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Investigating Recognition of Symbolism in "The Old Man and the Sea" Among the Students of English Department, College of Education for Humanities, University of Kirkuk

التحقيق في التعرف على الرمزية في "العجوز والبحر" بين طلاب قسم اللغة الإنجليزية، كلية التربية للعلوم الإنسانية، جامعة كركوك

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Abstract: The current study tries to shed light on investigating recognition of symbolism in "The Old Man and the Sea". The study aims to measure the ability of students to recognize some famous symbols in "The Old Man and the Sea", and also to make students of English Department, College of Education for humanities, University of Kirkuk recognize the meaning behind the symbols and how these symbols differ from other words used in literature, such as metaphor, image, allegory, irony, simile, etc. A sample of (114) students of morning and evening studies in the second year, Department of English has been chosen.

After teaching the above-mentioned students "The Old Man and the Sea" in the second semester of the academic year (2014-2015), a test has been constructed, its validity and reliability have been measured, then applied on the sample. The data of achievement test have been analyzed, and different statistical methods have been used. At the end of the study a number of conclusions and recommendations are given.

الخلاصة: تحاول الدراسة الحالية تسليط الضوء على التحقيق في الاعتراف بالرمزية في "الرجل العجوز والبحر". تهدف الدراسة إلى قياس قدرة الطلاب على التعرف على بعض الرموز الشهيرة في "الرجل العجوز والبحر"، وكذلك جعل طلاب قسم اللغة الإنجليزية، كلية التربية للعلوم الإنسانية، جامعة كركوك يدركون المعنى الكامن وراء الرموز وكيف هذه الرموز تختلف عن غيرها من الكلمات المستخدمة في الأدب، مثل الاستعارة، الصورة، الرمز، المفارقة، التشبيه، إلخ. عينة من (114) طالبًا من الدراسات الصباحية والمسائية في السنة الثانية، تم اختيار قسم اللغة الإنجليزية.

بعد تدريس الطلاب المذكورين أعلاه "الرجل العجوز والبحر" في الفصل الدراسي الثاني من العام الدراسي (2014-2015)، تم إنشاء اختبار، وتم قياس صلاحيته وموثوقيته، ثم تم تطبيقه على العينة. وقد تم تحليل بيانات اختبار التحصيل، واستخدمت أساليب إحصائية مختلفة. في نهاية الدراسة، يتم تقديم عدد من الاستنتاجات والتوصيات.

Section One: Introduction

1.1 Problem of the Study

Literary texts are invariably part of English language syllabus. The study of literature uses many new vocabularies that will probably be unfamiliar to students even if they have studied literature in their native languages. These new vocabularies such as symbolism, metaphor, image, allegory, simile, irony, personification, anaphora, paradox, apostrophe, pun, onomatopoeia, are studied by students of English department syllabi of literary materials, such as drama, poetry, novel, and short stories.

For the best knowledge of the researcher, other researchers don't tackle it in detail to make students of College of Education recognize the meaning behind these words.

Student's ability to recognize symbolism used in "The Old Man and the Sea" has not been investigated in earlier studies.

The researcher believes that these words and the concept symbolism need to be sought and found out as to whether students of department of English, College of Education, University of Kirkuk are able to recognize them or not, and more specifically, can students recognize symbolism or not.

1.2 Aims of the Study

The study tries to achieve the following aims:

1. Investigating recognition of symbolism in "The Old Man and the Sea" among students of Department of English, College of Education, University of Kirkuk.
2. Discover students ability to distinguish symbolism from other concepts that are used in literature such as metaphor, image, allegory, realism, etc.

1.3 Value of the Study

Literature is an expression of life through the medium of language and in the

EFL classroom. It is often seen as an authentic means of learning the target language.

A literature-enriched curriculum not only helps learners or students improve their reading and writing skills but more importantly helps them internalize grammar and vocabulary.

Widdowson (1975), Collie and Slater (1987) Carter and Long (1991), Lazar (1996), Brumfit and Carter (2000), Long (2000), and Mckay (2000) indicate that the use of literature in language teaching enriches the learner's or student's linguistic awareness and rhetorical structure of literary discourse because the language of literature is rich, and high, then understanding or teaching some techniques such as 'symbolism' is considered an important element in teaching literature. The study tries to shed light on teaching symbolism and solving their ambiguity. The findings of the study can be used to raise teachers', students', curriculum designers', and researchers' awareness of the advantages and importance of literary text in the EFL profession that are responsible for the training of future English language specialists.

The study could create an impact on the teachers of English, it provides teachers with the opportunity to reflect on their views of using literary text.

The study is Also expected to present valuable information for students of English as a foreign language and those readers who are interested in teaching/studying literature.

1.4 Limits of the Study

The study is limited to:

1. Second year students at department of English, College of Education, University of Kirkuk.
2. Academic year 2014-2015.
3. Constructing achievement test.
4. "The Old Man and the Sea"
5. Symbolism

1.5 Procedures of the Study

The following procedures are adopted:

1. Symbolism in the "The Old Man and the Sea".
2. Constructing the instrument of the study (achievement test), measuring its validity and reliability.
3. Using statistical methods.
4. Analysis of data.
5. Drawing conclusions and recommendations.

1.6 Operational Definitions of Terms Used in the Study

Investigation

It refers to a systematic study in order to discover the facts about teachers and students feel and how they use and implement in their English language classrooms.

Literature

It refers to stories, poems, and plays, especially those that are considered to have value as art. Also it refers to products that reflect different aspects of society.

Symbolism

The use of symbols to signify ideas by giving them symbolic meanings that are different from their literal sense.

Figures of Speech

The use of any of a variety of techniques to give an auxiliary meaning, idea, or feeling. Also it is defined as saying one thing in terms of something else.

Section Two

2.1 What is Symbolism?

Parmar (2014:3) defines symbolism as "the use of symbols to signify ideas and qualities by giving them symbolic meaning that are different from their literal sense". Beckson and Ganz (1975:246) define it as "something that stands for something else".

Ernest Miller Hemingway (1899-1961) is considered as one of the pioneers of the modern American short story. He introduced new techniques which had a great effect on writing the short story. The study aims to comment and explain his use of symbols to convey certain thoughts to readers; to indicate the impact of environment upon the style of human beings. The result of using symbols is to convey and indicate the complexity of life and how human beings suffer. Symbolism as a literary element is used in literature to help readers understand literary work. Symbolism is used when the writer wants to create a certain mood or emotion in a work of literature. Symbolism is the use of an object, person, situation or word to represent something else. Symbolism is the use of symbols to signify ideas by giving them symbolic meaning that are different from literal sense. Symbols do shift their meanings depending on the context they are used in. Thus symbolic meaning of an object or an action is understood by when, where, how it is used and also depends on who reads them.

Symbolism as a technique is related to romanticism. The major poets: Charles Baudlaire (1821-67), Stephen Mallarme (1842-98), and Paul Valery (1871- 1945) of the symbolist movement are interested in childhood, naivety, and nature. Their symbolism is divided into two types (**human**) and (**transcendental**) symbolism. They believed that the inner eternal reality could only be suggested (Lawler, 1969:25-31).

