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**Towards an Interdisciplinary Approach to Teaching Literature: Investigating the  
Intersection of Consciousness-Raising Method and Reader-Response Theory in  
Teaching Ernest Hemingway's *The Old Man and the Sea***

**A Dissertation Submitted to the Department of English in Partial Fulfilment of the  
Requirements for the Degree of Master in Literature, Civilization.**

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## **Dedication**

*I am dedicating this work to the most beloved people in my life. They have meant and continue to mean so much to me. Their efforts gave and still are giving meaning to my life. To my parental grandparents, for whom, I pray God to have mercy on their souls. To my maternal grandparents and my lovely parents, this work is dedicated to all of you.*

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## **Abstract**

This dissertation undertakes an interdisciplinary approach that aims at investigating the importance of implementing consciousness-raising method (CRA) in literature classes, as well as their significance in teaching literary criticism since this study will employ Reader-Response theory (RRT) as a bridge that brings together two dissimilar fields, literature and linguistics. The current research, henceforth, argues that consciousness-raising activities and reader-response theory do share some common affinities which make it possible for this study to examine their intersection in reading Ernest Hemingway's novel, *The Old Man and the Sea* 1951, through the lens of an interdisciplinary perspective. Accordingly, an experiment will be carried out to reveal the considerable act of merging CRA and RRT for teachers of literature, as the current research attempts to demonstrate, in involving their students in a critical engagement with and interpretation of literary texts through two different levels, linguistic and literary. The students' engagement is, therefore, assumed to be manifested in increasing their awareness of, and arousing their critical and creative responses towards different literary texts.

**Key words:** Teaching literature, Interdisciplinary approach, Literary field, Linguistic field, Consciousness-raising method, Reader-Response Theory, Students' critical responses

## General Introduction

In the field of literary studies, most of researches are basically concerned with reading, interpreting and studying literary texts from different philosophical and theoretical perspectives. However, a whole new vocabulary of pedagogy, which considers literature as both a philosophy and activity, has developed to highlight the significance of teaching literature. Yet, it is only recently that the aspect of teaching literature has received the amount of attention it deserves as some significant researchers have attempted to shed the light on the way teaching should be performed and carried out in the classroom. However, accordingly, some literary scholars have alluded to this newly emerging concern since the beginning of the New Criticism movement<sup>1</sup>.

In fact, the phenomenon of Teaching literature to students who are supposed to be familiar with the field of literary studies requires them to be fully involved in the experience of relating and responding to different themes and issues raised and directed by this phenomenon. In this sense, it is partly the teacher's responsibility as he/she plays a vital role in directing this experience to enable, maintain and develop this kind of involvement. Recent teaching approaches and methods suggest that the learners' engagement in the subject matter helps them better understand and acquire the information they are exposed to. However, students are expected to linguistically maintain a good language in order to make the process of their engagement with a given literary text more intimate. In this vein, this research seeks to investigate the extent to which an interdisciplinary approach to teaching literature, that combines a linguistic method with a literary theory, can increase students' critical

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<sup>1</sup> New Criticism is a literary movement which emphasizes the close reading of the literary texts. It emerged at the beginning of the 20th century as a reaction to the Victorian <sup>1</sup> New Criticism is a literary movement which emphasizes the close reading of the literary texts. It emerged at the beginning of the 20th century as a reaction to the Victorian literature. It takes no consideration for any literary elements except for the text (for example: no author and no historical background).

engagement. Accordingly, Consciousness-Raising Activities, as a method of teaching, and Reader-Response theory are presumed to have a productive impact on the teaching of literary texts.

Since the aim of CRM is to primarily raise students' awareness of particular linguistic features and phenomena, and teachers of the RRT regard the reader as an active participant where he/she relates the literary text to their prior knowledge in order to provide a suitable interpretation. This research seeks to mingle the theory of approaching literary texts and the method of teaching into an interdisciplinary approach in order to make the students' interpretations of texts not to be compromised by the influence of the teacher who in the past tend to impose "*preconceived notions about the proper way to react to any work.*"(Rosenblatt 2). Louise Rosenblatt, who is a leading figure in the literary field, argues in her book *Literature As Exploration* (1938) that teachers should never do so, as it is mentioned: "*Students must be free to deal with their own reaction to the text*" (66) and in page 67 "*Teachers must avoid undue emphasis upon the form in which the students' reactions are couched.*". in the same vein, consciousness-raising activities assures the students' free thinking and seeks to make learners as autonomous as their learning requires. This method of teaching insures learners' individuality along with peer-to-peer learning to occur in the classroom.

In this regard, on a linguistic level, teachers should be aware of the effect of information they expose to the consciousness of the learners, and what might be regarded as critical for learners to notice in order to identify the grammatical feature of a particular linguistic passage. Moreover, teachers must choose the most appropriate timing to do that. That is to say, to maintain the appropriate 'when', because not every time is a good time to draw students' attention towards something. Not to mention, the matter of the 'how' which

requires the teachers to know what effect pieces of information have on the learner and how to manipulate that in order to realize the objective of the lesson, as it is explained by Rutherford and Sharwood in their book *Grammar and Second Language Teaching* (1988).

In this respect, to raise students' awareness regarding something means to make them notice it at first place (Rosa 3). Thus, the immediate aim of Consciousness-Raising Activities is to help learners notice something about the language that they might not notice on their own. Therefore, the role of the teacher according to the principles of this teaching method is to guide learners' attention towards specific elements already delineated by the teacher. Or in other words, the teacher should play the role of a facilitator and a mentor who administrates the process of learning which is essentially dependent on learners' consciousness. As well as, and most importantly, the teacher should make sure that the learners had grasped the strategic capabilities they are anticipated to acquire and use during this process. That is to say, learners must receive the strategic knowledge they use in the lesson beforehand.

However, during the process of raising learners' awareness, researchers in the field of linguistics have argued that learners have to notice the gap between their own production and the native speaker's, in order to make language-to-language development occur. Thus they need to notice the difference between the two productions and list them up. Andrew Atkins in his article "Pedagogic Grammar and Second Language Acquisition" (2000) argued in favor of this idea by quoting Batstone and Ellis:

Batstone (1996) also talks about the role of noticing. He states that noticing is the "intake of grammar as a result of learners paying conscious attention to the input"...This appears to be congruent with what Ellis calls "an interpretation grammar activity" ... (1993: 11). Ellis continues to say: [An] interpretation grammar activity . . . would provide learners with a very structured input . . . in

the sense that the input would have been manipulated to contain examples of the particular grammatical structure that you wanted to teach. In addition, the task would require learners to listen to this input in order to identify the meaning of the sentences containing this particular structure. (5)

Concomitantly, for literary critics who have agreed upon the simplicity of the language used by Ernest Hemingway in his masterpiece, *The Old Man and the Sea*, the latter will certainly serve as a fertile ground to experiment with what Batstone and Ellis have already alluded to. However, that does not necessarily mean Hemingway's writings are less artistic or less poetic. As a matter of fact, it is the choice of terminology and wording in *The Old Man and the Sea* that has drawn the attention of many critics who assumed that it is the language of this novel that triggers the sense of accuracy. For instance, at the opening of the novel, Hemingway describes carefully and delicately the experience of suffering that both of the old man and the boy had endured during their fishing journey. For instance, Hemingway describes the effect of the daily suffering of the fisherman stating "The blotches ran well down the sides of his face and his hands had the deep-creased scars from handling heavy fish on the cords."(Hemingway 1).

Moreover, Hemingway's description succeeds in making the reader visualize the situation as if she/he is living it especially when using specific detailed pieces of information such as when describing the long period of going to the sea and returning empty-handed as he narrates: "*And he had gone eighty-four days now without taking a fish.*" (Hemingway 1). It is clear that the act of counting is taking place for each day. This act actually is made to draw the reader's attention to the fact that it is a long period of time. Therefore, this literary work is seen as the most suitable choice to be dealt with in the process of teaching the theory of Reader-Response. The simplicity of the text renders it a rich context to explore and investigate the different ways how students are to perceive its language and respond to its

meaning. Therefore, the general objective of the current research is to examine how students respond to and engage with reading literary texts using CRM and RRT.

For the purpose at hand, the present study seeks to investigate how the implementation of an interdisciplinary approach to teaching literature that merges CRM and RRT foster the process of increasing students' responses criticality and creativity. In this sense, to undertake a reasonable investigation, many questions could be set forward:

1. To what extent can an interdisciplinary approach to teaching literary texts increase students' critical responses and engagement?
2. Since Reader-Response Theory shares common interest with consciousness-raising activities, especially at the level of the learner's mind, what significance would CRM has on the teaching of literary texts though the lens of RRT?
3. So, does the implementation of an interdisciplinary approach, that combines CRM and RRT, have a positive effect on teaching Ernest Hemingway's *The Old Man and the Sea*?

