

## **THE BASIC MODELS OF TEACHING ANALYTICAL READING OF A FICTIONAL TEXT**

### **ABSTRACT**

A thorough study of the models applied while teaching analytical reading has shown that, the following effective models can be distinguished: language/linguistic, cultural/culturalogical, psychological/psycho-linguistic, cognitive, cognitive/communicative and intercultural/global cultural. Cognitive strategies are especially emphasized. While using these strategies, the students' knowledge, application procedures and pedagogical conditions are taken into consideration.

The teaching-learning basic strategy is significant in terms of reading and writing, planning and analysis. "Engaged reading" or engagement activity has been developed as a result of the combination of motivational-cognitive models and has common terms with analytical reading both on strategic and procedural levels, as well as on the levels of reading planning and the evaluation of its results.

In general, effective are those models of analyzing literary-authentic texts that contribute to the design of integrated courses within the frames of English Language Professional Training Course.

**Key words:** *cognitive/communicative approach, cognitive strategy, declarative knowledge, procedural knowledge, conditional knowledge, meta-cognitive reflection, engaged reading/engagement activities, analytical reading, fictional text, motivational model.*

### **РЕЗЮМЕ**

### **ОСНОВНЫЕ МОДЕЛИ ОБУЧЕНИЯ АНАЛИТИЧЕСКОМУ ЧТЕНИЮ ХУДОЖЕСТВЕННОГО ТЕКСТА**

Проведенный анализ моделей обучения аналитическому чтению художественного текста показал, что выделяются следующие преимущественно эффективные модели: лингвистические, культурно-культурологические, психолого-психолингвистические, социокультурные, когнитивно-коммуникативные. Особенно подчеркивается значение когнитивных стратегий, так как при

их использовании учитываются знания студентов, способы и процедуры их применения и педагогические условия.

Выявлены общие черты вовлеченного чтения и мотивационно-когнитивных моделей на стратегическом и процедурном уровнях, а также на уровне планирования чтения и оценки его результатов.

**Ключевые слова:** когнитивно-коммуникативный подход, когнитивная стратегия, декларативные знания, процедурные знания, условные знания, метакогнитивная рефлексия, вовлеченное чтение, аналитическое чтение, художественный текст, мотивационная модель.

## ԱՄՓՈՓՈՒՄ

### ԳԵՂԱՐՎԵՍՏԱԿԱՆ ՏԵՔՍՏԻ ՎԵՐԼՈՒԾԱԿԱՆ

### ԸՆԹԵՐԳՅԱՆՈՒԹՅԱՆ ՈՒՍՈՒՑՄԱՆ ՀԻՄՆԱԿԱՆ

### ՄՈԴԵԼՆԵՐԸ

Վերլուծական ընթերցանության մոդելների քննումը ցույց է տալիս, որ առանձնանում են բուն լեզվաբանական, մշակութային-մշակութաբանական, հոգեբանական-հոգեբեզվաբանական, հանրամշակութային, ճանաչողական, ճանաչողական-հաղորդակցական մոդելները: Կարևորվում են հատկապես ճանաչողական ռազմավարությունները, քանի որ դրանց կիրառման ընթացքում հաշվի են առնում սովորողների գիտելիքները, կիրառման ընթացակարգերը և մանկավարժական պայմանները:

Ուսուցման հենակետային ռազմավարությունն արժևորվում է ընթերցանության և գրավոր խոսքի պլանավորման և վերլուծության տեսանկյունից:

Խորասուզված ընթերցանության (Engagement activities) կամ գործունեություն ծավալելու մոդելը ձևավորվել է դրդապատճառային-ճանաչողական մոդելների համադրման արդյունքում և ընդհանուր եզրեր ունի վերլուծական ընթերցանության հետ թե՛ ռազմավարական, թե՛ ընթացակարգային, թե՛ ընթերցանության պլանավորման և նրա արդյունքների գնահատման մակարդակներում:

**Բանալի բառեր՝** ճանաչողական-հաղորդակցական մոտեցում, ճանաչողական ռազմավարություն, դեկլարատիվ գիտելիքներ, ընթացակարգային գիտելիքներ, պայմանական գիտելիքներ, վերճանաչողական անդրադարձ, խորասուզված ընթերցանություն, վերլուծական ընթերցանություն, գեղարվեստական տեքստ, դրդապատճառային մոդել:

In the current stage, within the framework of designing and organizing English Language Professional Training Course, quite effective approaches and models of teaching analytical reading of fiction pieces have been developed. Needless to say, that these approaches and models are based on different methodological principles and concepts. Particularly, models created within the cognitive-communicative approach, which, unlike conventional/structural-descriptive models, are based on the methodology for the application of interactive teaching methods in the educational process.