During the 18th and 19th centuries, American writers like Edgar Allan Poe (1809-9), Nathaniel Hawthorne (1804-64), and Herman Melville (1819-91) used symbolism as technique in their literary work. The American Writings and more specifically in the 19th century adopted symbolism and made it a bridge that connected their method of writing to modern literature (Fiedleson, 1955:5).

Literary symbols are of two types: public and private. Public symbols includes in religion, history, mythology and called as "conventional symbols" and "universal symbols", while private symbols depend on the writer's mind (Abrams, 1979:92).

A **Symbol** should be distinguished from other terms like "Image", "Allegory", and "Metaphor". Holman (1980:78) states that "Image" is a concrete representation of an object, while "Symbol" stands for an object, and gives meaning to it. "Allegory" depends upon the representation of ideas through persons, while beauty and purity are symbolized through characters who are involved in the actions of the story (Lewis, 1958:44). Cocklreas and Logan (1971:10) state "Metaphor" as a figure of speech that suggests the essence of the first object by identifying it with certain qualities of the second object; a person notices that two dissimilar things are compared. Also "Metaphor" defines as "the comparison of one thing to another without the use of like or as. (New dictionary of cultural Literacy, 2005). In his stories, Hemingway shows a great deal of attention to the lives of his character, their behavior, and inner conflicts through using a special technique of psychological symbolism. His realism is very much connected to symbolism, despite the fact that symbolism and realism are completely two different trends of writing. Although symbolism style of writing is opposite to realism.

(Hassan, 2004:114)

Also connection between art and symbolism is very clear in Hemingway's works. His description of the places and people are just like a painting, behind each painting there is a hidden significance (Ibid).

Hemingway's Stories can be classified as:

1. Marriage stories: The Short Happy Life of Francis MA Comber, The Snows of Kilimanjaro, Cat in the Rain.
2. Love stories: The End of Something, Hills like white Elephants
3. War stories: Old Man at the Bridge, On the Quai at Smyrna, Now I lay me.
4. Sports Stories: Fifty Grand, The undefeated
5. Psychological stories (Human stories): "The Old Man and the Sea" (Hassan:2004)

Marakova (2011) states that the "The Old Man and the Sea" contains innumerable symbols. These symbols are mutually related; overlapping and supporting each other. Symbolism of the novella can be interpreted as the wise old man and the child, presented by the two main characters of Santiago and Manolin. Characters of Santiago and Manolin are mutually connected in both "interpersonal" and "intrapersonal" relationship. The interpersonal relationship is markedly mediated through the polar pairs, namely of "teacher and pupil", "father and son", "old and young". The intrapersonal relationship of these two characters is grounded in the author's own self projection into both characters. Strong symbols of the sea, the marlin and the sharks lead in the context of polarity to the mother archetype (Marakova, 2011:55-56). In this novella, symbolism has far deeper significance. So Hemingway symbolized persons, animals, places, or thing to represent the real meaning of his writing. In every day struggle of old man there is deep meaning behind it. Hemingway is very much connected with the natural and he uses all nature in his novella.

Symbolism in "the old man and the sea" may be:

1. Animals:

The lions in Marlin's dream resemble youth, freedom and also strength. They could also symbolize pride as Santiago was proud of his fishing skills.

Sharks: those who would tear apart someone's successes.

The Marlin(fish): strength, beauty, and the last challenge we all go through.

2. Characters

Santiago : the old man, symbolizes Christ

Manolin: the disciples of Jesus.

The fishermen: anyone who would rather think about themselves rather than others.

Di Maggio is a symbol for withstanding pain, for endurance throughout suffering.

3. Objects:

The mast: the cross

The Sea

All of the symbols employed by Hemingway add to the basic theme that life is an endless struggle with illusory rewards. In order to gain nobility in life, a person must show bravery, confidence, courage, patience, optimism, and intelligence during the struggle. The short story (novella) concerns an old fisherman who battles against marlin for three days and nights.

"The Old Man and the Sea", is considered as one of Hemingway's finest literary achievements. It was published in 1952. Symbolism in Hemingway's short stories is seen as a master device (Halliday, 1973:48). "The Old Man and the Sea",

can be considered a symbolic work on which the sharks are symbols of natural forces. The sea symbolizes life, and the lions are symbols of the old man's lost youth, and the strength (Al-Jumeily, 1988:4).

Many hidden meanings can be discovered below the surface in Hemingway's literary works. The novella "The old man and the sea" is rich in symbolism that enhances both the plot and the themes.

The major symbol is the sea, which stands for all of life on which man must sail. In both the sea and in life, there are a number of possibilities that lie hidden from the common eye; some are gifts to be treasured and some are problems to be defeated. Neither will be found unless man embarks upon the journey. If man is unlucky enough to discover an evil lurking underneath the surface of the sea (any one of life's varied problems); he must fight it bravely and nobly until the end.

(<http://web.pinkmonkey.com>)

Santiago embarks on a sea journey (life) and encounters a giant marlin (treasure). He battles nobly to earn the treasure and then fights the sharks (problems) to save it. The struggle defines him as a hero. Even though he loses the treasure (the marlin) to sharks (the problems), he has won the sea battle (life). (Ibid)

2.2 Teaching Symbols in "The Old Man and The Sea" in EFL classrooms.

The function of the teacher in EFL classrooms is to give the hidden meanings of each symbol:

2.2.1 The Old Man (Santiago)

Hemingway calls Santiago as old man and it has a very symbolic meaning that shows he has lost his youth. Old man's struggle represented and compared with the struggle of Jesus Christ. The biblical influence of the story shows that the old man and Jesus suffered in many of the same ways. The old man was the fisherman of fish and Jesus was the fisherman of souls (Parmar, 2014:12).

Santiago becomes a Christ symbol. Like Christ, he is filled with goodness, patience, and humanity. The forces of evil, however, are against Santiago, as seen when he battles the shark, similarly Christ had to fight the evil in Jerusalem ... (<http://web.pinkmonkey.com>).

Santiago dreams his pleasant dream of the lions at play on the beaches of Africa three times. Because Santiago associates the lions with his youth, the dream suggests the circular nature of life. (Parmar, 2014:3) Because Santiago imagines the lions, fierce predators, playing, his dream suggests a harmony between the opposing forces-life and death, love and hate, destruction and regeneration of nature (Ibid).

Santiago as old man, his eyes blue color represented the color of the sea. Old age, wrinkled skin symbolizes human fate, human fate rose to the level of suffering by cosmic processes. Santiago's shirt is also symbolic. Its patched sail looks like the flag of permanent defeat (Parmar, 2014:4).

2.2.2 The Sea

The sea represents the universe and Santiago's isolation in the universe. The sea represents challenge and endless "Nature". The symbolism of the sea is also described as water; clear water is extremely good and signifies clear thinking. The sea also symbolizes the swimming like swimming in dreams (Parmar, 2014:11). The novel, in this regard, is an example of naturalism in literature. The sea as symbol stands for all of life on which man must sail (<http://web.pinkmonkey.com>).

