

THE ROLE OF INSIDER AND OUTSIDER IN TEACHING READING WITHIN DISCOURSE COMMUNITIES

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Summary

This article reflects on the fluid nature of insiders and outsiders in discourse communities, with particular relevance to teaching reading. A discourse community is characterized by its use of specific communicative rules to achieve common goals. Students who are not familiar with these rules often find it hard to understand the conversation, whereas students in the community know how to speak and what patterns of speech apply within this particular group. This study explores the way in which learners move from being an outsider to insider by understanding a community's purpose, values and language. It also addresses the misconception that difficulty in understanding academic discourse stems from a lack of intelligence, rather than unfamiliarity with the community's conventions.

The novelty of the article is that it applies the insider-outsider discussion to the teaching of reading and emphasizes the importance of understanding a community's language, values and practices to improve comprehension. The research highlights the pedagogical implications of these dynamics and provides new insights by comparing discursive practices in non-academic versus academic discourse communities. It claims that difficulties in comprehension of specialized discourse are not an indication of a lack of intelligence but rather ignorance towards how accepted conventions have been set in place among this community. It emphasizes the importance of a structured approach to teaching reading, which includes providing context, scaffolding learning, encouraging active participation and dispelling misguided beliefs about the nature of academic discourse. Findings from the research showed that recognizing the process of becoming an insider and supporting learners through this transition can significantly improve students' reading comprehension and engagement. This approach not only helps learners handle complex texts but also challenges the misconception that difficulty in understanding academic discourse reflects a personal failing, instead framing it as a natural part of the learning process.

Keywords: *insiders and outsiders; discourse communities; reading comprehension; communicative norm; teaching reading.*

Introduction. In any discourse communities, understanding and communication are dictated by particular rules and concepts. A discourse community is a group of individuals with shared goals who employ specific communication strategies to reach those goals. The distinctions between those within the group and those outside can be seen in how individuals participate in and interpret the community's discussions. Insiders are individuals who have a deep understanding of the language and customs of a particular community enabling them to effectively participate in its communication standards. Meanwhile, those who are not part of the community may struggle to understand the discourse due to their lack of familiarity with it. For instance, "Dude did a sick disaster off that tranny and onto the coping." To an insider, likely a skateboarder, this sentence holds deep meaning and embodies specific customs and beliefs within the skateboarding community. For an outsider, the phrase may appear perplexing or senseless, underscoring the obstacle formed by being unfamiliar with the specialized language of the discourse community. This occurrence is not limited to general communities; it also applies to academic environments, where discourse complexity can be especially challenging. Lots of students outside academic circles may perceive their inability to comprehend academic texts as a personal failing, rather than recognizing it as a result of not yet being an insider to the academic discourse community. Just as

learning to interpret skateboarding jargon involves understanding the community's values and practices, so too does engaging with academic writing require familiarity with its conventions and underlying concepts.

Purpose. The article aims to investigate how insiders and outsiders engage in discourse communities and to analyze the consequences for teaching reading and comprehension. Its goal is to clarify how individuals shift from being outsiders to insiders through acquiring the community's distinct language, values and goals. Moreover, the article seeks to dispel the mistaken belief that struggles in comprehending academic discourse stem from low intelligence, emphasizing instead the impact of being unfamiliar with the community's norms.

Novelty. The novelty of the study is in its examination of the insider-outsider division in discourse communities and how it affects reading comprehension and education. While past research may have focused on the difficulties of comprehending specialized terminology in certain groups, this article stands out by highlighting the educational consequences and the transformation from being an outsider to becoming an insider. Drawing comparisons between non-academic and academic discourse communities offers new perspectives on how mastering the communication practices of a community can improve understanding and lessen the perceived complexity of academic texts.

Problem. The research focuses on the problem that outsiders have in understanding the language and customs of certain communities. This issue is especially noticeable in academic environments, where intricate discussions can be overwhelming for students and non-academic individuals. The article disputes the idea that such difficulties are a result of a lack of intelligence arguing instead that they stem from not yet being familiar with the specific practices and values of the academic discourse community. It also aims to offer strategies to help with this transition and enhance students' reading comprehension.

