

Psychological Impact of Analytical Reading of Arabic Language and its Relationship to Their Literary Awareness: A study on Department Students at Faculties of Education

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Abstract:

The research aims to identify the analytical reading of Arabic language department Students at Colleges of Education and its relationship to Their literary awareness. (100) male and female students were chosen as a sample for the research by random method (lottery), and two measurement tools were prepared, namely:

1) Analytical reading test: which consists of (25) test items that include all analytical reading skills, and the type of test was multiple choice, as it was presented to a group of arbitrators to verify its validity, and after its application, the statistical analysis of its items was carried out using the statistical bag for social sciences (SPSS) and the (Microsoft Excel) program, and its stability was confirmed by using the equation (Kyodor Richardson Equation). 2) Reading comprehension test: which consists of

2) Literary awareness test: which consists of (25) test items, including all literary awareness skills, and the type of test was multiple choice, as it was presented to a group of arbitrators to verify its validity, and after its application, statistical analysis of its items was carried out using the statistical bag for social sciences (SPSS) and (Microsoft Excel) program and its stability was confirmed by using the equation (Kyoder-Richardson-20 equation). Both of these tests were administered to students.

The following outcomes were seen following the application of the two tools:

1) The arithmetic mean (14.39), which is significantly higher than the hypothetical mean (12.5), reveals that the vast majority of students enrolled in the Arabic Language Department of the Colleges of Education take pleasure in analytical reading.

2) The vast majority of students studying Arabic in the departments of education faculties have a literary awareness and an arithmetic mean of (14.61), both of which are higher than the hypothetical mean of (12.5).

3) Students in the Arabic language department in the colleges of education have a strong and favorable direct association between analytical reading and literary awareness. This correlation exists between analytical reading and literary awareness.

It was recommended based on the findings of the study to raise interest in activities that help master analytical reading skills and literary awareness skills, urge students to engage in intensive reading, and recommend that teachers rely on modern methods that help students criticize, conclude, and differentiate between beautiful texts. These recommendations were made in light of the findings of the study. And it's ugly, allowing students to express their opinions about what they read, and suggesting several proposals, including a study dealing with analytical reading and its relationship to critical thinking among students of the Arabic language department in the colleges of education, and a comparative study between the level of literary awareness in the colleges of education for humanities and colleges of basic education.

Keywords: Analytical reading, Arabic language department Students, Faculties of Education, relationship, literary awareness.

Chapter One

1. The Problem

The weakness in the Arabic language is one of the problems that have now appeared in various educational institutions, as the complaint was announced about the low level of students in it, and the basis for this

weakness is the work that teachers and students undertake. Chapter One First: the research problem The weakness in the Arabic language is one of the problems that have now appeared in various educational institutions. (According to Zayer and Eman (2014: 38).

And the growth of the research problem is based on the results of some studies conducted in the field of analytical reading, in which they confirmed that the students of the Arabic language department are still unable to analyze and criticize the read text, interpret the ideas contained in it, and conclude. And the growth of the research problem is based on the results of some studies conducted in the field of analytical reading. Students rely on a cursory reading of texts, which is why we find that many of them stop at the first meaning of the text or the direct meaning, and they are unable to read between the lines, dive into the depths of the text to discover the meaning or direction, and criticize the text from the inside to show their point of view in it with acceptance or rejection, although this type of reading is necessary at the university level because the student will be exposed to situations that require critical thinking.

Another issue is that students in the Arabic language department don't have a strong enough grasp of literary awareness. This is because they focus too heavily on rote memorization rather than delving into the complexities of the literary text and developing an appreciation for rhetorical images and beautiful settings.

2. The Importance of Research:

Reading is of vital importance in the life of the individual because through it he realizes what is going on around him, and it is considered to be one of the most important and broadest windows of knowledge, through which a person learns about the past, contemporary and cultures, and human thought and beyond its borders. The importance of research cannot be overstated. Reading is also of vital importance in the life of the individual because through it he realizes what is going on around him. His scientific preparation, and help him to achieve personal and social compatibility, and despite the multiplicity of means of culture today, it surpasses all of these means in terms of the ability to communicate due to its ease and speed, and not to think about a specific time, or a specific place, or a special arrangement (Al-Hawry, 2011: 124). In addition, his scientific preparation, and help him to achieve personal and social compatibility.

