
EXAMINING THE STREAM OF CONSCIOUSNESS/INTERIOR MONOLOGUE AS A METHOD OF NARRATION FOR DEVELOPING STUDENTS' THOUGHT AND INSIGHT

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ABSTRACT: *The aim of this study is to investigate the effectiveness of stream of consciousness as a method/technique for developing students' thought using descriptive analytical and narration method. To verify this claim, the researcher conducted English literature course of 6 weeks (24 hours) for online learners who study English literature at Sudan Open University during the first semester of the year 2021. The researcher conducted qualitative and quantitative study to investigate learners' flow of thoughts focusing on their perceptions of creating a new idea that is much broader than a range of events of a story. The participants of the study were (50) students at Sudan open university. The researcher used the questionnaire as a data gathering tool to investigate learners' views toward the program, and used pre and posttests to investigate learners' levels and the progress that happen in their levels after finishing the course of literature. Besides, many open ended questions of literature were used in order to give learners the chance to express their views about problems solving. The result of the pre and posttests was significantly different in favor of the post test. The levels of students were developed dramatically. The study recommends, the need of developing insight technique for learning English literature, not only by using narration, but also by creative thinking.*

KEYWORDS: *stream of consciousness, insight, productivity, thought.*

INTRODUCTION

Referring back to the history of English literature of last decades, we notice that artists used different perceptions to create a new word that is much broader than a range of events of a story. writers used different methods and techniques of writing in literature. One of the most effective technique of writing they used was stream of consciousness. It is a style of writing developed by a group of writers and it aimed at expressing in words the flow of characters' thoughts and feelings in their minds. The technique aspires to give readers the impression of being inside the minds of the characters. Writers use stream of consciousness not only to show what a character is thinking, but to actually replicate the experience of thinking, which allows the reader to enter the mind and world of the character more fully. Stream of consciousness is a narrative device that attempts to give the written equivalent of the character's thought processes, either in a loose interior monologue or in connection to his or her actions.

In literature, the term stream of consciousness was first coined by Alexander Bain in 1855 in the first edition of *The Senses and the Intellect*, when he wrote, "The concurrence of Sensations in one common stream of consciousness. But it is commonly credited to William James who

used it in 1890 in his *The Principles of Psychology*. In 1918, the novelist May Sinclair (1863–1946) first applied the term stream of consciousness, in a literary context, when discussing Dorothy Richardson's (1873–1957) novels. *Pointed Roofs* (1915), the first work in Richardson's series of 13 semi-autobiographical novels titled *Pilgrimage*, is the first complete stream-of consciousness novel published in English. However, in 1934, Richardson comments that "Proust, James Joyce, Virginia Woolf & D.R....were all using 'the new method', though very differently, simultaneously". There were, however, many earlier precursors and the technique is still used by contemporary writers.

As for developing the current program, it is very important for helping the bilingual English language learners who study English literature to use their insight and thoughts. Thus, the researcher used the stream of consciousness as a technique for developing learners' critical thought. The most important findings of this study revealed that the program was effective on developing learners' ability of thinking and insight while discussing literature work. The study also concluded that traditional narration methods is not the proper way of learning and discussing literature work. In short, literature perspective is far from narrating events. It is feeling of going inside the characters themselves. Many research findings show that using stream of consciousness is important part of learning literature, because it helps learners to think deeply and understand what inside the characters' mind and to develop their views. Many writers used the technique stream of consciousness as a method of their writing style and below there are many examples of writers.

(Joyce 1922) used "authorial description" and free indirect style to register Bloom's inner thoughts. Furthermore, the novel focused not only on solely interior experiences, but also on all round; from inside as well as out; from a variety of points of view. Joyce's method of stream of consciousness, literary allusions and free dream associations was pushed to the limit, abandoning all conventions of plot and character construction.

T. S. Eliot (1915), in his poem "The Love Song of J. Alfred Prufrock" "a dramatic monologue of an urban man, stricken with feelings of isolation and an incapability for decisive action, a work probably influenced by the narrative poetry of Robert Browning, including "Soliloquy of the Spanish Cloister.

