

# Pedagogical Tasks for Rhetorical Consciousness-Raising in College EFL Reading Classrooms

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## Abstract

The concept of rhetoric and its pedagogical outcomes have been widely discussed in the field of EFL teaching and learning. However, on a pedagogical level, a few researchers have attempted to examine how EFL teachers can help their students develop their reading skills through rhetorical consciousness-raising. In particular, the notion of implementing rhetorical consciousness-raising in EFL classes to develop students' reading and writing competences is still under-examined in many EFL contexts, including in Saudi Arabia. To fill such a void, this paper attempts to re-envision some pedagogical tasks that are aimed at raising EFL students' rhetorical awareness in reading skills as a way of constructing knowledge.

**Keywords:** pedagogical tasks, rhetorical consciousness-raising, EFL reading

## 1. Introduction

Rhetoric as a “cultural social event” and “social invention” that occurs “out of a time and place, and a peculiar social context” (Berlin, 1984, p. 1) is an essential skill for constructing knowledge in any discipline, particularly in the English as a foreign language (EFL) teaching context. This statement is particularly true for college students who are expected to acquire linguistic and rhetorical awareness of second language (L2) literacy in order to pursue their academic and future careers successfully. This concept of rhetoric and its pedagogical outcomes, by and large, have been extensively discussed in the field of EFL teaching and learning (e.g., Brent, 1992; Bhatia, 1993; Matsuda, 1997; Uysal, 2008). However, on a pedagogical level, few researchers (e.g., Bizup, 2008; Johns, 1993; Sengupta, 1999) have attempted to examine how EFL teachers can help their students develop their reading skills through rhetorical consciousness-raising. Rhetorical consciousness-raising in this paper means “exploring how to recognize, interpret, and examine the linguistic and rhetorical features of the text that the writer may have chosen to facilitate the readers' process of making meaning” (Sengupta, 1999, p. 292). More importantly, the notion of implementing rhetorical consciousness-raising in EFL classes to develop students' reading and writing competences is still under-examined in many EFL contexts, including in Saudi Arabia. To fill such a void, this paper attempts to re-envision some pedagogical tasks that are aimed at raising EFL students' rhetorical awareness in reading skills as a way of constructing knowledge.

The primary assumption behind focusing on reading development is that, as Sengupta, (1999) convincingly elaborates, EFL “reader awareness is central to the development of literacy” (p. 292). To put it simply, in the development of second language (L2) literacy, it is crucial to incorporate “rhetorical consciousness raising to enable students to understand, articulate, and reflect on reader-related concerns in written discourse from the vantage point of their own experiences as readers and writers” (Sengupta, 1999, p. 291). If EFL teachers want their students to value what the “intricate rhetorical dance strong [reading competency] entails” (Brent, 1992, p. 105) these students should be taught to view reading as an active exercise for constructing, de-constructing, reconstructing, and co-constructing knowledge. Rhetorical consciousness-raising in EFL reading will help students become more aware readers as well as writers, insofar as: (i) students will gain the skills of critically reading different texts (e.g., college textbooks) to construct knowledge and (ii) students will master the necessary skills to evaluate these texts, reflect and articulate their views about their disciplinary writing.

## 2. The Concept of Consciousness-Raising in EFL Teaching

The notion of consciousness-raising (C-R), particularly grammatical C-R in pedagogy, is still a hot discussion “on the proper relations between theories of second-language acquisition and classroom learning and teaching”

(Rutherford, 2007, p. 209). This concept of consciousness-raising and other related concepts, such as; “language awareness” (Rutherford, 1987; Fotos, 1993), “noticing” (Schmidt, 1990), “focus on form” (Long, 1991) and “grammar interpretation tasks” (Ellis, 1995), are sometimes used interchangeably in the second language literature, thereby making it difficult to compare theories and results from different studies (James, 1998; Schmidt, 1992). The occurrence of such different but related terms to consciousness-raising may be attributed to the inherent subjectivity in defining those concepts. For example, Smith (1981) defines consciousness-raising as “the conveying of a rule...to draw the learner’s attention to structural regularities...revealing some pattern or system in the target language...the learner is being made conscious of some aspect of the language itself, but the manner varies” (pp. 160–162). In the same vein, Carter (2003) sees consciousness-raising as “the development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language” (p. 64). This notion suggests that consciousness-raising helps learners realize grammatical rules for themselves, for example by focusing on an aspect of the target language. By providing form-focused pedagogical tasks, EFL teachers will be able to help their students construct personal knowledge of patterns and rules in the target language.