It is no longer debatable that restricting the idea of reading to just pronouncing words and comprehending what they mean is an inadequate representation of the skill. Analytical reading came to provide effective solutions because it focuses on criticism, analysis, discussion, expressing an opinion on what one reads, and helping the individual organize information in a way that avoids the misuse of this information and also helps him to reject other information that is suitable for his problems, especially because it leads to the citizen's awareness of the sanctification of the printed word and he cannot criticize or discuss it. Because of this, analytical reading leads to the citizen's awareness of the sanctification of the printed word. Because there are such a large number of different kinds of knowledge, in addition to the fact that analytical reading is linked to the analysis of what is read, solving problems, and making decisions, in addition to the fact that it helps the logical use of knowledge and helps the individual think clearly and draw conclusions accompanied by evidence (Al-Zuhairi and Hassan, 2020: 34-35), it also helps the individual apply knowledge in a way that is beneficial to the individual.

Literature is one of the most important means of human expression of the whole of human emotions, ideas, thoughts, and issues with the finest written ways that vary from prose to measured poetry to open the doors of the ability for man to express what is not stated in another way. Literature is one of the most important forms of human expression of the totality of human emotions, thoughts, thoughts, and concerns. The reflection of this society in its pages shows how the society is faring in terms of its strengths and weaknesses, as well as its rate of advancement or stagnation. It is beneficial to students to give them a variety of experiences and areas of competence. Every one of our literary works, from the earliest times until the present, bears with it the subjective or objective experiences as well as the experiences of the people who created them. Therefore, these experiences allow the reader or listener to increase his knowledge, cultural and value balance by informing him of the masterpieces of literary works, which increase His experience of life, and as for the emotional side, literature affects the feelings and feelings of the readers, so many of the facts presented by the creator make the reader satisfied or indignant, love or hate, accept or alienate from this work (Abboud, 2004: 125). Therefore, these experiences enable the reader or listener to increase his experience of life.

3. Aim of the Study

The current research aims to identify the analytical reading among students of the Arabic language department in the faculties of education and its relationship to literary awareness.

4: Research limits:

The current research is limited to:

1) Human boundaries: a sample of students from the Arabic Language Department.

2) Time limits: Academic year: 2022-2023

3) Cognitive boundaries: analytical reading and its relationship to literary awareness

1) Spatial boundaries: the faculties of education for humanities in each of (Babylon University, Karbala, Qadisiyah).

5: Defining Terms:

First: Analytical Reading:

a) Linguistically: the reading: he read: the Qur'an: the Noble Revelation, but he preferred what was simpler than it for his honor. He read it, he reads it, and the last one reads it from the glass, reading and reading and reading, the first from Al-Lihyani, so it is read. (Ibn Perspective 1,1414 AH: 3563).

Analysis in the language: Analyze: "He dissolved in a place, he dissolved in a place, he dissolved in a place, and he The opposite of traveling" (Ibn Manzoor, 1414 AH, 974).

b) idiomatically: it was defined by:

Al-Rubaie: It is a tool for analyzing the text and its linguistic and grammatical structure, metaphors, images, symbols, and signs that it uses and everything that would clarify its full meaning" (Al-Rubaie, 1994: 319).

2- Al-Sufi: a complete reading of the text, or a good reading in the best way, as it tends towards understanding the problems posed by the book and striving to solve them and clarifying the news presented by the author and the things he reached (Al-Sufi, 2007: 162).

The researcher defines it procedurally as the in-depth reading of the text, through which the reader knows the details of the text, its modalities, and the implicit meanings that the writer did not express.

Second: literary awareness

a) Language:

Consciousness: "The awareness of something in the container and its container: He collected it in it. It is said: You have no awareness of that matter, that is, you do not hold on without it, and there is no awareness of it without it." (Ibn Manzoor, 2003: 39).

b) idiomatically: it was defined by:

- (Al-Khatib): Refers to "the ability of literature to provide learners with linguistic and literary riches that aim to develop the expression of ideas, expand the learners' horizons, and develop their experiences" (Al-Khatib, 2007: 224).