2.2.3 The Marlin

The marlin represents the ultimate opponent, one that brings out the best in Santiago (<http://web.pinkmonkey.com>).

The marlin symbolizes that ideal opponent. In a world in which "everything kills everything else in some way". Santiago feels genuinely lucky to find himself matched against a creature that brings out the best in him: his strength courage, love, and respect. The giant marlin becomes a symbol of the mysterious world of the unknown that challenges everyone. (<http://web.pinkmonkey.com>).

Marlin symbolized strength and durability and putting up such struggle. Marlin represents both the perseverance of man's social statue and his incessant life powers. Santiago considered marlins power equal to him and called his brother. Marlin also represents the "Mirror Image of "The Old Man and the Sea" (Parmar, 2014:4).

2.2.4 The Lions

The Lions are the symbol of youth, freedom, and strength. Lions are a symbol from Santiago's childhood. The lion symbolized Santiago's lost youth as well as his pride (Parmar, 2014:4). The lions also symbolize Santiago's affinity with nature. (Ibid)

2.2.5 Manolin

Manolin is very symbolic character. Santiago's youth friend represents hope (Parmar, 2014:4).

2.2.6 The Lost Harpoon

Santiago loses the harpoon as he fends off sharks, symbolic of individuals who lose their faith as life's woes attack. Much like Santiago without a harpoon, those without faith are defenseless. (<http://www.brighteducation.com>)

2.2.7 The Sharks

They symbolize and embody the destructive laws of the universe, the destructive forces of nature of the people of Jerusalem, some have even argued that the sharks symbolize literary critics, whom Hemingway saw as "feasting on the creations of true artists without actually creating anything themselves (Parmar, 2014:6).

Unfortunately, the sharks, symbol of evil, eat away at the meat of the giant fish. Although they clever devour the fish, they cannot eat the skeleton or Santiago's victory, which will both serve as inspirations for Marlin and other fishermen. The sharks symbolize the deadly forces of evil that reign in nature and life(<http://web.pinkmonkey.com>).

2.2.8 The Mast

The mast becomes a symbol for the cross, and cements the parallel that Hemingway sets up between Santiago's ordeal and Christ's. (Lit Charts, 2014:3) The mast is an obvious allusion to the cross of Jesus. It is on his skiff, where stands the mast, that Santiago suffers. Santiago suffers at sea for three days with painful injuries to the palms of his hands and his back(<http://www.brighteducation.com>)

2.2.9 Joe Di Maggio

Santiago considers Di Maggio unbeatable. Di Maggio symbolizes the indomitable will of the human spirit Di Maggio overcame his opponents, much in the same way Santiago overcomes his, despite injuries(<http://www.brighteducation.com>). Di Maggio, the partially handicapped baseball player, who often figures in the old man's waking thoughts as well as in his dreams. Di Maggio inspires him with leadership qualities and the determination to win, in spite of handicaps. When his left hand craps

and he feels drained of his strength, the old man reminds himself of the painful bone spur that handicaps the great Di Maggio. The image of the baseball hero playing in pain gives Santiago renewed vigor and stamina to bear his own pain. (<http://web.pinkmonkey.com>).

2.2.10 The Fish

The fish is also a symbol of Christianity. Hemingway imbues the giant fish with several Christian virtues: kindness, patience, determination. Although hooked by Santiago, the fish does not panic or dive to the depths. Instead, it tries to guide its followers, to win him over. The fish is also described as being a source of food for others, a sacrifice so that others may live. (<http://web.pinkmonkey.com>).

2.2.11 The Numeric Symbol

The numeric symbolism in the novel also seems religious. Three, even, and forty are numbers that have special significance in the Bible. (<http://web.pinkmonkey.com>).

All of the symbols employed by Hemingway add to the basic theme that life is an endless struggle with illusory rewards. In order to gain nobility in life, a person must show bravery, confidence, courage, patience, optimism, and intelligence during the struggle.

2.3 Teaching New Vocabularies in the EFL Classrooms

Sometimes a word diverges from its normal meaning, or a phrase has a specialized meaning not based on the literal meaning of the words in it. Examples are metaphor, simile, or personifications, etc. So these devices often provide emphasis, freshness of expressions, or clarity, and classified into three ways:

1. Structural devices (contrast, illustration, repetition, etc.)
 2. Sense devices (simile, metaphor, personification, image, allegory, irony, pun, etc.)
 3. Sound devices (alliteration, rhyme, assonance, rhythm, onomatopoeia, etc.)
- (Alexander, 1963:30)

Teaching new vocabularies and symbolism is important step in EFL Classrooms and are often associated with literature. Figures of speech (new vocabularies) can help students and readers understand and stay interested in what we have to say. Nordiques (2014) defines the following terms:

1. Alliteration: the repetition of an initial consonant sound. (The repetition of the same sound at frequent intervals)
2. Anaphora: the juxtaposition of contrasting ideas in balanced phrases.
3. Apostrophe: breaking off discourse to address some absent person or thing, some abstract quality, an inanimate object, or nonexistent character.
4. Irony: the use of words to convey the opposite of their literal meaning.
5. Metaphor: an implied comparison between two unlike things that actually have something important in common.
6. Paradox: a statement that appears to contradict itself.
7. Personification: an inanimate object or abstraction is endowed with human qualities or abilities (This occurs when inanimate objects are given a human form or when they are made to speak)
8. Simile: a stated comparison (usually formed with "like" or "as" between two fundamentally dissimilar things that have certain qualities in common)
9. Pun: a play on words, sometimes on different senses of the same word and sometimes on the similar sense or sound of different words.

2.4 Previous Studies

2.4.1 Darweesh's study (2002)

In spite of his short life (1896-1940), F. Scott Fitzgerald's name is associated with the great writers of the twenties in America. His symbolic novels have enriched the American literature.

This study tries to reveal the symbolic side and the importance of symbolism in Fitzgerald's fiction by studying some of his novels and stories showing the nature of his style and symbolic technique.

The procedures of this study are as follows:

1. It is devoted to symbolism as literary technique (the lexical meaning of symbolism, its relation to sign and allegory, types of symbols such as religious, scientific, and literary symbols).
2. The American and French symbolism.
3. Fitzgerald's life, his art and the main aspects of his art such as irony, symbolism, moral lessons, etc.
4. Studies the main symbols in two of his novels and three stories.
5. Conclusions.

