Overview about

1.2. Teaching literature for specific purposes

1.2.1. Valuable authentic materials

1. 2.2. Cultural enrichment

1.2.3 Language enrichment

1.2.4. Personal involvement

1.3. Role of literature in EFL classroom

1.4. Difficulties in teaching literature in ELF classroom

1.5. Educational Objectives of teaching literature:

1.6. The curriculum:

1.7. The importance of literature syllabus:

1.8. Approaches of teaching literature

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1.8.2. Language Based Approach

1.8.3. Personal Growth Approach

1.8.4. An Integrated Approach to the Teaching of Literature

1.9. Effect of literature on learners' attitude and behavior

Introduction

This chapter attempts to focus on relevant literature review that would illustrate the following details; the importance to understand of what literature is, and its role in EFL classroom. Then we shed light on the difficulties in teaching literature in EFL classroom and showing how teaching literature for specific purpose and learning (ESP) .In addition to how it is viewed differently across the curriculum. In relation to that, it describes various approaches to the teaching of literature, and educational objectives in particular are highlighted. Then, it is followed by the effect of literature on learners' attitude and behavior. To conclude with a review on categorizing the main learning strategies with reference to the reading ones.

1. Overview about literature:

When it comes to define literature, teachers and students don't find exact meaning of it. Therefore, literature is represented as an art of written or oral form that deals with different issues in human life. In other words, it can be seen as mirror that reflects society. For this respect, many scholars and scientists express the meaning of literature in different views. The following are the most known definitions of it:

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, "I know it when I see it" or perhaps "anything is

Literature if you want to read it that way ".

(Jim Meyer,1997:02)

Although the concept of literature is difficult to define, as literature writer, Gillian Lazar (1993), tried to find the answer of what literature is, but he believed that it is not a simple to find clear-cut definition and it is still a subject of a heated argument among many literary works and critics. Thus, he presented several views about definition of literature. Iris Murdoch(1978)states that "Literature could be said to be sort of disciplined technique for arousing certain emotions ".(qtd in.Gillian Lazar 1993). Another definition quoted from Selden (1989), literature is that:

The Formalists' technical focus led them to treat literature

As a special use of language which achieves its distinctness

By deviating from and distorting 'practical' language.

Practical language is used for acts of communication,

While literary language has no practical function at all and simply make us see differently. (ibid)

It is common fact; literature has many definitions based on a list of standards which all literary works must be argued that the concept of literature is extremely a difficult word to define from one point of views. So, literature could define in several perspectives .That to say, it is viewed differently and no single definition is conventionally decided. On the other hand, although there are many definitions of literature, there is a message which can be reflected through it. Because all literary texts which can be determined as short stories , novels, poems, fiction, drama, and plays can depict an image about real life. Thus, it is commonly known that literary texts have an effects in human life since they contain aspects which are related to culture, traditions, customs, and values, more specifically the elements related to national identity .

2. Teaching literature for specific purposes:

It is commonly known that teaching literature in EFL classroom plays an important role in acquiring new vocabularies since learners are required to use literature for communicative purposes. On the other hand, teaching literature in ESP classroom may be regarded as complex matter , because the usage of literature is linked to learners' needs in which it can answer their specific needs. In accordance, collie and slater present four reasons which determine why teachers should use literature in their classroom. They are presented as the following : valuable authentic material, cultural enrichment, language enrichment and personal involvement.

2.1. Valuable authentic materials:

Looking for adequate tool in teaching is an important issue for any teacher.in this vein, Literature is considered as beneficial material that covers different aspects related to language learning. It is presented by collie and slater as source of authentic material. That to say, literature provides learners not just with language , but also with many elements in human life in which it contains body of written material that help learners to master language. According to collie and slater “literature offers a bountiful and extremely varied body of written material which is ‘important’ in the sense that it says something about fundamental human issues”(1987 :5-6)

2.2. cultural enrichment:

Learning language is partly depended on knowing cultural aspects. That is to say, The second reason that Collie and Slater list is cultural enrichment. Teachers have known for a long time that we cannot teach a language without teaching about its culture. The two are inevitably intertwined which is why the correct use of a language partly depends on understanding its

cultural background. As a result, there is not an EFL textbook that does not incorporate texts about the culture of English speaking nations. Literature (poems, stories, novels etc.) is a gate to learning about a culture of a nation. From it we can learn about the country, its people, how they behave, what they do in certain situations, how they react; what expressions/phrases they use; what they say in certain situations

2.3 language enrichment:

The third reason that Collie and Slater list is language enrichment. All language learners have to be aware that learning language is a constant enrichment of one's vocabulary. Without vocabulary enrichment the learning process will stop at the acquisition level and a learner will never learn to use the language, at least not appropriately. Sentence structures, language tenses, word formation can take a learner only so far, vocabulary enrichment is what develops a communicative competence which is a general goal of every learner.

2.4 personal involvement:

Collie and Slater introduced the last reason for using literary texts in EFL classrooms which is personal involvement. According to them, personal involvement is necessary part in reading books or any other literary work; moreover, the writer expects from a reader to get personally involved in order to grasp the idea that he/she is trying to convey through his/her literary expression. Involvement of a reader can be seen as benefit aspect on language learning process.

Through personal involvement, a reader imagines, compares, discusses, changes, likes and hates; he is compelled to read the book, to imagine its characters, to sympathize, to judge, to love and to hate. If a learner is personally intrigued (involved) by the book he will read more, he will think about the book and the characters; by doing so he will be exposed to more and more target language which is a valuable language practice. Generally speaking, it is more probable that a learner will read if he/she is personally intrigued by the text.

1.3. Role of literature in EFL classroom:

It seems that literature plays an important role in the process of teaching. It provides both learners and teachers with the information which is needed in teaching and learning target language. In other words, teaching literature helps in many ways in learning foreign language. On the other hand, the significance of teaching literature in EFL classroom can be determined by its role to improve different skills such as reading, writing, listening and speaking skill. For example, teacher reads short story, then he interacts with his students about different characters by asking them questions about hero, protagonist, and antagonist. In addition, role of literature can be seen in

development of students' level linguistically and grammatically in which it provides vocabulary and language content. Lazar (1993: 19) presents the significant role of literature in the following:

Function in the classroom in that it can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness. If we ask our students to respond personally to the texts we give them, they will become increasingly confident about expressing their own ideas and emotions in English.

Murat introduces the role of literature in EFL class in the following:

“The value of literature essentially comes from its capacity to develop learners' sociolinguistic knowledge of the target language, providing them with a wide range of language varieties. Language changes from one social group and profession to another. Similarly, a person speaks differently in more than one social context, using formal or informal speech styles”.

(qtd in. Areen Ahmed Muhammed

1.4. Difficulties in teaching literature in ELF classroom:

Teaching literature in some situations is considered as difficult task. Because , both teachers and learners are confronted by challenges and obstacles . In this vein, literature becomes difficult module for learners to about language. Learners are not going to understand literary text such as poem if they apply grammar rules. For example, the language which is used by Shakespeare is not similar to the language that is used by ordinary people. That is to say, in many poems there is neglecting of grammar rules which makes poems difficult to understand. On the other hand, literary texts which concentrate on the theme of culture, it cannot be beneficial for learners' knowledge to specific aspect in culture. For this respect, Yu Zhang (2016) presents some difficulties that students encounter when they are reading texts from other cultures. The major challenges they have in the literature Reading include:

- (a) being incapable of reading the texts within a cultural context;
- (b) Rejecting the text as alien because of stereotyping;
- (c) Misunderstanding the texts because of readers' Pleasant interpretations
- (d) Readers' personal judgment of texts from different perspectives

The challenge which is encountered by teachers in teaching literature is being not capable to make students understand elements in other cultures the same way as the ones which they have. Jordan & Purves, (1993) state “best influence students to see the same cultural concerns they have”(qtd in. Yu Zhang 2016)

1. 5. Educational Objectives of teaching literature:

As it is known, Literature is an important component in educational institutions and curriculums, it has been a matter of interesting debate for a long time more precisely in educational subject. The later today is considered as an important mechanism and effective tools to develop creative and effective human resource. So, from this background, scholars and theorists set out a number of educational objectives of teaching literature in order to showing the crucial role of teaching literature for the students. First, one of the important educational objectives of literature is developing critical and creative thinking skills of students. While, the second objective is to incorporating literature into English syllabus and to improve student’s ability, it means that students have the ability to express about their thoughts, ideas and feelings. Hence, the literature syllabus help them to gain this goal. In relation to this, literature is not only meant to address the interpersonal and informational aesthetic value of the learning, but also it has different goals that help the students to learn about people, culture, ethics, behaviors and other social norms. To say that, literature considered as the main source of different aspects of live.

It is also worth noticing that the main objectives of teaching literature that tackle beyond several researchers can be summarized in follow:

- 1-encouraging students to develop stable habits of reading.
- 2-literature offers possibilities for developing language awareness.
- 3- Helping the students in their level to be intellectual figures.
- 4- Making the students aware by discovering other culture.
- 5- Literature make the students challenge the topics and themes that encourage them that relate to their personal opinions and experiences.
- 6- Literature opens the opportunity for students to gain knowledge from different themes also expressing about what they fell.
- 7- Teaching literature is developing different capacities.
- 8- Literature is facilitates for students understanding among humans with different cultures.

9- Helping the students in inculcating moral values from different literary works.

To say that, literature has different goals for both teachers and the students, it educates the whole person .Literature aids students to expand their linguistic and cognitive skills, culture, knowledge and sensitivity (Shanahan, 1997)

It is common fact; literature plays an important role in student's educational system. Without literature students will be lost out the important aspects that will be needed in their everyday lives. Literature is viewed as boring and not useful to some students .but the main its role is prepare students for real world which related to educational goals, and help them to improve the different skills (reading, writing and thinking) .

6. The curriculum:

Introducing particular curriculum is necessary in education. Curriculum can be seen as a method that has been adapted by educational institution to provide a specific teaching program. It is very beneficial to evaluate and assess teaching process. By definitions, the curriculum is defined as the guideline of the chapters and academic content covered by an educational system while undergoing a particular course or program. In a theoretical sense, curriculum refers to what is offered by the school or college.(Surbhi S,2017)

The curriculum is well planned, guided and designed by the government or the educational institution. It is aimed at both physical and mental development of a student. It is the overall learning experience that a student goes through during the particular course of study. (ibid)

Characterized by its smoothness and flexibility, the curriculum at university level provides only general guidelines for each modular course, not least literature, and it is up to teachers to collectively or individually design the content of the course and, hence, applying the most adequate teaching methodology (Benmoussat, 2003).

Introducing literature as modular course is linked to objectives and aims that can be gained at the end of school year. Thus, it is important to discuss them on a regular basis at the beginning of every academic year during the "CPC" meetings.

