

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research
University of AinTémouchent - BelhadjBouchaib



Faculty of Letters, Languages and Social Sciences
Department of Letters and English Language

**Investigating Teachers' and Students' Perceptions on Incorporating Islamic Cultural
Notions in EFL Literature at the University of AinTémouchent Case Study of Leila
Aboulela Short Stories**

*A Dissertation Submitted in Partial Fulfilment of the Requirements for a Master's
Degree in Didactics and Applied Language*

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Academic Year: 2025 / 2026



وزارة التعليم العالي والبحث العلمي
جامعة عين تموشنت بلحاج بوشعيب
كلية الآداب واللغات والعلوم الاجتماعية

التصريح الشرفي

الخاص بالالتزام بقواعد النزاهة العلمية لانجاز بحث علمي
(القرار رقم 1082 المؤرخ في 27 ديسمبر 2020 الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها)

أنا الممضي أسفله،

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الحامل (ة) لبطاقة التعريف الوطنية رقم 418011070 الصادرة في تاريخ: 2026-05-14

دائرة: عين تموشنت ولاية عين تموشنت

والمسجل بكلية الآداب و اللغات و العلوم الاجتماعية

قسم: الآداب و اللغات الأجنبية

شعبة: الآداب و اللغة الانجليزية تخصص: التعليمية و اللغة التطبيقية

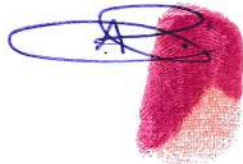
والمكلف بإنجاز مذكرة تخرج لنيل شهادة ماستر أكاديمي، الموسومة بعنوان:

Investigating Teachers' and Students' Perceptions on Incorporating Islamic Cultural Notions in EFL Literature at the University of Ain Temouchent Case Study of Leila Aboulela Short Stories

أصرح بشرفي أن ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقية المهنية والنزاهة الأكاديمية المطلوبة في انجاز مذكرة
الماستر المذكورة أعلاه.

عين تموشنت في: 2026/6/19

امضاء المعني
بن سعاد خيرة عفاف



الجمهورية الجزائرية الديمقراطية الشعبية

République Algérienne Démocratique et Populaire

Ministère de L'enseignement Supérieur et de La
Recherche Scientifique

Université Ain Temouchent - Belhadj Bouchaïb -

Faculté des lettres, langues et sciences sociales



وزارة التعليم العالي والبحث العلمي

جامعة عين تموشنت - بلحاج بوشعيب

كلية الآداب واللغات والعلوم الاجتماعية

الترخيص بإيداع مذكرة الماستر

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على مذكرة التخرج في الماستر والموسومة بـ:
Investigating Teachers' and Students' Perceptions on
Incorporating Islamic Cultural Notions in EFL Literature at
the University of Ain Temouchent. Case Study of Leila Aboulela
short stories

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ميدان: الآداب واللغات الأجنبية

شعبة: الآداب واللغة الإنجليزية

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22/06/28

عين تموشنت في:



Abstract

EFL Literature is essential for language and culture learning. However, considering students' identity is needed. For this reason, the researcher suggests using EFL Islamic Literature. The current Study investigates the students' attitudes and teachers' perspectives regarding both English Literature and EFL Islamic Literature through suggesting Leila Aboulela short stories. A questionnaire and semi structured interview were used as research tools in order to collect the necessary quantitative and qualitative data to answer the research questions and test the hypotheses. The sample of this study is third year EFL students at the Department of Letters and English Language at the University of AinTémouchent, Algeria. The results obtained from analyzing the extracted data using both descriptive and thematic analysis, reflected that both English Literature and EFL Literature with Islamic cultural notions are effective for EFL Literature teaching and learning. While English Literature is preferred for improving language skills and culture learning, EFL Literature with Islamic cultural notions is favored for identity preservation as well as culture learning. These findings show the importance of incorporating EFL Literature that includes Islamic cultural notions in EFL classrooms to promote identity conservation, language and culture learning.

Key Words

English Literature, students' identity, Islamic Literature, Leila Aboulela short stories

Dedication

I dedicate this work to my dear parents and my friend Bouchera.

I would express my gratitude to,

My small family.

My dear brothers, Imad Din, Mohammed Adnane and Abd-el-Kader Djaser.

My dear friends Kawtar, Douaa and Imene.

My sweet cousins Fatima Zahrae and Hayet.

Acknowledgement

The first gratitude goes to my supervisor Dr. Dalal BELARBI for her guidance and patience. I would also like to thank all members of the jury Dr. Kheira HADI and Dr. Abdelkader TOUAMI for accepting to examine and evaluate my dissertation.

My deep thanks to my friend Bouchera HACHEMI who did her best to help me in this dissertation.

My regards to the EFL third year students who participated in answering the questionnaire and special thanks goes to Marwa CHERIFI.

My regards to EFL Literature teachers who participate in this study and special thanks goes to Miss. Fatima YAHIA and Miss. Rayhan HOUARI.

Thanks to my classmates who helped me in publishing the questionnaire and special thanks, go to Aya BOUZID DAHO.

My sincere gratitude to my teachers all over the five years for their appreciated efforts and support.

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List of Acronyms

EFL: English as a Foreign Language

ELT: English Language Teaching

LMD: License, Master, Doctorate

MMR: Mixed Methods Research

Chapter One

General Introduction

1.1. Introduction

Teaching English to EFL students is not an easy task; students need to develop their language skills. Meanwhile, enjoying the process of learning. They have to receive simple and understandable language in order to be able to use it adequately. However, learning English should have an objective rather than just learning the language passively, language should act as a medium of communication to share ideas and perspectives to enhance critical thinking, through transferring valuable messages and lessons. Krashen (1983) highlights the crucial role of language in conveying ideas.

In this vein, Literature seems the appropriate module for such aim as in Literature students learn language through stories, in which they are exposed to life experiences, values and different perspectives that highly reinforce their cultural awareness and language skills. However, considering students' identity in selecting the literary texts is highly required to prevent the negative impact of EFL Literature on students' identity. Wandix (2019) confirmed that the choice of literary text is significant for students' development.

For these main points the researcher suggests incorporating EFL Literature that contains Islamic cultural notions, as it can serve the objective from teaching and learning EFL Literature. To offer deep insights on teaching and learning EFL Literature from these both angles, this study seeks to investigate teachers' and students' attitudes towards English Literature and EFL Literature that includes Islamic cultural notions through suggesting Leila Aboulela short stories to EFL third year students and EFL Literature teachers in university of AinTemouchentBelahdjeBouchaibe, Algeria.

1.2. Importance of the Study

The significance of this study resides in its investigation of the incorporation of Islamic cultural notions in EFL Literature. This examination targets a crucial aspect of teaching and learning EFL Literature, it is important for many reasons. To start it reveals the students' attitudes and teachers' perspectives towards English Literature and EFL Literature that incorporates Islamic cultural notions. Moreover, it acknowledges the influence of English and Islamic culture on students' identity, language and culture learning. The advantages of incorporating Islamic cultural notions in EFL Literature are preventing the negative impact of foreign culture on the students' identity, teaching different cultures and improving the language skills especially reading and writing.

1.3. Research Questions and Hypotheses

The guide and the direction of any investigation resides in its research questions, which highly define and shape the research objective. In order to answer these research questions the analyst predicts some answers that can be either proved or disapproved after conducting the study. These assumptions are called in the research process, research hypothesis. The current study attempts to investigate the students' attitudes and teachers' perspectives towards English Literature and the incorporation of Islamic cultural notions in EFL Literature. Accordingly, it addresses the following questions.

1.How are the student's attitudes towards English Literature and EFL Literature with Islamic cultural notions?

2.What are the perspectives of EFL Literature teachers towards English Literature and the incorporation of Islamic cultural notions in EFL Literature?

To answer these research questions the following hypotheses are put forward:

1.EFL undergraduate Students may have positive attitudes towards English Literature and the incorporation of Islamic cultural notions in EFL Literature.

2.EFL Literature teachers may favor teaching both of English Literature and the incorporation of Islamic cultural notions in EFL Literature.

1.4 Aims of the Study

Any research must have specific objectives to attend, these objectives act as guidelines for the researcher's study. The current study aims to explore third year EFL students' attitudes and teachers' perspectives towards English Literature and EFL Literature with Islamic cultural notions, by discovering their impact on students' identity culture and language learning.

1.5 Contribution and Originality

The present study uses a comparative approach that gathers both English Literature and EFL Literature with Islamic cultural notions, students' attitudes and teachers' perspectives in a single study, by using intra method technique that combines both quantitative and qualitative questions in a single questionnaire and triangulation between semi structured interview and questionnaire as research methods of data collection.

This study contributes highly in preventing the English culture's negative impact on students' identity and adding to the knowledge of teaching and learning EFL Literature in Algerian context. Moreover, it analyzes the effects of this incorporation on various aspects of students' identity, culture learning and language development. By synthesizing findings with existing Literature, valuable insights into EFL Literature teaching and learning processes will be offered, enabling educators to better support learners in their journey to learning EFL Literature. Ultimately, the research seeks to encourage EFL teachers to potentially utilize Islamic cultural notions in EFL Literature for transmitting successful EFL Literature teaching

and learning, for considering students' identity, learning the culture, enhancing their language skills and nurturing a lifelong passion for learning EFL Literature.

Several studies were conducted about investigating only students' attitudes, like Mohamed et al. (2021) study which investigated the students' attitudes towards the culture in literary texts and its major role in enhancing their English language learning. Some researchers examined teachers' perspectives only regarding English Literature, like Al-Matrafi (2022) who discovered teachers' perspectives towards teaching Western Literature and the main variables that influence these perspectives. There were some researchers who examine the incorporation of Arab or Muslim written works along with western ones, like Kheladi (2021) who argues in his research of the challenges that face EFL students in Literature for incorporating English Literature written by Muslim /Arab writers in English alongside Western Literature, in which the researcher encouraged the students' autonomy in the literary texts interpretation.

1.6. Thesis Structure

This research is about the investigation of EFL learners' attitudes and teachers' perspectives towards English Literature and EFL Literature with Islamic cultural notions. It contains five chapters, it starts with the introductory chapter in which the researcher highlights the following points; the importance of teaching and learning EFL Literature through Islamic cultural notions, the research questions and objectives, the previous studies about investigating students' and teachers' attitudes towards English Literature and incorporating Arab Muslims English works in teaching and learning EFL Literature. The second chapter is the Literature review which provides relevant definitions, relationships, concepts and previous studies related to EFL Literature teaching and learning through both the foreign and the Islamic cultures.

The study's methodology is covered in the third chapter, it describes the research design, including participants' selection, data collection methods and data analysis techniques. The fourth chapter presents the findings of the research, it encompasses the examination of data gathered from the participants such as their opinions about the influence of English culture and the incorporation of Islamic culture in EFL Literature classes, the perceived benefits, challenges, any observed impact on students' identity and EFL Literature learning outcomes. The fifth and final chapter is the conclusion which summarizes the study's main findings, explores their implications for EFL Literature teaching and learning and recommends areas for future research.

1.7. Conclusion

In conclusion, chapter one offers a detailed overview of the research topic, emphasizing the importance of examining EFL learners' and teachers' perceptions regarding English Literature and EFL Islamic Literature. It introduces the research questions, hypotheses, objectives, contributions and previous research paving the way for further exploration of English Literature and EFL Islamic Literature in teaching and learning settings.

Chapter Two

Review of Literature

2.1 Introduction

In this chapter, the examiner will review the Literature; she investigates students' attitudes and teachers' perspectives towards English Literature and EFL Islamic Literature through suggesting Leila Aboulela short stories. Therefore, she will mention the previous studies about the importance of English and Islamic Literature in English language teaching and learning by discovering their impact on students' identity, language and culture learning.

2.2 Definition of Literature

Literature is an umbrella term shaped by multitude of branches and interdisciplinary perspectives. Thus, defining this concept in a sufficient way is challenging. Kafimbwa (2005) asserted that the Literature concept is so vast. Therefore, scholars cannot come up with one definition that presents all its types in its different forms and genres. This section will highlight its meaning from different perspectives.

On one hand, some scholars defined Literature from an academic perspective like Bwalya (2006) who considered all types of written works Literature, Hancock (2006, p. 126) said that "Literature is a body of written works, the body of written works of a culture, language, people or a period of time". This definition emphasizes that Literature is a composition of written pieces which use the language to transmit messages about language itself, life experiences of people or telling stories about specific events related to a particular era. Also, Davids (1983) who argued that Literature is considered as an art which refers to the written works that contain new ideas, styles, shapes, and figurative language.

On other hand, some scholars focused on their definition of the content, Literature is used by Perrine (1983, p. 4) referring to " well-chosen words to tell a story through narrative involving characters in conflict or to express emotional ideas through artfully arranged images". What is notable in this definition, it recognizes that Literature refers to storytelling about peculiar ideas, by using some art such as pictures and focusing on specific

events that happen to the characters in the story. Burgess (1974) contested the claim that through Literature writers are more open minded, creative and unbounded to certain ways of writing.

Moreover, many scholars tackled the definition of this word through its function starting from Diyanni (1999, p. 2) who asserted that Literature is “compositions that tell stories, dramatize situations, express emotions, analyze and advocate ideas”. This definition is intended to highlight that Literature is a means of communication which uses art and drama. Also, Maley (2012, p.302) stated that “Literature provides us with a much more intimate and internal source of information and understanding about the spirit of people than history”. Maley (2012) argued that Literature tends to focus on the inner selves of people, their emotions and thoughts.

Similarly, Showalter (2003, p. 22) assured that “Literature is a repository of moral and spiritual values”. This scholar believed that Literature is implied to convey ethical education as it is a means to transmit messages, which contain values and morals. While, Widdowson (1983) underlined that Literature is used as a different tool to express emotions and experiences without being restricted to the language rules. Akhter (2022,p.6) synthesized that “Literature is a reflection of society, is a truth that is broadly recognized”. In other words, literature shows the reality of society, its good ethics and troubles.

The section above highlights the meanings of Literature which are extremely significant in this examination from different angles, which in turn are extremely significant in this study. However, the researcher adopts Diyanni’s (1999, p. 2) definition thanks to its focus on the content rather than the form or other elements.