The results indicate:

1. "I May Day" story, the two symbols of Mr. In and Mr. Out and their behaviour represent the moral decline of the rich.
They want to enjoy an eternal happiness, a world above all human ability.
2. In his two novels, the spiritual viciousness of the characters is thus stressed through a set of symbols. Gatsby and his life are the symbol of the collapse of the American dream of success....
3. Most of Fitzgerald's symbols are private symbols.
4. Some of Fitzgerald's symbols begin publicly and end privately such as the symbols of colour such as white as a symbol of purity and innocence. And also the green light begins with its public meaning of hope and optimism. But in the course of the novel, the green light becomes the symbol of the pursuit of ever elusive dream.
5. In his novels, East and West are two reversed symbols. The East is a symbol of death, while the West is the symbol of the past, pure and good values. The symbol of purity of mind and emotion and the symbol of maturity and morality. The two contrasting settings of East Egg and West Egg suggest the moral difference between these two places.
6. Fitzgerald's symbolism and symbols are functional and ornamental.
7. Fitzgerald has used symbol of mythical, religious and historical background.
8. Fitzgerald was motivated by a moral obligation towards his society.

2.4.2 Hassan's Study (2004)

The study aims at discussing and analyzing Hemingway's short stories, and his use of symbols to convey certain message to his readers.

The procedures of the study are as follows:

1. The study begins with symbolism as a literary technique, their definitions and types of the symbol, then followed by difference between symbol and the other figures of speech such as image, allegory, and metaphor.
2. French symbolism (in the late 19th century) the main figures, the nature and theory of their symbolism.
3. American symbolism, the main figures of this movement, and the nature of their symbolic techniques.
4. Hemingway's life and a survey of his art of symbolism.
5. The use of symbols in selected short stories of Hemingway.

6. The study ends with a conclusion.
The results indicate:
 1. In using symbols, Hemingway intends to give readers a picture of the difficulties of life and how the human beings struggle in order to survive.
 2. Hemingway's stories of social relationships and previsions are classified into: marriage stories, love stories, homosexual stories.
 3. Hemingway's field of Battle, Challenge and Peace is classified as: war stories, sports stories, and outdoor stories.
 4. Hemingway applies certain basic psychologically symbolic techniques in his fiction.
 5. Hemingway wants to shake his readers with the horrible factors which lie beneath. What lies beneath can attack and destroy suddenly, just like a ship in the middle of the sea; when a collision happens, all the members of the ship die.
 6. In Hemingway's stories, a unique kind of symbolization is applied, this can be named private symbolism.

2.4.3 Marakova's study (2011)

The aim of this work was to suggest an interpretation of Hemingway's novella "The Old Man and the Sea" with regard to its symbolism.

The analysis of the novella was grounded unphenomenological approach and was aimed at symbols that appeared in the novella explicitly.

Jungian approach to interpretation was used to associate the symbolism of the novella with author's incentives unconsciously.

The procedures of the study are as follows:

1. The theoretical part will briefly inform about the essential data of Hemingway's life and of his novella "The Old Man and the Sea". An overview of Jung's theory of psyche will be presented too.
2. The analytical part will begin with a synopsis of the narrative structure to suggest the basic psychological matters implemented within the story line.
3. The narration will be interpreted with regard to author's unconscious integration of his psychological matters into his work.
4. Jung's theory of archetypes and individuation.
5. The analysis deals with psychological matters introduced above more in detail. The analysis is meant to follow the division of the narration due to the logical connection in symbolism its borders may overlap.

The results showed that the novella "The Old Man and the Sea" contains innumerable symbols.

1. Characters of Santiago and Manolin are mutually connected in both interpersonal and intrapersonal relationships.
2. Manolin appears in acute situations as his psychical and physical help. This fact supports the idea of inner ego and superego conflict.
3. Notable symbolism can be seen in the summary of Santiago's fight against the Marlin.
4. The image of sharks and the fight against them presents aggression that attacks this integration or tries to prevent from it. The aggression can be interpreted as a consequence of the inconclusive inner conflict of ego and superego that arose between the urge to reach harmony and between the desire for its suppression.
5. The ending of the narrative may appear ambiguous at first sight.

2.4.4 Discussion of Previous Studies

Darweesh's study (2002) tries to reveal the symbolic side and the importance of symbolism in Fitzgerald's fiction by studying some of his novels and stories showing the nature of his style and symbolic technique.

Hassan's study (2004) aims at discussing and analyzing Hemingway's short stories, and his use of symbols to convey certain messages to his readers.

Marakova's study (2011) aims to suggest an interpretation of Hemingway's novella "The Old Man and the Sea" with regard to its symbolism. Jungian approach to interpretation was used to associate the symbolism of the novella with author's incentives unconsciously projected within the story.

While the aim of the current study is to investigate recognition of symbolism in "The Old Man and the Sea" among students of English Department, College of Education, University of Kirkuk.

The procedures, instruments, and methods of analysis differ from one another.

Darweesh's study analyzes Fitzgerald's fictions by studying some of his novels.

Hassan's study analyzes selected short stories and applies certain basic psychological approach; also adopted private symbolism.

Marakova's study analyzes Hemingway's novella "The Old Man and the Sea" using Jungian approach (phenomenological approach) while the current study constructs achievement test to measure the ability of the students to recognize symbolism in "The Old Man and the Sea".

The sample of Darweesh's study includes two novels and two stories of Fitzgerald. The sample of Hassan's study selected short stories of Hemingway's. The sample of Marakova's study includes the novella "The Old Man and the Sea".

While the sample of the current study are Hemingway's short story "The Old Man and the Sea", and the sample of the students which are chosen randomly.

The results vary according to its aims and procedures. All the previous studies are written in the style of literature field, while the current study is written in the style of methodology field.

Section Three

3.1 Population of the Study

The population of the current study includes (180) students of second stage, academic year 2014-2015 for morning (day) studies and (125) students of the same stage for evening studies, department of English, College of Education, University of Kirkuk.

3.2 Sample of the Study

The sample of the study consists of (84) students at department of English, College of Education, University of Kirkuk, morning studies which have been chosen randomly and (30) students from evening studies, English Department which have been likewise chosen randomly.

3.3 Students' Instruction

The same material was taught all morning and evening students. The time allotted to a lecture was 60 minutes, which was conducted two times a week. The name of the literary subject is called "short story".

3.4 The Instrument of the Study

In order to achieve the aims of the study, the achievement test has been constructed. The test has a major task, namely, a recognition task. The test includes three parts. The first part is to assess ability of students to recognize new vocabularies that are needed in teaching-studying literary materials, which is called figures of speech (new vocabularies). This part includes 20 items.

The second part is to assess the ability or performance of students if they understand the main theme of the short story "The Old Man and the Sea". This part includes (25) items.

The third part is to assess the ability of students to recognize symbolism in "The Old Man and the Sea". This part includes (50) items. The purpose of these items to measure the students' ability to recognize as many symbols as possible in "The Old Man and the Sea". The constructing of the first part is adopted by (Nordiguist, 2014). While the second and third part are adopted by (Parmar, 2014). The instrument is developed by the researcher.

3.5 Validity of the Test

The test's items have been submitted or exposed to a number of experts specialized in the fields of methodology and literature, in order to check the item's appropriateness.

According to the experts or Jury's judgment, it has been found that each item obtained or gained (80% - 90%) of judgment, so it is considered valid item. If items obtain less than (80%-90%) of jury's judgment, they are invalid, which need to be changed, modified, or eliminated.