To provide answers to these questions, we see it necessary to rely in our investigation on an interdisciplinary approach that is consisting of describing and analyzing the intersection of CRM and RRT and its significance in teaching literary texts. This research is conducted on the basis of the hypothesis that suggests that CRM and RRT can constitute an interdisciplinary approach to teaching literary texts' criticism without the collateral effect of influencing readers' responses and insuring their creative and free thinking.

Furthermore, this research relies on an experiment that involves students' reading *The Old Man and the Sea* through an interdisciplinary perspective. Yet, it should be conducted taking into account all aspects of CRM along with RRT. Therefore, students' experimental

reading should contain a set of well organized and well presented questions drawing students' attention to the textual literary features that they are required to notice. As for the method of research, it depends primarily on a qualitative method as well as a quantitative method as secondary to this study. The mixture of both methods guarantees that data collection can be done on a large group depending on the observation of the general behavior of the participants as well as taking into consideration some particular answers as the qualitative method is based upon. The case of study includes third year students of the department of English of Amar Thledji University. The choice is set upon this category precisely simply because of their involvement in literature studies which enables them to make clear understanding of the interdisciplinary approach to investigated, as well as its application on a literary text.

The first chapter deals with the CRM features and principles which prove that this method of teaching include the potential concepts to be implemented in the teaching of literary texts. In this chapter, the method of teaching grammar (consciousness-raising activities) is to be introduced, with regard to specific details which will be linked to points in the second and third chapters such the role of notice and individuality of learning.

The second chapter engages in the intersection of RRT and CRM where exists the attempt to find a common ground between CRM and RRT in order to enable the method of teaching, which was established and emerged in the linguistic field, to be applied and investigated in the literary field. It is to be done through finding common points and concepts in both RRT and CRM.

As for the last chapter it will be dedicated to the investigation of the intersection of RRT and CRM. Discussion of the experimental reading of the novel which puts the found common points and concepts into practice will take place in this chapter, along with the

impact of some aspects of the read text (*The Old Man and the Sea*) on the responses after raising the readers' awareness about them.

## **CHAPTER I: Significance of CRA in Classroom Context**

The current chapter aims at uncovering the ambiguities of this method along with providing as clear as possible exposure to it. In order to do so, this chapter will define this method depending on several sources, and speak about some of critical titles related directly to the use of this method in the classroom.

### **I.1. Definition of CRM:**

Actually, many books and sources have referred to the term Consciousness-Raising in many books and sources. In some books the term is preceded by the word grammatical (Grammatical Consciousness-Raising) and this term refers to the approach according to which the method of this research is interested in. Other sources such as Rod Ellis in his book *Methodology In Language Teaching* and Christoph Suter in his article “Discussing and Applying Grammatical Consciousness-Raising” have mentioned Consciousness-Raising Activities or Tasks and reflect on them as the type of activities that can be described as “*The process of developing awareness of an unfair situation, with the aim of making people want to help in changing it.*” (Suter 3). These activities can be seen as the core components which constitute the method studied and investigated in this research.

In the Longman Dictionary of *Language Teaching and Applied linguistics*, Richards and Platt (1992) consider consciousness-raising activities as a method of teaching that relies on activities/tasks such as drills, grammar explanation, rule extraction attempts, and other form-focused activities in order to teach grammar rules. They consider this method as an instrument which enables the teacher to make sure that the learner is aware of the grammatical features of the target language. Richards and Platt state that consciousness-raising tasks or activities constitute a method that, unlike other traditional methods and approaches, aims “*To instill correct grammatical patterns and habits directly.*”(Richards and Platt 78)

Andrews, in his book *Teacher language awareness* (2007), confirms that consciousness-raising activities have significant demands on the L2 teachers. Consciousness-raising tasks are designed to provide explicit learning which challenges the teacher's awareness of the language as well. The teacher is required to develop learners' language consciousness at the level of understanding (Ellis 169) which is the third level of consciousness, and it will be discussed in further detail later on. Therefore, the intended outcome of a consciousness-raising activity is increasing students' awareness of how some linguistic features function authentically in a text. Consciousness-raising task does not aim at developing instant ability to use the studied target language features, but rather it attempts to call learners' attention to and raise their consciousness of different language features.

It is inconvenient to define consciousness-raising activities without referring to the landmark work in the development of this method which is Rutherford's (1987) *Second Language Grammar: Learning and Teaching* which was published after the book of Krashen, *The Natural Approach*, that removed the restriction on this type of Activities (Consciousness- Raising). The restriction was placed on these activities in the classrooms of previous teaching approaches and methods such as grammar translation method (Willis and Willis). *The Natural Approach* by Stephen D. Krashen and Tracy D. Terrell is considered as a turning point in the teaching of grammar, because it considers formal instruction (teacher-centered teaching) as less contributing in the learning process. Rutherford's landmark piece of writing is one of the early attempts to define consciousness-raising activities. It was a reaction to the limited contribution of formal direct instruction on the learners' acquisition of language.

Moreover, Veni Rosa, who writes an article in the *International Journal on Studies in English Language and Literature (IJSELL)*, suggests that the function of consciousness-

raising activities is to raise awareness of the grammatical patterns the target structures tend to occur according to. Or in other words, consciousness-raising activities' function is to make the learners aware of the linguistic feature which is exposed in the classroom. Thus, the immediate aim of CR tasks is to help learners notice this linguistic feature about the language that can possibly be not noticed by the learners on their own and understand it.

## **I.2. Stages of CRM:**

According to John Bankier's article "Consciousness-raising activities: What they are and why you should be using them for all levels", consciousness-raising method takes place in the classroom through stages. Depending on the writings of Ellis and Willis & Willis, Bankier states those stages in his article as the lesson starts, emerges and concludes.

1- Stage 1: for this stage, the learners are provided with a text that contains the to-be-taught grammatical structure imbedded authentically in the text. This grammatical structure does not need to be standing out in any special way for the learners to notice. However, the text must be readable and understandable, and containing enough examples of the target grammatical structure. The learners, then, are required to tackle the text as a piece of reading rather than focusing on its grammatical features. Through the reading process, the learners are required to understand the message of the text and be able to answer comprehension questions.

2- Stage 2: At this stage, the target structure (TS) is the core fundamental element which can be represented in the examples of the intended lesson to be taught, in this case it is the definite and indefinite articles "a" "an" and "the" (Bankier). After the target structure is

highlighted in the text or on another piece of paper. Yet, it has to be kept in its context rather than treated independently from its original source. For example “Underline every example of *a*, *an* or *the* you can find” of course within the text.

3- Stage 3: The third stage implies having learners asked to detect the patterns in which the structures occur, as for the same example, after the words “a” “an” and “the” (Bankier). Hence, the pattern is that, after every one part of the selected words (articles) a noun occurs. This result is achieved through answering a set of well organized questions asked by the teacher. The learners should be able to state the situation in which the target structure takes place. For instance, “*What are the words that come after ‘a’, ‘an’ or ‘the’*” or “*What is common among all the examples?*” (Bankier) are the type of questions being asked in this stage.

4- Stage 4: Subsequently, the teacher asks the students to formulate a preliminary rule for the found knowledge. This preliminary rule does not have to explain the phenomenon perfectly. It can sound like this: “*we use ‘the’ before a noun that we know of and we use ‘a’ and ‘an’ before nouns we don’t know anything about*” (Bankier). This stage’s objective is not to provide a completely correct rule, but to increase the awareness of the target structure’s way of functioning in the English language.

5- Stage 5: Bankier suggests this stage to be an extra one and describes it as necessary for the learning process. In this stage, the teacher should provide some sort of a firm ground for the students in order to prepare their state of mind so that the teacher might be sure that all learners involve in the lesson. Moreover, Banker insists that the time given for this stage should not be short so the students would not feel that their contribution is not appreciated, and it should not be too long that it would make the teacher marked as the source of knowledge. In this context, the teacher should play the role of a “confirmer” and a “summarizer” (Bankier 1).

### **I.3. The Importance of Implementing CRM in language teaching:**

The importance of using CR tasks lies beyond the fact that this method aims at presenting the information in the most appropriate manner possible. Students, when learning about the English vocabulary and grammar, start developing a sense of explicit as well as implicit knowledge. On the one hand, traditional ways of teaching focus basically only on the explicit type of presenting the information, as it is the case with the PPP style of teaching: where the teacher “*presents*” the lesson, and the learners “*practice*”, so that they can eventually “*Produce in [a] freer manner*” (Bankier 2). On the other hand, CR tasks do not focus on the explicit knowledge at the expense of the implicit one. However, it allows the learners to provide and express their assumptions about the presented material. Thus, they develop an account of implicit knowledge about the features of language.