Theoretical Background. A discourse community is defined by its shared goals, specialized communicative practices and distinct language [6]. Insiders within these communities are adept at navigating these practices and understanding the community's jargon and norms. Mastery of a discourse community thus involves more than simply learning its language; it requires a deep grasp of the community's underlying purposes and values. Building on this foundation, Jean Lave and Etienne Wenger's concept of "Communities of Practice" (CoP) offers a nuanced perspective on the learning process within such communities [2, page 98]. According to CoP theory, learning occurs through "legitimate peripheral participation," where newcomers gradually move toward full membership by engaging with more experienced members and participating in shared practices. Wenger further elaborates that communities of practice are dynamic and evolve over time as members negotiate and adapt their practices [2, page 99]. This ongoing process underscores that becoming an insider involves continuous social engagement and learning. The theory of Threshold Concepts offers further understanding of the cognitive aspects involved in learning intricate concepts within a specific group of individuals [4]. Threshold concepts bring about significant changes in understanding and perception due to their transformative, troublesome and integrative nature. Mastering these concepts is crucial for progression within a discourse community and requires overcoming cognitive barriers to achieve a deep comprehension of core ideas. Lea and Street extend this discussion by highlighting that understanding academic discourse involves more than technical writing skills [3]. Their model of academic literacy frames writing and reading as socially situated practices connected to disciplinary conventions and values. They argue that difficulties in academic writing often stem from unfamiliarity with these disciplinary norms rather than a lack of intelligence, emphasizing the importance of grasping disciplinary discourses for effective communication.

The concept of the Zone of Proximal Development (ZPD) provides a further framework for understanding how social interaction facilitates learning [7, page 82]. Vygotsky posits that

cognitive development is most effective within the ZPD, where learners can perform tasks with guidance but not yet independently [7, page 85]. Scaffolding or support from more knowledgeable members, plays a crucial role in helping learners achieve tasks beyond their current capabilities reinforcing the idea that becoming an insider involves both individual effort and collaborative support. John Searle's speech act theory complements these frameworks by analyzing how language functions as a form of social action [5]. This theory examines how speech acts are employed to carry out different tasks in a discourse community, such as making requests, issuing commands or conveying information. Understanding these communicative functions necessitates being familiar with the norms and expectations of the community revealing how language is used by insiders to accomplish certain goals and how outsiders may face challenges without this contextual knowledge. Together, these theoretical perspectives provide a thorough understanding of how individuals engage with and become part of discourse communities. They shed light on the intricate process of becoming a member and offer insights for educators and students to enhance communication and participation in specialized and academic communities.

The Role of Insiders and Outsiders in Discourse Communities. In any discourse community, the distinction between insiders and outsiders is critical in determining the nature of communication and its interpretation. Discourse communities are characterized by their unique communicative norms, values and specialized language, which influence how members interact and exchange information [1]. Insiders are individuals who have a strong understanding of the community's norms, slang and fundamental objectives. Due to their knowledge and skills, they are able to effortlessly maneuver through conversations effectively utilizing and understanding specialized language, cultural allusions and the intricate norms that oversee communication within the group. In a scientific research community, insiders are individuals who have a good understanding of scientific terms, research methods and the requirements for presenting research results. They are able to effortlessly participate in intricate conversations, analyze technical articles and join discussions by grasping the community's goals and anticipations. This ease of communication among insiders facilitates collaboration, knowledge sharing and collective problem-solving within the community. On the other hand, individuals who are new to the community's customs and dialect may struggle with comprehending and engaging in the conversation. A newcomer to the academic world, for instance, might struggle with academic jargon, theoretical concepts and the formal style of scholarly writing that insiders are accustomed to. The unfamiliarity may hinder outsiders from understanding texts, participating in discussions, or contributing well to academic conversations. The transformation from being an outsider to becoming an insider is a complicated journey that includes various levels of learning and adjustment. At first, those from outside the community may feel inundated by the community's specialized language and customs. This phase is defined by confusion and frustration as they try to decipher unfamiliar terms and grasp the community's ways of communicating. In order to help with this transition, it is crucial to have a methodical way of teaching reading in discourse communities. This method frequently includes hands-on involvement, directed teaching and step-by-step integration. New students can be offered specific instruction that introduces the language, values and norms of the community. This could involve training sessions on particular terms, lectures on the customs of the community and practical drills that simulate real-world discourse scenarios. Moreover, being actively involved is essential for acquiring knowledge. Encouraging new members to participate in community discussions, read relevant texts and seek feedback from existing members can assist them in feeling more at ease with the discourse. Over time, students internalize the rules and conventions of the discourse by actively participating and consistently engaging with the community's language and practices. Gradually, this procedure results in increased comfort in navigating and comprehending the community's conversations. Newcomers