3.6 Reliability

The researcher used test and retest method to measure the reliability of the test. So the test is applied on a group of students, the group includes (20) students. After (14) days the test was applied for the second time on the same group, under the same condition. Correlation coefficient has been found between two tests, and its value was (0.90)

3.7 The Statistical Methods

The following statistical methods have been used.

1. Pearson correlation coefficient is used to compute reliability.
2. Percentage is used to measure validity.
3. T-retest formula has been used in this study.

Section Four

4.1 Analysis of Data and Discussions of the Results

This section discusses the analyses of the results of the study. The collected data have been analyzed. The data are collected through the students' responses in the achievement test. This analysis helps to investigate recognition of symbolism in "The Old Man and the Sea" and also reveals the students' achievement.

The question of the first part about teaching new vocabularies in EFL classrooms measures the student's ability to recognize new vocabularies that the students studied in literature in the second stage at department of English, College of Education, University of Kirkuk. The results are as shown in table (1).

The question of the second part about general ideas in "The Old Man and the Sea" measures the students' performance if they understand the theme, plot, and the characters of the short story or not. The results are shown in table (2).

The question of the third part about symbolism in "The Old Man and the Sea" measures the students' ability to recognize symbols in the story. The results are shown in table (3).

Table (1) indicates and reveals that students of (morning and evening studies) will be able to use these new vocabularies in studying literary materials in EFL classrooms, such as: assonance, personification, metaphor, simile, and irony, their values are more than 50 percent. While the other words or terms were neglected by the students. This means that the teachers of literary materials do not use the other

words. Their values are less than 50 percent through teaching materials such as : drama, poetry, novel, and short story. The reason behind this result is that the syllabus of the undergraduate studies may be limited to these words only whose values are more than 50%.

Table (1)
Teaching new vocabularies

New Vocabularies (Figures of Speech)	Correct answers	
	Morning studies	Evening studies
Assonance	%62	%50
Chiasmus	%13	%17
Personification	%84	%58
Pun	%13	%19
Metaphor	%100	%100
Metonymy	%15	%24
Onomatopoeia	%46	%84
Alliteration	%96	%60
Anaphora	%4	%27
Apostrophe	%26	%17
Euphemism	%7	%10
Hyperbole	%8	%22
Paradox	%32	%41
Simile	%96	%93
Synecdoche	%2	%5
Understatement	%70	%60
Irony	%100	%98
Litotes	%6	%12
Oxymoron	%3	%15
Antithesis	%25	%38

Table (2) indicates that students of morning and evening studies have correct answer only in item (1), (2), (3), (5), and (11), while in item (7) students of morning studies get correct answer; their values were 54 percent students of evening studies get incorrect answer; their values were less than 50%.0

All the other items get values less than 50%. This means that students get incorrect answers.

The mean average for morning studies was (37%) and evening studies was (31%). The result shows or reveals that students have weak understanding of the short story "The Old Man and the Sea". The ability of the students to comprehend or understand the short story was very little. The result reveals there are some problems in teaching-learning-studying this short story, such as may be the time allotted to teaching the material is insufficient or not enough or there is misunderstanding by students when the teacher teaches the materials.

Table (2)

Q	General questions on "The Old Man and the Sea"	Correct answers	
1	When the novella opens, how long has it been since Santiago last caught a fish?	% 65	% 63
2	Manolin's parents refuse to let the boy fish with the old man because they believe Santiago is salao. How does Hemingway translate this word?	% 54	% 55
3	How does Hemingway describe Santiago's eyes?	% 75	% 63
4	What kind of reception does Santiago receive at the terrace café?	% 18	% 34
5	Who is Santiago's hero?	% 15	% 55
6	What hangs on the wall of the old man's shack?	% 40	% 17

7	On the night before he promises Manolin to go “far out” to sea, of what does Santiago dream?	% 54	% 34
8	Why does Santiago not let his lines drift like the other fishermen?	% 8	% 5
9	What kind of fish does Santiago first catch?	% 47	% 38
10	How does the old man know immediately the size of the great marlin he has caught?	% 43	% 21
11	During his great struggle with the marlin, what does Santiago wish repeatedly?	% 68	% 50
12	In what year was <i>The Old Man and the Sea</i> published?	% 29	% 5
13	As his first full day of fighting with the fish wears on, what does Santiago begin to think about his adversary?	% 29	% 30
14	What does the weary warbler that lands on Santiago’s fishing line make the old man think of?	% 36	% 46
15	What happens to make Santiago curse the treachery of his own body?	% 18	% 42
16	In order to help himself catch the fish, what does Santiago do?	% 22	% 17
17	The great Joe DiMaggio suffers from what affliction?	% 75	% 34
18	To give himself confidence, Santiago remembers his contest with “the great negro of Cienfuegos.” At what sport did the old man beat this challenger?	% 40	% 30
19	Why does the thought of selling the fish’s meat disappoint the old man?	% 11	% 17
20	What does the old man remove and eat from the belly of a dolphin?	% 18	% 17
21	How does Santiago finally kill the marlin?	% 43	% 30
22	How long does it take for the sharks to arrive and attack the marlin?	% 15	% 5
23	After the shark attack, Santiago reflects that destruction is inevitable. How does he articulate this philosophy?	% 18	% 13
24	What happens upon the old man’s return to his fishing village?	% 36	% 17
	Mean	% 37	% 31

Table (3) indicates the results of recognition of symbolism. Results indicate the old man as symbol is not recognized by students of evening studies at second stage in English department through their responses in achievement test. Their mean percentage was 50%. While students of morning studies can recognize the old man as symbol through the mean percentage of responses which was 51%.

The result shows that Santiago as symbol also couldn’t be recognized by students of morning studies. Their mean percentage was (44%) less than standard which was (50%). It also couldn’t be recognized by students of evening studies. Their mean percentage was (38%).

The result shows that lion as a symbol could be recognized by students of morning studies. Their mean percentage was (61%), it also could be recognized by students of evening studies. Their mean percentage was (67%).

The result shows that sea as a symbol could be recognized by students of morning and evening studies. As the researcher can conclude that students are mid-level because their mean is nearer to the standard which was (48%).

The result shows that the marline as a symbol couldn’t be recognized by students because their mean was less than 50%.

The result shows that Manoline as a symbol also couldn't be recognized by students because their mean was less than 50%.

The result shows that shark as a symbol also couldn't be recognized by students because their mean was less than 50%.

The result shows that Di Maggio as a symbol also couldn't be recognized by students because their mean was less than 50%.

The result shows that the fish as a symbol also couldn't be recognized by students because their mean was less than 50%.

The result shows that the skiff as a symbol also couldn't be recognized by students because their mean was less than 50%.

The result shows that the mast as a symbol also couldn't be recognized by students because their mean was less than 50%.

The result shows that the cubs as a symbol also couldn't be recognized by students because their mean was less than 50%.

The result shows that the lost harpoon as a symbol also couldn't be recognized by students because their mean was less than 50%.

The result shows that the warbler, numeric as a symbol as a symbol also couldn't be recognized by students because their mean was less than 50%.