(Forster, 1974, 51-67). Moreover, authors focalize the narrative in the mind of characters as initial actors of the narration and leave the scene in order to use the narration as a means of making readers who are secondary actors interpret the narrative.

This study congruence with study conducted by Seyedeh Fatimah Hejazi. In his study he examined theoretical principles of the stream of consciousness in respect of creating works of art. He concludes that stream of conscious can introduce matters perceived in many different ways and increase creativity flow of thought and awareness of the waking mind.

The study congruence also with study conducted by Dr. Mirjana Lončar-Vujnović, Department for English language and Literature/ Faculty of Philosophy, University of Kosovska Mitrovica, Serbia IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320–7388, P-ISSN: 2320–737X Volume 2, Issue 2 (Jul. –Aug. 2013), PP 69-76. In his study, he found

great influence of stream of consciousness on developing fiction and literary criticism, especially in learning a foreign language. Also, concluded that stream of consciousness has huge influences on developing human mental activities for learning foreign language. Learners can go deeper into the psyche of characters and share their thinking and perspectives.

Research paper, "Stream of Consciousness Technique: A Study of Arun Joshi's Fiction" in International Level Journal Shodh Samiksha Aur Mulyankan, Vol. II. Issue-13. (Feb.)2010. IS.by Dr. Arvind M. Nawale. Stream of consciousness increase the flow of thought, feeling and awareness of the waking mind. narrative unspoken

METHODS AND PROCEDURE

The research methodology in the current study is described in terms of procedure and data collection tools. It aims to achieve the purposes and the aims of the study. No doubt that there isn't an ideal method or technique in literature. Writers used different methods of writing in order to encourage readers to share their perspective and to use their insight. However, the learners' needs and their levels can decide the methods and the program needs. The researcher used different method and techniques so as to achieve the need of the learners and the program.

The researcher followed the following steps:

- Designed a questionnaire to investigate respondents' needs and views towards the program and the factors that may affect learning literature.
- Used pre and posttest in literature to define learners' levels, and to investigate the effectiveness of the program on developing students' thought and insight after taking the posttest of English literature.
- Conducted English literature course of 6 weeks (120 hours) for online learners who study English literature at Sudan open university. The Students have taught T. S. Eliot poem "The Love Song of J. Alfred Prufrock" and Virginia Woolf " Wuthering Heights, the novel.
- Used different drilling practices (intensive open ended questions), students were asked to find answers for the characters' and writers' problems, using their own views and insight toward the problems.
- Weekly presentation and online group discussion by students and getting feedback from lecturer (focusing on stream of consciousness).

The Participants of the study (Sudan open university students): The targeted group of the study (the participants) were (30) students of those who were studying English literature at Sudan open university. They studied English as a second language. Their English level was elementary and they were studied English literature as online course through virtual classes. The students were divided into two groups of discussion, so as to ease literature learning. The study took place in Sudan open university, Sudan. The course duration was 6weeks.

Variables of the study

As it is clear known that, defining of variables is so important for conducting of every study. In the current study, the variables were defined as independent and in dependent variables. Independent variables are represented in the English language course of literature, whereas dependent variables are represented in the huge development on students' insight and thought of learning English language literature.

Teaching Materials and the Instruments of the study

Teaching process is renewal and need to be updated through various methods and techniques. Moreover, using of materials and instruments is so important for facilitating teaching and learning process. It makes language teaching more effective and developmental process. In addition, it reinforces language learning. In the current study, the researcher has used the following procedure to achieve the study needs:

- a. used the questionnaire as data gathering tools to investigate respondents' views towards the stream of consciousness as a technique for studying literature and its impact on developing students' thought and insight. In addition, the study targeted to investigate learners' views towards the suggested English instructional program of literature.
- b. conducted pre-posttest of literature, using open ended questions and developmental ideas questions to investigate learners' levels and needs.
- c. developed an integrated effective English language program of literature, included as example T. S. Eliot poem "The Love Song of J. Alfred Prufrock" and Virginia Woolf novel "wuthering heights.
- d. used online group discussion, critical thought and the internal monologue as a technique to develop students' thought and insight.
- e. used students' individual presentation of some topics of literature, related to T.S. Eliot poetry and Virginia Woolf wuthering heights.