Unlike the ‘present, practice, produce’ ( as known as PPP) way of teaching, consciousness-raising tasks provide a considerable amount of opportunity of interaction and involvement in the lesson for students, same as different styles of teaching that focus on learners’ intelligences. Some learners, when being taught according to the PPP way of teaching, do not concentrate with the teacher’s talking, or at best, they only receive the information without processing it. However, consciousness-raising activities work their way to achieve the objective of the lesson, which is making the learners feel that they contributed in the detection of the grammatical rule, by making the rule (or the general judgment about the presented material) which appears like it is a students-generated so that it would be understood and remembered (Bankier 3).

The most important element a teacher should maintain in his/her lesson is the context of the target structure. Unlike traditional language teaching methods, Consciousness-raising

tasks seek to tackle the target structure in an as authentic environment as possible i.e. to present and emphasize the surrounding relations among other elements affecting the learning process such as contextuality and formality of the situation (formal/informal situations). Therefore, the preliminary presented material, that the lesson is based on, is required to be as natural and native-like as possible. Therefore, the teacher should prepare a predetermined scheme of the conducted lesson which will be followed in order to insure learners' understanding.

In this vein, it will be of great relevance if we state the reasons behind choosing *The Old Man and the Sea* as the case study undertaken by this research. At first, this novel meets the current research's main focus. On the one hand, we find that Ernest Hemingway is famous for the simplicity of his works' language. It is with no doubt that he employs a typical writing style that emphasizes using a simple, plain and straightforward language which in return allows for an effective engagement of the reader to be rendered as an essential component of the text. And accordingly, his style of writing makes the reader live the events of the story. It is through his realistic tendencies that he manages to situate the reader in the heart of the story events. As Xie Yaochen argues that Hemingway' used language in this novel to be “. . . *simple and natural, and has the effect of directness, clarity and freshness*” (Yaochen 156). It is noticeable that the accuracy of details in this story plays a leading role in making *The Old Man The Sea* to be a realistic work because of the author's use of adjectives, abstract nouns and the avoidance of complex syntax (Yaochen 3). For example, the counting of the days without catching any fish by the old fisherman is highlighted with the expression “84 days” (Hemingway 1).

Moreover, Bankier argues that CR tasks provide a solution for elementary-level reading problems. However, the interest of this research is located in the ability and the characteristic of the investigated teaching method in providing an effective way of teaching which helps learners to have a better gain of knowledge to be extracted out of a text. This ability or characteristic resembles the core reason for choosing this method to be this research's fundamental basis.

Furthermore, it is highly required to create a suitable environment inside the classroom for the learners. In this regard, consciousness-raising tasks not only contribute in the creation of a suitable classroom atmosphere; through the opportunity of reading news papers or magazine articles or even presidential speeches, it also allows the learners to learn promote cooperative and pair-work skills. As it is expressed in Bankier's article that teacher-fronted classroom are not as comforting, convenient and easeful as a classroom where the learners are able to be in charge of their learning process. Consequently, it is argued that a student-generated text interpretation functions as a cement that glues the obtained knowledge in the learners' minds and contributes in the creation of a more sustainable and suitable learning environment (Bankier 3).

Furthermore, one of the significantly important characteristics of the use of this method is its ability to prevent learners from deviating from the proper use of language to the use of chunks of language, in the process of transmitting their messages or meaning. Lightbown and Spada, who wrote a book titled as *How Languages are Learned* (1996), suggest that the act of using the error detecting activity performed by the learners themselves aids them to be directed to the proper use of native-like language. This activity may take several shapes and steps, however, the students try to locate errors of language use (produced by some of the colleagues or other people) and correct them.

Moreover, consciousness-raising has been considered important in language learning due to its role in the learning process or activity which provides two different types of knowledge for the learners to perceive. The first comprises an implicit knowledge which is essentially acquired without the learners' consciousness and which is apparently unavailable to the conscious mind even after maintaining competence about the acquired knowledge that is put into use spontaneously without a conscious control. That is to say, this type of knowledge happens without any control of the conscious mind of the learners. For instance, when two persons meet, they greet each other saying (good morning) at the level of unconsciousness where the mind completes this phrase to be (I hope that you are having a good morning). However, the conscious mind can't access this kind of knowledge. The second type is explicit knowledge which is the knowledge that the learners is aware of and can access into it whenever they need to.

In addition, approaching the problematic of the research from consciousness-raising activities theoretical lens resonates in Bankier's concluding ideas which reveal the significance of implementing consciousness-raising activities in the teaching process. The choice of consciousness-raising activities to be this research's selected method of teaching can be strengthened in the conclusion made by Bankier in the section "Why you should be using them" referring to consciousness-raising activities. The conclusion states that "Skills learnt in CR tasks can be used outside the classroom. Essentially, CR presents a way of analyzing language. It can be applied in any situation; learners simply need enough examples of the target structure." (Bankier)

#### **I.4. The role of ‘Notice’ During the Learning Process:**

As a start, the term ‘notice’ refers to the act done by the learners during the lesson, and guided by the teacher, and that is represented in the observation of the differences between the native-produced pieces of language and the errors committed by the learners, as it is argued in the article of Nick Morley: “Do Consciousness Raising Activities Improve Learning?”. Morley states that both researchers, Ellis (2004) and Thornbury (2000), share the opinion of considering the accuracy in the use of language to be not the ultimate goal at the expense of fluency. Therefore, the implicit knowledge obtained through the act of ‘notice’ comes as equally important as the explicit knowledge provided by the teacher or exposed in the selected case study. Both researchers consider the fact that the focus on accuracy in the teaching of language restricts the learning process. Therefore, they suggest that the teacher should stand in the position of a provoker and stimulator of common language use which may contain errors. This task is followed by the activity of comparing the learners’ output with the natives’. The learners at this point can distinguish that their production is to some extent different from the natives’, which means that they committed some mistakes.

The role of noticing activity can be highlighted in the conception formulated by the work of Lightbown and Spada “How Languages are Learned” (1996), where they take into account the students’ tendency to communicate using incomplete sentences in order to avoid committing mistakes. This act is referred to as fossilization. The benefit of the activity of noticing can be seen in the guidance of the learners toward the use of fully complete native-like sentences. If this goal is achieved then the learning process is successful (Morley 4).

Furthermore, the action of noticing during the learning process is best represented in the distinction between ‘Decoding’ and ‘code-breaking’. Cook, in his book “Second Language Learning and Language Teaching” (1991), illustrates the distinction between the two concepts as “. . . Decoding [is] to get the ‘message’, versus code –breaking or processing language [is] to get the “rules.” (Cook ). Therefore, it will be most appropriate to say that consciousness-raising activities focus on the learners’ interpretations of the text and their feedback to the presented material.

#### **I.4.1. The importance of the role of notice:**

In the last few decades, the role of consciousness in cognition and learning has been the core of attention of many studies due to its modernity and effectiveness. The most prominent supporters of consciousness-raising are Rutherford and Sharwood. In their opinion, the function of consciousness-raising is to highlight certain language features for the learners to raise their awareness of the grammatical function of language, and consequently they notice the way the highlighted language feature occurs in the texts. After, when the learner is ready to insert these specific features into the developing of the second language competence, he or she will acquire them (Yufrizal 18).

Moreover, Rutherford, in his book *Second Language Grammar: Teaching and Learning*, insists on the fact that language learners already have broad language knowledge of both specific and universal kinds to build and he sees that language learning primarily constitutes a process by itself. Consequently, and according to Rutherford, consciousness-raising is apprehended as a means of illuminating the learner's path from the known to the unknown, or in other words, consciousness-raising is a facilitator for the acquisition of

linguistic competence, because it helps students notice and understand language grammatical rules.

In the same vein, Ellis, in his article “Grammar teaching: Practice or consciousness-raising?” (2002), shares the same idea with Rutherford. He considers consciousness-raising as a facilitator to the acquisition of knowledge which is needed for communication and by extension language competence. He claims that consciousness-raising is not only helpful in the formation of explicit knowledge but also contributes to the acquisition of implicit knowledge as it is discussed previously under the title of the role of ‘notice’.

#### **I.5. Learners’ Levels of Consciousness in Language Learning:**

Scholars interested in consciousness have recognized that there are some degrees or levels of consciousness. Schmidt in his book *The Role of Consciousness in Second Language Learning* states that consciousness is implicated in cognitive mental processes, and as extension, is crucial to second language learning; because it makes the learners aware of the material they are absorbing into their minds. Furthermore, consciousness for him can be categorized into three main levels: perception, noticing and understanding which are properly demonstrated in the subsequent subtitles as they are suggested in Hery Yufrizal Panji Wisastra and Flora Nainggolan’s article “Consciousness-Raising Activities to Foster Speaking Accuracy of Indonesian EFL Learners” published in *Journal of Research & Method in Education (IOSR)*.