2- (Al-Arnusi and Tamim): "Learners' simulation of literary texts to move their knowledge and develop their linguistic and literary wealth to reach creativity through the expression" (Al-Arnusi and Tamim, 2016: 12).

The researcher defines it procedurally: as an interactive mental process between the readable texts prepared by the researcher and the students of the Arabic language department in the colleges of education (the research sample), through which these texts are analyzed, the knowledge contained in them is determined, the main ideas are deduced, and judged and measured by the total score obtained by the students. in the test prepared for this purpose.

Chapter Two: Theoretical Aspects and previous studies

The first axis: analytical reading:

The analytical reading represents an advanced and important level among the types of reading, according to the classification of reading and according to the purpose for which the reader aims. We find it the culmination of the types of this classification, as it represents an introduction to understanding the reading text, and in it the learner moves towards linguistic analysis of the text, and giving evidence for it, and analysis represents the pillar of reading. Analytical, where the text is divided into intellectual units, imaginary and pictorial meanings are accessed, and the methods are analyzed aesthetically and rhetorically, to reveal the significance of the text and the secrets of expressive methods in it, and to realize ideas, meanings, images, emotion, and music in it, and the consistency of words, integration, and contradiction, with an understanding of the general meaning and the general idea According to the text (Qansuh, 2020: 87).

Stages of Analytical Reading:

1- Representation: through which he seeks in his way to unite with sounds, words, and bodies; To create a kind of familiarity between the mind and the audible and visual environmental symbols, and it appears from the above that assimilation is a corresponding process between the external world and the cognitive structures of the individual, and then the individual absorbs, responds to, contains and organizes those experiences.

2- Adaptation: It is a process in which the mind is compatible with itself and in which the new experiences surrounding the individual that he did not pass through before, and which he acquired in the stage of assimilation, prompt him to modify his cognitive structure so that these new experiences become understandable and acceptable, and the relationships between them and his previous experiences are established. This leads to building new experiences or modifying the previous ones, achieving cognitive growth for the individual, and achieving harmony with himself.

3- Adaptation: a supposed mind process that includes representation and adaptation, in the sense that it includes conformity of the mind with reality, and this is representation and conformity of the mind with itself, and this is adaptation. (Asr, 2000: 49-51).

The importance of analytical reading for the university student:

Analytical reading is necessary for the university trip; Because the student will be exposed to situations that require him to master his skills, such as analysis, examination, summarization, interpretation, going beyond the limits of the textbook, and taking an independent opinion through dialogue and discussion, and this is not done through superficial and passing reading, but through in-depth analytical reading (Awad, 2001: 60). The university student needs to practice reading skills, summarizing what has been read, making balances, eliciting main and secondary ideas, expressing opinions, and evaluating the text read (Abdul-Hadi et al., 2003: 192).

Analytical reading skills:

1. Extract general ideas from the text.
2. Analyzing the read text into its parts.
3. Distinguish between logical conclusions and others.
4. Infer the author's direction and purpose.
5. Distinguish between primary and secondary ideas.
6. Distinguish between ideas related to the text and those not related.
7. Know the inconsistencies in the text read.
8. The ability to interpret figurative expressions and sentences.
9. Understanding the relationships between sentences, structures, and items. (Shehata, 2004: 234, and Awad, 2001: 454).

Second: Literary awareness:

The word (consciousness) has a general meaning and is not specifically specified, and as an Arabic word it refers to (consciousness conscious awareness), that is, memorizing speech and grammar, and the awareness of the bone if it is forced after a fracture, and something is placed in the container (Al-Mustafawi, 3013: 151), this is in the origin Language, which is close to the general meaning in which the term is used today and in the past, and the use of the term may differ in the scientific fields according to each science, but the origin may not have a difference, and some of them believe that consciousness is not related to the world of theology and is not entitled to be a reference to it, and others He says that it is a concept that refers to the major issue of man, which is the mind. Consciousness is a branched part of the world of reason and perception, and points of view differ in the exact meaning and true definition of this term, but it is possible to define consciousness as a person's realization of things in a highly perceptive, analytical, inquiring manner that does not give up and truly understands them. It is not subject to the changes and sediments surrounding it (Al-Jawadi, 2016: 9-11).