Description of the questionnaire design and data collection

The questionnaire is chosen as a data gathering tool because for Large amounts of information that can be collected from a large number of people in a short period of time. Also, the results of the questionnaires can usually be easily quantified and analyzed. In addition to, the data can also be used to compare and contrast other research findings.

In this study, the questionnaire aimed to investigate the respondents' views toward the effectiveness of English language program of literature on developing students' thought and insight. In addition, the questionnaire is used to investigate some other factors that may have great influence on learning and teaching English literature. The questionnaire was constructed based on the following points:

1. based on the research questions and the need of the study.
2. designed based on self-experiences and colleagues' advices.

3. regarding students' levels of English literature and focusing on stream of consciousness as a method of teaching literature and to develop learners' critical thought, insight and thinking ability.

4. Focusing on teaching literature's books that their writers followed the stream of consciousness as a part of their writing techniques.

As for validating of the questionnaire questions, they were submitted to the academics' experts in order to investigate their clarity and suitability to learners' level and needs. Based on their recommendations and advices, the researcher designed the questionnaire questions.

The Pre and posttests of English language literature

Before conducting the study, the research hold long discussion with students about the stream of consciousness to investigate learners' knowledge about the stream of consciousness and its effect on students learning of literature. However, most learners used surface methods of literature understanding. They repeat what the writers and characters have said. Literature is more fare than repetition, it is insight technique and thus, the researcher chose the following steps to develop students' knowledge of learning literature using the technique stream of consciousness as a proper method for developing literature learning and understanding. The aim of the pre and posttest in this study is to measure participants' knowledge of stream of consciousness as a technique for studying literature. It aims to define learners' levels and to find out the expected change in their levels after finishing the English language course of literature. As for the pre and posttests, they were constructed base on the following procedures and steps:

1. After oral online discussion with learners, individually & in groups.
2. After teaching and reviewing two literature books for Virginia wolf and T.S Eliot. The learners' level was elementary (were in the 2nd year).
3. Students were given chances to discuss different open questions and topics. They were also asked to held presentation of some topics using the internal monologue to find answers for some questions. The pretest consisted of direct discussion, free talk about specific questions left open by the writers and the characters. For test validation, the researcher submitted them to the jury of academic specialist and native speakers who teach English as second language at Jouf University. The jury members and the teachers were requested to judge the clarity of the questions and their suitability to students' levels and the area that the test aimed to measure. Based on their recommendation and advices, the tests were designed. As for test-retest reliability, the researcher computed the reliability before administrating the test to participants. to be honest, the researcher got help in calculating the test reliability from other colleges at mat department. The test was given as first test (T1) to 30 students in the first mid of semester one and then 6 weeks later, the same test is given as second test (T2) to the same group of learners under the same conditions, after finishing the English language course of literature for the first mid. The correlation coefficient between the first and the second test was calculated using the correlation coefficient analysis. The scores on two occasions were perfectly correlated. Referring back to tables three (3) and figures six and seven (6&7) in data

analysis. The reliability coefficient Was between 0,9-0,8 as shown in table (3) which was statistically highly significant, therefor the pre and posttests were considered to be reliable.

The English language instructional program guideline

In the current English program of literature, the researcher followed the following steps to achieve the objectives and the study needs.

- a. used open ended questions and internal monologue (stream of consciousness) for developing students' thoughts and insight.
- b. used appropriate materials, T. aids, technique and teaching methods.
- c. defined clear learning objectives based on the program need.
- d. encouraged students for discussion and to express their views freely.
- e. focused on group and individual discussion to encourage learners to share writers and characters views towards problem solving.