2.3 English Literature

English Literature is the Literature written by English writers, which reveals the

English cultural notions related to English speaking countries especially British and American culture. It discusses the literary movements that occurred through centuries.

2.3.1 Literature in EFL Classroom

The study focuses on EFL Literature. Thus, showing its importance in the EFL classroom adds value and meaning to it. It highlights the vital role of Literature in student's character building, language improvement and cultural awareness. These three subjects are essential because they show the significance of teaching and learning Literature in EFL classrooms.

2.3.1.1 The Influence of EFL Literature on Identity and Character Building

This part aims to reveal significant studies to the best of the researcher's knowledge, that emphasize the potential function of EFL Literature in conserving students' identity and character progress.

To start, Altun (2023) examined the influence of English Literature on the identity development of readers. The findings have shown that Literature enriches the reader's knowledge about identity, through opening their minds for different ways of thinking, life experiences and the lessons learnt. Comparably, Semiyeva (2025) analyzed the role of English Literature in constructing and reflecting English cultural identity, the study examined the use of different literary texts to reveal English identity. The results have shown that every literary text contributes in a specific way in building a particular side of English identity for readers. Also, Amin et al (2023) found out that students have negative attitudes towards English Literature teaching because of foreign Culture, the findings have revealed that they

consider it a threat to their national identity. Therefore, the researcher recommended EFL Literature teachers to be aware of the appropriate use of foreign culture.

Moreover, Suwastini et al. (2022) assured that EFL Literature builds students' character through educating them particular values ; Suwastini et al. (2022, p.1643) said that “building characters means enhancing all the good values in students' personalities and diminishing undesired personalities by instilling valuable characters.” They attempted to show that English Literature should reinforce positive ethics and neglect the negative ones on students, through learning from the characters of the stories. The findings have shown that not all genres and methods achieve character education. Meanwhile, Literature teachers face challenges in choosing texts that meet the students' objectives and levels of receiving this character education.

In addition, Mulyani (2019) conducted a library research about the ways in which EFL Literature can promote character education for EFL students. The findings have explored that exposing them to values and different language styles in writing; can highly influence students' educational level, personality development and improving their language proficiency. Trisnawati (2016) tested EFL Literature as material for teaching character education, the researcher confirmed that any genre can be used if it motivates the students to learn, “There is a possibility of using Literature as prospective teaching material for educating the students' character building seen from the qualities embedded in literature e.g. novels, short stories and poems and doing this is also a way of empowering Literature for a greater life benefit”. (Trisnawati, 2016 , p. 53).

In other terms, EFL Literature can be beneficial for students if it is used for moral education, in which students are exposed to values which extremely contribute in shaping their character.

The part above reflects some important studies, which have confirmed the major role of EFL Literature in preserving students' identity and promoting character progress.

2.3.1.2 Role of EFL Literature in Language Improvement

This part will insist on the crucial role that Literature plays in promoting language skills. Thanks to its characteristics in terms of language use, Literature has also been employed to teach English. It has been considered an efficient method for learning vocabulary, idioms and information.

Collie and Slater (1987) encouraged the use of Literature in English language teaching as it offers authentic materials, increases the students' participation and assists them to have a cultural and linguistic knowledge. Abdurrahman (2022, p. 7) claimed that reading Literature "helps learners learn the meaning of the words in context". Expressively, Literature paves the way for the students to improve their vocabulary expansion. Mardiningrum et al. (2024) study has revealed that students believe that literary works can make learning enjoyable, improve language aspects and reinforce their imagination.

According to Elliot (1990) studying Literature helps the learner to express emotions, "Literature provides students with an incomparably rich source of authentic material over a wide range of registers". (Elliot , 1990 , p. 198) , In so many words, Literature is recognized as an authentic source of language for the sake of offering real life context such as timetables, newspapers, magazines and others. Hence, if learners are exposed to EFL Literature, they will understand how to adapt with the original language of native users such as colloquial language. Consequently, they will get familiar with the language rules and the communicative functions.

S'aed (2021) examined the impact of English Literature on the students' capability in learning the English language. The findings of this study have confirmed the contribution of

English Literature in enhancing students' vocabulary and performance. Khan et al (2020) investigated the effectiveness of using English Literature in EFL classrooms to improve their language skills. The results have discovered that Literature is one of the functional sources to master the language.

OuldCheikh (2019) researched the relationship between language and Literature. OuldCheikh (2019) contended that language is thought through Literature and Literature usent language to be thought. Whereas, in (2020) the same researcher analyzed the content, strategies and the criteria of teaching Literature in Algerian EFL classrooms. The results have proved the failures of this system as the language resources are not authentic, which extremely affect the students' progress on their language skills.

The above part focused on Literature's mission in enhancing students' language learning, through mentioning several researches which have proved its effectiveness in achieving such a goal.

2.3.1.3 Role of EFL Literature in Promoting Cultural Awareness

This part will uncover Literature participation in raising students' cultural awareness, several studies have explained that teaching Literature guarantees cultural awareness skills for EFL students. However, the same studies have affirmed that the selection of the cultural content and context is highly needed to prevent the harmful impact of EFL Literature on students' identity. The following passages illustrate these studies.

Guan (2018) evaluated the efficiency of English Literature in promoting cultural awareness in education and suggested some strategies to achieve this purpose. "English Literature in the content of culture can imperceptibly cultivate students' cross-cultural awareness" Guan (2018 , pp. 191-193) .This researcher reviewed the evidence that through literary works students are open minded to both their native and foreign culture, as a result they have the ability to discriminate between the right and the wrong and be aware of cultural

differences. Meanwhile, Hamdi (2016) found that teaching Literature to EFL students can develop four main important skills such as linguistic, communicative competence, critical thinking and cultural awareness:

Choudhury (2013) supported the incorporation of the foreign culture in a limited way, through the investigation of the challenges that EFL teachers face in teaching English culture.

Kheladi (2021) reconnoitered the challenges that undergraduate students face on learning Literature due to the incorporation of the foreign culture, which contains some conceptual ideas or values that do not exist in the student's own culture. Therefore, Kheladi (2021) suggested incorporating some works in English written by Muslims or Arab writers besides the western ones, by exemplifying Leila Aboulela short stories and AhdafSoueif novels. Kheladi (2021, pp. 556-569) stated "Literature appears strange to many students because it is culturally charged. Therefore, it would be difficult for them to grasp the conceptual notions embedded in many canonical texts". That is to say, students struggle to study Literature because of the incorporation of foreign culture which involves confused ideologies.

Aldawood&Almeshari (2019) investigation in Saudi Arabia was about the cultural influence on the learning process of EFL students, they found that the cultural difference is one of the challenges that the students encounter on their advancement. Aldawood&Almeshari (2019, p. 341) asserted "culture in teaching and learning English as a foreign language must be involved perfectly". They proved that the integration of English culture has to be taken in a careful way to not cause identical problems for learners. Hasan et al (2019) in their article Students' Perception towards Literature Integration in English Language explored that the students have a positive attitude towards English Literature because it enhances their vocabulary, speaking, reading, cultural awareness as well as critical

thinking skills. While, they have some difficulties in language teaching methodology and cultural differences.

Additionally, Mustapha (2017) researched students' attitudes towards EFL Literature in terms of learning other cultures. The findings have shown that students reported both negative and positive attitudes and Literature teaches them intercultural competence. Whereas, Lazar (1993) perceived cross-cultural differences as obstacles that teachers should be aware of. Others researchers asserted that Literature is a window into culture like Fernandez et al (2012, p. 219) who wrote, "Literature provides exposure to the culture of its speakers by examining universal human experience within the context of a particular setting and a consciousness of a particular people". Expressively, the literary texts offer opportunities to enhance critical reading skills which increase cultural understanding.

The above part confirmed the effectiveness of EFL Literature in raising students' cultural awareness, through exposing various studies that have been conducted by different researchers in the field.

Overall, the above section introduced several studies that have proved the high contribution of EFL Literature on students' character building, language improvement and cultural awareness, which in turn uncovered the reasons for selecting EFL Literature as area of implementation in this research.

2.4 EFL Islamic Literature

EFL Islamic Literature or EFL Literature that contains Islamic cultural notions refers to Literature written by Muslim writers, who reveal in their writings the Islamic culture from its different sides such as religion, lifestyle, traditions and food.

To prevent the harmful impact of EFL Literature on students' identity, the investigator proposes to use EFL Literature that includes Islamic cultural notions, which is used interchangeably with Islamic Literature in this research because it has the same significance

according to some scholars, “English language learning in Islamic schools intersects with the formation of students’ Islamic identity”. (Ghufron et al. 2023, p. 230), English learning must be connected to students’ identity building.

The researcher selects this kind of EFL Literature because it serves the objective from teaching EFL Literature to Muslims Algerian Arab English students, to guarantee identity preservation, character building, language improvement and cultural awareness in the EFL classroom. “The integration of Islamic literature into English language teaching offers a way to maintain learners' cultural and religious identity while learning English” Irwansyah (2021, p. 1). Teaching English through Islamic literature provides students’ Islamic identity respect. Therefore, in this section she defines Islamic Literature from different perspectives, to adopt the one which suits this case study and mention some important studies that have proved its importance and contribution in preserving students’ identity, promoting character building, culture learning and language improvement.

2.4.1. Definition of Islamic Literature

Islamic Literature is a concept which has been defined from different angles and perspectives. In this section the researcher provides various diverse explanations and analysis of the term according to different scholars, who have shown their receptions of the idea or the notion of Islamic Literature in these definitions.

Some scholars have defined the term from its reflected background like Hassan (2016, p. 46) who stated “Islamic Literature refers to all genres of literary works written, in any language within the Islamic perspective”. Hassan argued that any written work that reveals an Islamic background is called Islamic Literature. Likewise, Qutub (1996, p. 32) defined Islamic Literature as “a literary product which conforms and concurs with the concepts of Islam, with the values and morals of Islam, with the principles and convictions of Islam, with the Islamic vision concerning the universe, life and mankind”. In other words, Islamic

Literature is considered as the written works which transmit Islamic ideology regarding the issues of existence. Al Makki (1994, p. 3) underlined that “ Islamic Literature deals with all the different affairs of life, the positive and negative affairs of men and women, the various issues of the nations, and all problems of the whole humanity in a polite manner”. The scholar’s explanation implies Islamic Literature in human occupations and challenges in courteous manner.

Al Khalil (1987, p. 69) stated that Islamic Literature is “an artistic representation, which represents the Islamic picture in relation to the ultimate purpose of human existence.” This definition is attempted to show that Islamic Literature is an art, which reveals the Islamic view towards the reason behind life. Quddus (1410 H, p.86) asserted that Islamic Literature is “The meaningful artistic expression of humankind, life and the universe within the framework of Islamic notion.” In other terms, Islamic Literature seeks to provide a comprehensive explanation of the creations and its secrets based on Islamic principles.

Al-Kilani (1987, p.5) declared that “Islamic Literature is indissolubly linked to Islamic belief that encompasses all inclusive movements of existence”. This definition notes that Islamic Literature is about the ideology and values that Islam seeks to cultivate on the nations which are related to human creation and its objective.

Kritzeck (1964) maintained that the term Islamic Literature can be misunderstood for readers who are not familiar with Islam, as they may think of famous Arab works like Arabian Night and Rubaiyat of Umar Khayyam. Further, the scholar argued that “The term Islamic Literature deserves clear clarification, as a result it must be independent of any other ideology or influence apart from Islam” Kritzeck (1964, p. 29). Barigish (1985) pointed out that in Islamic Literature, man, life and the universe are seen through the Islamic telescope. Al- Nadawi (1985) presented it as a medium of Allah’s message to mankind.

In conclusion, every scholar defines Islamic Literature from his peculiar knowledge about the term, but the researcher chooses to depend on Hassan's (2016) definition.

2.4.2 Islamic Literature in EFL Classroom

This section attempts to show the effectiveness of using Islamic Literature in EFL classrooms, to prevent the negative impact of culture on students' identity, promote character education, culture and language learning. It attempts to show various studies that were conducted to examine the strategies of using Islamic Literature in EFL classrooms and the influence that can have on the EFL students' identity, character building, cultural awareness and language improvement.

To start, Badawi (1993) conducted a qualitative study about viewing the literary texts from Islamic perspective, by giving consideration to literary works expressing Islamic ideals by Muslims writers, through a comparative research on the Islamic conception of Literature and how it was used in the early years of Islam to use it again in dealing with the literary texts. The results have shown that if the Islamic background is found in any literary work it can be considered as Islamic Literature. Similarly, Ahmed et al. (2014) looked for a new way to read a literary text from an Islamic perspective, They suggest Shakespeare's book as illustration. Additionally, Subair (2017) introduced a new type of fiction called Halal fiction by referring to Leila Aboulela, in which He analyzed her writings by applying the standards of the post-colonial genre.

Moreover, Irwansyah et al (2017) in a theoretical study proposed materials of integrating Islamic values, to develop a Literature based English language teaching in Islamic higher education in Indonesia to meet the need of the university. While, Irwansyah alone in (2021) used a library research with the corpus consisting of fourteen stories and one poem, which has revealed that most Islamic Literature works are designed for fluent readers dominated by Middle East and western writers, who are not always sensitive to the symbols

glorified by Muslim English learners in Indonesia. Therefore, the researcher proposed a conceptual model consisting of input process and output elements, to reinforce the position of Islamic Literature and integrate it into English language teaching in order to reach both fluent readers and beginner readers.

Additionally, Djamdjuri et al. (2021) investigated the use of Islamic materials in teaching Literature in EFL classrooms to promote character building and teaching the language. They found that Islamic materials have a contribution in enhancing students' language and developing their characters. In addition, Djamdjuri et al. (2021) explored students' perspectives on learning English through Islamic topics at private Islamic university, the findings have shown that the students accepted to use them in the English classes because they offered them an insight for their religion and enhance their language skills. Whereas, Muhsinin et al (2017) examined the use of Islamic-based reading materials in English language learning. They found that these materials are effective in improving students' reading comprehension.

Also, Khelladi et al (2024) investigated Algerian EFL University teachers' and learners' perceptions, towards the importance of integrating Islamic culture and values through ELT materials. The results have shown that teachers and learners favored this integration for preserving students' identity, being aware about their culture and promoting their engagement in learning.