According to James (1998), consciousness-raising refers to “getting explicit insight into what one does not yet know implicitly of the L2” (p. 260). Such an assertion suggests that consciousness-raising entails not only grammatical awareness but also lexical-, phonological-, discursive- and genre- awareness. Long (1991), Schmidt (1990) and Sengupta (1999), among others, perceive consciousness-raising as a process by which students examine language in use, noticing that sometimes “there are no definitive answers” (Woods, 1995, p. 109). In this regard, consciousness-raising is seen as an approach to helping learners establish responsibility for their own learning process and foster their autonomy for learning and empowerment. For instance, by providing pedagogical tasks that are based on analytical reading and group discussion, a teacher can guide learners to take responsibility for discovering and extrapolating meaning from authentic setting rests within the learners. Teachers need to design pedagogical tasks that build experiences to facilitate such realization. The argument is that the teacher is simply a guide, and that consciousness-raising is that tool to facilitate “nothing less than the illumination of the learner’s path from the known to the unknown” as Rutherford (1987, p. 21) convincingly elaborates.

Certainly, within the realm of rhetoric, numerous rhetorical devices are employed by writers to construct knowledge. These devices encompass meta-discoursal features, organizational devices, generic stages, and structures. It is undeniable that these tools play a significant role in shaping and conveying information effectively. However, there are no specific rules that teachers can utilize to help their learners discover and construct knowledge in the area of rhetoric (Brent, 1992; Bizup, 2008; Johns, 1993). Hence, learners “can be helped to develop an understanding [or awareness] of how the reader, writer, text, and context interact in written communication” (Sengupta, 1999, p. 292). Rhetorical consciousness-raising “is a continuum ranging from explicit teaching to discovery learning which places the learner at the center of the language-learning process” (Suzuki, 2007, p. 26). It aims to explore how writers use various rhetorical devices to persuade readers and make meaning in their texts. This issue of rhetorical consciousness-raising in reading will be discussed in detail in the next section.

### **3. Rhetorical Consciousness-Raising in an EFL Reading Classroom**

The discussion and development of rhetorical consciousness in the field of EFL teaching and learning, by and large, entails various issues. As Silva (1997) states about writing, “much can and needs to be said about rhetorical, linguistic, conventional, and strategic issues” (p. 361). Conceptually, EFL teachers need to set certain parameters in order to implement rhetorical consciousness-raising in classrooms. For example, within the literature concerning argumentative writing research, a commonly discussed topic is the use of rhetorical patterns, organizational structures, or structural frameworks (Liu, 2005). Such rhetorical patterns or organizational structures have been perceived as a way of consciousness-raising in EFL classrooms. Raising EFL students’ awareness in a writing classroom about the influence of their linguistic, cultural, and educational backgrounds on the structures of EFL texts is also treated as consciousness-raising in the EFL classroom (Matsuda, 1997). Additionally, within the broad scenario of written discourse, features like moves writers make (Swales, 1990), writers’ perception of the intended audience and of the rhetorical purposes for writing (Ramanathan & Kaplan, 1996; Wong, 1992), and metadiscourse (Cheng & Steffenson, 1996) have been reported as a map of raising learners’ awareness in the EFL writing classroom.

However, strong writing abilities always depend on strong critical reading competencies (Bizup, 2008; Matsuda, 1997; Ramanathan & Kaplan, 1996). Thus, it is imperative to raise students’ rhetorical consciousness in EFL reading so that they will become aware of their roles as readers as well as writers, specifically: students will gain the abilities not only to critically read different texts in English, but also to deeply understand the underlying meaning of these texts, and they will be able to meaningfully judge, reflect and posit their own views when writing.