Based on their discussion, teacher's knowledge, study needs and objectives, the researcher developed this program. Moreover, these different views have great influence on developing learners' thoughts and insight. In addition, the researcher has followed a certain plan to guide him to conduct this program. The plan includes the objectives, procedure, online activities, different lessons and continual evaluation. As for students, they were asked to follows certain instructions. The researcher prepared a context of literature consists of 120 teaching hours, 36 literature lessons, and different activates. Besides, open discussion, clear instructions and strategies for planning and revising and self-regulation during the course teaching development process and evaluation were used.

The Characteristic of English language Program of literature

Each program in literature teaching has its own characteristics and teaching context. The basic characteristic of each program should be effective, tied to student needs and should to achieves the desired goals and objectives. According to Newman (2001, p. 299). Strong instructional program flows from the use of a “common instructional framework guides curriculum, teaching, assessment, and learning climate. The framework combines specific expectations for student learning with specific strategies and materials to guide teaching and assessment. The basic features and the most distinguishing characteristics of the current study were summarized as follows:

1. The program is not only designed to develop teaching methods of English literature, it also based on improving a university student's ability of critical thinking, flow of thoughts, developing ideas and experiences in the conscious mind.
2. The program focus was on the use of multi teaching approaches, procedures and stream of consciousness (internal monologue) as a technique for developing English language literature learning.
3. A pre-posttest were used to identify learners' needs and levels.

4. Using of questionnaires as data gathering tools and information.
5. focusing on group discussion and presentation for developing learners' thinking process (mental thoughts) and sharing character's thought.

The stream of consciousness in T. S. Eliot and Virginia Woolf writing

Both Eliot and Virginia Woolf used the stream of consciousness as a technique for writing. The writers used this technique to help the reader develop a deeper understanding of what is going through the character's mind. Also, they try to help the reader to gather a better understanding of the situation and different perspectives from characters. *The Lighthouse* and *Wuthering heights* are good examples of stream of consciousness with Virginia Woolf. In these novels, Woolf develops an identity for each character and the reader is allowed to see the perception of each individual through their stream of consciousness. Woolf was not the only great stream of consciousness writer; T.S. Eliot also perfected the technique. One of Eliot's more popular poems where he uses stream of consciousness is "The Love Song of J. Alfred Prufrock. For example, the first line of the poem states "Let us go then, you and I." The first line is a stream of consciousness thought, as the narrator is talking about himself. You and I refers to the ID and the Ego.

Rationale for Teaching and Studying English Language Literature

Literature has great value in our life. For instance, literature gets one acquainted with the world, develops social, intellectual and religious senses. Literature trains the mind for independent judgment, analysis and criticism. (Rees 1973). - Helps one in analysis, interpreting and dealing with the world of reality. Helps in the acquisition and reinforcement of the language skill.

Literature Teaching in the EFL context is usually considered as the mirror of a nation's civilization and culture; it reflects the structure of the nation, spiritual pursuits, cultural customs, religion, history, economy, political system and other aspects of ideology from different facets. In literature, readers can also learn and find something about the society. It is connected with social culture. Readers can experience the life of the people portrayed in a work. Williams (1990) asserts that the learner of English as a second language (L2) if exposed to Literature will internalize and consciously adopt the rhythm of natural speech, economy and richness of diction, rhetorical and organizational device from drama, poetry and prose. (Brumfit 185) Apart from the functions in culture and language learning, literature learning has another one in ethic teaching and value judgment. Literature educates the whole person.

The content of English course of literature in this study

As mentioned earlier, teaching and studying English literature through virtual classes during the period of corona lockdown has given the researcher the opportunity to evaluate the effectiveness of literature program on developing learner's insights, critical thinking and thought of learning English literature. In the current study, the program is planned as follows:

- Consisted of 20 hours of online lessons of literature per week, teaching learners through black board, focusing on literature learning and teaching.