The table (1.6) below shows the different modular courses offered by the English Language Department for the third year LMD students.

Subjects	coefficients	Credits
civilisation	3	4
writing production	2	2
oral exp	2	2
linguistics	3	4
translation	2	2
literature	3	4
methodology	2	4
ESP	1	2
didactics	1	2
psychology	1	2
total	20	28

Table (1.6) official curriculum of LMD third year.

(source: Department of Foreign languages).

At a glance, compared with other subjects, the coefficient and the credit attributed to literature are relatively high. So, such a coefficient may result in students' motivation to and interest in learning literature. Consequently, students can affect consciously or unconsciously by different topics and subjects of english literary texts. In this respect, teacher is required to play his role on guiding his students to not get confused in case of engaging through themes of culture, identity and religion.

7. The importance of literature syllabus:

The summary of the topics covered or units to be taught in the particular subject can be seen as description of syllabus. Teacher of literature should determine adequate syllabus to his/her course that can cover all needs of students and educational objectives of teaching literature. In this vein, the content of modular course can be seen as an important issue in teaching literature. Adding to this, time allotted to teach any literary texts has a significant role on learners' understanding to subject of the course of literature.

8. Approaches of teaching literature:

Commonly, the course of literature can be delivered through one of four approaches of teaching literature. These approaches are helpful tool which is related to a specific aims and goals planned to particular topic. In other words, In the area of education, literature as we know, has the opportunity to develop the learners' linguistic, communicative, and cultural skills therefore teachers need to select appropriate practices or approaches to develop knowledge that he will give it during teaching in literature. In this respect, disciplinary and didactic thinking set out approaches to teaching literary texts and works from which teachers select what best serves the needs of the learners. Carter and Long (1991) introduce three main approaches to the teaching of literature: (1) the cultural approach (2) the language based approach and (3) the personal growth approach. More recently, however, Savvidou (2004) has added an integrated approach to literature teaching.

8.1. Cultural Approach

It is viewed as one of the most traditional approach that often used in university courses of literature. Under this approach the literary text is viewed as a product, and treated as a source of information about target culture in which the social, political, historical background to a text is examined. This cultural model tends to be a teacher-centered approach where the teacher provides the students by means to help them become aware of different cultures and ideologies. In effect, most teachers' typical practice adopting this mode is reflected in their focus on teaching historical aspects and literary movements. It requires students to examine history and characteristics of literary movements and different genres. This approach is a teacher-centred which means demanding a large rich input from the teacher transmitting knowledge and information to the learners. Carter and long (1991: 2) examine both the tenets and the functions of this approach; they write:

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

(Carter and long 1991: 2)

From this background, the applying of the cultural approach in literature teaching seeks to raise the students 'cultural awareness and promote their appreciation of other universal thoughts different from their own.

8.2. Language Based Approach

It is considered as one of the popular approach for teaching literature in foreign language contexts. As its name suggests, this model tackles a text specifically to stress its linguistic features. Unlike the previous model, this model uses a particular literary text to consolidate the language skills over the literary skills, because the main concern of this model is to increase learners' general awareness and understanding of English. Carter and Long (1991) state: "language is the literary medium, that literature is made from language and that the more students can read in and through language the better able they will be to come to terms with a literary text as literature" (p.2). To say that, language play an important role in literature more specifically in literary text.

The importance of this approach is becoming so effective with the call of using literature as a source to teach English. Students can improve their language effectively by using literature as a resource in language learning . This approach is based on a set of strategies used in language teaching such as cloze procedure, prediction exercises, jumbled sentences, summary writing, creative writing and role play which all deconstruct literary texts in order to serve specific linguistic goals. That is to say, literary texts are stripped from the literary sense considering them mainly as a tool for language awareness. Despite the fame and the positive aims presented by this approach for the learners, it is also criticized for the over emphasis on stylistic analysis to literary texts which made it systematic and mechanical.

8.3. Personal Growth Approach:

As confirmed by Carter and Long (1991), this approach based on provide a combination between the cultural and language approaches. Moreover, the language that used in particular literary text must contain cultural context. Eventually, it can be said that this approach can be labelled" reader based approach". To put in another way, it considers the reader as important key and element in constructing meaning and shaping interpretation to literary works. The students then can relate and respond to the themes and issues by making a connection to their personal lives. In other word, this model is an attempt to use literature as a source to develop people's lives as whole.

In addition, this approach views literature as beneficial for encouraging students to draw on their own personal experiences, feelings, and emotions.

This approach has an advantageous for learners. To say that, its goal is to promote high level of involvement and at the same time this involvement engages the learner as whole person. From this view, learners get so motivated having the opportunity to choose themes that are related to their lives, feelings and personal experiences. Consequently, it is considered a learner centered approach.

The theories of reading is considered as important element in this approach. As Cadorath and Harris (1998) point out that "text itself has no meaning, it only provides direction for the reader to construct meaning from the reader's own experience"(p. 188). It means that, the literary text has role in the experiences of the readers. Thus, the overall is the value behind this approach is to see the learners are able to interact with the text in different perspectives. For instance, intellectually, emotionally and aesthetically not only inside the class sometimes we find it even outside classroom. In the light of these three approaches to teaching literature, it seems they all of them have one aim which is to provide technique in order to make literature beneficial and easily to learners. Thus, this approach can use literature as a valuable source for motivating and teaching to enrich learners' cultural background, to expand critical stylistic, to raise language awareness, to support language proficiency and, to educate the whole person.

8.4. An Integrated Approach to the Teaching of Literature:

As we talk above about three different literature teaching approaches into consideration, because in reality there is a greater overlap between them .Hence, it is important to look for integration. In this respect, Duff and Malay (1990) argues that the rationale behind integrating the three different approaches is based on linguistic, motivational and methodological motives. As for the linguistic reason, it is meant to expose learners with different authentic and complex literary texts that help them practice and develop the language. The integrated approach marries between the illustration from literature of real examples of styles focusing on grammatical and stylistic analysis. Students are supposed to deal with real language, different genres, and registers of language .With the methodological reason, it is based on the role of the reader in reading process bringing about cultural aspects for an overall purpose which is interacting with literary text. Last, the third motivational reason focused on the importance of exploiting literary texts to the effect on the learners' emotions and positive attitudes, as we know the emotions is an important aspect for the learners that can be resulted by effect of any theme of literary texts . In this approach literary texts play key role in making learners enjoyment through reading, because the reading skill is considered as source to gain the pleasure and enjoyment . According to Lazar (1993) "to stimulate the

imagination of students, to develop their critical abilities, and to increase their emotional awareness” (p.19).It means that, literature can be employed as real source for increasing learners’ motivation , imagination and emotional one .

In this view, Short and Candlin (1986) state: “if literature is worth teaching...then it seems axiomatic that it is the response to literature itself which is important”. That is to say, teachers’ challenge is to take a balanced view between the study of literature as a subject and be aware about the target culture, and the use of literature as enjoyable and educative source personal enrichment or development his capacities during process of teaching .

9. Effect of literature on learners’ attitude and behavior

Without doubt literature can be considered as an image that presents human life due mainly to different subjects and topics that have covered experience of person in life. In addition, at the end of learning process, learners are required to practice and adapt what they have learnt in a specific field or generally in their daily life. Thus, teaching literature can have impacts on learners’ thinking and behavior if it is not limited to specific goal. In other words, teachers should determine some aims and objectives and they try to achieve them according to a particular method that can be appropriated to present the course of literary texts affectively. Therefore, it is necessary for teacher to find tools and manners to make learners avoiding negative effect of literature. Additionally, if literary text depicts the theme of moral values, students will adapt such concepts in the behavior because they are important in real life to all people. For example, if students read a novel which presents theme of respect, courage or forgiveness, they will affect by it especially if there is a good ending of story. Thus , they will use the concept in their life. Besides, representation of the impact of literary texts can be seen in many works, the following is one of them :

Literature reflected the various experiences, ideas, passions of human beings in their daily life that express on several forms and styles of literary works. Since literature directly derives from human life, it can increase students’ knowledge and experiences about human problems included values, morals, cultures, and human interests. After reading a literary work, the students may get a certain impression of what he/she has read.

(Jaftiyatur Rohaniyah. 2012)

Conclusion:

This introductory chapter aims represent the theoretical framework of this study. It is generally outlined under the main concepts; Literature, difficulties and the effects of teaching literature. This chapter sheds the light on the different attempts to define the concept of literature followed by an overview on the different objectives and approaches to teaching literature. Also, this chapter stresses the importance role of teaching literature in EFL classroom in relation to literature namely English for specific purpose (ESP) as it promotes cultural understanding, language enrichments, and personal involvement for the students and what possible constraints could both teachers and students face. Furthermore, this chapter provided some approaches to facilitate the process of teaching literature, also it confirmed the effects of literature on learner's behaviors. Most importantly, and it dealt with the crucial role of curriculum in teaching literature.

Chapter two:
**reinforcement of learners’
national identity through
literature**

Introduction

1.1.-the concept of “national identity”

1. 2-The importance of national identity in learning

1. 3- National identity and literary texts

1. 4. cultural awareness

1. 5. Culture and learning environments

2.6. learner's exploration of national identity through literary texts

2.7. Classroom Strategies to develop awareness cultural Identity differences

2.7.1. Introduce literature in the EFL classroom without panicking students

2.7.2. Literature Circles” in EFL classrooms

2.8. Islamic perspectives on English literature

2.8.1.Inculcating Islamic Values

2.8.2. Looking at English Literary Texts from Islamic Perspectives

2.8.3.Reforming the Curriculum

2.9. Methods of rising learners' awareness of national identity

Introduction

This chapter sheds light on the definition about national identity up to this day, the subject of hard talks among researchers and educationalists. To get insight into the importance of national identity to the learners, the relationship of national identity and the literary test. Then , we emphasize on the role of the teacher through explain the literary test to his students .In relation to that ,methods of rising learner's awareness of national identity .

1-the concept of “national identity”:

National identity, as it is usually conceptualized, refers to the identification of a people to their ethnic, cultural, and blood lineage terms. According to Barrett, National identity is a complex concept that includes the following Components:

1. subjective conviction (self-categorization)as to which nation one belongs
2. strong sense of national affiliation as part of the individual's identity
3. Emotions (positive or negative) toward the nation
4. Stereotypes about the typical characteristics and traits of people belonging either to their own National group or to other national groups
5. A subjective experience of inclusiveness and the perception of one self as similar to other group members along important group-defining characteristics
6. Subjective opinions regarding the current aims and problems of the nation
7. Knowledge of and a willingness to internalize the National culture and values and to follow national Behavioral norms (qtd. in Eugene Tartakovsky 2016)

2-The importance of national identity in learning:

National identity is considered as key element for learners. It includes different issues related to learners' identification. Thus, learners should know about their national identity through learning process. That to say , learners are required to consider their identity including culture, beliefs and values. Many scientists prove the significance of national identity in learning.