Hasan (2016) searched about the notions of colonialism in Literature and sought to see them from Islamic perspective or from postcolonial view. Hassan contended that the colonizer used English to apply linguistic and cultural imperialism. Hassan (2017) in a different study emphasized on the importance of focusing on the students' needs, to learn English culture to preserve their Islamic values, as well as prevent them from teaching Literature for enjoyment and beauty without giving importance to truth and ethics. Rohma

(2012) encouraged writers and teachers to modify English which has been considered as an imperialistic language, as a consequence the researcher emphasized on reconsidering the language as instrumental language and proved that the practical importance of English is recognized but learning western values is not desired.

The section above revealed the effectiveness of using Islamic Literature in EFL classrooms to prevent the negative impact of culture on students' identity, guarantee character education, identity development, language and culture learning. It was attended to show significant inquiries that were conducted about the strategies of using Islamic Literature in EFL classrooms and the influence that can have on the EFL teaching and learning.

2.5 Definition of Short Stories

This section will underline the meaning of the short stories genre in EFL Literature, which is highly needed in this exploration as the evaluator suggests Leila Aboulela short stories as result of its reflection of Islamic cultural notions and written in English.

Narratives that take short length and time shortness in reading are called short stories. Abrams (1970, p. 158) synthesized that "a short story is a prose narrative requiring from half an hour to one or two hours in its perusal". In other words, a short story is a form of literature which does not take too much time to read due to its brevity. Thus, it is easy to read it. Short stories involve simplicity in their story lines. Unlike novels which are complicated. Lawrence (1917, p. 275) maintained that "short story is less complex than novel in terms of story and its element, only having one incident, single plot, single setting, a number characterization and cover of a short period of time". This definition emphasizes that a short story is a brief tale which can be told or read in one setting thanks to its simple plot.

This kind of narratives should develop one idea; Poe (1850, n. p) supposed that "A short story must contain one and only one informative idea which must be worked out to its logical connections with absolute singleness of aim and directness of method". Hudson

affirmed the transition between ideas in the plot of the short story in order to realize the main aim. Encyclopedia Britannica defined short story as “A kind of prose fiction distinguished from the novel by its compression and intensity of effect.” In other words, it is a narrative written work which uses fewer words and space to reveal an impactful story that leaves an emotional effect on the reader. Russell (2009, p. ix) described it as a "dissident form of communication". In so many words, a short story is a means to convey messages and creates a bridge between the writer and the reader.

The section above highlights the meanings of short stories according to different scholars, and ones of the most famous types or genres in EFL Literature according to different scholars, which in turn has significance in this study.

2.5.1 Role of Short Stories in ELT Teaching and Learning

This section reveals the major role that short stories play in EFL learning, which is highly important in this study for various causes that are revealed in the following studies.

Short stories are cauterized by their reflection of life experiences through using the language ; “For observing language and even life, the short story is a great resource” (Collie and Salter, 1987, p. 43). They affirmed that short stories are considered as the adequate means for transmitting human life experiences and their daily conversational structures. They serve as tools for improving students’ language skills if they are well chosen. “Short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency.” (Murdoch, 2002, p. 9). Murdoch (2002) confirmed the ability of convenient short stories in offering qualified texts, which highly foster learners' level of competency.

Pardede (2011) in a study conducted to examine the contribution of short stories in EFL learning, maintained that short story is one of the effective genres that can be used for EFL learning thanks to its specific characteristics, such as its length and simplicity. Pardede

(2011) also believed that short stories can help teachers to enhance students' language skills, e.g. reading, writing and critical thinking because of the motivating value incorporated in the tales. In a study of 10 students and 10 instructors in tertiary education, Barzani (2020) denoted that short stories ensured the teaching process and elevated ESL learners' reading comprehension.

Puri et al (2019) conducted their study to discover the crucial role of short stories in enhancing students' four skills reading, writing, listening and speaking, the study led them to the conclusion that reading short stories increases students' reading engagement and reading comprehension skills. Pathan (2012) contended that short stories pave the way to teach cultural and moral concepts. Irwansyah (2017) pointed out in a study that short stories are more effective in teaching Literature, as they contain rich topics which expose the students to their culture. Short stories have a great function in developing students' personality, cultural awareness and language skills if they are well selected depending on the content and the language, which should suit the students' identity. According to Pardede (2011, p. 19) "it is necessary for teachers to choose stories that will be interesting to their students". The scholar indicated that students will like reading if the content is relevant to their lives and interests.

The section above highlighted the role of short stories in EFL classrooms which is highly important in this study for the above reasons. Some studies were mentioned to emphasize the effectiveness of short stories in EFL teaching and learning, they proved that they are impactful in reinforcing students' personal development, language competencies and cultural knowledge if they are carefully selected.

2.6 Conclusion

To conclude, chapter two is devoted to the review of Literature which revealed previous studies about investigating both of English Literature and EFL Islamic Literature and their impact on students' identity, language and culture learning.

Chapter Three

Research Methodology

3.1. Introduction

This chapter presents the methodology that the researcher adopts to do this investigation; it includes the context, approach, sample, methods of data collection and data analysis of this research. The objective from this later is to explore students' attitudes and teachers' perspectives against English and EFL Literature that contain Islamic cultural notions, focusing on third year EFL students and EFL Literature teachers at the University of AinTemouchentBelhadjeBouchaibe.

3.2. Context of Research

The study was conducted in the English department at the University of AinTemouchent – BelhadjBouchaib, during the academic year 2024/2025. The institution became an official university on November 22nd, 2020, after opening as a University Centre in 2009. The department has been active since 2012. It embraces the LMD system, which involves License/Master/Doctorate which since 2004/2005 has been adopted. Master's degree has two specialties, Didactics and Applied Languages as well as Literature and Civilization.

3.3. Sample of the Study

Sample is the population that the researcher chooses to work on. While, sampling is the process of selecting this sample. Perry (2005) confirmed that the sample is the population, from which the researcher extracts the information to have a generalization in results. “Sampling seeks to use diverse qualitative or quantitative data shaped by statistics gathered from the whole by testing the part shaped by statistics”(Deming, 1950).The researcher uses nonprobability sampling, a type of sampling in which the researcher knows that individuals from the population will be selected in the sample.

Kim (2022, p. 1) described it as “a method of selecting units from a population using a non random selection mechanism” ,non-probability sampling happens, if there is a selection of the sample or having random distribution but there is probability in the selection.

The researcher selects this type thanks to its suitable advantages. Non-probability sampling deals with categories from the whole population, (Bhardwaj, 2019) confirmed that the sample of population is specified for the researcher in non-probability sampling. The researcher chooses third year EFL students as a sample of this study; She searched and asked only the students who are subjected to this study.

One of the common advantages in non-probability methods is its cheapness and short time consumption, thanks to the simple available delivery forms of this type of sampling. . Creswell (2012) affirmed that nonprobability methods are available and free. The researcher used a questionnaire which is a free and available method in order to assist students' motivation towards EFL Literature.

Non probability sampling is helpful in choosing that sample which represents the entire population. “Non Probability sampling method is very useful in selecting such a sample that represents the entire population”. Shukla (2023, p. 1), the researcher can select the sample randomly from the whole population without knowing the participants who engage. The researcher of this study distributed the questionnaire on the Facebook page of L3 EFL students ,then it was sent to their messenger groups. Therefore, the researcher did not select specific students to present the whole sample population.

To conclude, the sample is the population with whom the researcher works. While, sampling is the way of selecting this sample. The researcher on this study chooses third year EFL students as sample and non-probability sampling for sampling, which requires a random selection of participants.

3.4 Research Approach

The researcher selects a mixed methods approach, as the study combines qualitative and quantitative tools which are a questionnaire and semi structured interviews. Bergman (2008,p.1) wrote that mixed methods research is “the combination of at least one qualitative

and at least one quantitative component in a single research project or program.” The mixed method research is a mix between qualitative and quantitative techniques in one inquiry. Therefore, it permits the usage of multiple techniques and approaches that best address the research question.

The researcher adopts such an approach thanks to its benefits which are suitable for this case study. “The data collection and analysis in mixed method research is different from quantitative or qualitative research as it is taken from various references and gathered in one inquiry”. (Creswell and Clark, 2011, p. 5). In other terms, the references of mixed method research data are different from each other. Therefore, this method has its particular ways of research. Mixed method research is special because of the combination of both qualitative and quantitative data and tools rather than the qualitative or quantitative ones only. The researcher needs to use both questionnaires, a quantitative method to scout the students’ position across English Literature and EFL Literature with Islamic cultural notions, and semi structured interview a qualitative method with teachers to reconnoiter their viewpoints towards English and EFL Islamic Literature.

In a mixed methods approach the researcher has the ability to merge between different kinds of data, which in turn assist the researcher to analyze the complex phenomena and research problems. “A mixed-methods design can integrate and synergize multiple data sources which can assist to study complex problems.” (Poth&Munce, 2020, p. 59). In mixed methods design the researcher can blend both quantitative and qualitative methods, which pave the way for investigating the phenomenon deeply. The researcher is compelled to be profound in the examination to reach the research goals. Thus, utilizing only one method to collect data like the questionnaire is not enough. However, inquiring teachers too through interviewing them is substantially needed in this investigation.

This research design allows the researcher to obtain a general understandable comprehension of the study through providing multiple angles. “Mixed method approach means purposeful data consolidation which allows researchers to seek a wide view of their study by enabling them to persuade a phenomenon from different perspectives and research lenses.”(Shorten & Smith 2017, p. 74). Expressively, the researcher is more capable to discover distinctive orientations through disparate aspects. The utilization of interviews as research instrumentation contributes highly in exploring new perspectives.

Also, using the questionnaire for the students opens researcher eyes for other significant points, which extremely affect such incidents such as the presentation of English culture within the syllabus. “MMR approach allows researchers to widen their inquiry with sufficient depth and breadth, the advantages of collecting both closed-ended quantitative data and open-ended qualitative data support understanding a research problem”. (Creswell ,2003 , p. 195). Clearly, using mixed methods means deep research which goes beyond the generalization, to analyzing the phenomenon from several corners, in which the researcher is enabled to employ both quantitative and qualitative input, that strongly guarantee comprehensible assessment of the study. This allows for the researcher in this study to use both a questionnaire and semi structured interviews in testing students' attitudes and teachers' perspectives towards English Literature and EFL Islamic Literature, seeking to know their diverse standpoints, ways of thinking and analyzing the incorporation of English culture and Islamic culture.

To conclude, mixed method research is the combination between qualitative and quantitative studies. The researcher selects this approach thanks to its advantageous and suitable characteristics for this case study.

3.5 Methods of Data Collection

The case study seeks to scrutinize the EFL students' perceptions regarding English Literature and EFL Literature that contains Islamic cultural notions. Thus, the inquirer utilizes a questionnaire as a method for data collection from third year EFL students, to assess their determination and their interpretations on studying English Literature and EFL Literature with Islamic cultural notions. The questionnaire was sent to the target population via email and messenger on 12\03\2025, the answers were automatically stored for analysis; the participants were prompted to complete the questionnaire each time.

3.5.1. Questionnaire

Questionnaire is a set of questions for a particular topic that the participants answer to promote validity and reliability in the research. “A form used in a survey design that participants in a study complete and return to the researcher”. (Creswell , 2012, p. 380), Creswell affirmed that the questionnaire is a tool of examination that researchers use in the study. A questionnaire is a list of systematic questions made for gathering information from participants. “Questionnaire is a set of common questions laid out in standard and logical form to record data from respondents”.(Hussain , 2022, p. 1), the scholar defined this instrument as a set of questions which are methodically put to gather information from participants.

The researcher selected the questionnaire inasmuch its convenience to this study. Questionnaires provide a deep understanding of research objectives through its systematic questions related to the same topic. “They serve as instruments for gathering and documenting information on specific topics of interest, with a focus on aligning the questionnaire's purpose with research objectives and ensuring clarity on the utilization of findings.” (Oppenheim , 2001,p.1) , They are tools to collect data from participants, the researcher implements this method to inspect the students' attitudes towards English

Literature and EFL Literature with Islamic cultural notions, through asking a set of questions related to this examination. “ questionnaires primarily serve quantitative research needs, enabling the collection of numerical data across diverse survey formats such as postal, electronic, face-to-face and telephone”.(Oppenheim, 2001, p. 1). In other words, they are special for delivering statistical data.

Additionally, “questionnaire is a way of collecting information for the specific study of the researcher, which will be analyzed statistically later”. (Roopa&Rani , 2012, p. 273), they are quantitative methods as they lead to have statistics through analysis; “These questionnaires, whether self-completed or administered by interviewers, play crucial role in collecting factual information, understanding behaviors, gauging group attitudes, measuring customer satisfaction and establishing baseline data for longitudinal analysis”. (Roopa&Rani ,2012 , p. 273), they help in understanding the research investigation or study as well as analyzing and evaluating it later through the statistical data.

Questionnaires are effective ways to do the examination. Therefore, they can serve the research objective on account of the easiness of data collection thanks to the structured questions. The authors also highlight that questionnaires set up consistent methods for transcribing responses, simplifying data analysis and delivering organized information preeminent for quantitative and qualitative data valuation, taking a part into the research attempt. That is to say, it is a method that can effectively serve multiple objectives. The researcher can just rely on the questionnaire with just one sample. For instance, in the sake of researching the students’ perceptions towards English Literature and EFL Literature with Islamic cultural notions, the questionnaire was sufficient for realizing this aim.

To conclude, a questionnaire is best used for getting important data from participants through a set of questions. It was used in this study to investigate students’ attitudes towards English and EFL Islamic Literature.

3.5.1.1. Types of Questions in Questionnaire

In this questionnaire the researcher uses two types of questions, closed-ended questions and open-ended questions thanks to their suitable characteristics. Closed ended questions mean that the respondents are forced to choose from the answers that the interrogator provides. “Closed-ended questions, such as "yes "or "no" options or multiple-choice selections, constrain respondents to select from a predetermined set of answers. They do not have the same format but their common purpose is to select a particular answer.”(Jayanthi&Shanthi ,2022 , p. 51). To simplify, in this type of questions the participant chooses one of the answers provided by the researcher either yes no response or multiple choice. An open-ended question, also known as an open question, is a query without picking answers, leading participants to answer in their own words. “ These questions need personal thinking answers which means that respondents say what they think without being restricted to specific direction ; “Such questions require spontaneous responses”, as noted by (Popping , 2015 , p. 25). Open-ended questions open the doors for diversity in responses which can provide unexpected or debatable answers that need to be clarified through asking follow up questions.