### **I.5.1. Level 1: Perception**

It is generally believed that the act of perceiving implies mental organization and the ability to create internal representations of events from the real world. However, perceptions are not necessarily conscious which means that subliminal perception is possible. In other words, it means that perception does not necessarily accompany subjective consciousness. The term detection may have an intervention at this point. It is one of the systems of subconsciousness that is used for getting attention from the part of the teachers toward the intended linguistic feature. The term is used to refer to the registration of cognitive acquisition of a particular linguistic feature that is stimulated without subjective consciousness (Richards & Schmidt). It is highly conditioned that detection is a necessary and sufficient element for further knowledge processing and learning.

### **I.5.2. Level 2: Noticing**

Noticing is to significantly distinguish some aspects of language forms that have direct relations to other similar forms. Thus, noticing can be defined as the extraction of similarities of language forms which take place in a text. It is regarded as one degree or level of consciousness. It refers to the learners' experience which is brought about by drawing learners' selective attention to a certain linguistic form. Schmidt in 1990 argues that noticing is necessary for input to become intake. Thus, it is necessary substantial for the achievement of L2 learning. Noticing can be defined as the intended creation of cognitive relations between similar elements through the orientation of attention.

According to Robinson (1995), noticing can be seen as learners' detection of subjective consciousness along with rehearsal in short-term memory. Schmidt (1990) argues

that subliminal language learning is impossible, and the intake is what learners consciously notice and develop out of the input provided by the teacher. This requirement of noticing should be applied equally to all aspects of language. However, Language learners' ability to learn is limited to what they are able to notice. Schmidt and Frota (1986) pay much attention to the importance of noticing in L2 learning. They have claimed that if a learner is taught to use a particular type of verbal form, it is not enough for him/her to have been taught and drilled in class to eventually put the intended verbal form in sentences. Also, it will not be enough for the form to appear in an input to be considered as being acquired. They have argued that noticing is necessary quintessential for a learner to develop the ability to use it. This can be taken as a support for the hypothesis that there is no L2 learning without noticing.

### **I.5.3. Level 3: Understanding**

As stated earlier, noticing is the basic sense by which a learner becomes aware of something, however, the task does not end here. When the learner notices some aspects of the presented material and highlights the target structure, he/she can analyze it and compare it to their previous knowledge of the same structure and its occurrence on other occasions. Teachers can reflect on the minds of the learners and raise their consciousness through the attempt to make them comprehend the significance of language features' significance, and at this point they can experience and draw insight and understanding. All of this mental activity, which is the common way of thinking, goes on within consciousness. In brief, consciousness takes up to three stages: perception, noticing, and understanding where each level contribute on its way in the learning processes.

Hery Yufrizal et al, in their article ,entitled as "Consciousness-Raising Activities To Foster Speaking Accuracy Of Indonesian EFL Learners", conclude that Consciousness-raising activities are designed to provide learners with successful learning and enable them to use the language in an easeful and proper context. They then state that a review of literature shows that consciousness raising plays an important role in the process of second language acquisition and learning different skills “e.g., Carr & Curran, 1994; Curran & Keele, 1993; Ghorbani, 2011; Robinson, 1995; Schmidt, 1990, 1993, 1994, 2001” (Yufrizal et al 19).

As a conclusion, the principles of consciousness-raising can be implemented by the researcher in his/her teaching strategy (HeryYufrizal et al) which is the objective of this research. The strategy is constituted of some procedures such as drawing the students’ attention to the linguistic feature and in this research’s case; it is more directed to the literary feature of the chosen text under scrutiny, *The Old Man The Sea*. Besides, building up the students’ knowledge of rule initiation which can be accomplished through building up the student’s initiative interpretation of the text, noticing, hypothesis making, hypothesis checking and resulting in a personal interpretation free of the any influencing factors.

## **CHAPTER II: Demonstrating the Intersection of CRM and RRT**

This chapter is an attempt to find a common ground upon which we may have an opportunity to merge consciousness-raising activities, which is primarily a concept based on a linguistic feature, within a literary scope of study. To accomplish such task, our choice falls on reader-response theory for it offers this research a rich context that is replete with specific aspects related to consciousness-raising activities, since the latter, according to the current investigation, does share some commonalities with reader-response theory. So bridging roots between consciousness-raising activities and reader-response theory will serve as an intrinsic step towards the validation of our fundamental research problematic.

## **II.1. Reader-Response Theory:**

During the last few decades, many radical changes took place in the literary theory. Richard Beach introduced the reader-response theory in his book *A Teacher's Introduction to Reader-Response Theories* in a way that suits this research's objectives and attempt to prove the significant effect of consciousness-raising activities on the teaching of literature criticism. He puts emphasis on the changes that shaped the literary theory by stating that "*one of the most striking [facts] has been the growing prominence of what has come to be called reader-response criticism.*" (Beach 1). According to M. H. Abrams's famous 'triangle' which is constituted of author, work, and reader, Terry Eagleton looked at the changing history of modern literary theory as happening in three stages. It started with a Romantic "*preoccupation with the author*" (Abrams, 74), a New Critical "*exclusive concern with the text*" (Abrams, 74); and lastly, "*a marked shift of attention to the reader over recent years*" (Abrams, 74).

It is seldom assumed that reader-response criticism represents a relatively unified position particularly when compared to New Criticism. Since the latter is limited to, and has its main focus on the text, it is thought that reader-response contrasts the limitations and concentrations of New Criticism. However, reader-response is a mere extension of New Criticism to be including the reader of the 'literary text' as Richard Beach explains in his book *A Teacher's Introduction to Reader-Response Theories*, again, who states, "Writers who have been called 'reader-response critics' embrace an extremely wide range of attitudes toward, and assumptions about, the roles of the reader, the text, and the social/cultural context shaping the transaction between reader and text." (Beach 2)

Reader-response criticism can be traced back to ancient times. It cannot be excluded from the classical awareness and concern of Plato and Aristotle on the audience's reactions to the use of rhetoric language, which is the act of persuasion with words. Both scholars were concerned with the possibility of obviating the natural, yet intrinsic personal reaction any reader has to a given text when reading without thinking of critical theories or specific meanings. During the last century, reader-response criticism has gone through significant changes and it was noticed and felt in the emergence of different ideologies which were applied to the current theory. According to Jane P. Tomkins, who wrote a book titled *Reader-Response Criticism* in 1994, regards reader-response as a theory that can be defined as, "Not a conceptually unified critical position, but a term that has come to be associated with the work of critics who use the words reader, the reading process, and response to mark out an area of investigation." (Tomkins 9). Henceforth, as a critical approach, reader-response analyzes the response of the readers towards a text without giving importance to the simplicity of the explanation (Giangiulio 14), and because it is "Not a conceptually unified critical position" (Tomkins 9), reader-response can be seen as a theory that joins other theories dealing with the reader's response to a text (Giangiulio 14). Furthermore, and for the

sake of reaching meaning, all reader-response critics share a common ground on analyzing both “. . . *Text and reader as partners in the interpretative process.*” (Rosenblatt). For Rosenblatt the main tenet was the notion of the transactional experience between the reader and the text, where the text brings past experiences back to the reader and at the same time the text is shaping those emotional experiences by selecting and recalling ideas in a well-structured way.

In the same vein, Lois Tyson footnote shares the same idea with Tomkins, suggesting that draw meaning out of a text cannot be achieved without two beliefs that reader-response theorists share. The first maintains that, “. . . *The role of the reader cannot be omitted from our understanding of literature*” and the second contends, “*Readers do not passively consume the meaning presented to them by an objective literary text; rather they actively make the meaning they find in literature.*” (Giangiulio 14).

## **II.2. Intersection of RRT and CRA:**

One of the main interests that both reader-response theory and consciousness-raising activities share is the learner or the reader. The reader is the core component in the process of critically reading. As the name of the theory suggests, it is based on the responses produced by the readers during and after the reading process. In addition, consciousness-raising activities focus on the learner who is the center of the learning process. This method, according to the Humanitarian approach, tries to liberate the learners’ thinking and information processing. It insures the free thinking of the learners through raising their awareness of the material being taught. This research investigates the intersection of consciousness-raising activities and reader-response theory in the reading of Ernest Hemingway’s *The Old Man And The Sea*.