According to Arzu Sosyal Altugan “culture is a social product, which every individual develops after learning.”(2015). In the other hand, Cultural Identity can be defined as individual's nature and nurture which includes their experiences, talents, skills, beliefs, values and knowledge, in other words, who they are, what their status is in their family, school, work, environment and country and, beyond that in the world as with globalization the world is getting smaller.

Peirce (1995) states that 'social identity is multiple and contradictory' and when it is thought that a learner cannot isolate his/her cultural identity while learning due to continual dependence on their cultural knowledge, in other words, cultural identity (Hinkel, 1999; Peirce, 1995; Tseng, 2002), it is clear that there is a link between learning and cultural identity. A learner's cultural identity is a psychological shift for the learner to focus on learning. Ellis (2002) stated that 'Learning is successful when learners are able to summon up or construct an identity that enables them to impose their right to be heard...' (qtd. in Arzu Sosyal Altugan 2015)

3- National identity and literary texts:

Literature can be described as artistic tool that presents human life, because it deals with different issues and themes. National identity is one of the themes that may be tackled in literary texts. So, teaching literature can be seen as way that helps learners build up their knowledge in different fields. Thus, it can be said that literary texts play an crucial role in presenting national identity because later can be essential part of any literary texts. For example, many of English literary texts depict question of English culture. This can be seen in some works like *Me Before You* by Jojo Moyes, *Oliver Twist* by Charles Dickens, and *A Passage to India* by E.M. Forster

4. cultural awareness:

One of issues that may be discussed when engaging through different themes in literature is cultural awareness. Cultural Awareness is the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions.

Cultural awareness becomes central when we have to interact with people from other cultures. People see, interpret and evaluate things in a different ways. What is considered an appropriate behavior in one culture is frequently inappropriate in another one. Misunderstandings arise when I use my meanings to make sense of your reality.

Becoming aware of our cultural dynamics is a difficult task because culture is not conscious to us. Since we are born we have learned to see and do things at an unconscious level. Our experiences, our values and our cultural background lead us to see and do things in a certain way. Sometimes we have to step outside of our cultural boundaries in order to realize the impact that our culture has on our behavior. It is very helpful to gather feedback from foreign colleagues on our behavior to get more clarity on our cultural traits.

5. Culture and learning environments:

Culture and learning environment are terms which are relevant to each other. Learning environment is the situation when learners are engaging through diverse physical locations, contexts, and cultures in learning process. Culture is a critical component of any learning environment. Because, when there is dominant culture in learning environment, the effects of this culture will be not realized until you share or reject the values and beliefs of this culture. So, it is very necessary to know how to determine culture which can serve in creaking supporting learning environment. Thus, there are new technologies which help teachers to develop new learning environment in which he/she can create a culture that can support those values and beliefs that they consider to be important for today’s learners. Graphic bellow is considered as an example of all components of an affective learning environment

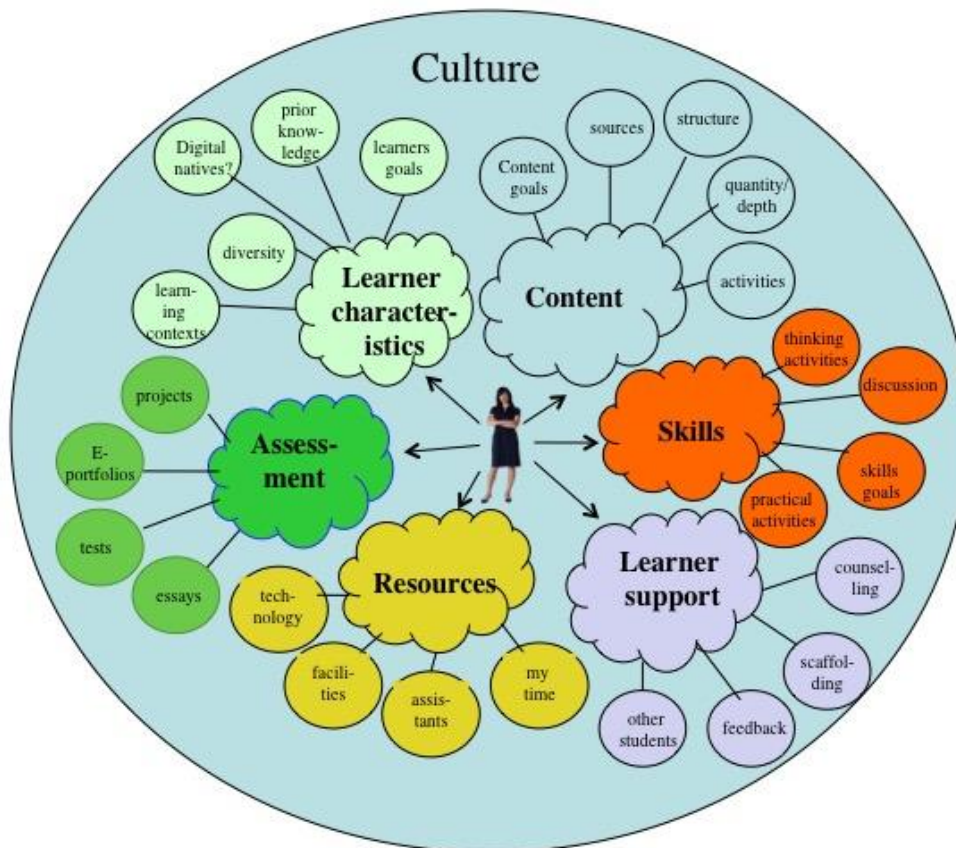


Figure.7.1: All the components of an effective learning environment

From figure (7.1) culture has crucial role in learning environment, it is presented as background to show that cultural elements prevail through all components of learning environment. Therefore, it is important for teachers to pay attention for cultural factors, so that they can make conscious decisions about how the different components of a learning environment are implemented.

2.6. learner's exploration of national identity through literary texts

As it is known, today culture and identity are still central concepts in the universities curriculum of education. Moreover, within literature studies the question of culture is often linked with the national identity in particularly this issue we find it in relation with literary texts. The later, plays as curial role in exploring the learner's national identity, it takes many forms in literature classrooms.

In this vein, a number of scholars has observed the crucial role of reading literary texts in developing cultural awareness and exploring national identity. As an example, Janine M .Schall (2016), she argues that, the teacher must always encouraged his/her students to read global and multicultural literature, because it is important for students to experience the breadth and variety of available literature by exploring new culture. In relation to this , there is an a important way adapted by Janine concern exploring cultural identity , it is known as identity intersections in which the teacher use it to encourage his students to explore the cultural backgrounds and cultural identities. Identity intersection are created one carefully considers how different aspects of a person's cultural identity have shaped her or his life (qtd in. Janine M 2016). In addition, identity intersection includes memberships that based on race, religion , language and gender , I addition to other types of group membership such as education level , geographical region and family .It means that , students are encourage to add or remove any aspects that they perceive as important or unimportant to the cultural identities .

As a result, literary works are playing important role in shaping and cultivating our beliefs, cultural, aesthetic and moral senses. Literary texts are a rich source of classroom activities and can surely prove to be very motivating for learners. No wonder the use of literary pieces play a significant role in Teaching literature (Koutsompou, 2015). In common fact, literary texts help the students to explore national identity through different themes and topics that tackle in classroom. Literary texts is an beneficial aspect which helps discovering multicultural. For instance, many students they don't understand the meaning of the culture and cultural identity. So , engaging through literary texts can help them to get knowledge these elements.

2.7. Classroom Strategies to develop awareness cultural Identity differences:

Raising cultural awareness through literature is a great opportunity for the students to increase their world knowledge as they will have access to a variety of contexts, which is inevitably related to culture. By raising cultural sensitivity students will not only foster openness to diversity, but they will also develop cross – cultural communication to understand and interact effectively with people of other parts of the world. In this vein, teachers can use number of strategies to rise cultural awareness through literature.

2.7.1. Introduce literature in the EFL classroom without panicking students:

It is always interesting to know how much a person knows about something. Most of the time students like challenges so, this is a good source that needs to be exploited when faced to literature. Teachers can start by asking their students to answer a short quiz about those famous movies which are based on famous books, or about the latest and most famous songs or about the latest events or news. A short quiz can work as a hook to attract students' interest or attention towards literature. Harry Potter, The Lords of the Rings, Shakespeare in Love, Fairy Tales, etc. are all pieces of literature which can help us.

2.7.2. Literature Circles" in EFL classrooms:

Literature Circles are discussion groups in which students meet regularly to talk about books. Forming literature circles is a good idea to promote collaborative and cooperative learning in the EFL classroom as well as to stimulate social interaction. Through literature circles, students feel motivated to use the target language especially when they are challenged, as a group, to understand and give opinions about a book with the idea of doing a specific project or task. Students can focus on the author's style, the different events or characters in the book or their own personal experiences related to what the book tells.

2.8. Islamic perspectives on English literature:

Religion is one of the elements that shape national identity of any nations; it has high value to person. Thus, many English literary texts have embraced the question of religion, culture, and values in different situations. Therefore, the possibility of learners' influence by those texts is highly regarded. Thus, many scholars were caring about their national identity. They criticized western culture because it is not appropriate to many values in their religion. It contradicts Islamic values in different ways. The themes of English literary texts can be seen as process of colonizing the mind of reader. Edward is considered imperialism as "an educational movement."(1994). Mohmudul Hasan (2015) introduced three ways of teaching English literary texts which can led to cultural awareness, they are inculcating Islamic/moral values, identifying predominant themes and ideas inherent in literary texts and looking at them from Islamic perspectives, and reforming the curriculum.