The term consciousness was invented by the American psychologist (William James), and it appeared for the first time in his series of articles (On Some Projections of Introspective Psychology) published in Mind magazine in 1884. He borrowed this term after discovering the changes that occur in our lives, and renewing the water in The course of the river expresses the continuous flow of thoughts, feelings, and memories in the mind, which is the flow, the endless flow, and the continuous change. Evolution does not stop, and every human being does not have a fixed personality, nor a natural or existing identity that never changes, but instead has a feeling overflowing with changes, volatility, flow, and interaction through a stream of memories, sensory impressions, images, and tensions called the stream of consciousness; Because consciousness, according to his opinion, appears fragmented or disconnected, and the concept of consciousness in (James) is comprehensive and includes sensory and emotional experiences. And the term moved to literature as a result of cross-pollination and the clear and mutual overlap between psychology and literature. This term appeared in literary criticism for the first time, in April of the year (1918) in an article by the critic (May Sinclair) in her comment on the novels (Dorothy Richardson), referring to her new style of portraying Feeling when presenting the psychological states of the characters (Khalil, 2011: 180,181).

Stages of Literary Consciousness:

- 1- The grammatical stage: It is a stage characterized by attention to linguistic phonetics, the rules that govern them, and the correctness of grammatical structures without regard to the validity and integrity of the meaning.
- 2- The contextual stylistic stage: It is a stage that comes after the first stage and adds to it that it is concerned with semantic care, with the help of real evidence.
- 3- The literary stage: It is a stage concerned with studying literary texts and deducing the sources of influence on them.
- 4- The stage of discrimination: This stage is characterized by awareness of the levels of speech in terms of creativity, the importance of content, and the significance of the content (Azzazi, 2004: 64).

Literary awareness levels:

Literary awareness has three levels, which are as follows:

The first level: It is the level that expresses the stage of (awareness), which means the inner feeling, which is the feeling of something only.

The second level: This level expresses the (inclination) stage, which means the contemplative feeling that leads to knowledge, represented in the intellectual organization of this reflected thing in a way that thinking allows.

The third level: This level expresses the stage of (actual practice), which goes beyond the stage of awareness and knowledge to the method of understanding, which is the evaluation process on the part of the actors, their actions, and their reactions, which leads to recognizing the forms of awareness (Sisi and Yasser, 2000: 76).

Previous studies:

First: Studies related to analytical reading

1- The study of Omar (2011): The effectiveness of a strategy based on meta-recognition processes in developing analytical reading skills and awareness of the literary text environment among first-grade secondary students. The research sample consisted of (85) students, comprising (49) male and (36) female students. This study concluded that there is a difference between the mean scores of the experimental and control groups in the analytical reading skills test. (Omar, 2011).

2- Speech (2020): (The effectiveness of electronic participatory learning in developing analytical reading skills for academic discourse among postgraduate students at the College of Education). This study aimed to develop analytical reading skills for academic discourse among postgraduate students at the College of Education. The sample consisted of (15) students at Zagazig University. The results showed that there are statistically significant differences between the mean scores of the students of the research group between the pre and post-measurements to test the analytical reading skills of the academic discourse. (Khatab, 2020).

Second: Studies related to literary awareness

1- Azazi's study (2004): (a proposed visualization of a curriculum in the Arabic language based on literary awareness to develop the skills of written expression among middle school students). The literary sample has, and the research sample was represented by (76) students, the modern middle school by (38) students, and the old high school by (38) students from the schools of the eastern city of Abu Kabir, and there is a difference between the mean scores of the experimental group and the control group in the written expression test in favor of the experimental group And the superiority of the experimental group over the control group in the literary awareness scale (Azzazi, 2004).

2- Al-Fatlawi Study (2019): (The effectiveness of an educational program based on creative thinking skills in rhetorical achievement and literary awareness among students of the Arabic Language Department in the Colleges of Education), and aimed to build an educational program based on creative thinking skills in rhetorical achievement among students of the Arabic Language Department In the colleges of education, the sample consisted of (111) students from the Department of Arabic Language for the second grade at the University of Karbala.