- Choosing the stream of consciousness as a technique for teaching English literature to university students at Sudan open university. Besides, multiple teaching methods, and procedures were chosen.
- students divided into small groups of discussion to ease teaching process and reinforce literature learning.
- The focus of the program was on creativity, critical thinking and thoughts; using the stream of consciousness as a technique for developing learner's insight.
- Using of open ended questions and internal monologue for evaluation.
- Pre-posttest for identifying students' levels and the development.

Identifying learner's need

In all teaching process, the basic task for teacher is to discover, validate, and classify the learning needs. (Noessel, 2003). Each learner is unique, and brings to the learning situation his or her own different learning style, knowledge set, pool of past experiences, and motivation. In learner-centered instruction, it is important for instructors to consider the level of knowledge and skill development attained by the learners prior to instruction (Dick, & Carey, 2004). The needs of learners should be considered within the contexts of:

- their current physical, social, intellectual, and emotional development
- the classroom and school environment
- the special nature of their communities
- a wider knowledge, needs, and physical activity patterns of learners. The best way to get the information is by investigating learner's views. For determining the readiness of participants for learning, the teacher should decide how to collect and use data on learner needs. There is no single best way to gather information about learner's needs, but instructors can anticipate learner needs based on their prior knowledge about their skills, content they will need to achieve and the instructions that they can use. Based on what mentioned above, the researcher used the questionnaire to investigate learner's needs about the program. Besides, pre and posttest were selected to decide learners' levels and the development that happened in their levels after taking the English course of literature.

DATA ANALYSIS AND DISCUSSION

It is clear known that, understanding problems and exploring the way of analyzing facts, figures, and interpreting them into meaningful ways is so important for well understanding of any study. As for evaluation of this program, all data should be analyzed and interpreted into meaningful words. The general population of this study were 30 university students of Sudan open university, Sudan. Based on the diagnosed test result, the students' levels were decided. In this study, the data have been analyzed and interpreted through tables and figures. The researcher used graphical representation, data explanation and statistical methods. This part represents assessment of questionnaire findings with regards to the biographical data, statistical

analysis of the questionnaire's questions and comparing the results of the pre and posttest of English literature in order to investigate the change that happen on students' levels after getting the course of English literature. 3.1: Interpreting and discussing of students' questionnaire results In the current English program of literature, the students' questionnaire consists of two parts. Part one includes the biographical data of students like age and their English level in English literature. Part two includes three basic questions about the stream of consciousness as a technique for developing literature learning and teaching methodology.

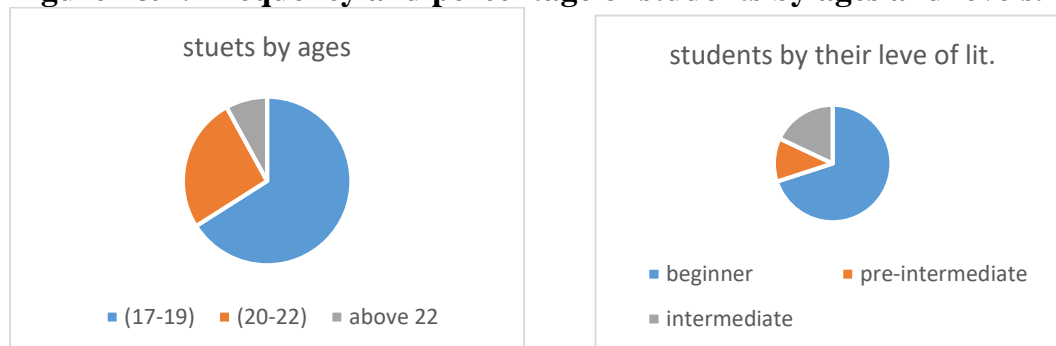
Table 1: Frequency and percentage of students by their ages

Subject	Students' age range			Percentage (%) and the total
	(17-19)	(20-22)	(above 22)	
frequency	33	13	4	50
percent	(66%)	(26%)	(8%)	100%

Table 2: Frequency and percentage of students by their level of literature

Students' levels of literature	beginners	Pre-intermediate	intermediate	Percentage (%) and the total
frequency	35	9	6	50
percent	(70%)	(18%)	(12%)	100%

Figure 1&2: Frequency and percentage of students by ages and levels.