transition from being outsiders to becoming insiders, equipped with the knowledge and skills needed to engage effectively and contribute meaningfully to the community's activities.

The Process of Becoming an Insider. Becoming a member of a discourse community involves more than simply learning the language. It is essential to understanding the purpose, values, social norms and communicative norms of the community. Theories, such as Communities of Practice and Threshold Concepts help explain how students make a transition from being inexperienced to knowledgeable members within a group. According to Lave and Wenger, novices start as marginal participants and progress towards complete membership by engaging in legitimate peripheral participation [2]. This implies that they participate in activities at the outskirts of the community's central customs, enabling them to witness and understand the community's norms and values without complete integration. As they become more experienced and confident, they start to assume more important roles in the community. This change requires participating in more important tasks, getting advice from experienced members and playing a role in the community's customs. By participating in legitimate peripheral activities, newcomers gradually learn and adopt the community's norms, eventually leading to full membership. Threshold Concepts provides further understanding of becoming an insider within the Communities of Practice framework [3]. Meyer and Land define threshold concepts as essential concepts necessary for grasping a discourse community's communication [3]. A strong understanding of these fundamental principles is crucial for meaningful involvement. In academic discussions, it is crucial to grasp the concept of critical analysis when interacting with scholarly texts. Meyer and Land suggest that it is crucial to address the initial difficulties of threshold concepts in order to achieve a deeper understanding and become more integrated into the community's discussions [3]. By integrating these theoretical frameworks, teachers can more effectively assist students as they move from being outsiders to insiders. Establishing learning settings that encourage incremental involvement, offer helpful criticism, and highlight the comprehension of basic principles can aid in this progression. This method assists students in understanding the intricacies of specialized communication and in fully becoming a part of it.

Implications for Teaching and Learning. Understanding the roles of insiders and outsiders within discourse communities has significant impacts on education. Teachers can use various methods to help students shift from being external to internal members of academic or specialized discourse groups. Initially, it is important to provide **contextualizing learning**. Educators must give students thorough context and background on the discourse community, including its objectives, principles and behaviors. This method aids learners in understanding the function of the language and rules they are utilizing, closing the distance between their existing knowledge and the new ideas they are encountering. Next, providing **scaffolding learning** is crucial in assisting students as they maneuver through intricate ideas and specific terminology. Scaffolding techniques, such as guided practice, constructive feedback and collaborative learning help learners develop their skills and confidence over time. Educators help learners navigate the cognitive challenges of learning new ways of communication through providing organized support. On top of that, teachers must promote **active involvement** in community activities. By engaging students in conversations, assignments or tasks that mirror the customs of the community, teachers offer hands-on learning opportunities and encourage self-assurance. Getting students involved in these tasks helps them to rehearse and absorb the community's customs and behaviors, assisting in their transition to being accepted members. Finally, it is crucial to **address misconceptions** about academic or specialized discourse. Frequently, students see challenges in comprehending these discourses as a sign of a lack of intelligence. Educators need to debunk this misconception by presenting these challenges as a normal aspect of the learning journey. Educators can assist learners in overcoming these challenges and gaining a more profound grasp of the discourse community through focused support and reassurance. By applying these strategies, learners can

greatly improve their capacity to shift from outsiders to insiders, ultimately boosting their participation and efficiency in academic and specialized discussion groups.