Chapter Three: Methodology and Procedures

This research includes a presentation of the research procedures carried out by the researcher to achieve the current research, identify the research community, select a representative sample for it, build the application of appropriate tools characterized by honesty, stability, and objectivity, and then determine the statistical methods that were used in the data processing.

First: the research community and its sample:

The research community included students of the Department of Arabic Language in the faculties of education in each of the following universities (Al-Qadisiyah, Babil, Karbala), their number reached (427), and the research sample included (100) male and female students, chosen by the simple random method (lottery).

Second: Search tools:

To achieve the goal of the research, it was necessary to build a test for analytical reading and literary awareness.

1. Analytical Reading Test: The researcher followed the following steps to build the test:

a. Determining the aim of the test: The current research aims to identify the analytical reading among the students of the Arabic Language Department in the Colleges of Education.

b. Determining the areas of the test: To determine the areas of the analytical reading test, the researcher carried out the following procedures:

- Studying and analyzing some local and Arab studies that dealt with the analytical reading test.
- Use of educational literature for teaching the Arabic language.
- The survey process resulted in preliminarily identifying skills for analytical reading, and they were presented to a group of arbitrators and specialists in the Arabic language and its teaching methods to benefit from their

opinions and observations. In light of their suggestions, the researcher rephrased some indicators and approved (80%) for acceptance.

Third. Formulation of test items: The researcher formulated items for the analytical reading test, which consist of (25) multiple-choice test items, including all analytical reading skills.

Fourth: Formulation of the answer instructions: The researcher put instructions for the test on the test paper, including answering all the items by putting a circle around the correct answer, and the test time is (45) minutes.

Fifth. Setting the correction standard: The correction standard is (1,0).

Sixth. Validity of the test: The researcher presented the analytical reading test in its initial form, consisting of (25) test items, to a group of experts and arbitrators with specialization in the Arabic language and its teaching methods, to verify the validity of the test, as the items obtained an acceptance rate between (83%). 100%.

Search tool application:

1) The first survey application: To ensure the clarity of the items and their instructions and to determine the time it takes to answer, the researcher applied the test on the day corresponding to (12/14/2022) to a first survey sample consisting of (50) males and females students, with (27) male students and (23) female students.) a student in the third stage of the Department of Arabic Language in the College of Education at the University of Al-Qadisiyah, by random selection (lottery), and the average time to answer the test was (45) minutes, as it was calculated by

Time for a student + time for a second student + time for another student

Test time = _____

The total number of students

2) The second exploratory application: After confirming the validity of the test items and the clarity of the instructions for answering them, the researcher applied, on Wednesday corresponding to (12/21/2022) at eleven o'clock in the morning, the test again on a sample consisting of (100) male and female students, in fact (36 male students and (64) female students from other than his main sample were randomly selected (by a lot) for the third stage of the Arabic Language Department at the University of Karbala, and he supervised the test himself.

8) Analyze the items statistically:

a. Difficulty coefficient:

The researcher calculated the difficulty coefficient and found that it ranged between (0.28-0.48), and accordingly, all test items are considered acceptable. Table (1)

B. Item highlighting parameter:

The researcher calculated the coefficient of distinction for each item of the analytical reading test and found that it deviates and found it to range between (0.33-0.70), so all test items are distinguished.

C) The effectiveness of false alternatives: The researcher calculated the effectiveness of false alternatives and found that they ranged between (-0.04-0.70), which means that they are camouflaged and attract more students.

9) Reliability:

The researcher calculated the stability of the analytical reading test using the equation (Qoder Richardson-20) and found that it was (0.87), this indicates that the test has stability.

Second: Literary Awareness Test:

In it, the researcher followed the following steps:

1) Determine the purpose of the test:

The test aims to know the literary awareness of the students of the Arabic language department in the faculties of education for the third stage.

2) Determining the areas of testing: To determine the areas of literary awareness testing, the researcher conducted the following:

- Studying and analyzing some local and international studies that dealt with measuring literary awareness, including (Al-Majmai's study, 2022), (Al-Musawi's study, 2020), and (Al-Fatlawi's study, 2019).

- Examination of websites and the information network on topics of standards and tests of literary awareness.

- The survey process resulted in identifying the skills of literary awareness preliminarily and then arranging them in a list that includes five main skills, which are (cognitive, perception, taste, conclusion, and judgment).