Rhetorical consciousness-raising in EFL reading often includes aspects such as exploring how to recognize and interpret the linguistic and rhetorical features of the text produced by writer to facilitate the readers' process of making meaning (Sengupta, 1999). If EFL teachers need their college students to use a rhetorical perspective toward strong research-based writing, then they should implement pedagogical tasks that focus their students' attention on the linguistic and rhetorical features of written texts or materials; reader awareness is considered to be a cornerstone to the development of literacy. This view is also supported by Johns (1993) who argued for an awareness of "real" readers in EFL classrooms. According to her,

... if we are to educate our students for a breadth of communicative demands they will confront in English language contexts, we, and they, must understand the necessity of considering an audience as real-living in a community that participates in sharing values and interests (p. 87).

Such an assertion reflects the importance of the notion of promoting a sense of the reader in L2 literacy with emphasis on shared knowledge between reader and writer. Johns (1998), Kroll (1990), Martinez (2002), and Sengupta (1999) point out a number of features that construct shared knowledge in EFL reading. Among other things, they see having an awareness to explore why and how a writer may have made precise linguistic and rhetorical choices despite the availability of a number of alternatives in a specific text as a crucial skill in rhetorical consciousness-raising. Enabling readers to recognize and comprehend the rhetorical information conveyed in a text, as well as utilizing the text's structure for manipulation, are crucial aspects of developing rhetorical awareness. Having discussed the issue of rhetorical consciousness-raising in EFL reading classrooms, the question of why such awareness is important for EFL learners logically arises. To put it another way, what are the pedagogical values for rhetorical consciousness-raising in the EFL reading classroom?

#### **4. The Pedagogical Values of Rhetorical Consciousness-Raising in EFL Reading**

According to researchers like Bhatia (1993), Dudley-Evens (1994), Ozturk (2006), and Swales (1990), there are enormous pedagogical values for rhetorical consciousness-raising in the EFL reading classroom. Ansarin and Rashidi (2009), for example, see that rhetorical consciousness-raising in EFL reading will help learners gain better familiarity and understanding with a particular genre in a text. It also enables them to establish some cognitive structuring or socio-rhetorical networks. Such networks promote integration within a specific group of people who engage in communication because it is believed that these networks belong to the community of people who engage in communication, rather than being associated with a particular culture or nation (Rashidi, 2009). Indeed, gaining awareness of a particular community will help learners communicate successfully.

Swales (1990) highlights that by creating awareness of rhetoric in EFL reading, college students will have the opportunity to examine how writers adapt their writing for readers and employ various rhetorical and linguistic techniques to enhance a reader's understanding. Furthermore, this approach aids in enhancing comprehension skills for EFL learners. Supporting Swales' position, Bhatia (1993) argues that genre-specific knowledge is fundamental in second language literacy. Such knowledge and skills can be fostered among college students so that they will gain better understanding when reading or writing in their schools. In particular, such consciousness-raising in reading will help college students gain the ability to discuss their texts and acquire "a feel for how a text is skillfully crafted to create the shared knowledge space between reader and writer" (Sengupta, 1999, p. 293). This issue will be discussed explicitly in the practical section below.

However, researchers such as Farrar (1996), Freedman (1993) and Sengupta (1999), among others, warn that EFL teachers need to be cautious when implementing such consciousness-raising in their reading classrooms. They see that the direct and explicit teaching approach may lead to the likelihood of developing and feeding misconceptions, even though such rhetorical consciousness might entail specific linguistic, rhetorical, and generic characteristics of texts (Farrar, 1996). To address such an issue, teachers may provide their students with a written discourse that entails a few rhetorical choice devices. That is, if students become aware of certain basic elements in texts that enhance readability while reading, it can serve as a foundation for classroom discussions aimed at raising awareness (Sengupta, 1999). Indeed, such conversation can be utilized to enhance students' awareness of discursal or textual features. If teachers want to raise their students' rhetorical consciousness in EFL reading without developing misconceptions among them, understanding textual or discursal features could be the best starting point within the classroom. The reason is that rhetorical consciousness is related to "creating an appetite in the mind" (Podis & Podis, 1991, p. 107), an appetite for understanding how writers write for their readers and the different kinds of rhetorical and linguistic devices utilized to make a text accessible to a reader. Thus, when incorporating educational activities to enhance awareness of rhetoric in the English as a Foreign Language (EFL) reading class, it is crucial to acknowledge that the audience's role in constructing an argument holds greater significance than the structure or content itself. As argued by Podis and Podis (1991), the persuasive or influential

impact on the intended audiences relies heavily on arranging and utilizing information selectively rather than solely focusing on its organization or factual details.