### **II.3. Impact of Reader-Response Process on the Learner's Mind:**

The impact of reader-response process on the learners' minds can be detected in five sets of questions. These questions, which will be presented and discussed later on under the current title, represent principles that are suggested by Probst in his article "Reader-Response Theory and the English Curriculum". The principles deal with a sequence of issues or questions to consider in teaching reading literary texts. Hence, these principles or questions can be taken into account and in relation to this research and particularly to Consciousness-Raising Activities. The principles' main problem is to figure out ways to help students do things that they must do largely by themselves. Therefore, freedom of choice of what a response may be or the choice of which thought to be processed in the learners' minds, is a prerequisite if they are to discover the significance of the text autonomously and learn to be more creative in using their critical skills to account for literary texts, or in other words, to formulate their own interpretation of the text. However, they need assistance and guidance so that they won't deviate or go off track.

The raised questions, which will be presented and discussed under this title, are directed to help students read the text and understand it. Therefore, it is critically important to make sure these questions support without restricting the learners' thinking and processing of the read text, rather than restrict the learners' ability to produce responses. Probst suggests a hypothetical set of questions as an example for the teacher and which might provide guidance without imposing a kind of limitation or restriction, and they might even support the students' readings without having the teacher dictating precisely the outcome of the texts. Hypothetically, these questions could be highlighted and labeled under the levels of consciousness and which are discussed in the first chapter. Furthermore, Probst confirms that these questions are generic so that they will not be tied directly to a specific text. Therefore,

each of these questions needs to be reworded and perhaps supplemented with other questions that are directed specifically toward the given text according to teacher's selected method of teaching.

### **II.3.1. Perceiving in the Reader-Response Process:**

Probst consider that students' first requirement is implicit in the sequence of questions which can be seen as an opportunity for students to “. . . *Write and talk about their perceptions.*” (Probst 43). Therefore, the first task will be incited by the students' first initiatory level of consciousness which is 'perception'. It is obvious that such kind of questions can't be treated like any other questions often asked at the end of a reading assignment to simply check if the students did their homework or not, however, these questions try to illicit responses from the learners during the reading in order to either make sure they perceive, notice and understand much of the read text. For more clarification, the first exemplary question entails having the students focusing on what took place in their minds as they read:

Read the text and record what happens as you read-what do you remember, feel, question, see . . .? Afterwards, think back over the experience. What is your own sense of the text [?] does it have any significance for you; does it recall memories; does it affirm or contradict any of your own attitudes or perceptions? (Probst 43)

It is clear that the first set of questions invites readers to pay attention to themselves while reading as well as their first reactions and impressions, with respect to their thoughts and feelings and to examine them for their significance in responding to the text. Consequently, it is clear that the learners and their primary reactions are critically important and will constitute much of the substance needed in the class.

As for The second set of questions, the students are asked to concentrate on the overall meaning of the text. In this regard, Probst suggests that “*Even such a simple task as paraphrasing has the potential of revealing differences in readings, differences in judgments of characters, differences in the attitudes and beliefs of the students.*” (43). For instance, such questions provided by the researcher are:

What did you see happening in the text? You might paraphrase it-retell the event briefly. Or what image was called to mind by the text? . . . . Upon what did you focus most intently as you read-what word, phrase, image, idea? What is the most important word in the text? (Probst 43)

These questions, same as the first set of questions, can be labeled under the first level of consciousness due to their requirements. It is because the readers on this level try to organize the sentences’ meaning into a general overview of the text as it is suggested to be done in the first level of consciousness. As the exemplary questions suggest, the reader is to select the most important word, phrase, image, or idea so that the reader would activate one of the subconscious systems that the human mind use, which is the ‘detection’. It is for this reason that the second set of questions as long as the first set of questions are categorized as perceiving questions which help the reader build a general idea of the text for paving the way to the second level of consciousness.

### II.3.2. Noticing in the Reader-Response Process:

After having the readers perceived their texts, the next set of questions needs having them comparing their readings with those of other students. By readings, we mean the influence made by the text on the reader that triggers feelings as suggested by Probst in the exemplary questions:

Please discuss your readings with your partner (or in a small group). Did the text call to mind different memories, thoughts, feelings? Did you make sense of it in different ways? What similarities and differences do you notice in your experiences with the text? What might account for those differences? (Probst 43)

The purpose of this task is to help learners engage in a discussion of literary works through the comparison of the different interactions between the same text and different readers. It places the importance and attention of participants upon **readings** rather than texts and affirms that the importance of dialogue about unique readings, as a way of coming to understand texts and ourselves as readers, in comprising the core of the act of reading. For this reason, understanding is achieved through noticing disparities between different perceptions of the same text.

Furthermore, the fourth set of questions highlight the students' reflection on the context of the reading through mentioning any related works that come to their minds. It makes the readers remindful that meaning is complex. Besides, these questions draw the readers' attention to matters inside and outside the text and “. . . *Even outside one's self.*” (Probst 43). As it is argued by Probst in his following questions, “*Does this text call to mind any other literary work (poem, play, film, story-any genre)? If it does, what is the connection*

*you see between the two? How did the circumstances -this room, group, [and] other events in your life- influence or shape the reading?” (Probst 43, 44)*

This set of questions can be seen as the extension of the previous mind-opening questions. It seeks to make the learners aware of the similarities and differences that can take place outside their minds and within them. Also, it can be regarded as the bridge that enables the readers to reach insight and understanding of some aspects of the text as it is argued in the third level of consciousness (understanding).

### **II.3.3. Understanding in the Reader-Response Process:**

As for the fifth, it asks them to take into consideration how meaning has evolved, changed and took shape, during the course of reading, talking and writing about the text. It places much emphasis on the extremely important notion of the fluidity of meanings and that the readers develop, evolve, grow, thus, it cannot be seen as “. . . A static entity, a unitary and unchanging thing to be found, dusted off, admired for the moment and shelved.” (Probst 44) Therefore, Probst suggested questions for this step that focus on meaning and readers’ understanding of it

How did your understanding of the text, or your feelings about it, change as you talked [?] How did you respond to it: emotionally or intellectually? How did you think about the text [?] did you analyze it, examine your own associations and memories, [or] react to the observations of your partner[?] . . . Probst 44

Consequently, this set of questions can be considered as a fertile ground for establishing a final understanding of the studied text. However, the writing of the students is expected to be “*Personal narrative, perhaps the telling of one's own stories as they are called to mind by reading.*” (Probst 44). Therefore, all of the work should be directed to making

sense out of literary and human experience in a way that respects the “. . . *Uniqueness and the integrity of the individual reader.*” (Probst 44) while the mastery of writing can be tackled in another course.

In short, in the linguistic studies there exists the so-called ‘grammatical consciousness’. And from the discussion above, it is possible to have in the literary studies the possibly-called Literary Consciousness which refers to the awareness of the meaning of the literary texts that can be raised through questions similar to the ones suggested by Mr. Probst instead of providing the meaning that is to be taught by the teacher directly so that the learners absorb without criticizing or thinking about.

#### **II.4. Emphasizing the Uniqueness of Individual Reading in Reader-Response Theory:**

What makes the reading unique is that students will learn about themselves in the first place. The essential aim of studying literature is shaping our own experiences. Literature is, with no doubt, about life and the way we can enjoy it the most. Rosenblatt says that "*Of all the arts, literature is most immediately implicated with life itself*" (1985). Therefore, literature speaks of the human condition and invites us to reflect on our own. If a reading of famous writers such as T.S. Eliot or William Butler Yeats' poems offers us a chance to see ourselves more clearly and in different perspectives, and to grasp our own experience more firmly, then that opportunity should be definitely pursued. It is for this reason that more readers, who see value and significance in literature, will be more likely to read on their own even with having no idea about literary studies, theories, and criticisms. And here comes the contribution of the efferent reading which is the type of Reading that aims to obtain particular pieces of information as suggested by Rosenblatt in her book, *The Reader, the Text, the Poem* (1978).

For Rosenblatt, during the reading process, the reader is not interested in the rhyming of the poem or the style of the prose, but he is primarily focused on what will be learnt after the reading such as the acquired information, a logical solution to a problem, the actions to be carried out. For instance, reading a cookbook may be an instant guide providing several steps to come up with a delicious dish or reading a guide book to carpenter's works to build a chair or a table from the tree in the back yard.

Furthermore, Students will learn about others' lives and experiences. Through the reading of different literary texts, students have the opportunity to adopt different viewpoints of different authors; nevertheless, if viewpoints were contradicting each other, it will provide more enriching opportunity to discover new things. Besides, Studying literature seeks to humanize the readers and make them more sympathetic and understanding of others. When the reader questions the literary work's emphasis in the classroom along with other students, and when the differing responses of the students are respected, literature has the power to widen the horizon of thinking for the learners. Without comparing one's response to a typical text with his classmates' responses and even background, it might be then difficult for students to understand themselves well. They, also, may need, in part, to define themselves in terms of similarities and differences with others around them. The reading of literature and the students own responses and engagement to same literature with other people from different cultures and backgrounds will give them the chance to open their minds.