Conclusion. The distinction between insiders and outsiders within discourse communities is a key element in comprehending the way specialized information and communication are exchanged and acquired. Becoming an insider requires understanding not just the language, but also the core values and customs of the community. The concepts of Discourse Community Theory, Communities of Practice and Threshold Concepts offer helpful frameworks for investigating this phenomenon. Educators can gain useful knowledge on how to assist learners in becoming part of discourse communities by acknowledging the roles of insiders and outsiders. By placing learning in a context, providing support in instruction, promoting active engagement, and correcting misunderstandings, educators can assist students in understanding specialized language and becoming valuable members of their communities. Ultimately, it is important to comprehend and support this shift in order to enhance communication and involvement in different discourse communities. Educators can improve the learning experience and help learners gain a deeper understanding of academic and specialized subjects by using theoretical insights and practical strategies.

«ՅՈՒՐԱՅԻՆՆԵՐԻ» ԵՎ «ՕՏԱՐՆԵՐԻ» ՏԵՂՆ ՈՒ ԴԵՐԸ ԴԻՍԿՈՒՐՍԻՎ ՀԱՄԱՅՆՔՆԵՐՈՒՄ ԸՆԹԵՐՅԱՆՈՒԹՅԱՆ ՈՒՍՈՒՑՄԱՆ ՄԵԹՈԴԱԲԱՆՈՒԹՅԱՆ ՄԵջ

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Ամփոփում

Սույն հոդվածում դիտարկվում է դիսկուրսիվ համայնքների և օտարների երևոյթի փոփոխական բնույթը, ինչը հատկապես կարևոր է ընթերցանության ուսուցման ձևուն մեթոդաբանության մեջ: Դիսկուրսիվ համայնքը բնուրագրվում է ընդհանուր նպատակներին հասնելու համար շփման շրջանակում ընդունված հաղորդակցական հատուկ կանոնների օգտագործմամբ: Այն ուսանողները, որոնք ծանոթ չեն այդ կանոններին, հաճախ դժվարանում են ըմբռնել երկխոսությունը, մինչդեռ համայնքում ընդգրկված ուսանողները հստակորեն գիտեն, թե ինչպես պետք է խոսեն, և ինչ խոսակցական համակցություններ ու խոսելու ձևեր են կիրառվում տվյալ խմբում:

Հետազոտությունը լուսաբանում է այն մեթոդաբանությունը, որով սովորողներն օտարներից փոխակերպվում են յուրայինների, «առուսայիններից» «ինսպիրանտներից» միևնույն ժամանակ ընկալելով համայնքի նպատակները և արժեքները, և հասկանալով լեզուն: Այն նաև անդրադառնում է այն սխալ տեսականին, ըստ որի՝ ակադեմիական խոսություր հասկանալու դժվարությունները բխում են ինտելեկտի և զարգացածության պակասից, այլ ոչ թե համայնքի ավանդույթների և կանոնների մասին անտեղյակնությունից:

Հետազոտության նորույթն այն է, որ ընթերցանության ուսուցման շրջանակներում այն կիրառում է «յուրային-օտար» բննարկման ձևաչափը և ընդգծում է ընկալման զարգացման համար համայնքի լեզուն, արժեքները և գործելակերպը հասկանալու կարևորությունը: Հոդվածը կարևորում է այդ դինամիկայի ազդեցության մանկավարժական ասպեկտները և տալիս է նոր պատկերացում՝ իմանվելով ոչ ակադեմիական ու ակադեմիական դիսկուրսիվ համայնքներում դիսկուրսիվ պրակտիկայի և փորձի համադրման վրա: Հոդվածում շեշտվում է նաև այն հանգամանքը, որ մասնագիտավաճ դիսկուրսը հասկանալու դժվարությունները ոչ թե ինտելեկտի պակասի, այլ ավելի շուտ անտեղյակնության դրականումներ են այն առումով, թե ինչպես են վարդի համընդիանուր նորմերը կիրառվում և գործում տվյալ համայնքում: Հոդվածը նաև ընդգծում է ընթերցանության ուսուցման կառուցվածքավորված մոտեցման արդիականությունը, որը ներառում է համա-