- The researcher included literary awareness skills and their indicators in a questionnaire and presented it to a group of experts and specialists in the Arabic language and its teaching methods to benefit from their opinions and observations.

3). Drafting test items: The researcher formulated items for the analytical reading test, which consist of (25) multiple-choice test items, including all analytical reading skills.

4). Formulating the answer instructions: The researcher put instructions for the test on the test paper, including answering all the paragraphs by putting a circle around the correct answer, and the test time is (45) minutes.

5) Setting the correction criterion: the correction criterion is (1,0).

6). Validity of the test: The researcher presented the analytical reading test in its initial form, consisting of (25) test items, to a group of experts and arbitrators with specialization in the Arabic language and its teaching methods, to verify the validity of the test, as the items obtained an acceptance rate of (83%). -100%).

7) Exploratory experience:

A- The first exploratory experiment: To ensure the clarity of the test paragraphs and instructions and determine the time it takes to answer, the researcher applied on (Wednesday) corresponding to (12/14/2022) the test on an initial survey sample consisting of (50) male and female students from the third stage of The Department of Arabic Language in the College of Education at the University of Al-Qadisiyah, by random selection of (29) male and (21) female students, and the researcher noticed that the test paragraphs and instructions for answering them were clear concerning students and that the average time to answer the test paragraphs was (40) minutes, It was calculated from the average response time of the first five and the last five, using the following equation:

Test time = (student last time + ... + student second time + student first time)/10

B- The second survey application: After confirming the validity of the test items and the clarity of the instructions for answering them, the researcher applied on (Wednesday) corresponding to (12/21/2022) the test on a sample consisting of (100) male and female students, with (32) students and (68) female students at the University of Karbala in the College of Education and for the third stage, Department of Arabic Language, and they were randomly selected (lots), and he supervised the test himself.

8- Analyze the paragraphs statistically:

A- Difficulty coefficient: The researcher calculated the difficulty coefficient for the literary awareness test paragraphs and found that it ranged between (0.30 - 0.50), and therefore all paragraphs are considered acceptable. Table (3) shows that.

B- Discrimination coefficient: The researcher calculated the discrimination coefficient for each paragraph of the literary awareness test, Appendix (17), and found that it was limited to (0.44 - 0.78). Appendix (3) shows this.

C) The effectiveness of the false alternatives: The researcher calculated the effectiveness of the false alternatives and found that they ranged between (-0.07 _-0.78), and this means that they camouflaged and attracted a larger number of students from the lower group, as the alternative is more effective the more its negative value increases.

D) Reliability:

The researcher extracted resilience to test literary awareness using the Kweder-Richardson-20 equation, as the resilience coefficient reached (0.94), which is a high resilience coefficient, as the resilience coefficient is high and good.

Tools final application:

1- Analytical reading test: The researcher applied the test, under his supervision, to a sample of students from the Arabic Language Department at the College of Education, University of Babylon, consisting of (100) male and female students, on Thursday 2/2/2023 at ten o'clock in the morning.

2- Literary awareness test: The researcher applied the test, under his supervision, to a sample of students from the Arabic Language Department at the College of Education, consisting of (100) male and female students, on Wednesday 8/2/2023 at eleven o'clock in the morning.

Statistical means:

Difficulty coefficient:

1- It was used in calculating the difficulty coefficient for the paragraphs of the analytical reading test and the literary awareness test:

$$r = m/k$$

As it represents:

(r): the difficulty of the paragraph.

(M): The group of students who answered the paragraph correctly in each of the lower and upper groups.

(k): the total number of individuals in the lower and upper groups.

2- Paragraph discrimination coefficient:

The researcher used to find the discriminating power of the paragraphs of analytical reading and literary awareness

$$T = (D - P - MG - P - SMG) / ((D + P) / 2) / 1$$

As it represents:

(T): discrimination coefficient.

(GSS): The group of correct answers in the upper group.

(MG S D): The group of correct answers in the lower group.

1/2 (d + p): half of the total number of students in each of the lower and upper groups.

3- The effectiveness of false alternatives: The researcher used to show the effectiveness of camouflages or false alternatives for the analytical reading and literary awareness test items:

$$P = (m d n - m p n) / n$$

As it represents:

(q): Efficacy of the wrong alternative.