2.8.1.Inculcating Islamic Values

Inculcating Islamic values are an important aspect in student's behavior, because it makes the students learn and acquire the different literary texts in positive way. In this case the methods and strategies are playing a crucial role, because teacher used them in good ways in order conveying his courses with moral values. Moreover, inculcating Islamic values an important aspect for students

with widely held and universally accepted moral/Islamic values and with a sense of commitment to do good to others is actually important for the pedagogical practice of all disciplines. The best way to instill them is for the lecturers to embrace the concept of murabbī in teaching and pedagogical practices and act accordingly, especially in the classroom setting. Islamic education defines murabbī as an educator “who combines a life of learning with a life. Hence, a perfect and an ideal person to learn from embracing this concept is crucial in the current pedagogical practice, as not many teachers and lecturers are worth viewing as role models. As Harvard scholar, Harry Lewis observes: “Professors are hired as scholars and teachers, not as mentors of values and ideals to the young and confused.” What is more worrying is that very few “of today’s professors enter academia as a mission, a noble calling”. (qtd.in Mahamudul Hasan , 2015) a crucial role

2.8.2. Looking at English Literary Texts from Islamic Perspectives

Important task of English literature educators and teachers is to identify and separate anti-Islamic ideas in texts and create awareness among their students of the ethical challenges involved. It is untenable to take English literary texts as purely aesthetic creations. In this vein, it is important for the reader to know that literary text has validity that mean she/he should read the text with Islamic perspective. That is to say, when he read the text and find it not adequate to his believes and values. So, the text should be neglected which means it will be not taken into consideration. This perspective can be seen clearly in Ali Ashraf said:

“the presentation of human characters and certain human situations has natural validity but the way in which he has presented them, the method with which he rouses the emotions and demands the assent of the reader to a scheme of life in which sex plays the most dominant and most effective role, makes it difficult for the reader with religious feelings to accept this interpretation of life as something valid and true. What he has done is nothing but the universalization of something extremely personal”(qtd in Mhamudul Hassan, 2015).

2.8.3.Reforming the Curriculum

As we known literature has variety of subjects and topics. So, the question that can be risen here why the teachers of English departments in Islamic countries don't use literary texts with regard to Islamic perspective, it means that the English departments use only the syllabus that come close to Islamic background. In other word, Curriculum is a crucial aspect of English literary studies. Since the subject has a colonial genesis, an uncritical reception of the conventional course syllabi may end up sustaining a neo-colonial, imperialist cultural agenda.

Said's review of the English departments 'syllabi at Arab universities suggests that they do not reflect the “relationship between English and the colonial processes that brought the language

and its literature” to the region (ibid). That is to say, while formulating an appropriate syllabus, two important things need to be considered: the subject’s colonial origin and the “huge influx of new ideas into the discipline of English.”(ibid). In that way, the syllabi should include materials that debunk colonialist, racist ideology and incorporate postcolonial texts, especially those written by Muslim authors, and the latest practices of literary criticism. (ibid)

In respect of including Muslim authors, which is also part of *iḥyā’ al-turāth al-Islāmī* (reviving the Islamic heritage), the literature course contents of many universities in Muslim societies may manifest the almost complete absence of Muslim authors, while in some others their representation is very minimum. Among the Muslim writers included, writers with secular and anti-Islamic orientations seem to be given a disproportionately high attention. In this respect, Selina Jan Mohamed’s observation is pertinent

“I wanted to contribute to the social discourse about gender and equality, but Muslim women who wore the veil by choice, and by extension who embraced Islam as a positive force, were not allowed to have a say Only Muslim women who had openly rejected Islam were allowed to be part of the discussion”(ibid)

9. Methods of rising learners' awareness of national identity:

Rising learners’ awareness is question that is mainly concerned with teacher’s task. Because, teacher is regarded as conductor of process of teaching. Thus, through literature teacher can have a source of information which helps him\her to rise learners’ awareness of national identity. However, literature only cannot contribute to success of this process. In other words, teacher should adapt any adequate method which can be applied in teaching literature to make learners aware about their national identity. Thus, there are a number of teachers tries to find good methods in order to convey correct knowledge to her /his learners. In fact, these methods sometimes become different according to courses.

Lazar does not define teaching methods specifically in *Literature and Language Teaching* (1993) but she discusses different methodological assumptions and approaches of how literature could be used with students .She represents the effective role of methods in teaching literature. Because, literature teacher uses the methods that helps him to increase students general awareness and to understand the different aspects that are determined him as aware person.

In order to achieve an effective literature teaching, teachers should, first and foremost, decide on what they want their students to learn. The next step according to different searchers is to consider

the method that might efficiently promote the students' understanding of and engagement with literature. According to Mahdi Shafieyan having the taxonomies in mind, some cultural methodologies are broached.

Cultural-response approach is the main one (Dong 367-382).

The approach of this method involves the subsequent guidelines.

The professor should design a multicultural syllabus to fit all students' interests (Ostrowski 4), especially the literature written about or by minorities (Willis Teaching x). Following that, (s)he can ask students for cultural insights, that is they ought to cruise

the Internet and scholarly sources to build their backgrounds.(qtd.in Mahdi Shafieyan 2011)

Another literature researcher who tries to bring a method that help the teacher to rise awareness through literary texts.it was named Hanauer's method: Focus- on- cultural understanding. So, this method can be explained in the following:

Hanauer (2001), argues that “(...) literary texts are not self-explanatory.

Quite the opposite is true. Literary texts tend to be ambiguous and polysemous.

These texts are open to a multiplicity of meaning construction options”.

It means that, purposes of cultural education more precisely the literary texts aimed at raising awareness of students' native and target cultures,

Hanauer has developed a systematic method of reading literary texts

labelled Focus-on-cultural understanding. The key role in this method

is still played by the reader who subjectively interprets the text from the

perspective of their own culture and personal experience.

(Taikomoji kalbotyra 2012 :1)

Conclusion :

In short, this chapter presents a brief definition of national identity and its importance to learners, also it confirmed that the relationship between national identity and literary texts. Most importantly, it dealt with the role of literature in exploring cultural awareness. The chapter has equally shed light on the methods that literature teachers frequently apply in delivering literature courses and to rise learners' awareness of national identity. Equally, the chapter has raised some important role of teacher through literary texts. It also has focused on the ways which can help learners to explore their national identity through literary texts.

**Chapter three:
methodology and procedures**

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

3.6. Sampling

3.7. Description of questionnaire

3.8. analysis of the results

3.9. Discussion of the main findings

3.10. Conclusion

Introduction:

Systematically, this chapter is an analysis of the questionnaire submitted to the students. It gives full description of the methodology and procedures of the study in which the researcher explains the importance of data and information to address the research objectives and questions were collected, presented and analyzed. First of all, the researcher starts explaining research design. Next, there is representation of sample and its context. In addition to that, data analysis and procedures of data collection are stated. Finally, the summary of results concerning this chapter is tackled.

3.1. Research design:

The main aim of this study is to investigate learners' attitude about English literary texts and their opinion of knowing national identity through literature. The study adapts the descriptive approach of research which plays important role on the analysis of various aspects that determine the value of national identity through literature among population sampled.

C.R Kothari (2004) believes that descriptive research refers to the study which deals with describing the characteristics of a particular individual situation or a group. Beside, descriptive research studies deal with collecting data and testing hypotheses or answering questions concerning the current status of the subject. Thus, this research is regarded as adequate one due to the study describes and analyses the importance of national identity in teaching literature and methods used to rise learners' awareness on national identity.

On the other hand, the appropriate method for this research is quantitative data collection and analysis. 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 variable 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 can be seen as a process of collecting and measuring information on variables of interest, it is considered as tool that enables researcher to answer queries, stated research questions, test hypotheses, and evaluate outcomes. That is to say, researcher gathers information from the sample of study through using different methods such as questionnaires and interview. In this study, researcher chose one of data collection methods which is questionnaire which is given to the target students.

Kothari (2004) states that a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. Nunan (1992:231) argues that a questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subjects.

Questionnaire can be seen as instrument that helps in analyzing and interpreting data collection. Because, it has a set of questions that are given to sample collection in order gather data about particular problem. According to Kothari, The method of collecting data by mailing the questionnaires to respondents is most extensively employed in various economic and business surveys. The merits claimed on behalf of this method are as follows:

1. There is low cost even when the universe is large and is widely spread geographically.
2. It is free from the bias of the interviewer; answers are in respondents' own words.
3. Respondents have adequate time to give well thought out answers.
4. Respondents, who are not easily approachable, can also be reached conveniently.
5. Large samples can be made use of and thus the results can be made more dependable and reliable (ibid)

For the sake of achieving aim of the study, the researcher formulates questionnaire that will be submitted to third year students of English at Ammar Thlidji University of Laghouat. Survey _questionnaire is used in order to have an idea about students' view about knowing national identity through literary texts. In addition, it is used to investigate the method which is adapted by teacher to teach literature.

3.3. Data analysis methods:

One of the methods of data analysis used in this research is entering all the information from the questionnaire into **Microsoft Excel Spreadsheets.** It is defined as an electronic spreadsheet program that is used for storing, organizing, and manipulating data. Microsoft excel is used as tool that helps to generate descriptive statistics, graphics, tables and charts. Through excel, the researcher can provide percentage that reflect the number of the responses to certain questions in relation to the total number of responses. So, the results of survey will be analyzed and evaluated. The findings of this study will contribute in giving recommendations and suggestions that can help in building learners' awareness of national identity .

3.4. Geographical setting of the study area:

Present research was conducted in the area of Laghouat at University of Ammar Tilidjy in academic year 2018_2019. Laghouat is one from cities of Algeria, it is located in the south of Algeria, probably 400km far away from capital Algiers .it was given the name the grate of Sahara. University of Laghouat was established in 1986 and given full university status in 2001.what was noticed the university is that there were creation of Ecole Normale Superieure d'Enseignement Technique (ENSET) and an Institute of Engineering Mechanics (INGM) in 1986. However, in 1997 name was changed to be the institution university center Ammar Telidji Laghouat .

3.5. Description of variables:

Variables are measurable elements that can change through the course of a scientific experiment. Dependent variable and independent variable are types of variables. On one hand, when researcher selects and evaluates aspects that cannot change through the study this is considered as independent variable. On the other hand, dependent variable is the variable which is affected by independent variable. So, in present study, dependent variable is the importance of learners' awareness of national identity and independent variable is the use of literary texts.

3.6. Sampling:

It is any group which is selected by a researcher in order to be tested. So, the results can be generated to the population. For the purpose of this study ,research presents in English department ,at Ammar Telidjy University during second semester of academic year 2018/2019 in official session. In our case, questionnaire was concerned with 35 third year LMD students (12males and 23 females). They are between 20 and 34 years old

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 making the study reliable and objective.

3.7. Description of questionnaire:

The questionnaire of this study which will be distributed to the third year LMD students aims to measure the effect of literature on students' national identity, 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 about literature in which the aim behind these questions is to know learners' opinion toward studying literature. Second part investigates themes of English literary texts. Finally, the last part deals with representation of learners' national identity through literature. Obviously, this part will help the researcher to show the importance of rising learners' awareness of national identity.

3.8. analysis of the results :

Below is the summary of the main findings of the present study. Henceforth, N is an abbreviation stands for the number of respondents and % is percentage this number represents.