տեքստի ներկայացրումը, ուսուցման համակարգի կառուցումը, ակտիվ մասնակցության խրախուսումն ու ակադեմիական դիսկուրսի բնույթի վերաբերյալ սխալ պատկերացումների վերացումը:

Ուսումնասիրությունների արդյունքները վկայում են այն մասին, որ ադապտացիայի և ինսայրերի վերափոխման գործընթացի մասին տեղեկացվածությունն ու նման փոխակերպման գործընթացում ուսանողների աջակցությունը կարող են զգալիորեն բարելավել ընթերցանության ընկալումը և բարձրացնել ավորողների ներգրավվածության աստիճանը: Նման մոտեցումը ոչ միայն օգնում է ուսանողներին հարթահարել բարդ տեքստերը, այլև հերքում է այն թյուր տեսակետը, ըստ որի՝ ակադեմիական խոսույթն ընկալելու դժվարություններն արտացոլում են անձնական թերությունները՝ փոխարենը վերջինս դիրքավորելով որպես ուսուցման գործընթացի բնական մաս:

Բանալի բառեր՝ «յուրայիններ» և «օտարներ» (ինսայդերներ և առուսայդերներ), դիսկուրսիվ համայնքներ, ընթերցանության ընկալում, շփման/կոմունիկատիվ նորմեր, ընթերցանության ուսուցում:

МЕСТО И РОЛЬ «СВОИХ» И «ЧУЖИХ» В МЕТОДИКЕ ОБУЧЕНИЯ ЧТЕНИЮ В ДИСКУРСИВНЫХ СООБЩЕСТВАХ

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Аннотация

В настоящей статье рассматривается гибкая и переменчивая природа явления «своих и чужих» в дискурсивных сообществах, что особенно актуально при вариативной методике обучения чтению. Дискурсивное сообщество характеризуется использованием для достижения общих целей особых коммуникативных правил общения. Учащимся, которые не знакомы с этими правилами, часто бывает трудно понять собеседника, в то время как учащиеся, охватываемые сообществом, знают, как именно следует говорить и какие обороты и манеры речи применимы в данной конкретной группе.

Данная статья освещает методику, с помощью которой учащиеся трансформируются из аутсайдеров в инсайдеров, из «чужих» в «своих» – понимая при этом цели, ценности и язык сообщества. В ней также рассматривается ошибочность представления о том, что трудности в понимании академического дискурса возникают из-за недостатка интеллекта, а не из-за незнания традиций и правил сообщества.

Инновационность данной статьи заключается в том, что она применяет формат дискуссии «свой-чужой» к обучению чтению и подчеркивает важность понимания языка, ценностей и практики сообщества в целях развития восприятия. В статье освещаются педагогические аспекты воздействия этой динамики, и дается новое понимание на основе сопоставления дискурсивных практик в неакадемических и академических дискурсивных сообществах. Статья акцентирует внимание на том обстоятельстве, что трудности в понимании специализированного дискурса являются признаком не недостатка интеллекта, а скорее незнания того, как именно общепринятые нормы поведения внедрены и действуют в данном сообществе. В статье также подчеркивается актуальность структурированного подхода к обучению чтению, который включает в себя подачу контекста, построение системы обучения, поощрение активного участия и развеивание ошибочных представлений о природе академического дискурса.

Результаты исследований свидетельствуют о том, что осознание процесса адаптации и трансформации в инсайдера и поддержка учащихся в процессе такой трансформации могут значительно улучшить восприятие прочитанного и повысить степень вовлеченности учащихся. Такой подход не только помогает учащимся справляться со сложными текстами, но и опровергает ошибочное представление о том, что трудности в понимании академического дискурса отражают личные недостатки – вместо этого позиционируя последние как естественную часть процесса обучения.

Ключевые слова: «свои» и «чужие» (инсайдеры и аутсайдеры); дискурсивные сообщества; восприятие при чтении; нормы общения; обучение чтению.

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