Rhetorical consciousness-raising in reading will help learners gain the ability to realize the strength of text structures and whether such texts appropriately fit the intended audiences as well as rhetorical situation. Nevertheless, researchers like Carson (1990) and Hudson (1998) warn that helping students develop rhetorical consciousness in reading does not necessarily mean an automatic transfer to writing. Teachers should be aware of such assumptions when implementing pedagogical tasks for developing students' linguistic and rhetorical awareness. Researchers such as Carrel (1984) and Berry, Scheffler and Goldstien (1993) contend that there is a strong correlation between reading and writing, maintaining that good readers are good writers. Moreover, reading and writing are founded on common cognitive processes and components; therefore, instruction and development in one skill can improve capabilities in the other. A study conducted by Carrel (1985) investigated whether ESL reading can be facilitated by teaching text structure explicitly. In Carrel's study, students were given four tasks: (i) an explanation of description, (ii) causation, (iii) problem solution and (iv) a comparison of rhetorical organization and the signal that marks each type as a way of showing students how to apply the corresponding rhetorical organization into their writing. Interestingly enough, the findings indicate that teaching rhetorical organization of expository texts significantly increased students' reading comprehension as well as recall information (See Chou Hare, Robinowitz, & Scheible, 1989; Martinez, 2002 for similar findings).

Based on the above discussion, it could be argued that rhetorical consciousness-raising in the EFL reading classroom is considered as a fundamental skill in L2 literacy development. EFL teachers can develop rhetorical awareness to empower their students to talk as literate and educating them to realize the strength of text structures and whether such text appropriately fit the intended audiences as well as rhetorical situation. Yet, the question is, what are the pedagogical tasks that EFL teachers can utilize to help their students create effective texts as a result of heightened rhetorical awareness? To put it simply, how could such awareness be developed in the EFL reading classroom?

### **5. Pedagogical Tasks for Rhetorical Consciousness-Raising in EFL Reading**

Indeed, there are various pedagogical tasks that EFL teachers can utilize to develop their students' rhetorical awareness in the EFL reading classroom. Such pedagogical tasks are often designed by teachers to accommodate their students' cultural, linguistic and educational needs. Therefore, the educational duties that will be conversed about later on are focused on providing opportunities instead of guarantees, encouraging age EFL instructors to modify additional potential educational duties that align with their specific EFL learning and teaching environment, objectives, and aspirations. More importantly, the notion of rhetorical consciousness-raising, by definition, is reflective—it has more impact on students' behavioral outcomes (e.g., changes in perceptions or attitudes toward EFL reading) than on products as Wright and Bolitho (1993) point out. Thus, EFL teachers need to take into consideration factors such as students' linguistic, cultural and educational backgrounds when developing such awareness among them.

Conceptually, rhetorical awareness in the EFL reading classroom could be developed through analytical reading, journal writing and individual tutorials.

- **Analytical reading**

In college EFL reading classrooms (e.g., in Saudi Arabia) students are often required to read certain textbooks as part of a curriculum requirement. In these types of classes, EFL students often struggle to comprehend and effectively analyze the ways in which writers craft their works to connect with readers. They face challenges in grasping the various rhetorical and linguistic techniques employed to ensure a text is easily understood by a reader (Hudson, 1998; Martinze, 2002). To address such an issue, teachers can dedicate one or two of the weekly/daily reading classes to develop students' rhetorical awareness of written texts (e.g., how written discourse works in real life, how to recognize, interpret and examine the linguistic and rhetorical features of a text). In doing so, EFL teachers should encourage their students to treat the assigned reading as reader-friendly texts. Students should be encouraged to think about the written discourse as a whole and analyze the textual features of the reading depending on their purposes of reading. The four most common textual features that EFL teachers can utilize to make a text reader-friendly are: signals, clear structure, good introductions and good conclusions.