The result shows that colour as a symbol can be recognized by students of morning and evening studies, because their mean was more than 50% which are 84%, 53% respectively.

Students' recognition of symbolism depends on understanding the deeper meaning of each symbol. Hemingway aims to supervise his readers; showing his hidden purpose or hidden meaning that shocks the person while reading his stories. In Hemingway, symbolism is not direct word; Hemingway shows a great deal of attention to the lives of his character, their behavior, and inner conflicts through using symbolism.

Hemingway symbolized person, place, animals, colours, etc., to represent the real meaning and deeper significance, so each symbol has a deep meaning behind it. The student's ability to know all deeper meaning of symbols depends on teacher experience and methods of teaching.

To facilitate the recognition of symbolism, the students must participate in teaching-studying literacy materials and develop their roles in the classrooms.

The role of teacher can make significant difference in how a student is able to learn from and appreciate literature in a foreign language.

A teacher can define literature as a term that is commonly used to refer to works of creative imagination, including all literal materials such as poetry, drama, novel, short stories.

EFL teachers can have successful and profitable experiences teaching literature in their classes, it just takes some advance preparation to help students understand making sure they understand what literature is, what parts literature contains.

Table (3)
Symbolism in "The Old Man and the Sea"

Symbol			Morning studies	Evening studies
Old man	1	Has very symbolic meaning that shows that he has lost his youth	%50	% 57
	2	The old man's struggle represents and is compared with the struggle of Jesus Christ	%67	% 35

	3	Old age, wrinkled skin symbolizes human fate. Human fate raised to the level of suffering by cosmic processes	%47	%31
	4	"The old man taught the boy to fish and the boy loved him" symbolizes as a Christ and one of his disciples.	%40	%26
		Mean	%51	%37
Santiago	5	Santiago's eyes' blue colour represents the colour of the sea	%84	%53
	6	Much like Santiago without a harpoon, those without faith are defenseless	%74	%44
	7	Santiago's struggle with the Marline is in fact a struggle with himself, and a struggle to subdue the great fish.	%54	%53
	8	Santiago becomes a Christ symbol.	%40	%13
	9	Santiago is considered Marlin's power equal to his brother.	%40	%26
	10	Santiago's shirt is also symbolic. It patched-patched sail looks the flag of permanent defeat.	%27	%48
	11	Santiago sees Dimaggio as equal heroic qualities.	%17	%31
		Mean	%44	%38
Lions	12	Lions are the symbol of youth, freedom, and strength.	%74	%74
	13	Lions are a symbol from Santiago's childhood. He remembers seeing them on the beach in Africa when he sailed there in his youth.	%60	%74
	14	The lions symbolize Santiago's lost youth as well as his pride.	%50	%53
		Mean	%61	%67
The sea	15	The sea represents the universe and Santiago's isolation in the universe.	%44	%44
	16	The sea represents challenge and endless "nature".	%57	%53
	17	The sea describes as a water, clear water is extremely good and signifies clear thinking.	%50	%57
	18	The sea symbolizes the swimming like swimming in dreams.	%44	%48
	19	The major symbol in the sea, which stands for all of life on which must sail.	%47	%40
		Mean	%48	%48
Marlin	20	The Marlin represents the ultimate opponent, one that brings out the best in Santiago.	%14	%22
	21	The Marlin symbolizes the ideal opponent.	%30	%18
	22	Marlin becomes a symbol of the mysterious world of the unknown that challenges everyone	%47	%35
	23	Marlin symbolized strength and durability and	%34	%31

		putting up such struggle.		
	24	Marlin represents both the preservation of man's social status and his increscent life powers.	%30	%31
	25	Marlin also represents the "mirror image" of old man.	%30	%31
		Mean	%30	%28
Manolin	26	Manolin represents hope.	%40	%35
	27	Manolin is a very symbolic character.	%30	%31
	28	Between Manolin and the old man there is a vast age difference that symbolizes their skill of fishing.	%44	%26
	29	Manolin would take care of the old man when he said to him "keep warm old man remember we are in September".	%27	%48
		Mean	%35	%30
Shark	30	Some have even argued that the sharks symbolize literary critics whom Hemingway saw as "feasting" on the creation of true artists without actually creating anything themselves.	%40	%48
	31	The sharks symbolize and embody the destructive laws of the universe and attest to the fact that these laws can be transcended only when equals fight to the death.	%37	%40
	32	The sharks represent destructive forces in life that serve no purpose.	%30	%26
	33	Unfortunately, the sharks are the symbol of evil, eat away at the meat of the giant fish.	%54	%53
	34	The sharks run parallel to the fisherman in the novel who judge Santiago harshly.	%34	%26
		Mean	%39	%38
Di Maggio	35	Another symbol in the novel is that Di Maggio, the image of the baseball hero playing in pain gives Santiago renewed vigor and stamina to bear his own pain.	%40	%44
	36	Di Maggio is a metaphor for grace.	%34	%26
	37	Di Maggio represents hope that the old man has for Manolin.	%17	%31
		Mean	%30	%33
The Fish	38	The fish is described as being a source of food for others, sacrifices so that others may live.	%57	%35
	39	The fish is a symbol of Christianity.	%24	%5
		Mean	%40	%29
The skiff	40	The skiff is a symbol of Santiago himself as Santiago struggles in his life	%17	%31
		The skiff also has to struggle in the sea.		
		The skiff also is a symbol of the defeated human beings.		

The mast	41	The mast becomes a symbol for the cross of Jesus, and comments the parallels that Hemingway sets up between Santiago's ordeal and Christ's.	%37	%35
The cubs	42	The cubs are the symbol of youthful possibility, a foreshadowing of great things to come.	%30	%35
The lost harpoon	43	The lost harpoon is a symbol of loss of power, strength, virility, pride, Santiago loses his harpoon the first of many such losses as he continues a futile battle with sharks.	%37	%40
The warbler	44	The warbler serves as a symbol or something of the small comforts of life which are fine and enjoyable, but often leaves us without warning or reason.	%44	%40
The numeric	45	The numeric symbolism in the novel also seems religious: three, seven, and forty are numbers that have a special significance in the Bible.	%40	%44
colour	46	Santiago's eyes' blue colour represents the colour of the sea.	%84	%53
General	74	In "The Old Man and the Sea", Hemingway symbolized person, place or thing to represent the real meaning of his writing.	%67	%79
	48	In "The Old Man and the Sea", the symbolism has four deeper significances.	%87	%83
	49	Hemingway is very much connected with the nature and uses all the nature in his novella.	%50	%66
	50	In everyday struggle of the old man there is a deep meaning behind it.	%87	%79

Conclusions

The following are some of the main conclusions arrived at in the current study:

1. Second stage students at department of English, College of Education, University of Kirkuk couldn't recognize symbolism.
2. Students (morning and evening studies) have insufficient awareness of the theme of "The Old Man and the Sea" and the plot.
3. Students (morning and evening studies) do not recognize all new vocabularies. They are limited to some of them through teaching-studying literary materials.
4. Students' ability or performance are weak through their responses in achievement test.
5. Students (morning and evening studies) couldn't know the deeper meaning behind each symbol.
6. Students of morning studies recognize (the old man as symbol), (the lion as symbol), and (colours as symbol).
7. Students of evening studies recognize (the lion as symbol) and (colour as symbol).
8. Students (morning and evening studies) recognize old man has symbolic meaning that shows that he has lost his youth.
9. Students (morning and evening studies) recognize Santiago's struggle with the Marline in fact as a struggle with himself.
10. Students (morning and evening studies) recognize the sea represents challenge and endless "nature".
11. Students (morning and evening studies) recognize the sharks as symbol of evil.
12. Students (morning and evening studies) recognize the fish is described as being a source of food for others, sacrifices so that others may live.