As it is well known, the typical or classical example of the structural-descriptive model is the language-linguistic model, which includes text analysis, as well as philological, literary, translation and interpretation concepts in teaching how to analyze a fictional text.

L. Cleverfield specifies three models of literary text study; cultural, linguistic, and that of personal growth. The latter one presupposes not only text analysis but also continuous growth of students' analytical abilities and skills (Clanfield 2003, Pirogova 2014). The cultural/culturalogical model has acquired new content and functional characteristics. In fact, this model presupposes political and historical contextualities which have greatly contributed to the creation of the proposed text.

One can distinguish psychological/psycho-linguistic models, based on the idea of developing students' motivational competence during the teaching-learning process (Перлова 2014, Meloni 1994, Tatsuki 2015, Fillmore 1986).

The global/general cultural model of text teaching through analytical reading suggests that the global cultural realities present in the text should be revealed and decoded. (Морозова 2012). Especially cognitive, cognitive-communication models, which create a favorable field for cognitive strategies to be applied in the educational process, are worth mentioning. (Flower & Hayes, 1981, Paris et al., 1997, Perl, 1990).

The Cognitive Strategies Approach implies the application of cognitive and meta-cognitive strategies. These strategies are to build a fundamental basis for the development of the students' declarative, procedural, and conditional knowledge (Baker & Brown 1984, Paris, Lipson, Wixon 1983, Pressley 2000, Block, Pressley 2002). According to this approach, students should be able to use different cognitive strategies during the analytical reading of the text. In fact, as Paris and his colleagues point out, the student should have a clear understanding of cognitive strategies (declarative knowledge), should know how to use them

(procedural knowledge) and should be able to determine when and why to apply the already mentioned cognitive strategies (conditional knowledge): Back in the 80s of the last century an attempt was made to develop a cognitive or mentoring tool kit for analytical reading: the so-called reader's and writer's mental tool kit (Flower & Hayes, 1981).

Yet, the model of Meta-cognitive Reflections implies that a deeper level of analytical reading is to be designed and organized. As noted by the same Paris. "Thinking about one's thinking is the core of strategic behavior" (Paris et al. 1983: 295).

We would like to focus our attention on the Scaffolding Strategy Instruction. This strategy is especially effective when planning and analyzing reading and writing processes. (Langer and Applebee 1986, Baker, Brown 1984, Olson 2003, Paris, Wasik, Turner 1991).

Analytical reading within the framework of the cognitive approach is based on two models: Schema Theory and Interactionist Theory (Anderson, Pearson 1984, Carrell 1983, Cook 1997, Hudson 1982). While within the frames of the Schemata Model, the understanding and comprehending of the text is based on the reader's analytical experience, which is conditioned by the activation of his/her Personal Schemata. The reading of the fiction piece supposes the process of gap-filling which actually exists between the already obtained experience and gained new information. That's why students comprehend the text better if they understand Story Structure or Story Schema, and when, which is no less important, the understanding coincides with the expectation of how the story is going to develop.

From the methodological perspective, the Interactive Model of analytical reading presents great interest, as the student digests the read material better and more efficiently when he/she interacts with those around him, i.e. his/her fellow students and the teacher. The authors of the mentioned theory state that the students' such activities as the individual, social, and cultural contexts are necessary to be put into action.

Thus, the process of teaching analytical reading of any fiction piece can be made more effective, provided that the student, acting as a reader, complements the information gap, activates his / her knowledge, interprets the text, discusses the issues he / she has pointed out with the fellow students, listens to their opinions, expresses his / her attitude or feelings about the literary material under discussion (Винокурцева 2005: 69-74).

It is more than obvious, that among the mentioned models those ones can be considered effective, which contribute to designing integrated courses. The American methodological tradition represents a model of deep or absorbed reading or the model of Engagement Activities. Its main goal is to develop interactive reading skills. Yet, the aim of deep or absorbed reading is to engage the readers "in the text, through the text, take him beyond the text" and to do it through their own discernment and intellectual capabilities. As we can see this process implies a really deeper immersion in the reading of the text (Macon, Bewell, Vogt 1991).