The researcher used these types of questions in the questionnaire thanks to their suitable characteristics for the current study. It is easier to answer closed ended questions related to attitudes and behaviors as it simplifies the task for the respondents. “Closed-ended questions about attitudes and behaviors are simpler to answer. By easing their task you increase respondents’ enthusiasm and willingness for returning a completed questionnaire.”(Hyman &Sierra , 2016, p. 1). In other terms, they are easy questions to be answered by the individuals as they do not waste too much time to complete them.

In open ended questions participants are free to express themselves in their responses which need to be detailed later in follow up questions. “Open-ended questions offer diverse

responses, often leading to unexpected answers that can prompt further exploration through follow-up questions in face-to-face interviews”. (Hyman&Sierra ,2016 , p. 1), this style of questions is useful for the researcher to discover different perspectives and experiences. As an illustration, in this study the examiner used open ended questions to know more about the reasons behind choosing particular answer such as interest in English culture or choosing English Literature or EFL Islamic Literature, which permitted her to have deep details about English Literature perception and the EFL Literature with Islamic cultural notions and open doors for different questions in teachers interview.

Closed-ended questions are structured on its choices, for example choosing between fun and difficult, fun and boring, these options are well organized for the students, they just select one of these options. They facilitate quantitative analysis and the comparison of responses across participants. On the other hand, open-ended questions capacitate the participants to provide deep, detailed and spontaneous answers which qualify the researcher to understand, analyze and evaluate the phenomenon, taking for example the researcher’s study, the students justify in the answers of these questions their perception of English Literature. The researcher makes this combination of questions types to guarantee comprehensive data collection, triangulate the results and have a deep understanding of the research phenomenon. Additionally, it accommodates diverse respondents preferences and experiences, enhances the overall validity and reliability of the questionnaire findings.

To conclude, the researcher to investigate students’ attitudes towards English Literature and EFL Islamic Literature used closed ended questions, which are questions that provide options and open ended questions which are questions that need free answers thanks to their adequate advantage for this research.

3.6 Methods of Data Analysis

To analyze the data collected through a questionnaire and semi structured interviews, the researcher uses methods which call in the research process methods of data analysis. Descriptive analysis to describe the data collected from closed ended questions in students' questionnaires, are delineated in graphs. However, thematic analysis is required to analyze the open-ended answers of both students and teachers in the questionnaire and semi structured interviews that need a thorough analysis of the given answers. Thematic analysis empowers researchers to extract the themes that have been highlighted by respondents, helps her to reach answers of the research questions.

3.6.1 Descriptive Analysis

Descriptive research is used in areas related to social sciences such as education, psychology and sociology, to transmit a real world problem as it is without trying to change it or making investigation of particular assumptions. "Descriptive research stands out as a prevalent approach in the social sciences, aiming to portray phenomena as they exist". (Adams et al., 2007, p. 25-38). In other terms, descriptive research uses description to reveal the research phenomenon as it exists.

. The aim from descriptive research is to collect data first then develop the hypothesis because of its starting with broad questions. "Typically, descriptive research is guided by one or more research inquiries and often lacks a rigid research hypothesis". (Travers, 1978 , p. 44-59) .In other terms, the research assumptions do not exist in descriptive research as they are directed by the investigation itself. For instance, the researcher in this research will report the data retrieved from students' questionnaires as they are, through statistics and graphs.

The phenomenon in descriptive research is portrayed as it is without any judgment. "Descriptive research is characterized by its neutrality, objectivity and positive nature, contrasting with Prescriptive Research, which is normative and concerned with defining how

reality ought to be.”(Walliman 2011, p.10), this shows that the researcher is not subjective in such type of analysis, which makes the research more neutral rather than biased. For example, the investigator in this study describes the students’ attitudes towards English Literature and EFL Islamic Literature through their answers to the questions and not from her personal view.

Description is the starting point for exploration in research. Thus, descriptive research clarifies the perception of research problems. “It serves the purpose of establishing foundational understandings of how we perceive the world and considered the initial phase of Exploratory Analysis.” (Adams et al 2007, p. 22). That is to say, using descriptive analysis allowed the researcher to explore the research phenomenon more, understand and analyze it through description. The researcher, thanks to the description of questionnaire results, could discover new angles that need to be discussed and explored in teachers’ interviews, such as the students’ difficulties in learning English Literature and teachers’ role in presenting English culture by taking in consideration students’ identity.

Descriptive analysis is a research method that enables the researcher to use description in order to anatomize the data and its statistics. “ Like other research designs, descriptive Analysis sets specific objectives with precision to ensure the relevance of collected or secondary data, failure to do so may lead to erroneous conclusions” (Kothari, 2004 , p. 38).To state matters differently, it has a specific objective which acts as the basic backbone of the data analysis. For instance, examining students’ attitudes towards English Literature and EFL Islamic Literature was the main objective from descriptive analysis of the data collected from EFL students in the questionnaire.

In descriptive research the mechanism of collecting data and the ways of doing the research contributes highly in reaching the research goals. “The techniques employed in data collection or the utilization of existing secondary data and methodologies in Descriptive

research play a crucial role in achieving the defined objectives”. (Marsh &Stocker ,2010 , p. 272). In other words, the methodology and the methods in descriptive analysis play a crucial role in reaching the research objectives. The investigation of this case study relies on primary data, that were collected from students’ questionnaire and teachers’ semi structured interviews and secondary data, that were collected through articles, theses, books, and reports, which in turn assist the researcher in exploring students’ and teachers’ perspectives towards English and EFL Islamic Literature.

Descriptive research opens the doors for experimental study or statistical analysis, it is the start for complicated examples and analyzes. Marsh&Stocker (2010, p. 272) “It typically precedes experimental or inferential studies and serves as the initial step towards more complex models and analyses”. In other terms, description is the first effective step to make a complex analysis. Descriptive analysis of students answers in closed ended questions, gives the researcher the opportunity to move towards thematic analysis in open ended answers that were the follow up answers of closed ended answers.

These types of analysis provide for researchers the space to gather both qualitative and quantitative information from participants to identify the main features of English learners' attitudes regarding EFL Literature. “Descriptive research afforded researchers the flexibility to employ both quantitative and qualitative data, to uncover population characteristics.” (Kothari ,2004 , p. 114). Expressively, descriptive analysis permits the researcher to combine between qualitative and quantitative data to figure out the main characteristics of the sample population like the interrogator in the students’ questionnaire used both of closed (quantitative) and open (qualitative) ended questions in one single questionnaire to discover students’ attitudes towards both of English Literature and EFL Islamic Literature. This method encourages correlation which promotes generalization of findings.

To sum up, descriptive analysis is about describing the research phenomenon to elucidate the data collected, the researcher utilized it thanks to its various benefits which are appropriate for analyzing the data gathered from the questionnaire targeted to EFL students, which delves into their attitudes towards English and EFL Islamic Literature.

3.6.2 Thematic Analysis

Thematic analysis is a qualitative technique used to break down the texts through the identification of themes ; it has been used in this research to analyze students' and teachers' answers in open ended questions, thanks to its appropriate advantages for achieving such a goal.

Thematic analysis goes beyond the description when portraying the findings, "Thematic analysis lands most naturally between the poles—engaging in more than description and categorization, but not extending so far as to develop theory". (Kiger and Varpio ,2020 , p. 6).In other terms, thematic analysis does not rely only on description but it provides necessary details. Yet, not to the end of having new theory, the researcher after interviewing teachers decodes the answers and extracts from them themes in order to analyze them such as identity, culture, syllabus and motivation, through these themes the explorer has figured out the main features of English Literature and EFL Literature with Islamic cultural notions. Yet, she could not develop a new theory based on just this analysis.

It is about how to analyze data. "Thematic analysis is a method, not a methodology". (Clarke & Braun, 2012 , p. 4), it is considered a research procedure rather than a research system itself. Since this investigation requires a deep analysis of both students' and teachers' responses, thematic analysis is employed here as a method only and not as the whole process of checking, to ensure credible and reliable data from both teachers and students.

To conclude, thematic analysis is a search for themes that can capture the available narratives in the account of data sets, for analyzing them which facilitate the process of analyzing for the researcher. It has plenty of benefits which serve the research objective.

Therefore, the researcher has adopted it in this research.

3.7 Reliability and Validity

One of the most important conditions for conducting a study are reliability and validity which determine the quality and trustworthiness of data and results. Reliability is about, to what extent the measurement can be repeated and produced of the same results “Reliability is consistency of measurement” (Vogt, 1989, p. 97). In other words, it is the stability of measurement over a variety of conditions, in which basically the same results should be obtained. While, validity refers to the accuracy and the appropriateness of results. Validity is the justification of using specific measurements to guarantee the relevance of findings. “Validity is the extent to which the scores from a measure represent the variable they are intended to.” (Messick., 1989 ,p. 13), in other words validity encompasses the measurement of specific components to guarantee the relevance and the usefulness of results.

This research aims to investigate students’ attitudes and teachers’ perspectives towards English Literature and EFL Literature with Islamic cultural notions. Therefore, the researcher to promote the validity of this research used a questionnaire to assess students’ perceptions regarding English Literature and EFL Literature with Islamic cultural notions, which is considered a valid method to gain information from participants through set of questions, related to both of English Literature and EFL Literature with Islamic cultural notions variables. Whereas, for exploring teachers’ perspectives regarding both English Literature and EFL Literature that includes Islamic cultural notions, the researcher conducted semi structured interviews which are valid methods to collect data from teachers through asking questions concerning the topic.

Both of questionnaire and semi structured interviews were employed, to provide answers for research questions about students' attitudes and teachers' perspectives towards English Literature and EFL Literature with Islamic cultural notions, the researcher triangulates between qualitative and quantitative methods to promote the accuracy of findings, the researcher used different techniques such as non-probability sampling to guarantee consistent findings.

To promote reliability, the researcher used standardized procedures such as clear research design, the same research tool across all the participants, consistent sampling technique and ethical guidelines. The researcher ensured that all participants received the same instruction and under the same conditions. She used clear and unambiguous instruments like questionnaires for the students and semi structured interviews for teachers, the questions were clear and all the participants understood them on the same way, the sample was large, the same questionnaire was distributed to different EFL students from third year, tools that were used by researcher are reliable. The researcher clarified the variables of her study such as English Literature and EFL Literature with Islamic cultural notions or Islamic Literature for both participants of students and teachers. The analysis of closed ended questions was done by using statistics to assess the accuracy of results. Thematic analysis was used for open ended questions' answers.

To conclude, validity and reliability are considered essential parts to guarantee successful study. Both of them refer to the consistency and accuracy of results in the research process. Planning, precision and consistency are the main steps for promoting these research conditions which contribute highly in the violation of the research work.

3.7.1 Ethical Consideration

Any academic research must follow ethical principles which promote both validity and reliability in the research. “ research ethics is The discipline that addresses the ethical issues

that arise in the planning conduct ”. (Emanuel et al, 2008,pp.3-6) .In other terms, research ethics are the principles that researchers follow when conducting a study. Bos (2020 , pp. 1-5) refers to Ethics as inquiry which contains what the researcher should do and should not.

To have ethical research, the researcher first ensured careful study planning and adequate strategies in data collection, data analysis and sample size. They had the chance to drop out at any level. The asked questions were optional and they had the chance not to respond if they wanted. The identity of informants is kept anonymous, the data will be reported as they are, and qualitative ones were presented in form of theme while quantitative ones were presented in numerical form. The researcher formulated good and appropriate questions related to the research topic. She used tables to record data, constant testing and comparison of data. Informants were told the obtained data were used only for the research purpose.

The respondents’ participation was voluntary of both students and teachers. The researcher provided clear and understood instruction and explained the objective of the study, before taking their information. The participants from both teachers and students can withdraw any time they want without any conditions, the researcher ensured confidentiality and privacy for both teachers and students, and their identities were kept anonymous. The researcher did not oblige the students to answer the questionnaire or teachers to do the interviews. Teachers were given consent form before conducting the interviews, they have the right to change or omit their answers after the interviews, and the researcher did not take any personal information from students or teachers such as emails.

To conclude, the researcher in this study takes in consideration the ethical part, in which she adopts particular principles and rules for conducting this study, which contributes highly in promoting the reliability and validity of her research and adds value to her study.

3.8. Conclusion

In conclusion, this chapter is devoted to research methodology which involves the systematic process of conducting this study which involves the context, approach, sample, methods of data collection and data analysis in order to investigate third year EFL students' and EFL Literature teachers' attitudes towards English and EFL Islamic Literature at the University of AinTémouchentBelhadjeBouchaïbe.

Chapter Four

Data Analysis

4.1 Introduction

This chapter is devoted to the description and analysis of the data collected, through the questionnaire targeted at third year EFL students at the English department of BelhadjeBouchaib University, AinTemouchent. This questionnaire was attended to explore the students' perceptions of English Literature and EFL Literature that contains Islamic cultural notions. In addition, semi structured interviews with EFL Literature teachers of university of AinTemouchentBelhadjeBouchaibe for discovering their perspectives towards English Literature and EFL Literature with Islamic cultural notions.