(NAM): The number of students in the upper group who chose the wrong alternative.

(NDM): the number of students in the lower group who chose the wrong alternative.

(n): the number of students in one of the two groups.

4- The Richardson Equation: The researcher used this equation to find the stability coefficient of the test of analytical reading and literary awareness.

n mg o p

$$RQ20 = \frac{n}{n-1} \left(\frac{Mg \times y}{p \times x} \right)$$

As it represents:

RQ20 = Stability coefficient.

n = the number of test items.

Mg x y = the sum of the percentages of correct answers • the percentages of wrong answers.

p x = total variance.

5- Pearson correlation coefficient

The researcher used this coefficient to find the correlation between analytical reading and literary awareness.

$$t = \frac{(\text{Sum } Q) (\text{sum } r)}{2 - \text{sum } r}$$

$$t = \frac{\sum Qr - \frac{(\sum Q)^2}{n}}{\sqrt{\left(\frac{\sum Q^2}{n} - \frac{(\sum Q)^2}{n^2} \right) \left(\frac{\sum r^2}{n} - \frac{(\sum r)^2}{n^2} \right)}}$$

As it represents:

t = Pearson correlation coefficient.

n = the number of the sample.

Q = the values of the first variable.

r = the values of the second variable.

6- Post-test for two independent samples:

The researcher used to calculate the analytical reading and literary awareness.

Q1-Q2

$$T = \frac{(\sum Q_1 - \frac{(\sum Q_1)^2}{N_1}) - (\sum Q_2 - \frac{(\sum Q_2)^2}{N_2})}{\sqrt{\left(\frac{\sum Q_1^2}{N_1} - \frac{(\sum Q_1)^2}{N_1^2} \right) + \left(\frac{\sum Q_2^2}{N_2} - \frac{(\sum Q_2)^2}{N_2^2} \right)}}$$

$$T = \frac{(\sum Q_1 - \frac{(\sum Q_1)^2}{N_1}) - (\sum Q_2 - \frac{(\sum Q_2)^2}{N_2})}{\sqrt{\left(\frac{\sum Q_1^2}{N_1} - \frac{(\sum Q_1)^2}{N_1^2} \right) + \left(\frac{\sum Q_2^2}{N_2} - \frac{(\sum Q_2)^2}{N_2^2} \right)}}$$

As it represents:

Q1: The arithmetic mean of the first sample.

Q2: The arithmetic mean of the second sample.

N1: the number of individuals in the first sample.

N2: the number of individuals in the second sample.

P1: The variance of the first sample.

P2: The variance of the second sample.

Chapter Four: Presentation and Interpretation of the Results

First: View the results:

Table(4)

The relationship of analytical reading with literary awareness

Relationship	Type link	Arithmetic mean	standard deviation	Correlation coefficient value	degrees of freedom	Significance is at0.05
Analytical reading	good	14,39	4,45	0,67	98	direct function
literary consciousness		14,61	3,98			

It is clear from the above table that there is a correlation between analytical reading and literary awareness among students of the Arabic language department in the faculties of education, as the degree of correlation reached (0.67) and in the positive direction, and this means that there is a direct correlation between analytical reading and literary awareness. Which states that there is a correlation between analytical reading and literary awareness among students of the Arabic Language Department.

Chapter Five: Conclusions, Recommendations, and Suggestions

First: Conclusions:

In light of the results, the researcher concludes the following:

- 1- The most expensive students of the Arabic language department in the faculties of education enjoy analytical reading.
- 2- Most of the students of the Arabic language department have literary awareness.
- 3- There is a correlation between analytical reading and literary awareness.

Second: Recommendations:

- 1- Increasing interest in university offices and urging students to visit them periodically.
- 2- Include study materials in the Arabic language department with analytical reading skills and literary awareness skills and apply them in practice.

3- Urging teachers to allow students to express their opinions and criticism of everything written or spoken.

Suggestions:

1- A comparative study between the level of literary awareness in the faculties of education for humanities and the faculties of basic education.

2- A study dealing with analytical reading among students of the Arabic language department in the faculties of basic education and its relationship to achievement in literature.

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