One of the most common problems in EFL reading classes argued by Sengupta (1999) is that there is no sustained analytical discussion. Additionally, EFL students do not have adequate metalanguage to talk about texts in reading classes. In order to initiate sustained analytical discussion of texts, teachers should first demonstrate analytical discussion of the textual features with a specific example in the classroom (e.g., signals and clear structures). For example, the teacher should demonstrate the reading process and planning to the students, show students mapping

strategies and give them mapping tasks when reading. Indeed, such an approach can be considered as direct teaching. However, as sustained analytical discussion of textual features are neglected in most EFL reading classes, these approaches can also be utilized to initiate the “appetite in the mind” (Podis & Podis, 1991, p. 5) at the early stage of rhetorical consciousness-raising.

Over time, teachers can begin to understand and address the specific needs, desires, and challenges of their students when it comes to reading. They can achieve this by initially focusing on the students’ perspectives as readers and figuring out how a text can be effectively read to serve a particular purpose. Eventually, this process can culminate in students becoming skilled analysts who can engage in discussions about how information can be effectively communicated, organized, and understood within specific contexts. Based on James and Garrett’s (1991) distinction between ‘language awareness’ and ‘consciousness-raising’ researchers like Henry (1995) introduce some constructive cyclical sequences of classroom activities. These classroom activities are as follows:

- (1) Learners, through various language awareness activities such as comparing their output with a native speaker’s, identify what they do not know about a particular language feature in the target language.
- (2) The learners, through consciousness raising activities such as underlining linguistic equivalents in texts in the target language and in translations in their own language, learn how the particular language feature is used in the target language.
- (3) The learners try to produce the language feature in an appropriate context.
- (4) The learners then compare this output with native speakers’ output and this comparison starts the cycle again (p. 185).

EFL teachers can utilize such activities to develop their students’ awareness in reading classroom. Second, in order to help students establish responsibility for their own learning processes, teachers should encourage regular discussions of textual and rhetorical features of texts. Specifically, teachers ought to request that students analyze the linguistic and rhetorical elements of the text that the author may have employed to enhance the text’s readability for readers. Then, students will be asked to discuss the reading text and how such texts are skillfully written to establish the dual knowledge space between the reader and the writer (Bhatia, 1993; Ozturk, 2006; Swales, 1990). In such reading activities, students are expected to take an active role by means of arguing, negotiating and interpreting the written text from different perspectives to construct and co-construct knowledge. Allowing students to have a classroom discussion about their texts would help them become aware of the similarities and differences in how readers engage with and use texts. In the context, the teacher will primarily act as a facilitator, supporting and guiding discussions, questioning and exploring student comments, responding to inquiries, and providing feedback on different observations (Sengupta, 1999).

- **Journal writing**

Teachers should ask students to keep a journal of their reading in which they will write their interpretations of a text depending on the purpose of their reading. In the classroom, students are encouraged to read and share their journals and discuss the main theme of the assigned reading. Such journal writing will also help them glean information for writing and discussion tasks assigned for the classes. However, it is important to note that the main objective of this task is to assist in the improvement of reading skills by increasing awareness of how written language is used in real-life scenarios, rather than solely focusing on writing ability. As mentioned before, the skills of reading and writing are seen as interconnected rather than separate abilities (Hudson, 1998; Leki, 1993). Reading and writing are based on similar cognitive processes and elements, which means that if one skill is taught or developed, it can improve the other skill as well. The journal entries are viewed as a customary aspect of the classroom conversations. These types of discussions play a crucial role in educational activities by assisting in increasing students’ awareness, such as distinguishing between good and bad texts and understanding the linguistic and rhetorical aspects of texts.

In short, the pedagogical assumption behind journal writing in this paper is to help students discover how they could read analytically by means of interpreting and examining the linguistic and rhetorical features of their reading texts. As readers, through regular discussion, students will gain the ability to think about how each writer made a text easy or difficult to read. “Going beyond the obvious initial explanation of complexity of word choice and sentence structure, the discussions in the classroom” (Sengupta, 1999, p. 310) will help students develop rhetorical awareness of EFL texts.