Moreover, Students should learn how texts operate, and how they contribute in the shaping and manipulation of our thoughts and emotions. Taking into account students' unique readings doesn't necessarily mean that readers should look only into their own memories and associations to previous knowledge, and that literary texts are simply catalysts ( i.e. provocative substance of thought ) to introspective (according to the Webster dictionary it is

the process of examining your own thoughts or feelings ) meditations (Probst 40). Texts' manipulative effect has the ability to encourage the readers to see things in certain ways, thus it contributes to the readers' intellectual growth and understanding but not their potential or skills. This can be proved through the concept of the 'Aesthetic Reading', suggested by Rosenblatt, which can be seen as the reading to explore the work and oneself so that the readers are engaged in the experience of reading. Rosenblatt states that, "*In aesthetic reading, the reader's attention is centered directly on what he is living through during his relationship with that particular text.*" (25). Consequently, the reading of Hemingway's *The Old Man and the Sea* in order to live the adventure of fishing in the deep blue sea would be a suitable example. One would not read *The Old Man and the Sea* to learn how to fish in the deep sea but to live the adventure of it.

More importantly, students are in great need to learn about the processes by which they make meaning out of literary texts. Teachers usually tend to deceive students about those processes by hiding from them their own struggles with texts (not intentionally). Probst asserts that, "*Typically, teachers come to class with meaning already made.*"(41). Then, he adds:

. . . They've read it, read about it, decided what's significant in it, figured out what's worth discussing, what problems there are to solve, what questions there are to answer, what, in sum, the text means. And students consequently don't get to see readers in the act of making meaning out of texts. (Probst 41)

In contrast, students are deluded into thinking that meaning is ready for them to absorb and they only need to consume it. Thus they do not feel the need to produce their own. Consequently, the meaning of the text is felt, by the students, as something outside of themselves perhaps buried somewhere in the recesses of the teacher's mind, or in between the

text's lines but definitely outside themselves. Meaning for many learners comes to be something they have to find, or that someone will provide for them, rather than something they have to make and take responsibility for.

Consequently, students need to learn that literary meaning is largely an individual engagement which results in creative efforts to be put into action of dealing with a text, and that the reader may work in various ways. One of the most effective ways of engagement with a text is to determine your own interaction with the text as it was evoked by the reading of the literary work.

## **II.5. Principles of Instruction:**

In order to elicit responses out of readers, especially if they are new to such discussions about literary works, some principles are of great pertinence for this research. These principles are provided to guide the design of instruction that the teacher follows to make the learners involved in the reading process. Not to mention that the learners' consciousness is meant to be raised in order to avoid thought orientation or their thinking about the studied text is to be influenced.

1. At first, the teacher needs to invite preliminary responses to the studied text. It has to be clear for students that their emotional and intellectual opinions are valid starting points for discussion. Students must not feel that they are irrelevant, replaceable or unimportant in the process of reading. They are expected to feel that they are not attending that class to take same notes as others attending a different class and studying the same text. In other words, they must understand that each reader can produce a different interpretation for a text.

Therefore, they have to realize that they are an integral part of the reading process and that literary meaning requires their presence and participation.

2. Besides, students should be given time to shape and take confidence in their responses. They are in need for an opportunity to reflect, express and articulate their reactions and their wonders about the text before they receive those of others. However, students are seldom encouraged to do the opposite. Teachers of literature usually announce at the beginning of a course the names and works of the critics of the literary work. Thus, students would read those critics earlier, find out their opinions about the literary work, and then read the literary works and process the thoughts presented in those works and adopt them as their own. As a consequence, students would be intellectually oriented to follow selections of those questions -raised by the critics in their works- that call for information or pose a particular textual problem. And what worsens the situation is that potentially skilled students would lose interest in attending lectures, and would not express their interpretations freely. In the same vein, Probst states, *“Instead, we need to encourage students to verbalize their own responses, to articulate their own questions, preferably before hearing those of others, to ensure that their concerns will be addressed and will inform the work of the class.”* (Probst 42). And that would insure that students will produce their own response through raising their consciousness about the literary work and the orientation that they may be exposed to.

3. Furthermore, the teacher is meant to direct the students’ attention to find the links among their peers’ responses. This linkage amongst readers responses can be represented in points of contact, the similar stories, the shared reactions, and the dramatically contradictory viewpoints; all of which can be trigger points of discussion for the students. This discussion can result in the demonstration of the possibilities for different points of view which can be beneficial for the exploration of those differences. Besides, the observed similarities amongst

the readers' responses will underline their shared common sense, while the differences will remind them of their uniqueness.

4. What the teacher needs to do next is, to invite discussion and writing about self, text, others, and the culture of society. Literary experience and writing should present opportunities to learn about all these elements. First thought about a response to a text is strongly assumed to be another text that criticizes, states opinion or provides an alternative; because responding by another text gives more sufficient answers, a solid ground on which to build an interpretation. However, the divergent readings and responses can be so varied and digressive. Thus, students should feel free in responding to the text, so that their interpretation of the text can easily be expressed. The freedom of response is a necessary element for the independence of the students' thinking which can result in the diversity responses as Probst states:

If, however, we begin to think of the literature classroom as a workshop in which students may be doing many different things, then we may grow easier with the notion that in response to one text some students are writing letters, others poems, others are arguing about the author's intentions, others about the values they themselves hold, and others still are improvising alternate possibilities for a scene drawn from the text. (Probst 42)

5. In order to allow the discussion to develop and grow as naturally as possible, students' flow of ideas needs to be encouraged and stimulated but not directed to some pre-selected conclusions which the readers are to achieve by the end of the lesson. Some teachers of literature in the interest of designing and conducting well-crafted lessons, often try to foresee exactly where the talk would go. However, it is argued that in some lessons of literature there are some points that are necessary to be made even through directing questions, but such lessons forbids the students from getting the opportunity to discover their own reading of the

text. Thus, those necessary points should not be made at the expense of the reading process. As argued by Probst that, “*Students should feel free to change their minds, to explore, to follow the talk wherever it leads.*”(43)

As a conclusion, and by the end of this discussion, it would be safe to say that the implementation of Consciousness-Raising proves to be fruitful as it was assumed and expected to be in a literary scope. Since, it is investigated and checked upon earlier that Reader-Response theory and Consciousness-Raising method have many points in common, this leads one to the idea that the implementation of consciousness-raising activities in literature courses prove effectively feasible.

**CHAPTER III: Investigating the Intersection of CRM and  
RRT in Ernest Hemingway's *The Old Man and the Sea***

The present experiment is designed to investigate the research's fundamental concern which is the effect of consciousness-raising on the teaching of literature in general and literary criticism in particular, through the application of reader-response theories' principles. This experiment is directed to serve the needs of the research's main hypothesis which suggests that consciousness-raising will help students easily and more effectively notice interconnections between elements such as words, expressions, ideas...etc in a given text and eventually make associations to prior knowledge which signifies their initial understanding of the text. The empirical analysis is sustained by the responses of the students' participation in the experiment which took place in the amphitheatre of the department of English (University of Amar Telidji/Laghouat) on Sunday the 15<sup>th</sup>, April of this year.

### **III.1.Using CRA and RRT to Teaching Hemingway's Novel: an Experiment:**

The experimental reading has been set down as an attempt to investigate students' understanding of the text provided by the teacher. The basic aim of this experiment is to weather the readers' consciousness is raised with sets of questions which will be provided later on.

#### **III.1.1 Experiment Description:**

In order to conduct the experimental reading, two texts were given to the students: The first text speaks about Reader-Response theory and which is taken out of the present work. The purpose of providing this text is to apply the efferent reading which is discussed in the second chapter under the title of: **3. Emphasizing The Uniqueness of Individual Reading in Reader-Response Theory**. As it is stated about this reading it is meant to make the reader acquire a certain skill out of the reading, in this case how to establish an

understanding of the text through associating some aspects of it to the prior knowledge and experiences, but before the students need to hit the two levels of consciousness (perceiving and noticing) to achieve the level of understanding. Therefore, this text was meant to make the readers aware that the reading of the second text requires the capacity to illustrate personal responses. For this reason, it was most convenient to start the experimental reading with an introduction about the theory and principles of applying it. The reading was done in both ways: individually and then collectively. As for the individual reading, it was meant to enable the readers to produce their own responses and create their own vision of the text, while the collective reading enabled the readers to compare their personal responses to their peers’.