4.2 Students' Answers in Closed Ended Questions How do you find Literature this year?

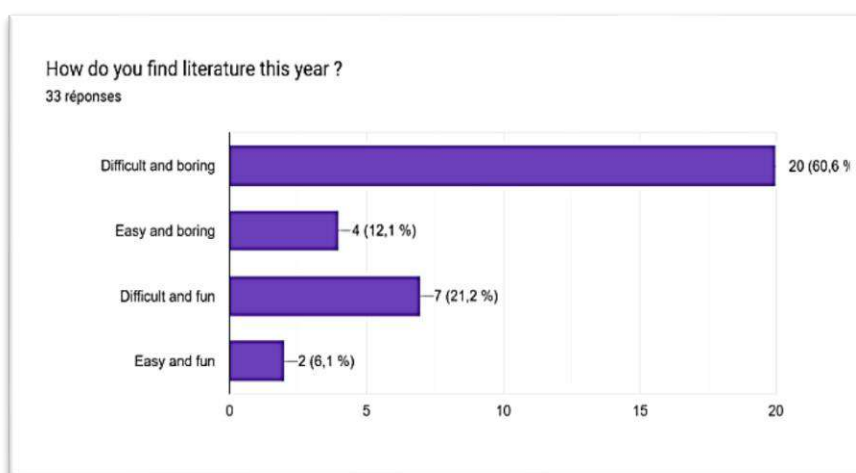


Figure 4. 1 Students' Impressions of Literature Module

Figure one entitled Students' Impressions of Literature Module shows that, most of the students around 60, 6% confirmed that EFL Literature is difficult and boring, showing that the majority of third year EFL students faced difficulties in studying the Literature module. While, boring shows that they did not enjoy learning it. While, others around 21, 2% affirmed that Literature is difficult and fun, which points out that students faced difficulties but they did not feel bored on this subject matter. Few students 12, 1% said it was easy and boring, the students found Literature easy to study but they felt that the module is not

enjoyable for them. Just a few students 6, 1% assured that Literature was easy and fun, which underlined that the students enjoyed learning EFL Literature and did not face many difficulties.

How is your motivation towards studying Literature?

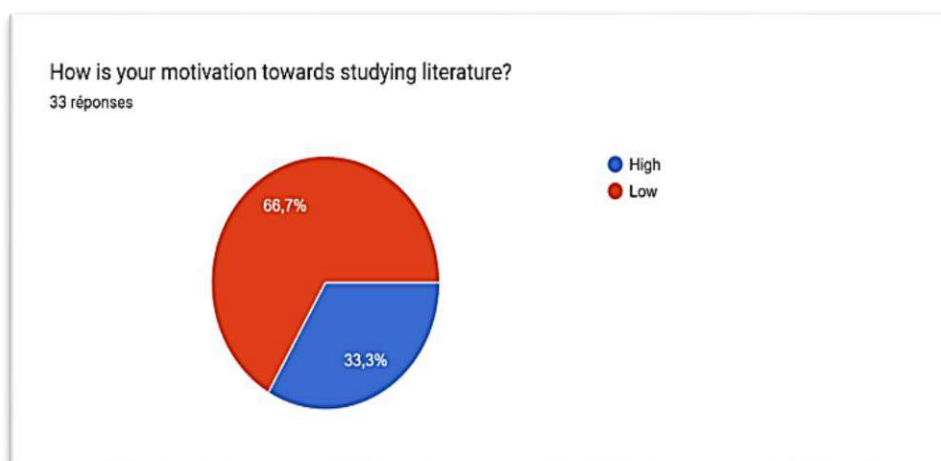


Figure 4. 2 Students' Motivation towards Studying Literature

Figure two entitled students' motivation towards studying Literature, reflects that the majority of students 66, 7% underlined that they had a low motivation to study Literature, the students were not pushed to learn it as much as it was not interesting. While few of them 33, 3% pointed out that they were motivated to study Literature, revealing that students feel enjoyable when studying Literature.

How is your attitude towards English Literature?

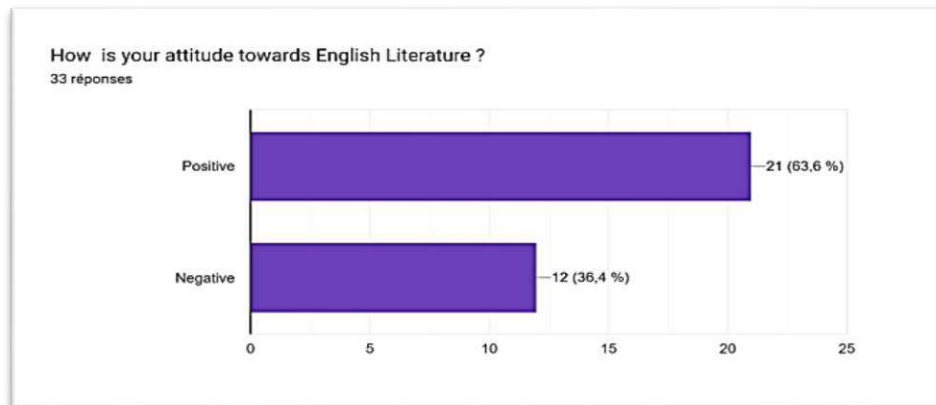


Figure 4. 3Students' attitudes withLiterature

Figure three entitled Students' attitudes with Literature, reveals that most students 63,6% reported that they had positive attitudes towards Literature, which signifies that the students had the determination to study this module, they did not have a negative impression about it and they were encouraged to study it. Whereas, just few of them 36, 4% emphasized that they had negative attitudes, which reflects that the students did not want studying Literature and had negative impressions about it.

As foreign language student, are you interested in studying English culture within EFL Literature?

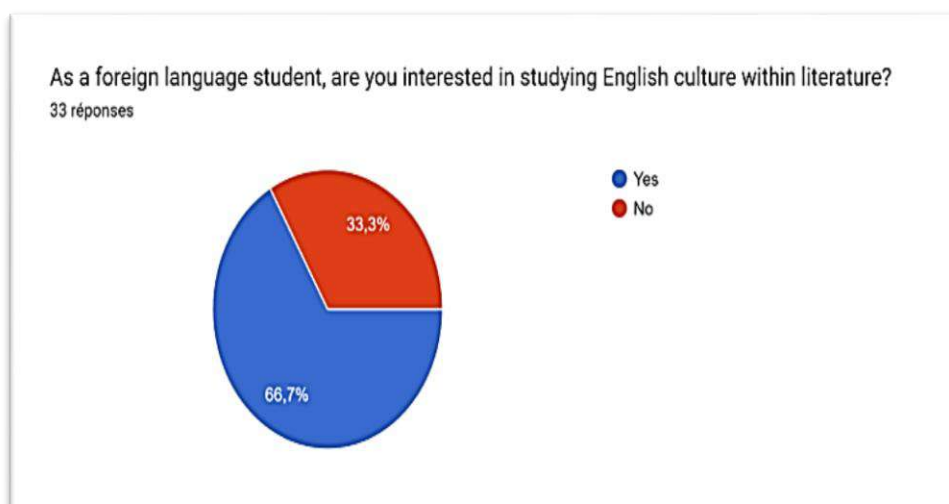


Figure 4. 4 Students' Interest in Studying English Culture

The majority of the students 66, 7% said yes which signified that, they liked to study English Culture within English Literature, they were motivated to learn it and they accepted it as foreign culture. Whereas, few of them 33, 3% said no which showed the non-motivation of students towards studying English culture within EFL Literature.

If yes, in what ways does English culture interest you?

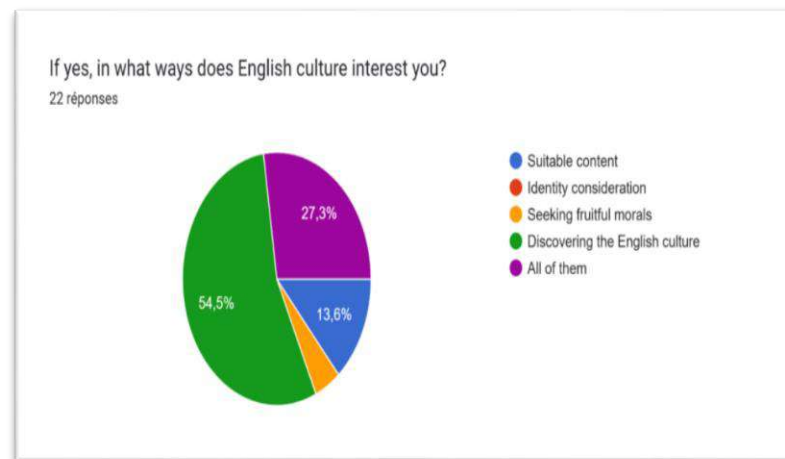


Figure 4. 5 Ways of Students' Interests in English Culture

Figure five entitled Ways of Students' Interest in English Culture, the majority of the students 54, 5% stated to discover English culture, for this reason they felt that they wanted to study it within EFL Literature, they saw EFL Literature as an open eye for this new culture. Around 13, 6% assured that the presentation of English culture was suitable for them, which indicated that the selected texts were appropriate for them, which reflected English cultural aspects. Some of them affirmed that English culture was carefully presented, by taking in consideration their identity. While few of them confirmed that fruitful messages were big reasons to study English culture, students learnt from these stories and novels morals and lessons. 27, 3% of them asserted that all of them contributed to their interest in English culture, discovering English culture, identity consideration, and suitable content and seeking fruitful messages.

Do you think English culture affects your identity?

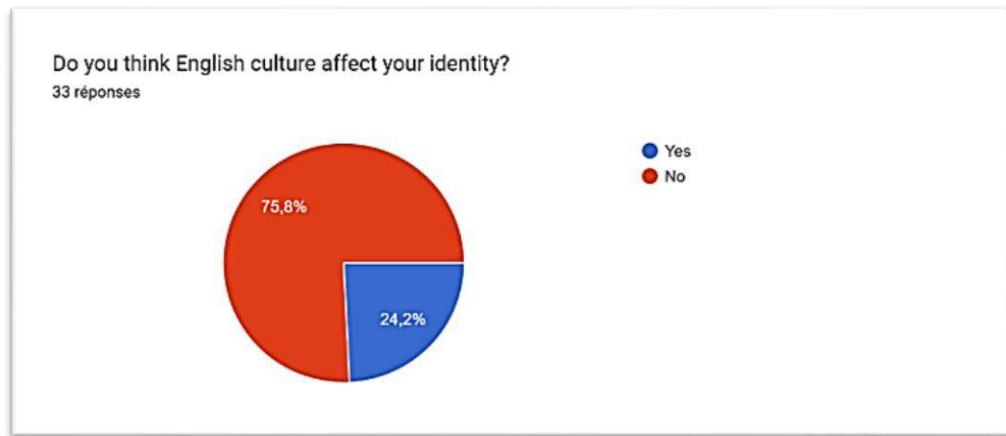


Figure 4. 6 English Culture's Impact on Student's Identity

Figure seven entitled English Culture's Impact on Students' Identity, the most of EFL third year students 75, 8% said no ; showing that the students were not influenced by English culture. Some of the students around 24,2% said yes, which reveals that the students' identity was affected by English Culture as a consequence the students could not neglect its impact on them.

After reading a passage written by the Muslim writer Leila Aboulela, how would you describe her writing?

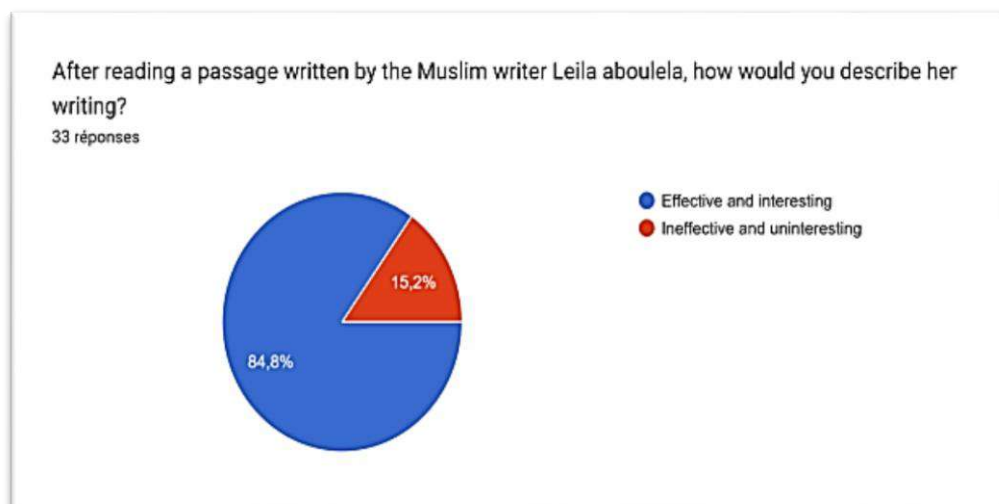


Figure 4. 7 Students' Impressions of Leila Aboulela Writings

Figure eight entitled Students' Impressions of Leila Aboulela Writings, shows that most of students 84,8% affirmed that Leila Abouela writing was interesting and effective for them,

indicating that the students' impressions were positive. While, the others around 15,2% emphasized that it was not interesting and not effective, reflecting that the students' impressions were negative.

If you had the chance to choose between Literature that contains Islamic notions and the one that contains English aspects, which one would you pick?

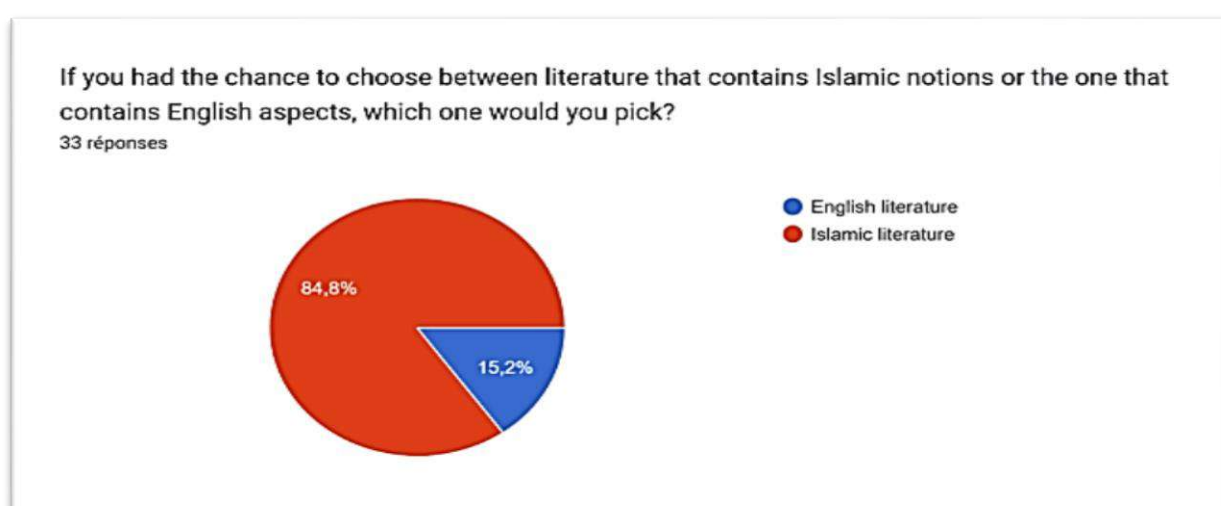


Figure 4. 8 English Literature or Islamic Literature

Figure nine entitled English Literature or EFL Islamic Literature, reveals that the majority of students around 84, 8% selected EFL Islamic Literature. While few of the EFL students around 15, 2% elected English Literature reflecting that the majority of EFL third year students preferred to study EFL Literature through Islamic culture.