Background information:

Gender	N	%
Male	11	31
Female	24	69
total	35	100

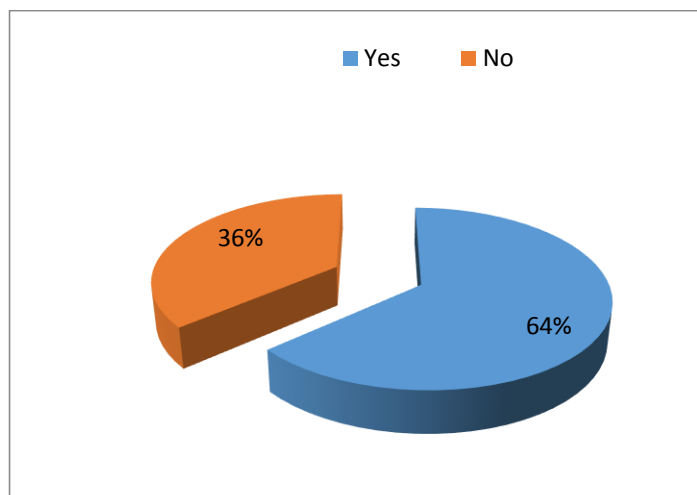
Table (3.1):students' gender

The above table 3.1 presents total number of respondents.it also indicates that the majority of the respondents are females (69%). Whereas the other are males (31%)

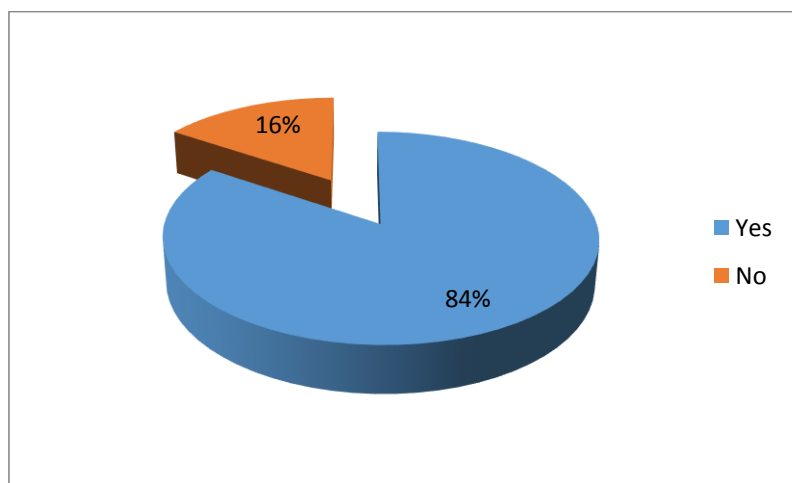
age	20 -24	24 -34
N	32	7
%	91	20

Table 3.2: students' age

Table (3.2) shows that learners who are aged between 20 and 24 years old present the highest rate (91%). while learners who are aged between 24 and 34 present low rate (20%).

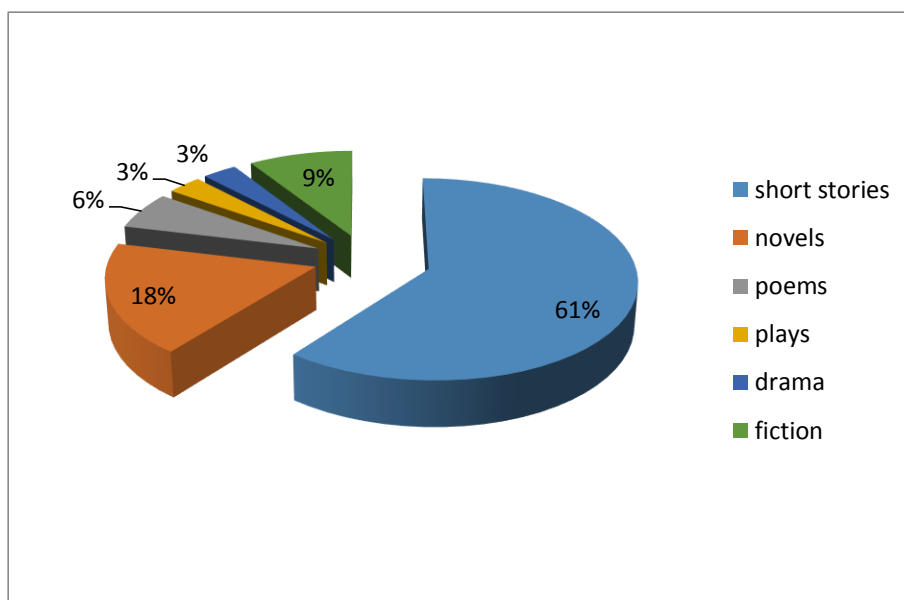
Section One: usage of literature in EFL classroom**Question 01:** Do you like literature?**Pie chart 3.1:** students' expression about loving literature.

Pie chart (3.1) presents students' opinion toward loving literature. Total number of 64% of students says that they like literature. According to them, literature is an art and way of expression . They claim that literature helps them to enhance different skills such as writing, speaking, listening, and reading one. In addition, it gives them chance to be creative, aware and sensitive. On the other hand, the rest of students 36 % say that they don't like literature mainly because, it is difficult to understand. In other words, it is complex and boring

Question 02: do you think that literature is an important module in learning English language ?**Pie chart 3.2:** students' opinion about literature as module in learning English language

Pie chart (3.2) above shows students' opinion about importance of literature as module. The majority of the students 84% declare that literature is considered as an important module. Because, it is source of information which helps them to learn about language. In addition, they see that through literature can discover culture of their own and other. Besides, literature can make them intellectual minds. Whereas 16 % of students claim that literature is not an important module, because they don't need it in their daily life

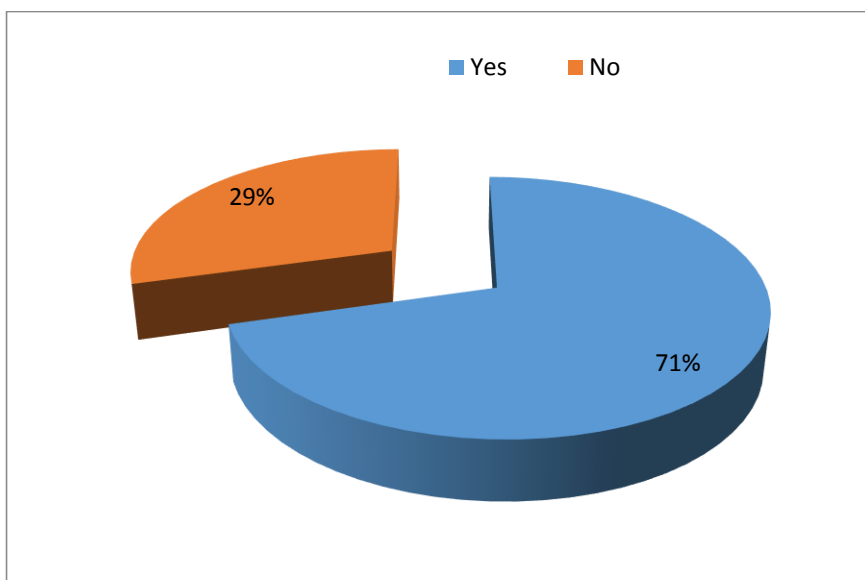
Question 03: Which kind of literary texts do you prefer reading?



Pie chart 3.3. Students' best preferable literary text in reading

Through pie chart 3.3 above, we see that the majority of students 61 % claim that the best kind of reading literary texts is short stories may be because it doesn't take a lot of time to be read and they deal with such texts so much in classroom. On the other hand, another considered number of 18% of students declares that they like reading novels may be because the interesting themes of novels that they have seen with their teacher. Whereas number of 9% of students says that they like fiction, number of 6% of students says that they prefer reading poems, and the rest like the other genres.

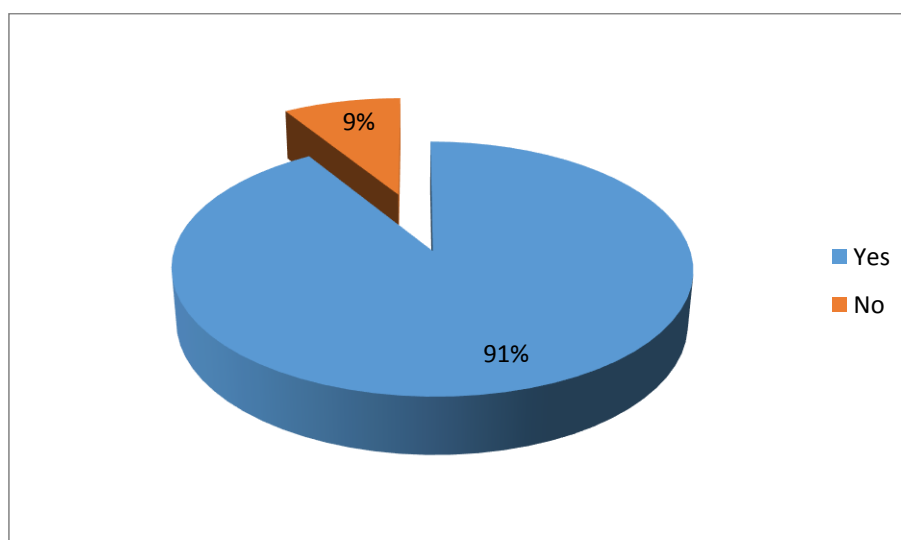
Question 04: do you think that literature is considered as powerful tool that can change society?



Pie chart 3.4.Students’ opinion about the effect of literature on the society

From the pie chart 3.4 above, we notice that the majority of students (71%) declare that literature is a powerful tool that can change society due mainly to it discusses about many problems within society and through it they can take morals that help them in building good society. According to them, literature affects t their mind because every writer has a message to pass it to reader through literary texts . On the other hand, the rest of students (29%) claim that literature can contribute nothing to change society, because there are some habits within society cannot be changed easily. In addition, each society has principles in life, but literary texts present different themes which some of them have a good message to reader while other transmit bad message. Thus, it is not useful.