4.2 Recommendations

1. The Students should acquire and develop their knowledge at first stage through studying the subject "Introduction to Literature".
2. Curriculum designers must pay more attention to new vocabularies (figures of speech) to develop students thought and thinking to recognize all these new words that are needed in teaching studying literary materials.
3. The role of teachers should be to increase the performance of the students by encouraging them in teaching-studying literature and develop their achievement by using different strategies in teaching-studying literary materials or literature in EFL classrooms.

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Appendix (1)

Achievement Test

Q1/ Match the items in list (A) with the items in list (B)

List A	List B
1. _____ The repetition of an initial consonant sound.	a) Paradox
2. _____ The repetition of the same word or phrase at the beginning of successive clauses or verses. (Contrast with epiphora and epistrophe.)	b) Personification c) Euphemism

3. _____The juxtaposition of contrasting ideas in balanced phrases.	d) Chiasmus
4. _____Breaking off discourse to address some absent person or thing, some abstract quality, an inanimate object, or a nonexistent character.	e) Assonance
5. _____Identity or similarity in sound between internal vowels in neighboring words.	f) Apostrophe
6. _____A verbal pattern in which the second half of an expression is balanced against the first but with the parts reversed.	g) Antithesis
7. _____The substitution of an inoffensive term for one considered offensively explicit.	h) Irony
8. _____An extravagant statement; the use of exaggerated terms for the purpose of emphasis or heightened effect.	i) Metaphor
9. _____The use of words to convey the opposite of their literal meaning. A statement or situation where the meaning is contradicted by the appearance or presentation of the idea.	j) Metonymy
10. _____A figure of speech consisting of an understatement in which an affirmative is expressed by negating its opposite.	k) Simile
11. _____An implied comparison between two unlike things that actually have something important in common.	l) Hyperbole
12. _____A figure of speech in which one word or phrase is substituted for another with which it's closely associated; also, the rhetorical strategy of describing something indirectly by referring to things around it.	m) Litotes
13. _____The use of words that imitate the sounds associated with the objects or actions they refer to.	n) Synecdoche
14. _____A figure of speech in which incongruous or contradictory terms appear side by side.	o) Understatement
15. _____A statement that appears to contradict itself.	p) Alliteration
16. _____A figure of speech in which an inanimate object or abstraction is endowed with human qualities or abilities.	q) Anaphora
17. _____A play on words, sometimes on different senses of the same word and sometimes on the similar sense or sound of different words.	r) Onomatopoeia
18. _____A stated comparison (usually formed with "like" or "as") between two fundamentally dissimilar things that have certain qualities in common.	s) Oxymoron
19. _____A figure of speech in which a part is used to represent the whole (for example, ABCs for alphabet) or the whole for a part ("England won the World Cup in 1966").	t) Pun
20. _____A figure of speech in which a writer or speaker deliberately makes a situation seem less important or serious than it is.	

Appendix (2)

Achievement Test

Q2/ Choose the best answer for the following:

- When the novella opens, how long has it been since Santiago last caught a fish?**
(A) 40 days (B) 84 days (C) 87 days (D) 120 days
- Manolin's parents refuse to let the boy fish with the old man because they believe Santiago is salao. How does Hemingway translate this word?**
(A) "Crazy" (B) "Selfish"
(C) "Washed up" (D) "The worst form of unlucky"
- How does Hemingway describe Santiago's eyes?**
(A) They are full of pain.
(B) They are blank with defeat.
(C) They betray the weariness of his soul.
(D) They are the color of the sea.
- What kind of reception does Santiago receive at the terrace café?**
(A) The fishermen regard him as a hero.
(B) Most of the fishermen mock him.

- (C) The successful fishermen offer him a portion of their day's catch.
(D) The younger fishermen pretend that the old man doesn't exist.
5. **Who is Santiago's hero?**
(A) Harry Truman (B) Joe DiMaggio
(C) Dick Sisler (D) Fidel Castro
6. **What hangs on the wall of the old man's shack?**
(A) A photograph of his wife
(B) The latest baseball scores
(C) A mounted fish
(D) Pictures
7. **On the night before he promises Manolin to go "far out" to sea, of what does Santiago dream?**
(A) A great storm (B) A beautiful woman
(C) Lions on the beach (D) A wrestling match
8. **Why does Santiago not let his lines drift like the other fishermen?**
(A) He is a stubborn man who prefers the old-fashioned way of fishing.
(B) He believes it is imprecise, and he strives always to be exact.
(C) It is dangerous, as he might become tangled with another boat.
(D) He is no longer young or strong enough to control a drifting line.
9. **What kind of fish does Santiago first catch?**
(A) A tuna (B) A marlin
(C) A shrimp (D) A Portuguese man-of-war
10. **How does the old man know immediately the size of the great marlin he has caught?**
(A) Soon after taking the bait, the fish jumps into the air, showing itself to the old man.
(B) Santiago has encountered this fish before as a younger man.
(C) He pulls and pulls on the line and nothing happens.
(D) He doesn't know the size of the fish until after the sharks have attacked it.
11. **During his great struggle with the marlin, what does Santiago wish repeatedly?**
(A) He wishes he were younger.
(B) He wishes for better equipment.
(C) He wishes that the fishermen who mocked him earlier were present to witness his victory.
(D) He wishes that the boy, Manolin, were with him.
12. **In what year was *The Old Man and the Sea* published?**
(A) 1950 (B) 1951 (C) 1952 (D) 1953
13. **As his first full day of fighting with the fish wears on, what does Santiago begin to think about his adversary?**
(A) He praises the fish because it promises to bring a wonderful price at market.
(B) He considers that he and the marlin are brothers, joined by the fact that they both ventured far out beyond all people and dangers in the water.
(C) He detests the fish for its vigor and vitality.
(D) He believes that the fish is a test of his worth, sent to him by God.
14. **What does the weary warbler that lands on Santiago's fishing line make the old man think of?**
(A) The probability that he, like the bird, will never make it back to land
(B) The predatory hawks that await the bird's arrival near land