If Leila Aboulela short stories were introduced in the syllabus how would your motivation be to read them ?

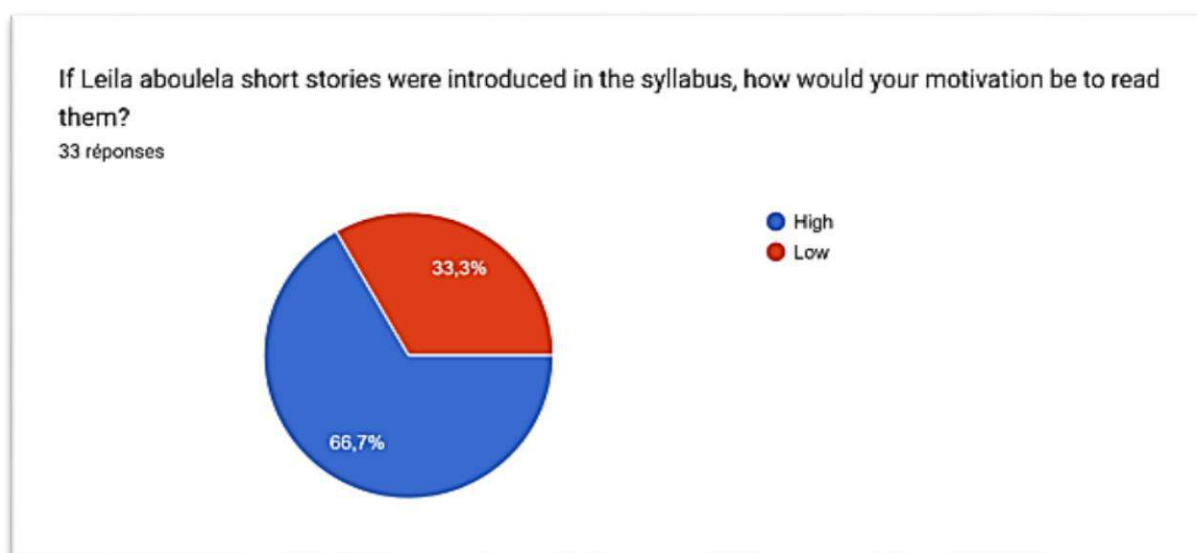


Figure 4. 9Students' Motivation towards Leila Aboulela Short Stories

Figure ten entitled Students' Motivation towards Leila Aboulela Short Stories, shows that the majority of EFL students around 66, 7% had a high motivation towards studying EFL Literature, through Leila Aboulela short stories reflecting that students were interested in her writings. While just a few of them around 33, 3% stated that they had low motivation, which shows the students' non-desire to read these stories.

4.3 Thematic Analysis

Thematic analysis is a qualitative research method, used to identify and analyze themes of qualitative data. In this section, the researcher uses thematic analysis to anatomize answers gathered from the open-ended question of both students' questionnaire and semi structured interviews with EFL Literature teachers, she explains, interprets and analyzes the students' and teachers' answers. The researcher seeks to identify the repetitive themes in the participants' responses from both teachers and students, to gain insights into their perceptions regarding English Literature and EFL Islamic Literature. This helps the researcher to answer both of the first and second research questions about students' attitudes and teachers' perspectives regarding English and EFL Islamic Literature.

Table 4. 1 Students' Perspectives regarding the Impact of English Culture on their Identity.

Data	Coding	Themes
It may affect my way of life.	My way of life.	Lifestyle change.
Learning English opened my eyes to new perspectives. Moreover, I became tolerant towards other cultures.	New perspectives. Tolerant.	Open mindedness and tolerance towards cultures.
I feel like I have internalized their negative view of me and my people.	Negative view.	Under estimation of home culture.
Sometimes I have to stop myself and remember to be proud of my culture and heritage.	Proud.	Home Culture Appreciation.
The English culture doesn't necessarily interfere with my culture.	Does not Interfere.	Non-impact of English culture.
It doesn't affect my identity cause I think it depends on the person.	The person.	Personal character.
The fact that it is just a new culture I learn to use one day.	To use.	Culture use.
English culture affects my identity because learning the language has changed how I express myself and see the world.	Express.	Personal influence of language.
I find it exciting but not in a way to make it have that power over me.	No power.	Culture Enjoyment without impact.

Because English Literature helps the student to know more about the culture therefore enhancing the language learning.	Language learning.	Learning the language by learning the culture.
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This report presents the repetitive themes related to students' perspectives, towards English culture's influence on students' identity, in which they reveal their receptions of its presentation in English Literature. This in turn assists to answer the first part of the first research question about students' perceptions of English Literature.

First, *lifestyle change* emerges as a theme, illustrating how most respondents recognize the change that happens in their lives after studying English Literature, acknowledging its impact on their lifestyle. For example, one participant said "It can affect my way of life ". This quote proves that English culture has an influence on the students' ways of life. Second, another prominent theme is *Open mindedness and tolerance towards cultures *, indicating that participants consider English culture learning as eye opening of other cultures which have other values and lifestyles, which in turn teach them to accept the difference of other cultures as it is asserted by a participant "Learning English broadened my horizon and opened my eyes to new perspectives, I adopted morals and values I didn't have before. Moreover, I became more open and tolerant towards other cultures". In other words, English culture learning paves the way for the students to discover and accept new different perspectives and values, which they may adopt in their lives.

Third, *under estimation of home culture * a theme which signifies that, in English Literature students explore the western negative view about Muslims. The student said "I feel like I have internalized their negative view of me and my people". In other terms, English Literature reflects for the students the western underestimation of the home culture of students. Fourth, *No Impact of English culture * reveals that participants are not affected by

English culture in way or another, student confirmed “English culture doesn’t necessarily change how I act and my way of thinking or interferes with my culture, it just gives me an idea of what to expect from the English culture and avoid any culture shocks if I do encounter and English person”. Participants cited that the culture does not affect if the student uses the language for discovering new culture and not for adopting it.

Fifth, *personal character* participants assured that the influence of English culture on students' identity differed from student' personality to another. “It doesn't affect my identity cause I think it depends on the person, for me no but for someone else maybe”. English culture's effect on identity is dependent on the students’ character. Sixth, *Culture use* a theme that is mentioned by EFL students, which reflects that students learn the culture to employ it. “The fact that it is just a new culture, I learn it to use one day”. This quote proves that students are going to use English culture in their lives. Seventh, * language personal influence *, this theme pointed out that students learning the English language, paves for them the way to change their ways of expression and discover the world. “English culture affects my identity because learning the language and being exposed to its media has changed how I express myself and see the world”. The students are influenced by the English language through discovering new perspectives and having different ways of expressing themselves.

Eight, *Enjoyment without impact* is another theme which reveals that students feel entertained in learning English culture. Yet, it does not affect their identity. “I find it exciting but not in a way to have that power over me.” EFL students are motivated to learn English culture but they are not affected by this culture on their identity. Ninth, *Learning English language by learning English culture* This theme shows that students learn English culture because it is the culture of the English Language. “Because English Literature helps the student to know more about the culture. Therefore, enhancing language learning”. The

students know more about culture. Thus, it contributes to enhancing their English language learning.

To sum up, this report delves into the students' perceptions of English culture's influence on their home cultural identity, in which the researcher mentions the major highlighted themes concerning these perceptions that help the researcher in answering the first part of the first research question of students' perceptions of English Literature.

If you had the chance to choose between EFL Literature that contains English aspects and the one that contains Islamic notions, which one would you pick? Why?

Table 4. 2 Reasons behind Preferring English Literature or EFL Islamic Literature.

Data	Codes	Themes
Because it's richer and far superior and everything came from the Arab.	Richer Superior.	Superiority and richness of Islamic Literature.
Because it's our religion and we need to know about it.	To know.	Religion knowledge.
As we are Muslim people, we are interested to know more about our religion.	Interested.	Religion knowledge.
I think it's best if we don't involve religion in any way.	Religion.	No religion in studying Literature.
Because it's our religion and it's interesting to learn more about it and how people react to Islam.	React.	People's reaction to Islam.
Because it is much more interesting especially that we are Muslim.	Muslim.	Islamic faith.
To introduce Islamic literature and culture in a positive way.	Positive.	Positive presentation of Islamic culture.
Because it facilitates a deeper understanding of Islamic beliefs and practices.	Understanding.	Understanding Islam.
Fascinating. Islam is just that, simply put.	Simply.	Simplifying Islam.

Because I am Muslim.	Muslim.	Islamic faith.
Because it develops Islamic Literature.	Develops.	Development.
It will be more beneficial and fruitful to go through our religion "Islam".	Beneficial.	Benefits.
Because it's our religion.	Religion.	Religion commitment.
Because we have a richer Literature than the English have.	Richer	Richness of Islamic Literature.
Islamic literature first cause we are Muslim. Second I would love to learn Islamic Literature because I will be interested in learning about it.	Interesting.	Interest.
English Literature is boring actually.	Boring.	No enjoyment in English Literature.
It represents our identity.	Identity.	Students identity.
Because it's more interesting and healing for us, if it's about Islam then it's definitely. Real and we can imagine ourselves there.	Real.	Reality.
Unlike, English Literature where there could be lies about history. Especially in this time when all people are influenced by foreign cultures. We need more Islamic Literature.	Lies.	English Literature is not real.
Or very difficult language.	Difficult language.	Language difficulty.
Well, it's richer in terms of knowledge and its history is a lot valuable and it could enlighten us into some specific fields.	Knowledge.	Knowledge richness.
Islamic Literature writer's use simple, easy and understandable expressions.	Simple.	Easy language.
I would choose Literature with Islamic notions because it reflects my values and beliefs.	Values and beliefs.	students beliefs and values.
But I also enjoy English Literature for	Rich language.	Language richness.

its rich language.		.
Different perspectives.	Different perspectives.	Open-mindedness.

This report is going to discuss the recurrent themes that reflect the factors behind choosing, each of English Literature or EFL Literature with Islamic cultural notions. Which in turn helps in answering the first research question, about students' attitudes towards English and EFL Islamic Literature?

To start, *religion knowledge* is the first theme which reveals the students interest and passion on knowing about their Islamic religion, "As we are Muslim people, we are interested to know more about our religion". The students have the desire to know their religion. Therefore, Islamic Literature will pave the way for them to learn more about it. *Reality* is a theme which reflects that Islamic Literature discusses real issues "Because it's more interesting and healing for us, if it's about Islam then it's definitely real and we can imagine ourselves there. Unlike English Literature where there could be lies about history". Literature with Islamic cultural notions reveals reality rather than imaginary stories.

Moreover, *Islamic faith* appears as a theme which means that students since they are Muslim, they want to learn Islamic Literature because it's related to their religion. "Because it is much more interesting especially that we are Muslim". Muslim English students believe on Islam. Therefore, they want to learn about it. Equivalently, *students' identity* emerges as a theme which highlights that Islamic cultural notions in EFL Literature reflect the students' identity, "It represents our identity". Islamic cultural notions in EFL Literature reveal the Islamic identity of the students. In addition, *Positive presentation of Islamic culture* is another theme which highlights that English Islamic Literature reflects the Literature of Muslims and their culture in a positive manner. "To introduce Islamic Literature and culture in a positive way". English Islamic Literature displays Muslims culture and writings in

positive way .Accordingly *Development* emerges as another theme, which shows that students develop themselves through Islamic Literature, “Because it develops Islamic Literature”. Students progress themselves thanks to Islamic Literature.

Furthermore,*Non-Muslims exploration of Islamic culture*this theme points out that non-Muslims people can discover Islamic religion, by incorporating Islamic cultural notions in EFL Literature. Student assured: “I'm certain that many people mostly foreigners will get to see Islam in a new light thanks to Islamic Literature”, this participant underlined that; Islamic cultural notions in EFL Literature paves the way for foreigners to have an idea about Islamic culture. Similarly,*non-Muslims reaction* a different theme which underlines that through EFL Islamic Literature, students will explore the non-Muslim interpretation of Islamic religion. “Because it's our religion and it's interesting to learn more about it and how people react to Islam”. Students like discovering non-Muslim reactions to Islam, when they are exposed to it.

Further then,* Easy language * another theme provided by a student which reflects that EFL Islamic Literature writers use easy language. “Islamic Literature writers use simple, easy and understandable expressions”. In English Islamic Literature writers use simple expressions compared to English Literature. Along with,*understanding Islam*, another theme which singles out students through English Islamic Literature students understand Islam. “Because it facilitates a deeper understanding of Islamic beliefs and practices”. English Islamic Literature allows for a deep understanding of different Islamic aspects. Likewise,*Simplifying Islam* is a theme which shows that English Islamic Literature will facilitate the comprehension of this religion for the students. “Fascinating. Islam is just that, simply put”. Expressly, English Islamic Literature simplifies Islam understanding for the students.

Additionally, *No enjoyment in English Literature* emerges as a theme, it reveals that English Literature is not entertaining ; “English literature is boring actually so boring” this shows that English Literature is not motivational for the students to learn. *English Literature is not real* a theme which shows English Literature narrates stories which are not real. “Unlike English Literature where there could be lies about history”. In English Literature stories do not always reflect reality. However, *rich Language* emerges as a theme which emphasizes that English Literature teaches the students the language effectively, because it is rich in vocabulary and improves their language skills. “but I also enjoy English Literature for its rich language and different perspectives”. It indicates that students learn the language from English Literature. As well as, *open mindedness* a theme which outlines that English Literature exposes the students to different cultures, which involve diverse views and orientations. “But I also enjoy English Literature for its rich language and different perspectives”. Students liked learning English Literature thanks to its language richness.