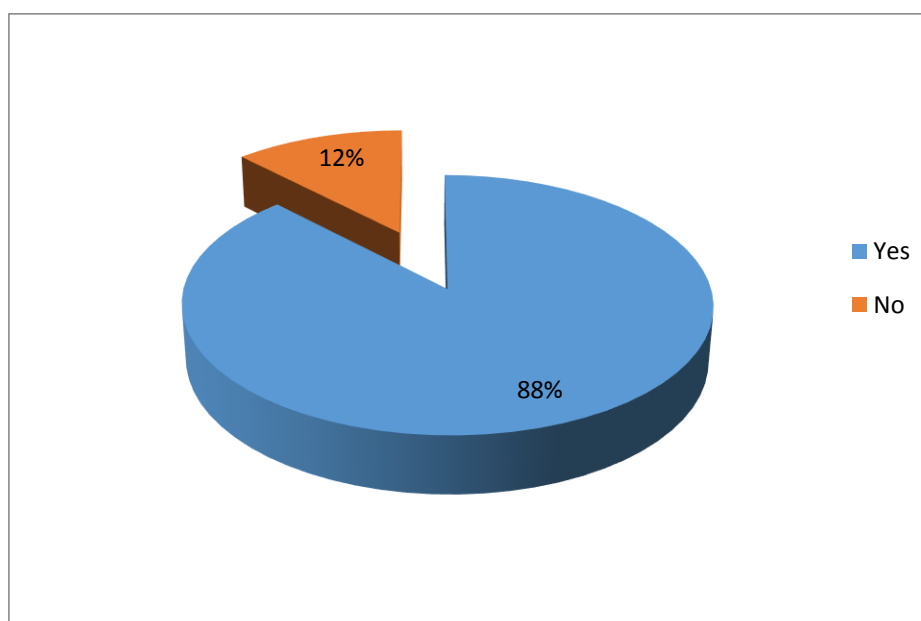
Question 05: According to you, does literature help learners to get familiar with different cultures, traditions and values ?



Pie chart 3.5.Students’ opinion about role of literature

According to result founded in pie chart (3.5) the majority vast number of students (91%) claim that they can get familiar with different culture, tradition, and values when they deal with literature because topics of literature cover like these concepts. They believe that literature is tool that helps them to know about other cultures since they have seen American and British literature. In contrast, 9% of students declare the opposite because there are other tools which help them to know different cultures such as travelling and module of civilization.

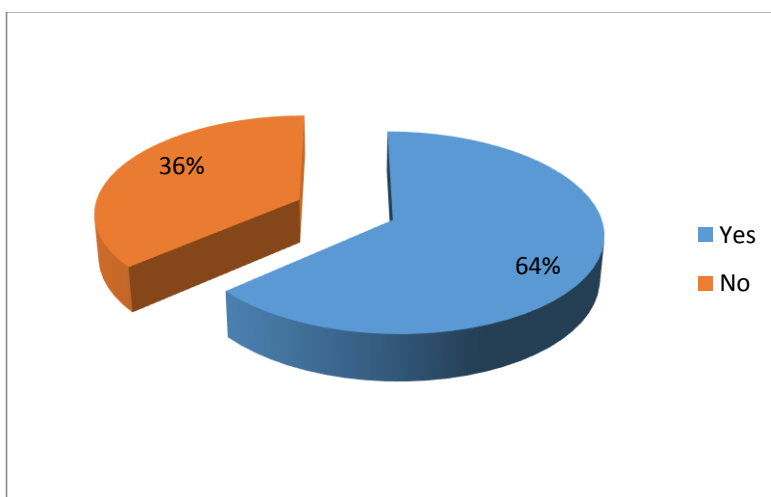
Question 06: Do you think that university students are required to learn about their national identity?



Pie chart (3.6.) students'view toward knowing national identity

From pie chart (3.6) we notice two different views held by students about requirement of knowing national identity. Firstly, total number of 88% of students believes that university students need to know about their national identity because they are required to feel sense of belonging. They claim that learning only foreign culture can weaken their national identity, so it is obligatory to ensure their original background. Adding to this, knowing about national identity makes students able to share their culture, tradition, and values with other people. Secondly ,few students (12%) say that knowing about national identity is not obligatory and not necessary because student are already leant about their national identity . they believe it is not an important subject.

Question 07: Do you believe that literature is best source which presents national identity?

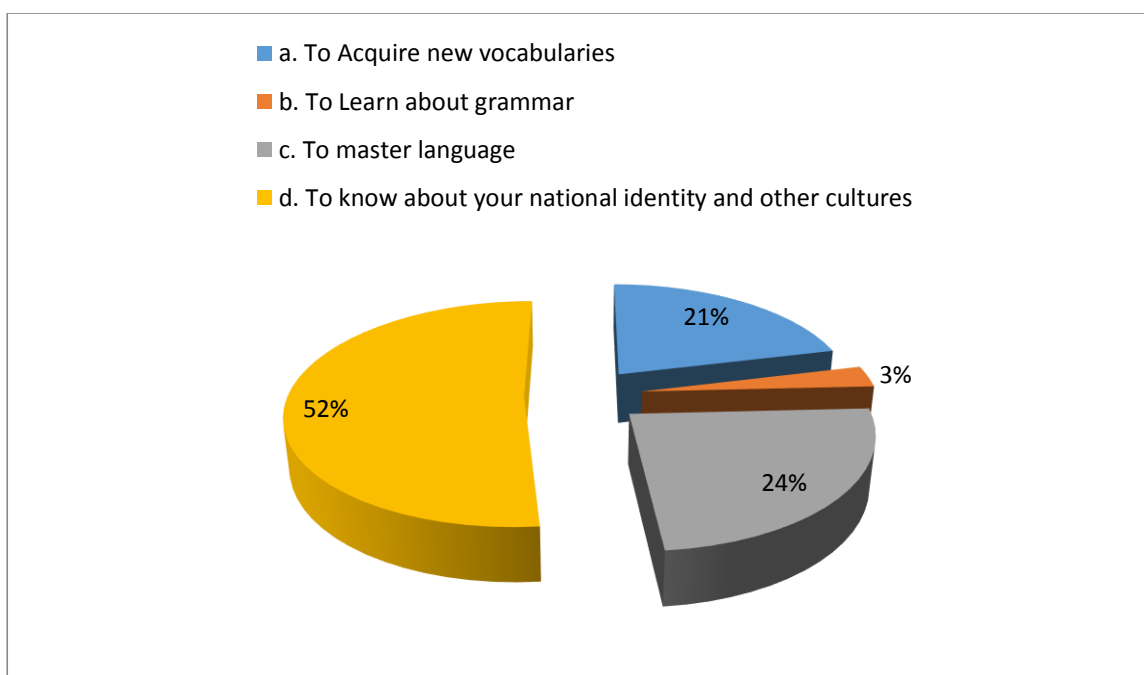


Pie chart 3.7. literature as source which presents national identity

The results of pie chart 3.7 indicate that most of students (64%) believe that literature is best source that presents national identity may because it is mirror that reflects different aspects from human life, and it contains information which are related to many national identities. Then again, 36% of students declare that they don't consider literature as tool which presents national identity.

Section two: significance of English literary texts

Question 08: Reading English literary texts helps you in what?

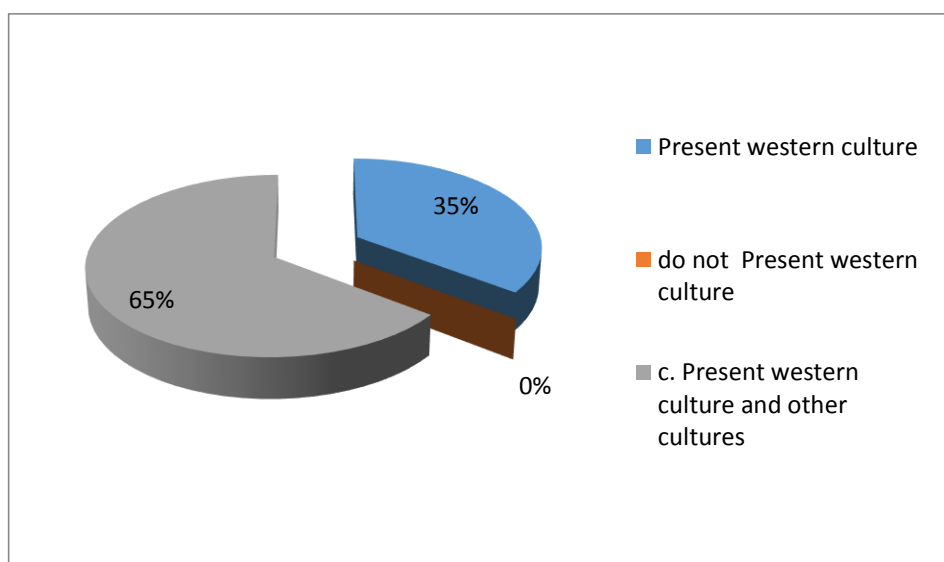


Pie chart3.8 benefit of reading English literary texts

From pie chart (3.8) above we notice that students express their opinion about benefit of reading English literary texts differently. A significant number of students presenting 52% believe that

reading English literary texts helps them to know about their culture and other culture. Another total of 24% of students claim that the process of reading helps them to master language. A number of 21% of students say that reading English literary texts helps them to acquire new vocabulary. On the other hand, just few numbers of students 3% declare that reading English texts is useful for learning grammar. These results indicate that students are interesting to know about their national identity and discovering other culture. This leads researcher to look for appropriate method which teacher uses to simplify process of learning.

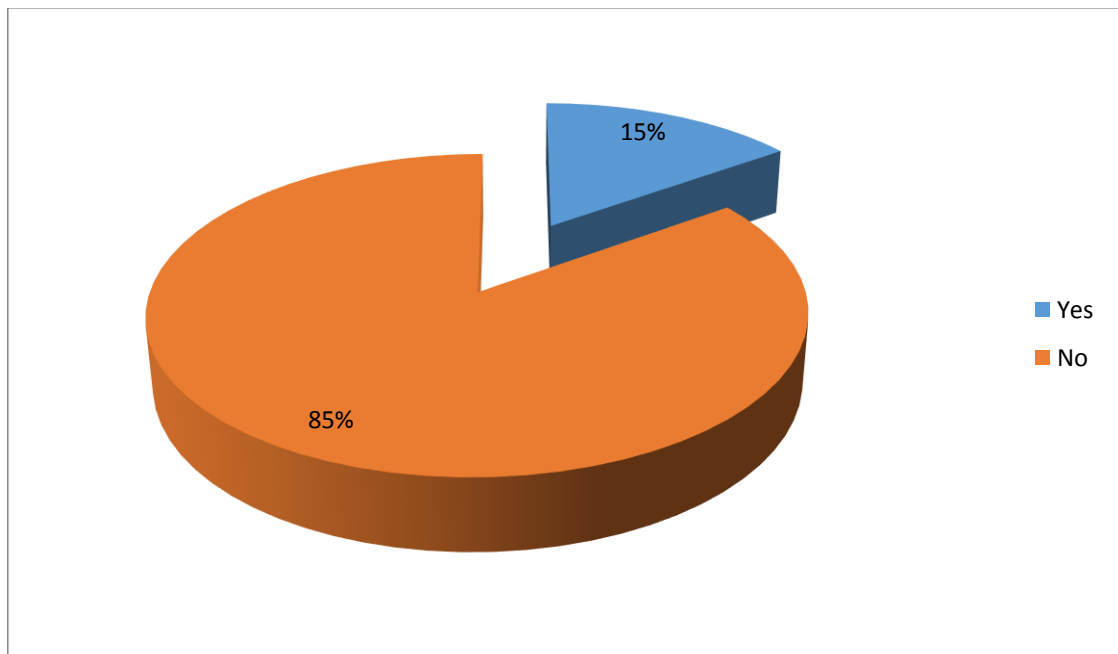
Question 09: How do you find the themes of English literary texts?