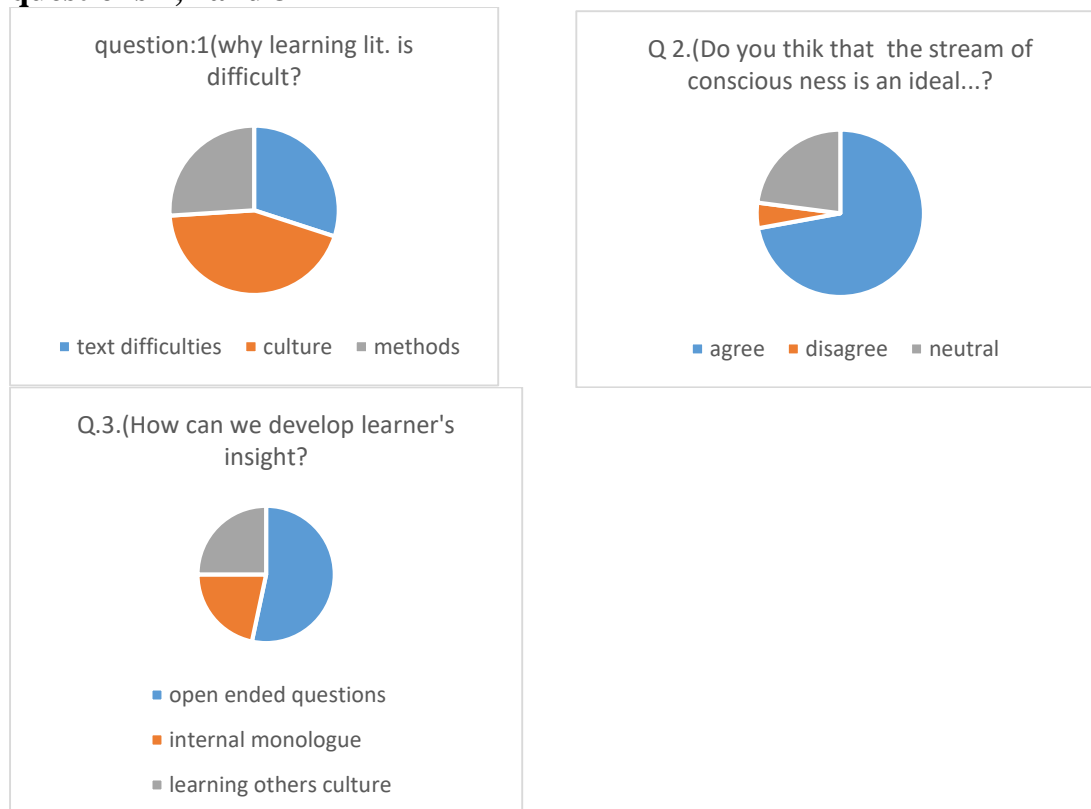


Interpretation of Data

From the table 1 and figures 1 and 2 above, we notice that there are no big variables on students' ages, but it is important to classify them so as to realize the effect of ages on their level. Most learners' ages range between (17-19) years old 33(66%), 13(26%) range between 20-22 and only 4(8%) above 22 years old. As for their English speaking level, the majority of students 35(70%) their level is beginners, nine students their level is pre-intermediate 9(18%) and only 6(12%) their level is intermediate. All students study in one stage and the same course.

Table3: Identifying students' views toward the questionnaire's questions.