As for the second text, it was chosen to be the first and second pages of the novel (The Old Man And The Sea), this passage was chosen for its nature of describing the setting of the rest of the novel, i.e. this passage sets the tone for the rest of the novel. Therefore, the students will definitely feel some feeling towards it due its opening platform. This opening of the novel can clearly be considered to be containing many adjectives and significant words which attract attention and consequently illustrate responses. Concerning the type of the reading adopted upon reading this text, it was the aesthetic reading of Rosenblatt’s which was discussed earlier under the title of: **3. Emphasizing the Uniqueness of Individual Reading in Reader-Response Theory.**

Due to a lack of time, the activities of consciousness-raising were done orally and collectively in the classroom, so that all readers can obtain the opportunity to articulate their responses, interpretations and opinions about the text. It can be considered that each set of questions as an activity of consciousness-raising which help the readers’ formation and creation of their understanding, interpretation and opinion of the text.

### III.1.2 Steps of Experiment:

The questions asked during the experiment were aiming to raise the consciousness of the readers about their first reactions toward the text. The questions were basically an edited version of the sets of questions discussed under the title of **2.Impact Of Reader-Response Process on The Learner's Mind**. These questions represent the steps of the experimental reading and they are as follows: Read the text and consider what you feel while reading? What does the text reading makes you remember, feel, question, see . . .? Does it have any significance for you; does it affirm or contradict any of your own attitudes or perceptions? And the answers for this set of questions were diverse and showing involvement in the process of reading. For instance, some of the participants felt sad of the situation, while some felt pity and sympathy for him, others admired the persistence and willingness of the old man to keep going to the sea even though no fish were caught. Thus, the answers show that the same piece of writing generated a diverse set of answers.

As for the second set of questions, it aimed at the readers' direction of attention. This set of questions required the students to state the image that the text speaks to them. In order to facilitate the process of shaping the image for the readers, this question was displayed: Highlight all the adjectives written in the first and second paragraphs of the novel, then what seems to be common amongst most of these adjectives? It is unquestionable that Hemingway uses many adjectives in his writing in order to deliver his thoughts and describe the scene. Besides, some other questions were proposed: what image was called to mind by the text? Upon what did you focus most intently as you read what word, phrase, image or idea? As a consequence, this feature was exploited in the benefit of the readers' process of creating an image out of the text, in order to establish an overview of the text for the sake of perceiving. Some of the answers implied that the natures of most of the adjectives used in the read

passage were negative in a way or in another, i.e. the used adjectives describe the hard circumstances the old man was living which made the readers sympathize with him. Other students caught the expression of “*Everything about him was old except his eyes and they were the same color as the sea and were cheerful and undefeated*” (Hemingway 1) which suggests the old man’s determination, and that made them admire him.

At this point, it is important to state that the participants of this experiment reached the level of perception: the first level of consciousness. Depending on the readers’ answers which expressed their feelings and opinions about different aspects of the text (the old man’s determination, the hard circumstances the old man is living. . .) it is important to state that the activities and questions asked during the reading process contributed immensely in the readers’ reaching the level of perception.

Unremitting the empirical research, the third set of questions (activity of consciousness-raising) took place. Now that the level of perception is achieved, the current set of questions targets the next level of consciousness which is ‘noticing’. Seeking that, the readers were required to establish relations and linkages between different aspects of the studied text (words, expressions, ideas. . .) At this point, it is highly critical for the teachers not to orient the readers’ attention toward what they think or what they have read the critics had said. The questions were as follows: Did the text call to mind different memories, thoughts or feelings? (This implied relations between the text and the readers) Did you make sense of it in different ways? What similarities and differences do you notice between different aspects of the text? What might account for those differences?

The answers for this set of questions varied and were to some extent detailed. One of the answers related the old man’s habits and behaviors to the state of the sea, depending on the sentence where Hemingway describes the old man’s blue eyes: “Everything about him

was old except his eyes and they were the same color as the sea and were cheerful and undefeated” (Hemingway 1) the answer suggested that the sea sometimes is calm and peaceful, but in some cases waves are meters high, for this student the sea’s state referred to the old man’s psychological status. Another answer saw the sea as a source of opportunities where the old man’s determination was a quest for one which was fueled by ‘hope’. The latter answer suggested that the color blue shared in the sea and the old man’s eyes along with their state of not aging as the rest of the body expressed the old man’s hope, and determination to catch a fish.

As for the forth activity, it sought to guide the participants to search for any relation between this text and other literary works. This step can be regarded as a preface for the next consciousness level. However, it is labeled under the second level consciousness: noticing because it tries to make the readers notice similar, common, or even contradicting aspects of the studied text to other text which the participants have already read. The questions asked during this activity were: Does the reading of this text ring a bell or call to your minds any other literary work (poem, play, film or story)? If it does, what is the connection you see between the two? One of the most interesting answers to these questions was that the story of the old man’s persistence reminded this student of the novel of *The Witch of Portobello* by Paulo Coelho where a child and her grandmother go through an adventure against witches which the narrator of the story tells the readers are real. Even though, the story seems to be mere fantasy unlike the research’s study case this reader could somehow establish a relation between the two literary works; where he explained that both characters in both literary works have problems to solve and did not quit trying. . .

According to the answers of the students, and depending on the discussion of the levels of consciousness in the first chapter, along with the questions of Probst in the second

chapter, it is affirmatively safe to state that at this point the readers achieved the second level of consciousness which is noticing. Due to the students' engagement in answering the proposed questions according to their reading of the text they succeeded to notice few aspects of the studied text and link them to their previous knowledge.

The difference between considering the linkage of some aspects of the text to their previous knowledge from being understanding of the text is that this linkage is partial i.e. the readers only link what they notice from the text to any literary work which they are familiar with. Whilst, understanding requires the readers' unconditional association of the text to their prior knowledge be it literary work or any other experience which will be explained next.

Last but not least, the fifth activity represented in few questions focus on the readers' understanding of the text. The students' understanding can be detected in their answers of the questions which were as follows: How did your opinion of the text, or your feelings about it affect you reading? How did you respond to the text: emotionally or intellectually? How did you think about the text? After your analysis of the text, what are your associations and memories? For these questions one answer summed up most of notion of understanding. This answer was from a female reader who assimilated the old man's determination and repeatedly going to the sea to her attempt to make a cooking experience where the dish did not come to be successful. This answer, flavored with feminism, represents the patience needed for a fish to be caught or a dish to be cooked; it seemed that this particular dish was hard to be cooked, however, the students eventually succeeded to catch her fish. It is clear that this student analyzed the story (or at least the passage presented) and liked it to her experience of cooking. Besides, the other linkage of the presented text of *The Old Man and the Sea* to the novel of *The Witch of Portobello* by Paulo Coelho can also regarded as a form of understanding of the

text. Therefore, and as it is the case with the first two levels of consciousness, the third level was achieved through answering the last set of questions.

### **III.2. Participants:**

It is argued that sampling involves selecting a group of people, behaviors, or other elements in a way that allows a study to be conducted. When elements are persons, they are known as subjects who are selected from the delineated target population. The population from which the participants are selected is all students of English who are having their studies in the departments of English at the university of Amar Thledji. The sample which was selected to be subjects of the experiment is third year students who have three years long of studying English literature. Therefore, they have the capacity and the required competence to respond to literary text; the competence of being familiar with literary texts and analysis, even though it is restricted to Marxist reading, they are still able to produce criticizing responses and opinions about the presented text. The subjects who participated in the experiment were all of the four groups of the third year level. The number of attendance exceeded 100 students.

For time constraints and in order to avoid the participants' burden of extra sessions, the duration of the experiment took space of one session where the reading of the two presented texts took place in both ways collectively preceded by individual reading.

### III.3. Students' Responses:

As for the method used to collect data from the experiment, both qualitative and quantitative were chosen for the task: the qualitative method is adopted to be the principle one, whilst the quantitative is adopted as a subordinating one. On one hand, The qualitative method focuses on describing and understanding human practices and the reasons behind the practice. As it is argued by Dörnyei in his book *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies* the main focus of this method is not about how representative the study is or how well the study exposes the obtained information from the experiment, but it focuses more on the individuals and the insights they have during the experiment (Dörnyei 126), and in this research's case the reading process. The size of a qualitative study varies, but Dörnyei implies that the number of participants for this method does not affect the reliability of the found outcome (127). This researcher adds that in this method the challenge does not lie in getting enough data, but in obtaining purposeful data which uncovers the sought truth (Dörnyei 125). Therefore, this method was chosen to be adopted to collect data from the conducted experiment in order to verify and investigate the effect of consciousness-raising activities in the teaching of literature criticism. On this basis, the collected data is represented mainly in the responses and answers of the subjects. Since the method of collecting data is a mixture of both qualitative along with quantitative methods the discussion of the experiment did not tackle all of the answers of the participants, but it highlights the most significant and reliable answers of the students. On the other hand, Mackey and Gass who wrote a book titled as *Second Language Research: Methodology and Design* described the quantitative method as objective, generalizing and verification-oriented. This method focuses on mutual features in groups which can be much help in detecting the significance of this research; in other words, this method of collecting data allows the effect of consciousness-raising activities to be detected easily throughout the mutual tendency that

the students share during discussing answers of the activities. Furthermore, the most important factor in quantitative research is that the sample which can be defined as the group of participants (in this research's case: third year students) can represent the population which can be regarded as the group of persons that the study generalizes (in this research's case all literature students) (Dörnyei 96). Subsequently, the choice of data collection method has been set to be the mixture of the both qualitative and quantitative methods. This choice was built upon few reasons amongst which is that in data collection, ethnographic research which can be regarded as the most typical and concrete example of qualitative research doesn't usually use 'instruments' (by instruments it is meant written tests, questionnaire...etc) rather it depends basically on 'processes' that are supposedly genuinely free of bias or prior assumptions which means in qualitative research data collection relies on free prolonged observation; at times participants observation which include their answers, opinions, and interpretations of the studied text, furthermore, open-ended interviews (Mackey and Gass 182), or in this research's case it was classroom discussion which was open-ended intentionally in order to illustrate as genuinely and opinion-discovering answers as possible. The discussion led during the experiment urged the participants to be involved in the process of reading which resulted in variant answers.