- **Individual conferencing**

Individual conferencing is crucial to help students develop rhetorical awareness in EFL reading. This is because, for example, in regular classroom discussion or journal writing, students may be reluctant to provide their own

interpretations or disclose some reader-related concerns or problems. However, during individual conferencing, teachers will be able to discuss with their students any reader-related concerns, difficulties they may have encountered, and strategies used for preparation. Such discussions will also help teachers solve individual problems and understand how far students' rhetorical awareness in reading has been developed (e.g., is the student more conscious of the complexity of written discourse). Through individual conferencing teachers will also be able to provide guides and reading strategies that suit students' individual needs. Overall, the individual conferencing will help teachers discuss with students their perception about reading as well as reading ability. For example, teachers will be able to recognize whether students have started to think more carefully about the structure of information when writing after analytical reading and journal writing. Also, do the students write their introductions and conclusions differently after being through analytical reading, journal writing and individual conferencing? Figure 1 below provides a comprehensive picture of the pedagogical tasks for rhetorical consciousness-reading in college EFL reading classrooms.

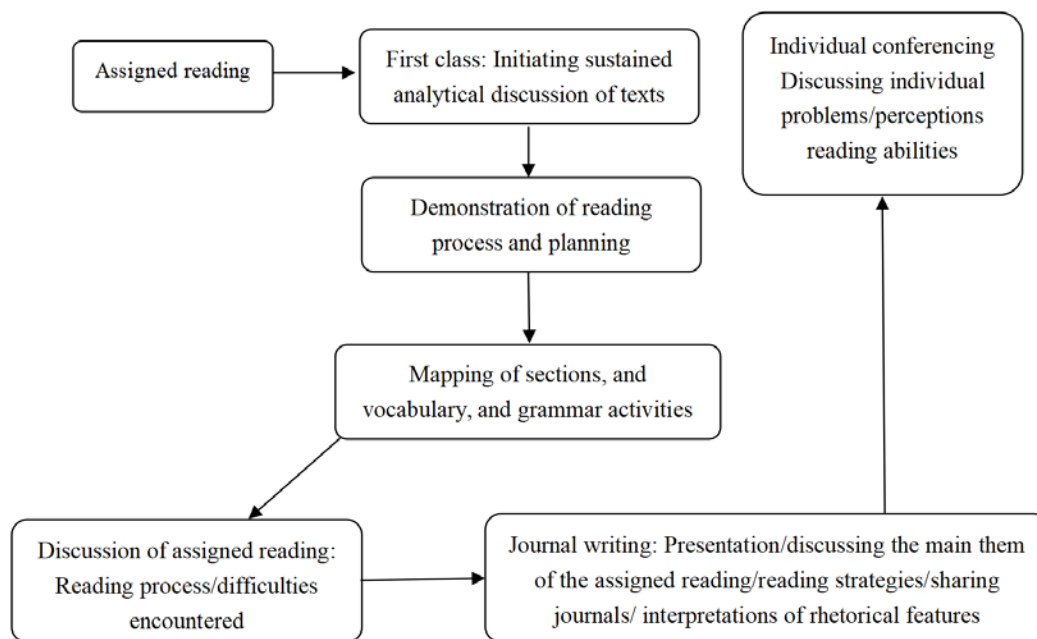


Figure 1. A comprehensive picture of the pedagogical tasks for rhetorical consciousness-reading in college EFL reading classrooms

Source: Adapted from rhetorical consciousness-raising in L2 reading by Sengupta, S. 1999, *Journal of Second Language Writing*, 8(3), 291–319.