To conclude, this report delves into the highlighted themes of students' interest in English Literature or EFL Literature that includes Islamic cultural notions. This report aids the researcher to answer the first research question about students’ attitudes towards English Literature and EFL Islamic Literature.

Table 4. 3 Teachers’ Perspectives towards English Literature

Data	Codes	Themes
Short stories rather than novels.	Short stories.	Short stories preference.
English is difficult for them, they do not have the time to read the whole novel.	Difficult.	Language difficulty in novels.
They are not really interested, the concept and the plot line.	Not really interested.	No interest in the content of Literature.
It depends sometimes girls are more motivated than girls sometimes	Sometimes girls are more motivated than girls, sometimes	Motivation of girls or boys depends on the topics.

boys are more interested ,romantic girls”	boys are more interested”.	
Or we make an American analysis and one from Arabic and we can do orientalism Literature, how the easts perceive and how the wests perceive”.	Orientalism Literature.	Teaching Orientalism in Literature
I try to make them aware about the effect of the western culture”.	Aware.	Foreign Cultural awareness.
There is an effect on students; they are influenced by the characters, literary works, different cultures, and different religions”.	Influenced.	Culture influence.
I think we must restate the syllabus.	Restated.	New syllabus in English Literature.
The majority are not interested problems with literature now it becomes tradition, students see difficult to read.	Students find it difficult to read books.	Reading difficulty.
As a teacher I try to select so it is not a matter of language.	It is not a matter of language.	No problem of language in English Literature.
I move towards themes that are interesting for them.	Themes. Interesting.	Students’ Interested themes.
Reading is the only difficulty.	Reading.	Reading difficulty.
Poetry novels things start to change very few students like literature motivation is a bit low words Literature.	Low.	Low motivation.
They uttered us they considered themselves superior so everything that comes from us is inferior.	Inferior.	Underestimation of home culture.
No it’s not harmful to that extent.	It's not harmful.	Non negative impact of

		culture.
Because they are studying English, they should know the culture.	Know the culture.	Learning language by learning the culture
But they should also study other alternatives.	Alternatives.	Further readings.
But according to the students' self-confidence there are students who do not getting influenced; there are students who are easily influenced.	Self-confidence.	Students' self-confidence.
Because praising English Literature without showing other values can be harmful.	Harmful.	Negative impact of English Literature.
English novels are challenging because they are written by natives and students need to look for their definition to understand them.	Challenging.	Language difficulty.
So I think English novels are more beneficial for the student as far as the language is concerned they build strong vocabulary.	The language.	Teaching the language.
Because they study, because by the end of the day I want them to speak well and write well.	To speak and write well.	Teaching writing and speaking
We are targeting the language not the content.	The language.	Teaching the language.
So I prefer to give them English novel that has rich vocabulary so that they learn from it.	Rich vocabulary.	Language richness.

In the same time suggest further readings in the further reading.	Further readings.	Further reading suggestions.
Selective of the topics that feat the needs of the students.	The needs.	Students' needs.
So we express the culture through literature and language.	The culture.	Culture exploration through Literature.
Literature itself is part of the culture Not the culture itself I mean all the aspects from the culture.	Literature. Culture.	Literature reflects the culture.
I mean the culture so I do not think there is problem; with culture.	No problem.	No problem with culture.
The course should be respected, followed and respected you see so we cannot.	Respect.	Respectful course.
I cannot talk about things that have nothing to do with the objective of course met is very obvious you see.	The objective.	Serving the objective from teaching Literature.
Of course we are going to take in consideration the fact that we Algerians are Muslims you know the identity of the students.	The identity.	students' identity consideration.
They do not read it very clearly. They are very lazy and they do not like to read.	They do not read	Reading difficulty.
First difficulties were; much more practical concerning the language's lack of vocabulary.	Lack of vocabulary.	Language difficulty.
The students that usually face so well generally majority of students are not interested in Literature right not only here.	Not interested in Literature.	No interest in Literature.
I faced no difficulties.	No difficulties.	No difficulty in learning.
Most of the novels I give are	Movies.	Teaching by movies.

novels or I mean best sellers which have been adopted into cinema or into movies.		
Because they are not or never going to read novels okay.	Never going to read novels.	No interest in reading novels
They have to be open-minded, they have to know different cultures either American or British ah or British or African.	Open minded.	Open mindedness.
I give everything because its culture and they are English students.	I give everything.	No limitation.
They can be influenced by the characters, by personalities, by the mindset of some characters.	Influenced.	English Literature influence.
Negative or positive. It depends on the students.	Students.	Students' personalities.
Perhaps yes, by the beauty of language.	Language.	Influence on language.
Not really beneficial not really Arab ok	Not really beneficial.	No benefit from Islamic Literature.
Here we are focusing on other languages and other cultures	Other cultures.	Culture exploration.
They have to be open-minded.	Open-mindedness.	Open mindedness.
I think eh it's it has positive effect rather than negative one.	Positive.	Positive influence.
Perhaps it's because I think they do not read right. They do not have this habit of reading short stories or even novels well.	They do not read.	No interest in reading.
here it depends ok on the students sometimes eh they participate right but I mean not all of them right the majority of the students are passive	Passive.	No motivation in Literature.

as I have told you		
I think this culture does not impact their identity in person.	In person.	Non personal influence of culture.
Yes I think it's more positive than negative Right so they are studying the culture of the other.	More positive.	Positive cultural influence.
I was obliged not to mention everything I respect my students and our society	I respect my students and our society.	Students' identity consideration.
The topic for instance of the poem or the short story is closed to their interest they show they participate because they have the background.	Their interest.	Students' interests.
I think the difficulty of this module lies in the analysis. Students do not have this skill, it does not mean they do not have, they don't develop it.	The analysis.	Analysis difficulty.
I think eh it's it has positive effect rather than negative one this what	Positive effect.	Positive influence.
Perhaps it's because ah I think they do not read right they do not have this habit to read short stories or pointer even novels	They do not read.	No interest in reading.
Here it depends ok on the students sometimes if they participate right the majority of the students are passive.	Passive.	No motivation in Literature.
Yes I think it's more positive than negative right so they are studying the culture of the other eh it helps the students be open-minded to different cultures.	Positive.	Positive cultural influence.

I was obliged not to mention everything I respect about my students and our society.	Respect.	Students' identity consideration.
In general ah studying about others cultures is a is positive	Positive.	Positive influence of culture
To know to be open minded to discover	Open minded.	Open Mindedness.
We have yes, we have to be careful.	Careful.	Students' identity consideration.

This report attends to highlight the most important repetitive themes related to teachers' perspectives towards English Literature and its impact on students' identity. This in turn helps in providing an answer for the first part of the second research question of teachers' perspectives towards English Literature.

To start, *language difficulty in novels* appears as a theme, English language in English Literature especially in novels was hard for the students to understand, the vocabulary was new for them, they needed to search for words meaning in order to understand the message, one of the teacher declared “Sometimes I think that the novels are not really suitable to their level, English is difficult for them short stories rather than novels”. In other words, undergraduate students' level does not permit teaching novels because of English language difficulty. Unlike, short stories which are more suitable for them.

reading difficulty This shows that students did not like reading ; this was their main difficulty in learning Literature. The teacher stated that “reading they hate reading, this is the only difficulty”, they faced obstacles in Literature because they did not like reading.

Moreover, *No interest* emerged as a theme which reveals that students did not find English Literature interesting in the content ,the teacher said “they are not really interested,

the concept and the plot line of the novel”. Expressively, students were not interested in the topics of English Literature.

In addition, *identity influence* students' identity is influenced by English Literature. The teacher reported “there is an effect on students ; they are influenced by the characters, literary works, different cultures and different religions”. In so many words, English Literature had an impact on students' identity in different ways such as religion and culture. Accordingly, *The cultural awareness* emerges as another important theme, students should be aware about their culture and the effect of foreign culture on them, teachers are responsible for remembering them about their culture to not be influenced by the foreign culture, teacher affirmed “I encourage my students to read from the east to not be very influenced by them, I try to make them aware about the effect of the western culture”. In other words, one of the ways to achieve this cultural awareness is to suggest for the students the same theme but on eastern Literature.

Language development appears as a new theme which shows that teaching the students English Literature, enhances their language skills better than Leila Aboulela writings because of its language richness, which highly contributes in Improving students' language skills. “ We are targeting the language, not the content so I prefer to give them English novels that have rich vocabulary, so that they learn from it rather than to give them simple work words in short stories”. Expressly, Leila Aboulela short stories contain simple language which do not improve language skills for the students especially writing and reading. Further then, *teaching orientalism* a theme which means teaching students through both eastern and western perspectives towards each other, the teacher stated “we can do orientalism Literature, how the east perceive the west and how the west perceive the east”. That is to say, teaching both of visions western and eastern towards each other.

To conclude, this report presented the concerning themes of EFL Literature teachers' perspectives towards English Literature and its effects on students' identity ; culture and language learning, assisting in answering the first part from the second research question about teachers' perceptions of English Literature.

Table 4. 4Teachers' Perspectives towards EFL Islamic Literature

Data	Codes	Themes
We do not investigate Literature that is produced from our culture. It should be incorporated in university.	Our culture.	Literature from home culture.
They are already aware of social political context so they feel relatable.	Relatable.	Familiarity with the context.
They are suitable to serve the objective of teaching Literature.	Serve the objective.	Serving the objective of teaching Literature.
I think it will make them more knowledgeable about our culture.	Knowledgeable	Islamic Cultural knowledge.
I encourage my students to read from the east to not be very influenced by them.	The east.	Encouragement for eastern Literature.
It will be a great opportunity to recognize their Muslim identity.	Muslim identity.	Islamic identity appreciation.
If we include such kind Literature, it depends on how much time it takes to take literature as content in lessons.	It depends on how much time to take Literature as content in lessons.	Time consideration.
Yes I think if we include Islamic Literature, it can have an impact on their identity. If we take Leila Aboulela as an example, it is best if we include this literature.	An impact their identity.	Positive influence on students' identity.
Since she is using I mean the language of instruction why not it is important to have a multicultural you see ideas.	Multicultural.	Teaching Multiculturalism.

Yeah of course it can serve, why not.	It can serve.	Serving the objective from teaching Literature.
You see it could be beneficial for them just to compare not to compare but at least you have an idea Yeah about the challenges faced by the immigrants there.	Challenges.	Immigrants challenges.
But identity we are already Muslims so I do not think it will affect us. I mean a lot you see we know these values are not new to us you see.	Affect.	No culture impact.
What could be new is maybe is this contact between the west and east you see maybe.	Contact.	Cultures contact.
Especially for those who have never been there who have no idea about life there.	Life there.	Reflecting life in foreign countries.
I think this is positive effect ok it will we will have this sense of empathy. I mean feeling of the other ok that is from your religion the same background.	Empathy.	Teaching empathy.
If someone is planning to go in the future and live there perhaps these short stories will give him an idea about how life is going to be there.	Life there.	Reflecting on life in foreign countries.
It is very simple it is not difficult one the vocabulary is can be understood easily.	Very simple.	Easy language.
It is better they see so that they learn their culture, I am not saying the best but at least they are proud of what they have because they see the consequences.	Proud.	Mother culture appreciation.
Let's say her English is very simple, it's not challenging, it's not like the English novels.	Simple.	Simple language.
They will see themselves in way or another.	Themselves.	Similarity.

I feel they will feel confident.	Confident.	Self-confidence.
I think they will increase their values.	Increase their values.	Self-confidence.
I gave them Leila Aboulela why because it is very interesting.	Interesting.	Interest.

This report is going to present the recurrent themes stated by EFL Literature teachers regarding the incorporation of Islamic cultural notion in the Literature module. This in turn helps in answering the second part from the second research question about teachers' perspectives towards EFL Islamic Literature.

Discovering Islamic culture In EFL Literature that incorporates Islamic cultural notions, students will be exposed to Islamic culture which will help them in knowing more about their native culture, teacher proclaimed "more knowledgeable about our culture", Islamic Literature offers students more knowledge on their Islamic culture from its different aspects. ***Muslim identity*** using Leila Aboulela short stories will pave the way for the students to recognize their Muslim identity, teacher assured "it will be great opportunity to recognize their Muslim identity, because difference between Muslim who lives here and there is who stick on his identity and religion", Leila Aboulela short stories reveal this culture shock and the correct ways to deal with it in order to not lose the identity.

Familiarity with the context Islamic Literature written works reveal Islamic culture. Therefore, it will not be new for students because they have this relation with its cultural context, teachers maintained "they are already aware of social political context so they feel relatable, content is suitable if they say something about religion they can understand", it shows that students are familiar of this context of Islamic culture, because it presents their own culture. ***Simple language*** Leila Aboulela uses simple language which can help the students to read without facing difficulties of hard words, which need a dictionary "well in

terms of language it is suitable language”. Expressively, Leila Aboulela language is not a barrier for the students to get the messages of the stories.

Reflecting life in foreign countries Leila Aboulela short stories reveal the lifestyle in foreign countries and the experiences of immigrants within their societies. The teacher stated “If someone is planning to go in the future and live there, perhaps these short stories will give him an idea about how life is going to be there”. In other words, through exposing the students to immigrant experiences in short stories, they will know more about life there.

Serving the objective from teaching LiteratureLeila Aboulela short stories or other Islamic written works serve the objective of teaching Literature, which is teaching the language and discovering new cultures.

To conclude, the qualitative data that were obtained from teachers’ answers to second section questions in interviews, were mainly about their perceptions towards EFL Literature that contains Islamic cultural notions. Therefore, the above report explained the repetitive themes that were extracted from these answers.

4.4 Conclusion

In conclusion, in the current chapter the researcher provided a description of the data collection tools used in this study, a questionnaire and a semi structured interview. Then, the investigator analyzed the data gathered using both descriptive analysis and thematic analysis to investigate students’ and teachers' attitudes towards English Literature EFL Islamic Literature.