Questions	Problem rate	Learning literature is difficult because of ... text difficulties -The culture - Poor methods			Percentage (%) and the total
1.What makes learning lit. difficult?	Frequency percent	15 (30%)	22 (44%)	13 (26%)	50 100%
Question	Problem rate	Agree	Disagree	neutral	Percentage (%) and the total
2.Do you think that stream of consciousness is an ideal technique for developing literature learning?	Frequency percent	33 (66%)	3 (6%)	14 (28%)	50 100%
Question	Problem rate	Through using open ended questions	Using internal monologue	Learning other people culture	Percentage (%) and the total
3.How can we develop learner's thinking and thought of literature?	Frequency percent	32 (64%)	13 (26%)	15 (30%)	50 100%

Figure 3, 4 & 5: Identifying students' views toward the questionnaire questions 1,2 and 3

Interpretation of Data

The table 3 and figures 3, 4 and 5 above, show Frequency and percentage of students' answers toward the questionnaire questions. In question one, most learners 15(30%) believe that they find it difficult to understand the content of literature's books, 22(44%) believe that understanding of other people culture make it difficult to learn literature and the least 13(26%) students believe that the poor methods of teaching literature is also other problem for understanding literature. As for question two, we notice that most students 33 (66%), agree that stream of consciousness is an ideal technique for learning literature, around 14(28%) are neutral and only 3(6%) dis agree on the suitability of stream of consciousness as an ideal technique for learning literature. Concerning question three, the majority of students 32(64%) believe that using open ended questions can develop learners' insight, whereas 15(30%) believe that learning other people's culture is important and the least 13(26%) students believe that using internal monolog is important for developing literature understanding and learner's insight.

Table:3 Comparing the results of pre and posttest of literature.

subject	Level & percent	good	medium	weak	total
Pretest	Frequency percent	16 (32)	22(44%)	12(24%)	50(100%)
subject	Level & percent	good	medium	weak	total
Posttest	Frequency percent	33(66%)	14(28%)	3(6%)	50(100%)

Figure 6 and 7: Comparing the results of pre and posttests of literature



Interpretation of Data

Referring back to the table3 & figures 6 and 7 above, we notice that there is a great progress on students' levels after taking the English course of literature. As for the pretest of pretest of literature, around 16(32%) students scored good, 22(44%) students scored medium and only 12(24%) scored weak. As for the posttest result, we can notice a great development on students' levels. Most students 33(66%) scored good, 14(28%) medium and only 3(6%) students got low

marks. The dramatic development on students' levels reflect the effectiveness of the English program of literature and as well as the methods used.

CONCLUSION

Based on the discussion of the questionnaire and per-posttests findings above, we can conclude that there is great influence of using stream of consciousness/interior monologue as a method of narration in teaching English learning literature on the development of students' thought and insight. In comparison with the results of the pre and posttests of literature, it is obvious that most students' levels before taking the program were weak, and the score that they got was low. However, after taking the English course of literature, we notice that students' levels developed dramatically. Therefore, we can strongly believe that, the program can develop students' thought and insight learning of literature. This result congruence with many research result conducted by many researchers. For example, Seyedeh Fatimah Hejazi MA in Art Research, Department of Arts and Architecture, Yazd Branch, Islamic Azad University, Yazd, Iran. In his study, examined stream of consciousness as a new method of creating works of art. He concluded that, stream of consciousness can give the learner and the artist more freedom of thinking and thought and they can create a different work of art through visualizing their feelings, emotions and outflow of these feelings and emotions in their mind, without already thinking of the work. Other research conducted by Dr. Mirjana Lončar-Vujnović, Department for English language and Literature/ Faculty of Philosophy, University of Kosovska, Mitrovica. In his study, he found great influence of stream of consciousness on developing fiction and literary criticism, especially in learning a foreign language. Also, concluded that stream of consciousness has huge influences on developing human mental activities for learning foreign language. Learners can go deeper into the psyche of characters and share their thinking and perspectives. To conclude, developing literature works need deep thinking and insight and giving learners the chances to share the writer's perspective by going deeper into the minds of the characters and share the solutions of the problems. Learning literature is not only a matter of thinking process or sharing views, it is also co-process, and it needs understanding of culture, value and the readers. Besides, many other factors like methods, style, technique etc., can play important role on developing literature learning. As a result of this study, it recommends that similar further researches in stream of consciousness are needed and should be conducted to different group of learners, regarding other factors and different methods and learning styles.

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