Pie chart 3.9. Description of the themes of English literary texts

Pie chart 3.9 shows that (65%) of respondents hold the view that the themes of English literary texts present western culture and other cultures. Whereas, other number of respondents (35%) declares that English literary texts present only western culture. No one of respondents 0 % says that English texts do not present western culture. These results indicate that English literary texts can have effect on students' behavior and way of thinking.

Question 10: - Do you find the texts that you have seen present your national identity?

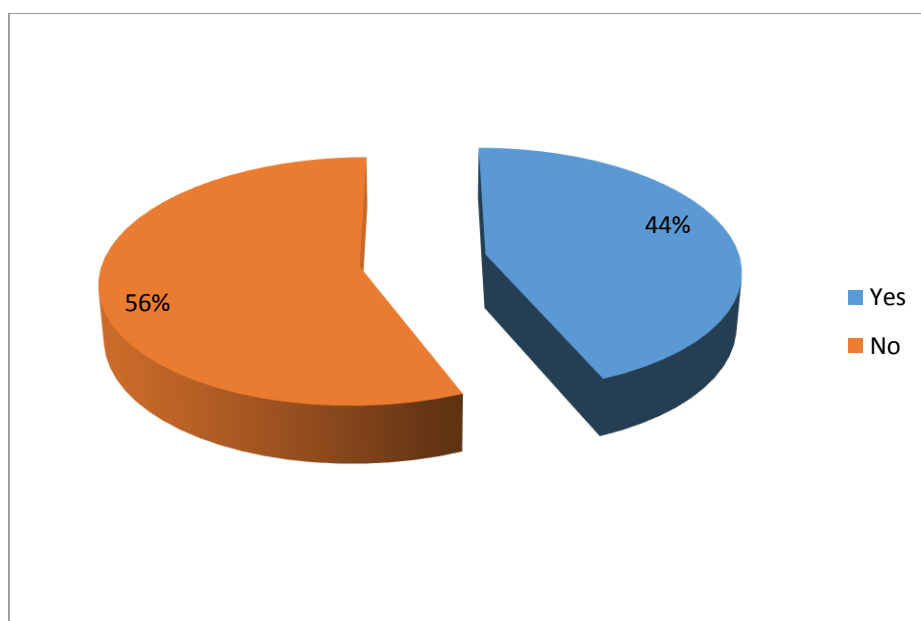


Pie chart(3.10). representation of students' national identity in literary texts

It seems from pie chart (3.10) that significant number of 85% of students find texts that have seen don't determine their national identity. That is to say, there is no link between literary texts and students' national identity. Otherwise, 15% of students declare that they have engaged through texts which present their national identity

Section three: representation of national identity though literature

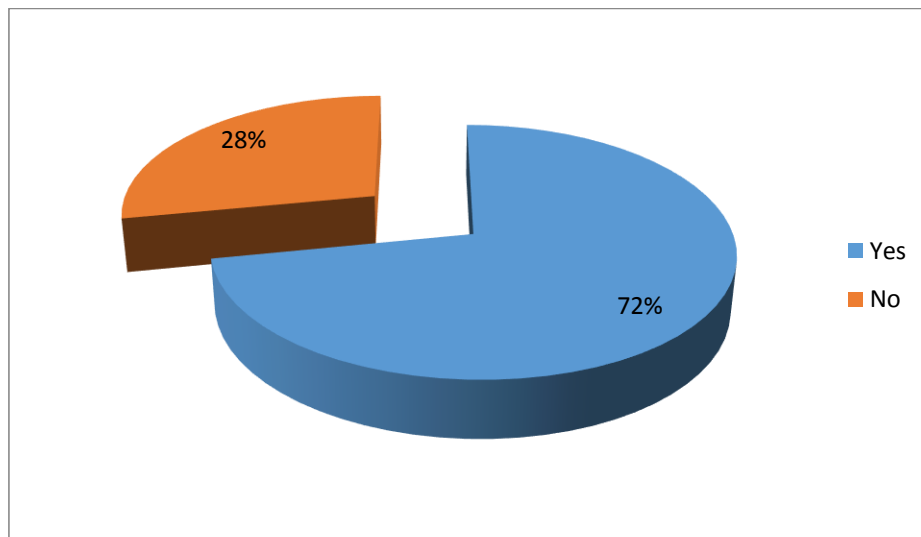
Question 11: Do you like to adapt western culture in your own daily life?



Pie chart(3.11) students' view about adaptation of western culture in their life

The results of pie chart (3.11) show that the number of 44% of students declares that they like to adapt western culture in their life because it is presented in everywhere and becomes part of their educational system. So, these results bring to light that students are affected by this culture. Furthermore, 56% of students claim that they don't like to adapt western culture. They believe that adapting other cultures kills the origin of person and hides good qualities of certain society

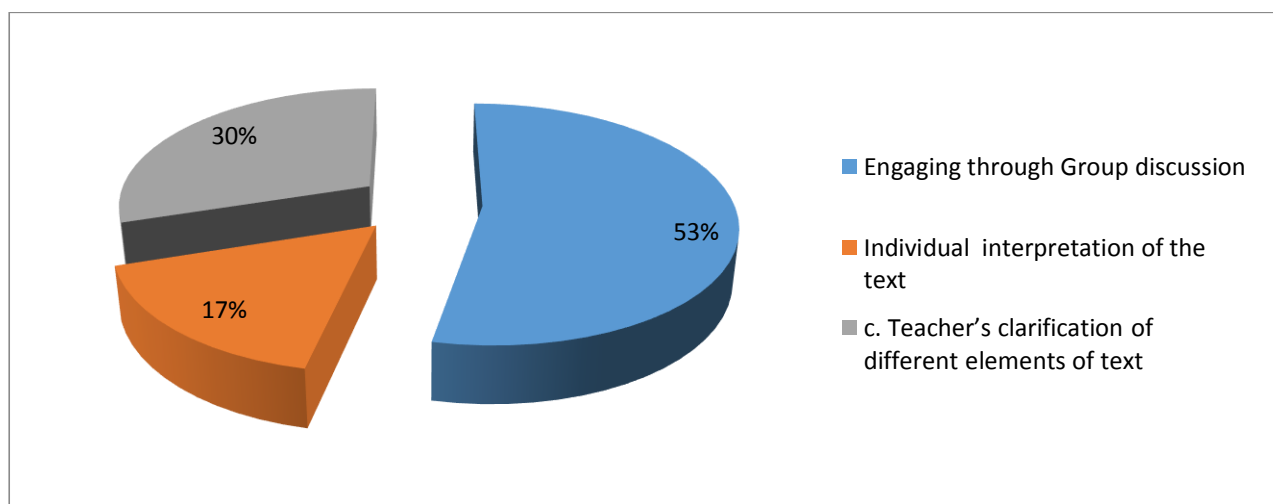
Question 12: Do you like to know about your national identity through literature?



Pie chart 3.12. students' desire to know about their national identity

From the results of pie chart(3.12) above we notice that majority of respondents (72%) express their desire to know about their national identity through literature. They claim that literature is easy means and it transmits the messages in interesting way. According to them, their cultural identity is translated by many writers into English language. So, they can learn both English language and their national identity in the same time.

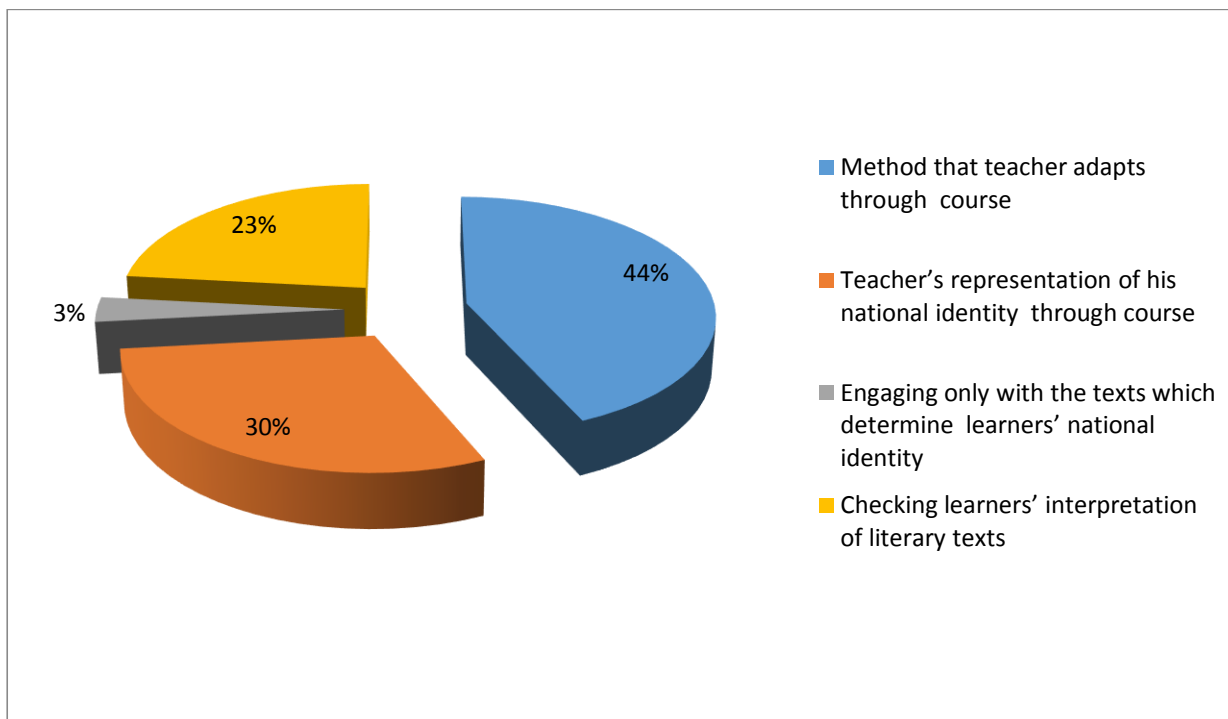
Question 13: What is the best way to know about your national identity through literary texts?