Based on the above discussion, it could be argued that rhetorical consciousness-raising in EFL reading will not only enable students to go beyond their initial perceptions of sentence complexity and word choice, but it will also help them treat the text as reader-friendly since they are reading these texts for a variety of purposes (Cheng & Steffenson, 1996; Ellis, 2006; Sengupta, 1999). In other words, these pedagogical tasks serve as instructional mediation for cognitive-oriented tasks, which helps students to be aware of the linguistic and rhetorical features of EFL texts. More importantly, the above pedagogical tasks are designed to serve a dual role. They are aimed at helping EFL learners develop an ability to understand written discourse as well as to enable them to talk about their understanding/interpretations of both linguistic and rhetorical features of the reading and writing they are expected to do as college students (Martinez, 2002; Sengupta, 1999).

## 6. Some Challenges for Implementing Rhetorical Consciousness-Raising in EFL Reading

Each of the above pedagogical tasks—analytical reading, journal writing and individual conferencing—has a dual role, as stated earlier, and seems to contrast with the traditional instruction of EFL college reading in many contexts (e.g., Saudi Arabia). However, there are some challenges that both teachers and college EFL students may encounter when implementing the rhetorical consciousness-raising in EFL reading classrooms.

In some EFL contexts (e.g., Saudi Arabia), teachers are required by the school or college to follow certain policies

or requirements. Such teachers have no control over the curriculum or the assessment of their students. Their college policy seems not only to take away every single aspect of autonomy and individuality from them, but it also prevents them from making a contribution to the teaching and learning processes. Textbooks, course outline and assessment practices are often assigned by stakeholders (e.g., course coordinators or school principals). As such, teachers may find it difficult to implement such a teaching philosophies. In such cases, teachers need to negotiate with decision-makers the importance of developing students' awareness in reading at the college level, as reader awareness is central to literacy development in L2. Teachers can also implement such teaching philosophy as extra-curricular activities after negotiating issues such as desires, time and pace with their students.

Another challenge might be related to students' readiness to accept such a teaching philosophy in their college reading classrooms. In most college EFL classes, reading skills are taught through translation of vocabulary or memorization of unknown words. In this regard, as mentioned earlier, negotiations between teachers and students is the missing ingredient for such teaching philosophy to succeed. Teachers need to negotiate with their students and demonstrate alternative available strategies for reading developments. Furthermore, it is crucial to note that students are consistently enthusiastic about a teaching method that aligns with their personal values, beliefs, experiences, and prior knowledge. Additionally, they desire a teaching approach that enhances their ability to analyze, evaluate, and express themselves effectively while reading and engaging in successful communication. In addition, fostering students' understanding of rhetoric while reading often demands constant and continuous support in each class, encouraging their active participation and communication to acquire these skills. Thus, it is crucial for college EFL teachers to dedicate themselves to this type of teaching to guarantee achievement (Cheng & Steffenson, 1996; Williams & Colomb, 1993).

## **7. Conclusion**

This paper attempts to re-envision some pedagogical tasks for rhetorical consciousness-raising in the college EFL reading classroom. Such pedagogical tasks are aimed at developing students' awareness of linguistic and rhetorical features of EFL text through analytical reading, journal writing and individual conferencing. It is worth emphasizing here that these proposed pedagogical tasks attempt to provide possibilities for rhetorical consciousness-raising in EFL reading rather than certainties. Therefore, EFL teachers can redesign these pedagogical tasks in order to accommodate their particular EFL reading contexts.

Yet, the success and failure of rhetorical consciousness-raising in EFL reading depend on various crucial factors. First, it depends greatly on the teacher's competence in integrating such tasks into his or her reading classroom. Second, it also requires teachers to manage and organize pedagogical tasks that suit their context (i.e., goals and expectations). Third, teachers need to relinquish some of their control in order to provide students with the freedom to discover and explore on their own the various techniques and strategies writers employ to effectively communicate with their readers. This includes understanding the different rhetorical and linguistic devices used to make a text easily understandable to a reader. Fourth, the school curriculum and class syllabus should conform to the notion of rhetorical consciousness-raising in EFL reading. Lastly, teachers should recognize the individual differences among students in order to develop awareness of linguistic and rhetorical features of L2 texts. Thus, EFL reading teachers should not lose sight of the fact that once they develop awareness of linguistic and rhetorical features of L2 texts among their students, their students will be able to perform these notions successfully without the teacher's intervention. This in turn will ensure academic success and lifelong learning for their students.

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No additional data are available.

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