Furthermore, the Ethnographic research which is defined as "the study of human races and cultures" in Merriam-Webster dictionary, considers those data the most relevant to the research objectives; because this data arise from the natural events in the research context, i.e. the qualitative data collection insures the genuineness of the obtained answers (Mackey and Gass 182). One of the reasons that led to natural answers obtained from the participants in this research experimental reading is that the subjects themselves were not under any pressure of getting the answers right or wrong. As a result, it allowed the natural flow of thoughts stimulated by questions from the activities of consciousness-raising or other peers' answers.

Besides, Mackey and Gass suggest that in order to maintain the naturalness of the data, it should be taken within their context and “*without attempting to separate them into their components, and preferably following the interpretations of the people who are the object of the research. . .*” (182). Therefore, the interpretations, answers, and opinions of the subjects, in this research were not edited or manipulated and most importantly not influenced.

As for the quantitative data collection, the observations are conducted on attitudes and scales of the subjects, as well as their behaviors which are categorized according to certain criteria “*usually . . . based on scheme or descriptive categories that have been developed prior to the research.*” (Mackey and Gass 182), and this can be found in the second chapter under the title of **Principles of instruction** where the levels of consciousness are set to be achieved according to five sets of questions. It is demonstrated in the common thoughts, shared interests in choosing same aspects of the text to be significant, amongst the subjects to enable an observer to know whether they have achieved each level or not. Moreover, Mackey and Gass insist that “*these observations are made in a planned way, according to an order determined by the design of the research, and with categories that cannot be changed once the research is underway.*” (182). as stated in the previous quote, it can easily be detected again in the **Principles of instruction** where the first two sets of questions lead to the first level of consciousness (perception) to be achieved by the subjects. Then, the third and fourth activities lead to the second level of consciousness (noticing) to be achieved. And finally, the last activity guides the students to hit the level of understanding.

Furthermore, the Quantitative data collection can be conceptually divided, as stated by Mackey, into two types: associational and experimental. The common thing in both types is that researchers are attempting to determine a relationship between or within variables, same as in this research where the aim is to determine a relationship between consciousness-raising

activities which comes from the linguistic area of study and the teaching of literary criticism. This research gives full attention to the associational type of quantitative data collection due to lack in time and due to the need to conduct a pretreatment and post-treatment performance in the experimental data collection (Mackey and Gass 138) which makes it time consuming. The goal of associational research is to determine the existence of a relationship between research variables which are the consciousness-raising activities and the literary texts' criticism. Associational data collection is not interested with causation; which variable causes the existence of the other or affects the existence of it, associational data collection is only concerned with co-occurrence of the variables; those variables can be detected in this research to the teaching of literary criticism and conscious-raising activities.

#### **III.4. Interpretation:**

According to Mackey and Gass's definition of the qualitative and quantitative data collection along with information obtained from the experimental reading of the case study texts, it is surely safe to say that a relationship between the consciousness-raising activities which are depending on reader response theory to be applied on the field of literature and the teaching of literature criticism exists.

One of the reasons which allow such a statement (the existence of relationship between the variables) to be said is that answers of the participants to the asked questions implies the common interests they share to some aspects of the presented texts. It is clear that the interest in the determination of the old man can be seen as common sense where all students consider the act of going to the sea for eighty four day straight without catching a single fish is out of determination and willingness to catch one. The answers of the students about their feelings about the presented text: their pity and sympathy for the old man suggests

the shared notion of involvement in the text. It was due to the consciousness-raising questions which aimed to raise the participants' awareness about the fact that eighty four days would consumed much of the patience of any other man, (for clarification, the questions sought the significance of any aspect or detail in the text, and this detail arose).

Another reason is that the shared interest in some aspects of the text of the novel does not necessarily deny the existence of the individuality of the readers. The consciousness-raising activities try as much as possible not to influence the minds and opinions of the students as it is discussed in detail in the first chapter under the title of **2. The Importance of Implementing Consciousness-Raising Activities in language teaching** in which the discussion suggests that each student should have his/her own opinion and his/her own thinking. Furthermore, Rosenblatt also affirms that teachers of literature should never direct or influence the thinking of the students as they read any literary text which is discussed in the second chapter. Consequently and depending on the responses of the participants in the experimental reading, the diversity of the subjects' opinions and their different answers to the same activity questions assures that the experimental reading was free of any influence displayed on the readers by the questions or by any other factor.

It is a must to highlight that from the observation of the students' answers, the shared interest in some aspects of the presented text (The Old Man And The Sea) such as the old man's eyes in the passage: "Everything about him was old except his eyes and they were the same color as the sea and were cheerful and undefeated." (Hemingway 1) was caused and led to but not influenced or directed by the activity of highlighting the adjectives of the first and second paragraphs which indicated the general image of the entry of the story. The highlighting of the adjectives suggested that the image was sad and the feelings of the participants were affected by the reading of the passage in the way that made feel sad and

sympathy. Furthermore, the highlighting of the adjectives raised awareness that the adjectives may be regarded as a reliable indicator to uncover hidden meanings in the text which caused the participants to notice the adjectives of 'cheerful and undefeated' which, unlike the other adjectives, are positive and optimistic. The participants noticed the adjectives and started thinking about them and ended up in understanding that the old man's eyes represented hope for some of the participants since the sea is the source of opportunities where any man needs hope to possess such persistence to keep on going to the sea for eighty four days without catching a single fish, while others regarded the blue eyes of the old man as a symbol for determination which enabled the old man to obtain patience for such a long period.

For all these reasons, and depending on the discussion of the results obtained from the research's experiment as well as the analysis of the theoretical and practical findings, it is important to declare that the effect of consciousness raising activities on the teaching of literature and literature criticism is positive. Therefore, it is recommended that this method of teaching should be adopted in the literary field.

## **General Conclusion**

From the findings of this exploratory investigative study it can be concluded that the consciousness-raising activities have a significant effect on the teaching of literary criticism. This research's investigation was carried out to answer the main question being raised by the current dissertation and which is, weather consciousness-raising activities have any effect on the teaching of literary criticism with using a merging context that intermingles Reader-Response with CRA to read Hemingway's novel as a case study, and weather this effect shows productivity from the part of the students. In this context, an experimental reading took place in the amphitheatre of the English department (University of Amar Tlidji/Laghout) in order to investigate the research problem

The experiment has demonstrated and uncovered that the learners of English literature can benefit from those kinds of activities for their critical readings of literary texts. As the discussion of found outcomes along with experiment design where readers' answers and responses were observed and analyzed, the rehears engagement with the text show that the asked questions as activities raised rehears' consciousness, and resulted in triggering sparkling opinions about the studied text. Thus, the implementation of consciousness-raising activities in the reading courses would result in developing readers' critical thinking and raising their awareness of the material studied not only from a single view point but from theirs and others' such as their peers in the same classroom.

It appears to be that if the readers are aware of the specific aspects of the studied text, they can produce a variety of responses and opinions about common and different points of interest in the text. Obviously, not all readers would respond the same way to the same text, therefore, a variety of opinions and interested would be laid upon the same text, as it is discussed in the found outcomes section. Some students would share interest and responses to

the same aspect of the text while others would regard the text from a different point of view. It is clear from the students response produced during the reading process that consciousness-raising activities is to a great benefit to the critical reading of literary texts as it proved to be when reading Earnest Hemingway's *The Old Man And Sea*.

On the whole, consciousness-raising activities proved to be beneficial and facilitator for literature learners. This method of teaching not only facilitated the process of learning but also made sure that the learners wouldn't be influenced or directed ideologically or at the level of adopting others' points of view. Therefore, it highly recommended that this method should be integrated in the course of teaching literature.

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