Pie chart 3.13. students' best way to know about their national identity

Pie chart (3.13) above shows students' best way to learn about their national identity. Total number of 53% of students claims that they prefer to learn about their national identity through group discussion. Another number of 30% of students says that they can know about their national identity when teacher clarifies different element of text. The rest of students (17%) declare that they can know about national identity through individual interpretation of texts

Question 14: How does teacher help you to be aware about your national identity through literary texts?



Pie chart(3.14.) methods of rising learners' awareness of national identity

The pie chart(3.14) indicate that students can become aware about national identity though different methods. A significant number of 44% of students declares that they can be aware about their identity through method that teacher adapts. On the other hand, 30% of students claim that teacher's representation of his national identity helps them to determine their identity. A total of 23% of students reports that they can understand sense of belonging when teacher checks their interpretation of literary texts. Just few of students 3% consider engaging only with the texts that determine their national identity is useful way to become mindful students.

3.9. Discussion of the main findings:

Through results of students' questionnaire analysis researchers reach to some significant points. In the first section of questionnaire, total of (64%) of students reports that they like literature because it is very interesting and helps them to learn language. for this respect, it plays crucial role in EFL classroom. Thus, the majority of students (74%) declare that it is an important module in learning foreign language. the students mostly prefer reading short stories and novel because, the former is easy to read and doesn't take a lot of time. Later treats different themes which affect society. Besides, they consider literature as manner to be familiar with other cultures, values and identity. So, it can influence on their behavior and attitude, for this reason, they require to know About their national identity to avoid getting confused with different cultures. They declare that literary texts can be seen as best source to know about national identity. The analysis of The first section supports the first hypothesis which proposes that knowing about national identity is a key to distinguish between cultures.

On the other hand, analysis of the second section of the questionnaire shows that most of students (52%) claim that they read literary texts to know about their national identity and other cultures. They endorsed the idea that English literary texts present western culture and other cultures. In addition, fifteen percent of students declare that texts which they have seen don't present their national identity which means that not all literary texts present students' national identity. Therefore, they need to know about their national identity to not get confused between their culture and other culture. According to this result, the first hypothesis has been proved

Result of the last section of questionnaire proves the third hypothesis which suggests that rising learners' awareness is linked to method that teacher adapts through course. According to 53% of students, engaging through group discussion about texts helps them to know about their national identity. Beside, total number of 30% of students declares that teacher's clarification of different elements of texts helps them to learn about their identity. This, in return, shows that teacher has an important role in teaching literary texts. In this vein, the majority of students 44% claim that teacher helps them to be aware about their national identity through his/her method of teaching.

Conclusion:

From data collected through students' questionnaire. We reach to some points which can be determined as the following: teaching literary texts in EFL classroom can help students to discover different cultures, however students can be affected by other culture. Students should know about their national identity when they are engaging through different literary texts. So, the best way to raise learners' awareness about their national identity is the method that teacher adapts through the course.

General conclusion:

General conclusion:

It is widely known that teaching literature has a great impact on students both as individuals and as member of society. However, as a part of this society they need to acquire and learn more principles and aspects to guide them in their daily lives. Literature plays an important role in teaching different standards in a joyful way. Consequently, the researcher have tried to give a concise account about the concern of the study carried out which is the investigation of the different challenges and difficulties may students face in reading and enjoying literary texts .Also, this research provides general views about literature and its role in society in general and students in particular. It has the power to change people’s perception about the world surrounding them. Also, it helps students to have a better understanding of other cultures, beliefs, and values. In addition, it plays a prominent role in language teaching, cultural understanding and personal development of the students. Literature is considered as the authentic technique that can be taught through several methods.

Through this present work, the researchers have demonstrated the positive impacts of literary texts as a major technique in exploring new cultures and themes among students. In the literature review, the researchers try to give an idea about the different approaches and objectives in teaching literature. It sheds the light also on the common methods and considerations associated with teaching and choosing literary texts. Then, this research is devoted to the reading skill and its association with literature with regard to students’ challenges and difficulties in engaging with the primary functions of literature. To check out the hypothetical and theoretical concern of this study, the researcher, in the second chapter, presents a brief definition about national identity and its important in to the learners. Also, this work shows the crucial role of the literary text to learners to explore their national identity. Then, in the third chapter, it provided a descriptive outline on the context of this study which helped to choose the proper methodology to carry out this research. Followed by an adequate presentation on how the research designed and adopted suitable research instruments in collecting and analyzing the results. entailed the comparative discussion and analysis of students’ questionnaire backed up the problematic of this research which is the inability of classroom practices from both teachers and students to inhale the appreciation to read in literature.

The results obtained from data analysis can be vigorous evidence that literature can be used as a powerful source to represent other cultures and other themes such as national identity. Also, it confirms that university students learn about their culture 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 literary text has significant role on depicting different aspects that are related to culture, values and identity . Accordingly, the use of literary texts to facilitate the process

of learning about learners' national identity is linked to particular method which teacher adapts through course, and this is the aim of study that was confirmed through the stated hypothesis.

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appendices

Rising Learners' Awareness Of National Identity Through Literature

The Case of Third Year LMD Students at Amar Telidji University-laghouat -2018/2019

Hello dear students

We are glad to see you around here. We are master two students; zaza souad and tehtah dehiba. we will be grateful if you could take a few minute to answer this survey. Your answers will help us to analyze various factors that will determine the importance of rising learners' awareness of national identity through literary texts. Please tick the appropriate answer or just answer in a few lines. Thank you for every second invested in this questionnaire.

Background questions:

1-sex: Female Male

2- Age

3-year

Section One : the use of literature in EFL classroom

1- Do you like literature? Yes No and why?

.....

2- do you think that literature is an important module in learning English language ?
 Yes No and why?

.....

3- Which kind of literary texts do you prefer reading?

Short stories Novels Poems Plays Drama Fiction

4-do you think that literature is considered as powerful tool that can change society ?

Yes No and why?

.....

5-According to you, does literature help learners to get familiar with different cultures, traditions and values ? Yes No and why?

.....

6- Do you think that university students are required to learn about their national identity? Yes No and why?

.....

7- Do you believe that literature is best source which presents national identity ?
 Yes No

Section two: significance of English literary texts

8- Reading English literary texts help you :

- a. To Acquire new vocabularies
- b. To Learn about grammar
- c. To master language
- d. To know about your national identity and other cultures

9- How do you find the themes of English literary texts ?

- a. Present western culture
- b. Do not Present western culture
- c. Present western culture and other cultures

10- Do you find the texts that you have seen present your national identity ?

Yes No

Section three : representation of national identity though literature

Do you like to adapt western culture in your own daily life?

Yes No and why?

.....

12-Do you like to know about your national identity through literature?

Yes No and why?

13-What is the best way to know about your national identity through literary texts?

- a. Engaging through Group discussion
- b. Individual interpretation of the text
- c. Teacher's clarification of different elements of text

14. How does teacher help you to be aware about your national identity through literary texts?

- a. Method that teacher adapts through course
- b. Teacher's representation of his own national identity through course
- c. Engaging only with the texts which determine learners' national identity
- d. Checking learners' interpretation of literary texts

ملخص الدراسة

Rèsumè

Résumé:

On sait que la littérature est un sujet important parce qu'il reflète tous les aspects humains ou le chercheur dans ce message met en évidence la rôle de la littérature et sa force dans la création et l'intégration de la sensibilisation parmi les étudiants en langue Anglaise. Elles sont considérées comme une source de la faucille en laissant l'empreinte digitale dans le but de laisser une impression positive sur l'identité personnelle des étudiants et présenter la littérature comme un outil efficace pour enseigner des matières. La littérature joue un rôle dans l'enseignement des langues ce qui présente de nombreux avantages pour laisser des effets secondaires aux élèves par conséquent cherche à trouver des moyens de sensibiliser l'étudiant à l'identité nationale pour éviter des textes littéraires chez les étudiants. Et ceci grâce à l'utilisation de la recherche descriptive du chercheur comme moyen approprié de réaliser ce travail afin de décrire le rôle de la littérature dans l'esprit de la littérature dans l'esprit de conscience culturelle à travers le questionnaire distribué par les étudiants de troisième année LMD, tous ces données sous forme de schémas. Il est souligné que la littérature aide à atteindre les niveaux appropriés pour la sensibilisation culturelle à l'identité personnelle.

La recherche a résumé les résultats suivants : les étudiants ont des attitudes différentes propose de l'apprentissage à également montre que l'enseignement de cet article est toujours centré sur le professeur et ses méthodes d'enseignants pour communiquer ses idées à l'étudiant.

ملخص الدراسة :

من المعروف ان الادب موضوع هام لأنه يعكس جميع الجوانب البشرية يقوم الباحث في هذه الرسالة بتسليط الضوء على دور الادب وقوته في بناء وادراج الوعي لدى الطلاب اللغة الإنجليزية تعتبر النصوص الأدبية المصدر المنجلي بترك البصمة الناجعة في تجسيد هدف الا وهو ترك انطباع إيجابي حول الهوية الشخصية لدى الطلاب تهدف هذه الدراسة على اظهار الادب كأداة فعالة لتدريس المواضيع مع مراعاته للهوية الوطنية للمتعلم كما ان للأدب دور في تعليم اللغة الذي يظم مزايا كثيرة لترك اثار جانبية على الطلبة فلذلك يسعى الباحث من خلال بحثه ايجاد طرق ووسائل بسيطة لغرس الوعي لدي الطلبة حول الهوية الوطنية لتجنب التأثير السلبي للنصوص الأدبية لدى الطلبة استخدام الباحث البحث الوصفي كأجراء مناسب لتحقيق هذا العمل لكي يصف دور الادب في رفع الوعي الثقافي لدى الطلبة من خلال استخدام المنهج الكمي لجمع البيانات من خلال الاستبيان الذي تم توزيعه الى الطلاب السنة الثالثة ل م د ثم يتم تحليل جميع هذه البيانات و تحليلها وتفسيرها في شكل مخططات بيانية تظهر النتائج على ان الادب يساعد في الوصول الى اعلى المستويات المتعلقة ببناء الوعي الثقافي للهوية الشخصية .

وقد لخص البحث الى النتائج التالية وهي ان للطلبة اتجاهات مختلفة حول تعلم الادب وكذا طلاق تعلمه كما اثبتت الرسالة ان تدريس هذه المادة مازال مركزا على الأستاذ وطرقه التعليمية لإيصال أفكاره المستهدفة للطلبة كما تضمن بعض الاقتراحات الكفيلة بتغيير اتجاهات الطلبة نحو الايجاب وفي الأخير كما كان متوقعا فان الادب فهو افضل وسيلة لغرس الوعي فكرة الهوية الشخصية بين الطلاب.

الكلمات المفتاحية : تعليم الادب، نشر الوعي ،الهوية الوطنية .