- (C) The hidden strength of the weak
(D) The beauty of the natural world 4
- 15. What happens to make Santiago curse the treachery of his own body?**
(A) He gets seasick. (B) He has diarrhea.
(C) His hand cramps. (D) He needs to sleep.
- 16. In order to help himself catch the fish, what does Santiago do?**
(A) He promises to pay more attention to Manolin upon his return.
(B) He decides to recite ten Hail Marys and ten Our Fathers.
(C) He lightens the boat by throwing all unnecessary weight overboard.
(D) He ties the skiff to a buoy so that the fish cannot pull it farther out to sea.
- 17. The great Joe DiMaggio suffers from what affliction?**
(A) A bone spur (B) Alcoholism
(C) A ruined knee (D) Failing eyesight
- 18. To give himself confidence, Santiago remembers his contest with “the great negro of Cienfuegos.” At what sport did the old man beat this challenger?**
(A) Fencing (B) Tennis
(C) Arm wrestling (D) Boxing
- 19. Why does the thought of selling the fish’s meat disappoint the old man?**
(A) He knows people will cook the marlin, but it is best eaten raw.
(B) Market prices are low, and Santiago will get only a fraction of what the fish is worth.
(C) Because marlin has an unpleasant taste, Santiago wishes he caught something that made for better eating, like a shark.
(D) The people who will eat the meat are unworthy.
- 20. What does the old man remove and eat from the belly of a dolphin?**
(A) Shrimp (B) Flying fish
(C) Seaweed (D) Piranha
- 21. How does Santiago finally kill the marlin?**
(A) He harpoons it through the heart.
(B) He stabs it between the eyes.
(C) He lashes it to the inside of the boat.
(D) He bashes its head with his club.
- 22. How long does it take for the sharks to arrive and attack the marlin?**
(A) Ten minutes (B) One hour
(C) Six hours (D) A full day
- 23. After the shark attack, Santiago reflects that destruction is inevitable. How does he articulate this philosophy?**
(A) The world is such an inhospitable place that no death should be mourned.
(B) Out, out, brief candle!
(C) Even the worthiest opponents must fall.
(D) Everything in the world kills everything else in some way.
- 24. What happens upon the old man’s return to his fishing village?**
(A) Manolin promises to sail with him.
(B) The fishermen mock Santiago for the folly of sailing out so far.
(C) Tourists ask the old man to recount his adventures.
(D) A statue is erected in his honor.
- 25. The old man remembers that once, when he killed a female marlin, the male marlin.**
(A) Bit the tail off the female

- (B) Returned with a posse of marlins seeking revenge.
 (C) Made a sound like there were nails being driven through his fins
 (D) Swam alongside the boat as though in mourning

Appendix (3)

Achievement Test

Q3/ Do you agree with the following items?

Symbol			Yes	No
Old man	1	Has very symbolic meaning that shows that he has lost his youth		
	2	The old man's struggle represents and is compared with the struggle of Jesus Christ		
	3	Old age, wrinkled skin symbolizes human fate. Human fate raised to the level of suffering by cosmic processes		
	4	"The old man taught the boy to fish and the boy loved him" symbolizes as a Christ and one of his disciples.		
Santiago	5	Santiago's eyes' blue colour represents the colour of the sea		
	6	Much like Santiago without a harpoon, those without faith are defenseless		
	7	Santiago's struggle with the Marline is in fact a struggle with himself, and a struggle to subdue the great fish.		
	8	Santiago becomes a Christ symbol.		
	9	Santiago is considered Marlin's power equal to his brother.		
	10	Santiago's shirt is also symbolic. It patched-patched sail looks the flag of permanent defeat.		
	11	Santiago sees Dimaggio as equal heroic qualities.		
Lions	12	Lions are the symbol of youth, freedom, and strength.		
	13	Lions are a symbol from Santiago's childhood. He remembers seeing them on the beach in Africa when he sailed there in his youth.		
	14	The lions symbolize Santiago's lost youth as well as his pride.		
The sea	15	The sea represents the universe and Santiago's isolation in the universe.		
	16	The sea represents challenge and endless "nature".		
	17	The sea describes as a water, clear water is extremely good and signifies clear thinking.		
	18	The sea symbolizes the swimming like swimming in dreams.		
	19	The major symbol in the sea, which stands for all of life on which must sail.		
Marlin	20	The Marlin represents the ultimate opponent, one that brings out the best in Santiago.		

	21	The Marlin symbolizes the ideal opponent.		
	22	Marlin becomes a symbol of the mysterious world of the unknown that challenges everyone		
	23	Marlin symbolized strength and durability and putting up such struggle.		
	24	Marlin represents both the preservation of man's social status and his increscent life powers.		
	25	Marlin also represents the "mirror image" of old man.		
Manolin	26	Manolin represents hope.		
	27	Manolin is a very symbolic character.		
	28	Between Manolin and the old man there is a vast age difference that symbolizes their skill of fishing.		
	29	Manolin would take care of the old man when he said to him "keep warm old man remember we are in September".		
Shark	30	Some have even argued that the sharks symbolize literary critics whom Hemingway saw as "feasting" on the creation of true artists without actually creating anything themselves.		
	31	The sharks symbolize and embody the destructive laws of the universe and attest to the fact that these laws can be transcended only when equals fight to the death.		
	32	The sharks represent destructive forces in life that serve no purpose.		
	33	Unfortunately, the sharks are the symbol of evil, eat away at the meat of the giant fish.		
	34	The sharks run parallel to the fisherman in the novel who judge Santiago harshly.		
Di Maggio	35	Another symbol in the novel is that Di Maggio, the image of the baseball hero playing in pain gives Santiago renewed vigor and stamina to bear his own pain.		
	36	Di Maggio is a metaphor for grace.		
	37	Di Maggio represents hope that the old man has for Manolin.		
The Fish	38	The fish is described as being a source of food for others, sacrifices so that others may live.		
	39	The fish is a symbol of Christianity.		
The skiff	40	The skiff is a symbol of Santiago himself as Santiago struggles in his life		
		The skiff also has to struggle in the sea.		
		The skiff also is a symbol of the defeated human beings.		
The mast	41	The mast becomes a symbol for the cross of Jesus, and comments the parallels that Hemingway sets up between Santiago's ordeal and Christ's.		

The cubs	42	The cubs are the symbol of youthful possibility, a foreshadowing of great things to come.		
The lost harpoon	43	The lost harpoon is a symbol of loss of power, strength, virility, pride, Santiago loses his harpoon the first of many such loses as he continues a futile battle with sharks.		
The warbler	44	The warbler serves as a symbol or something of the small comforts of life which are fine and enjoyable, but often leaves us without warning or reason.		
The numeric	45	The numeric symbolism in the novel also seems religious three, seven, and forty are numbers that have a special significance in the Bible.		
colour	46	Santiago's eyes' blue colour represents the colour of the sea.		
General	74	In "The Old Man and the Sea", Hemingway symbolized person, place or thing to represent the real thing of his writing.		
	48	In "The Old Man and the Sea", the symbolism has four deeper significances.		
	49	Hemingway is very much connected with the nature and uses all the nature in his novella.		
	50	In everyday struggle of the old man there is a deep ing behind it.		