Chapter Five

Conclusion

5.1 Introduction

This final chapter will interpret the research findings, which will highlight the students' attitudes and teachers' perceptions regarding English Literature and EFL Islamic Literature and their influence on their identity, culture and language learning. Besides, admitting limitations that affected the research results. Additionally, future research suggestions.

5.2 General Discussions

In this section the researcher discusses the retrieved data from the descriptive and thematic analysis of both the questionnaire and semi structured interviews. Through descriptive and thematic analysis, notable insights emerge regarding the students' and teachers' perceptions of English Literature and EFL Islamic Literature, the influence of English Literature and EFL Literature with Islamic cultural notions on their identity and their effectiveness in EFL Literature teaching and learning contexts.

The quantitative and qualitative data gathered through, both of closed and open ended questions from both of the questionnaire designated to third year EFL students and semi structured interview with EFL Literature teachers, answer both research questions and confirm both hypothesis about students' attitudes and teachers' perceptions towards English Literature and EFL Literature with Islamic cultural notions, by reflecting the following findings:

Most students 63, 6% confirmed that they had positive attitudes towards studying EFL Literature. Yet, just few of them 36, 4% had high motivation to study EFL Literature reflecting that the Literature module is accepted by these students. They enjoyed reading, accepted different styles of writing, gave value to this module, found it interesting and important to learn and liked the content as most of them confirmed. English Literature reflects English culture as teachers affirmed and the majority of these students wanted to learn about English culture. They asserted that they used it to learn the language and be open

minded to different perspectives. Similarly, teachers argued that English culture is part of learning English language which helps them in learning the language through its cultural content and context and open their horizons towards diverse ways of thinking, some teachers confirmed that EFL Literature objective is to teach both culture and language. Consequently, these students and EFL Literature teachers have positive attitudes towards English Literature.

Whereas, most of them 66, 7% had low motivation, showing that the majority of students were not motivated and interested in studying English Literature. Yet, just a few of them 33,3% emphasized that they had negative attitudes, showing that the majority of students were not motivated to study Literature but they had positive attitudes towards the module ; they did not have these negative perceptions towards the module. They affirmed that they were not interested in learning English culture which is highly revealed in English Literature ; as a result their motivation was low towards Literature. Teachers affirmed that students were not interested in reading as a consequence they were not motivated to study Literature, some of them related this lack of motivation to the difficulty of English language in English Literature especially novels and poems. Also, EFL Literature teachers asserted that students' motivation in Literature is depending on the topics that are discussed in the literary text. If these topics are aligned with the students' interests, they show motivation but if not they do not engage in learning. These topics reflect the cultural aspects; therefore if the students are interested in these cultural aspects they feel motivated and vice versa.

The majority of students around 66, 7% had a high motivation towards studying EFL Literature through Leila Aboulela short stories, which reflects that students are interested in EFL Literature with Islamic cultural notions; they affirmed that they are interested in her writings and found them simple, understood and effective from both language and content. The participants agreed that they liked the content of Islamic culture within these passages, indicating that the EFL third year students have positive attitudes with EFL Literature that

includes Islamic cultural notions. Similarly, most teachers agreed to teach Leila Aboulela short stories in EFL Literature classroom as they reflect students' identity, Islamic culture and make them aware about the challenges that immigrants face in foreign lands. Her language is simple, which can increase students' motivation to read her stories. She delves into themes that they may like as they are found in their culture.

Additionally, most students 84% prefer to study EFL Literature through Islamic cultural notions, showing that the students liked the Islamic cultural content and context and found it interesting to incorporate it in EFL Literature. Yet, not all of these students chose to study EFL Islamic Literature through Leila Aboulela short stories, indicating that EFL students preferred to study EFL Literature through Islamic notions but not through Leila Aboulela writings, this shows that they were not interested in her writings. EFL students confirmed that EFL Islamic Literature teaches them about their religion, culture, values and heritage as well as affirmed that it reflects their Muslim identity. In the same vein, teachers assumed that teaching through Islamic cultural notions, can increase students' motivation to learn EFL Literature, as the context is similar to their home cultural context and students will have appreciation towards their identity and home culture while reading these stories.

Just a few of them around 33,3% stated that they had low motivation towards them, but many of these students preferred to study EFL Literature through EFL Islamic Literature, showing that the students were not interested particularly in Leila Aboulela writings and not EFL Islamic Literature itself. Some of the students 15, 2% favored to study through English Literature noticing, the students' non-desire to read these stories or other ones related to EFL Islamic Literature, they were not interested in this type of writings, they wanted to read about different new cultural aspects, most of them affirmed that English Literature is more suitable for learning both of English language, as it is rich in vocabulary and culture which helps them in learning the language.

Also, EFL teachers affirmed that English Literature contributes highly in teaching the students the language, especially for vocabulary expansion and open students' mindedness towards different perspectives. In addition, one of the teachers reported that EFL Islamic Literature will not bring new culture and ideas for the students, as it is limited to Islamic culture. As a consequence, the teacher suggested using Arab Literature to not limit the students in Islamic culture and teach them about different cultures.

Moreover, the qualitative data that were collected through open-ended questions that were given to the designated students and teachers offer deep insights about the students' and teachers' perceptions of English culture.

Most of the EFL third year students 75,8 % said no revealing that the students identity was not affected by English culture, they affirmed that English culture is just a means to learn the language. Some of the students around 24, 2% said yes indicating that they were either influenced positively, they were more open to other cultures, students took the positive side that helped them to develop themselves as many of them reported, or they were more appreciative of their home cultural identity as some of them affirmed. Likewise, all teachers confirmed that students were influenced positively by English culture; they learnt a new culture which opened their minds towards different ways of thinking and morals that help them develop themselves.

Negatively, the students received this culture as a threat to their home cultural identity ; they confirmed that they received this underestimation of their home culture when reading English Literature works. Thus, they forgot about their home cultural identity or they felt inferior in front of the westerns, some of these students assured that the western ideas affected negatively their thinking. Comparably, two teachers asserted that teaching English culture without showing the home culture can have a negative impact on students' identity.

In conclusion, the combination of quantitative and qualitative data emphasizes the importance of incorporating Islamic cultural notions in the EFL Literature context. Both English Literature and EFL Literature with Islamic cultural notions are effective for EFL Literature learning. While, EFL Islamic Literature is preferred for preserving the students' identity, English Literature is favored for language development. These findings have shown the significance of using English Literature, for language and culture learning and incorporating Islamic cultural notions in EFL Literature, to promote students' identity preservation and culture learning which in turn answer both of the research questions and confirm the hypothesis.

5.3 Limitations of the Study

The research process sometimes is aligned with particular difficulties which the researchers generally find in their ways, these difficulties can have an impact on both research movements and results. The researcher of this study has faced some obstacles and limitations during the period of conducting this study, which have affected mainly the research findings.

To start, the resources about the incorporation of Islamic Literature in EFL classrooms were limited, especially in the Algerian context. There were almost few references that could provide an overview about the topic, its practices and implications. Moreover, the students were not responsive. It took almost 2 months to collect the data, though using different means such as email and Facebook groups. Some students shared answers out of context and some open ended questions were left unanswered, which affected the process of analysis.

Moreover, the researcher wanted to conduct an experimental study, in which she would teach Leila Aboulela short stories and observe the students' interaction. However, due to time shortness she canceled such experiment which could highly influence the research Results.

To sum up, research limitations are the barriers that the researchers found while conducting their studies. For the researcher of this study there were some challenges that faced her, represented mainly in the lack of resources and students' participation which in turn affect the research findings.

5.4 Recommendations for Future Research

While conducting any inquiry the researcher discovers new areas of study that can be investigated by future researchers. These new areas that appear are called in research process recommendations and suggestions.

To start, the researcher suggests conducting an experimental research to investigate the effectiveness of using short stories of Leila Aboulela in EFL Literature classes. The researcher discovers that teachers are aware of students' identity importance in teaching EFL Literature. Therefore, the researcher recommends exploring the ways of presenting English culture in teaching EFL Literature with considering students' identity.

Additionally, the research findings have proved that the use of EFL Literature that contains Islamic cultural notions is effective for students' identity preservation, as result the researcher assumes that teaching EFL Literature through Islamic stories based on Quran or Sunnah can highly achieve this goal. Therefore, it is recommended to examine this type of story's impact on students' identity. Later on, since the technology facilitates teaching and learning processes, the researcher suggests conducting a study about its major role in enhancing the incorporation of EFL Literature with Islamic cultural notions. Also, She recommends doing the same investigation but through other quantitative and qualitative methods, such as experiment, observation, focus group and content analysis.

Overall, the researcher in the above section based on both students' answers and teachers' perceptions suggested further studies that can be conducted on the same area of this study.

5.5 Concluding Remark

This study is beneficial because it combines two different variables English Literature and EFL Literature with Islamic cultural notions, to investigate EFL students' attitudes and EFL Literature teachers' perspectives towards them, at the Department of English in University of AinTemouchentBelhadjeBouchaibe, Algeria. By comparing these two variables, the study provides a comprehensive understanding of how each variable contributes to EFL Literature learning. The findings have confirmed that EFL third year students and EFL Literature teachers have positive attitudes towards English Literature, as it helps in learning the language and the culture. Additionally, incorporating Islamic cultural notions in EFL Literature is encouraged by both of the EFL third year students and EFL Literature teachers, because it enables them to recognize their Islamic identity and know their Islamic culture. Moreover, the study provides practical suggestions for integrating EFL Literature with Islamic cultural notions in EFL classrooms. These recommendations can help educators create more dynamic and effective Literature teaching and learning experiences. .

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Appendices

Appendix A Students' Question

Leila Aboulela Short Stories

Dear Participant,

I am BensaadKheiraAffaf, Master 2 student. I am conducting research to investigate students' attitudes towards English Literature and EFL Literature based on Islamic cultural notions. Your answers are crucial for my study and your help is so much appreciated. Thank you.

The passage below is taken from a Muslim Sudanese writer whose name is Leila Aboulela.

Please read them, and then answer the questionnaire.

The Boy from the Kebab Shop

The next day Dina took her father's suits to the kebab shop. She got a lift in a friend's car and chatted all the way proudly about Kassim, Syria and the clothes. The fact that her father's clothes were going to the Syrian refugees gave his death a profoundness it hadn't had before. In the kebab shop, Basheer was busy serving customers. It was the first time for Dina to say 'Salamualaikum'. The self- consciousness passed when Basheer replied. He saw the clothes she was carrying and said, "Thank you, this is a big help. Give them to Kassim, he's in the back".

Majed

She wanted to learn Arabic. Hamid would doze in bed and next to him she would hold Simple Words in Arabic, over the head of the baby she was feeding. 'How do you say this?' "She would ask from time to time, nudging him awake. When Hamid read the Quran out loud (he went through religious spells in Ramadan and whenever one of the children fell ill), she said, I wish I could read like you. He started to help her tidy up. Aboulela, L. (2019). *Elsewhere Home*. Grove Press.

English Literature vs. Islamic Literature

Please answer the following questions.

1.How do you find literature this year?

Difficult and boring Easy and boring Difficult and fun Easy and fun

2.How is your motivation towards studying Literature?

High Low

3.How is your attitude towards English Literature?

Positive

Negative

4. As a foreign language student, are you interested in studying English culture within Literature?

No

4.1.If yes, in what ways does English culture interest you?

Suitable content

Identity consideration

Seeking fruitful morals

Discovering the English culture

All of them

5. Do you think English culture affects your identity?

No

5.1.How?

6. After reading a passage written by the Muslim writer Leila Aboulela, how would you describe her writing?

Effective and interesting Ineffective and uninteresting

7. If you had the chance to choose between Literature that contains Islamic notions or the one that contains English aspects, which one would you pick?

English Literature Islamic Literature

7.1.Why?

8. If Leila Aboulela short stories were introduced in the syllabus, how would your motivation to read them?

Hi

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الملخص

يهدف تدريس مادة الأدب في تخصص اللغة الإنجليزية لطلبة الليسانس إلى تعليم كلٍّ من اللغة والثقافة الإنجليزية. غير أنّ هذا التعليم قد يؤثر سلبيًا على هوية الطلاب، لذا من الضروري اختيار النصوص الأدبية بعناية بحيث تُراعى هويتهم.

ومن أجل تحقيق هذا الهدف، تقترح الباحثة تدريس الأدب الذي يحتوي على الثقافة الإسلامية من خلال تقديم قصص قصيرة للكاتبة ليلى أبو العلا، بهدف حماية هوية الطلاب وتعليمهم اللغة والثقافات المتنوعة في آنٍ واحد. ولهذا الغرض، قامت الباحثة بدراسة سلوكيات طلاب السنة الثالثة ليسانس من خلال استبيان في كلية اللغة الإنجليزية، واستكشاف آراء أساتذة الأدب من خلال مقابلات شبه موجهة، وذلك فيما يخص كلاً من الأدب الإنجليزي والأدب الذي يتضمن عناصر من الثقافة الإسلامية، من خلال عرض نماذج من قصص ليلى أبو العلا.

وقد أثبتت النتائج أن كلاً من الطلاب والأساتذة يرون أن دراسة الأدب الإنجليزي تمثل فرصة لتعلم اللغة والتعرف على الثقافة الإنجليزية، بينما يُعدّ الأدب الذي يتضمن الثقافة الإسلامية وسيلة لتعزيز معرفتهم بثقافتهم الإسلامية وتذكيرهم بهويتهم.

Résumé

Cette étude examine l'enseignement de la littérature anglaise en licence de langue anglaise et son impact sur l'apprentissage linguistique et culturel des étudiants. Elle souligne que cet apprentissage peut parfois influencer l'identité des apprenants, d'où la nécessité de choisir soigneusement les textes littéraires. La chercheuse propose ainsi d'intégrer une littérature à contenu islamique afin de préserver l'identité culturelle et religieuse des étudiants. Elle met en avant les œuvres de Leila Aboulela comme support pédagogique. L'étude repose sur des questionnaires adressés aux étudiants de troisième année licence et des entretiens avec des enseignants de littérature anglaise. Les résultats indiquent que la littérature anglaise aide à améliorer les compétences linguistiques et à découvrir la culture anglophone. En revanche, la littérature islamique permet aux étudiants de mieux comprendre leur propre culture. Elle contribue également au renforcement de leur identité.

ntité religieuse et culturelle.