First and foremost engaged analytical reading can be realized, in case students have already shaped certain motivations. The absorbed reader tries not only to understand and digest the text and the information it holds but also to get aesthetic pleasure from it. As we can see, engaged reading is based on the students' inner motivation. This is explained by the fact that their desire to read is aimed at gaining appropriate reading, writing and analyzing skills. This process, in reality, is mastery and intrinsically motivated and consequently enables the students to possess self-efficiency in general and during the lessons in particular.

The basis of this particular model is also considered to be the Contextual Model. We would like to mention that according to the initial idea, the context is a noteworthy condition for organizing deep and engaged reading in educational settings. One of the peculiarities of this model is the fact that a crucial role is allocated to the teacher: because he/she not only helps the students to choose the appropriate texts for reading, but also specifies those procedures due to which the chosen literary texts should be analyzed together with the students.

In terms of procedure, deep and engaged reading has common ground with analytical reading, especially at the levels of textual understanding, control over the reading process and as well as at the level of self-assessment. At the strategic level they also have common borders. They contribute to the development of both analytical skills and critical thinking alike (Campbell, Donahue 1997).

It can be stated that the engaged reading model has been formed as a result of the combination of Motivational and Cognitive Models. And it is not occasional that the internal or cognitive motivation of students is highlighted hereby. It is worth mentioning that intensified engaged reading requires not only shaping certain motivations but also practicing reading and analysis

strategies which are basically interactive (Guthrie, McGough, Bennett, and Rice 1996).

At the psychological level the deeply-grounded reader proposes the task to understand/comprehend the basic idea of the text, to define the main and secondary heroes of the fictional text, present the content of their behavior, find the solution of the presented situations, etc. If the motivation for reading is great, then the student seeks either to acquire new knowledge or to enjoy reading process itself (Lorch & van den Broek, 1997, Guthrie & Wigfield, 2000).

As to the extracurricular factors of organizing analytical reading of fiction piece, they are of crucial importance for all the stages of teaching reading and organization of the reading process in general. The reader is a person who lives and acts in a concrete society. Moreover, he/she is in a unique social interaction, interrelation, intercooperation and intercommunication in that particular community. The point here is that readers, first of all, regard any literary work or a piece of art under discussion as a maintenance of public order for acquiring and securing literacy. From the point of view of socialization of the individual the reading process of the literary text acquires quite interesting content and functional characteristics. The motivational model of analytical reading of literary texts is especially effective in terms of the perspective of the choice of the reading tasks. It is necessary that both proposed mastering and performance tasks are clearly specified (Ames 1992, Dweck & Leggett 1988, Nicholls, Cheung, Lauer, & Patashnick, 1989).

Furthermore, it's important to clarify, how significant the strategy of improving the technique of analytical reading of the literary text can be (Thorildsen & Nicholls, 1998).

Bandura believes that the kind of reading which contributes to the students' self-realization, performance-enhancing abilities pursues the goal of evaluating their own organizational and performance capabilities. (Bandura 1986: 391).

From the point of view of organizing analytical reading of fiction, the concept of Schrank and Zimmerman is of vital importance (Schunk and Zimmerman, 1997). According to these scholars, correctly evaluating their own abilities, students are increasingly drawn to the use of cognitive strategies to overcome reading difficulties. An important factor in organizing and teaching analytical reading of the fictional text is the social motivation that lies at the core of interpersonal and public activity of learners. In the leading universities of the world, a unique collaboration of lecturers and students is an accepted norm. They

choose, read and discuss different literary works together, pay due and close attention to the novelties in the world literature. Students with a high degree of proficiency have a task to read literary works that are considered to be classic or up-dated and, of course, are highly evaluated by the society and intellectuals. It is noteworthy that those students who choose and read books together with their fellow students are those readers who are guided by internal motivation (Morrow, 1996; Wentzel & Wigfield, 1998). On the one hand, they want to keep pace with progressive people. On the other hand, reading of fictional texts satisfies their cognitive motives and needs.

Thus, spontaneous reading, which is aimed at the successful performance of assigned tasks and is based on intrinsic motivations, requires readers to be as active as possible. Furthermore, it ensures high results both in forming reading culture and developing analytical reading skills (Guthrie, Cox, Knowles, Buehl, Mazzone, & Fasculo, 2000).

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