

HOW TO MOVE STUDENTS FORWARD FROM ANALYTICAL AND SYNTOPICAL READERS TO PUBLIC SPEAKERS WHILE TEACHING ENGLISH AS A SECOND LANGUAGE

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Abstract

To make students good readers and good speaker can be achieved through development of the receptive, productive and interactive skills and competencies through variety of methods and activities.

The work “How to Read a Book” by Mortimer Jerome Adler and Charles Van Doren provides a wide choice of concepts and theories and shows importance of moving the students from analytical reading to higher level of syntopical reading and the transition from good reading skills to public speaking. Based on the important concepts of the book the paper analyses:

- a. Analytical reading: how it strengthens and broadens the students’ knowledge about argumentation, analyze and evaluation through examples and step-by –step activities.
- b. Syntopical reading: how the students compare and contrast different works, demonstrate insight, articulate sophisticated ideas, learn effective ways to analyze, evaluate, and integrate ideas from a single source or synthesize the work from multiple sources to formulate and support original arguments.
- c. Transition and correlation between reading skills to speaking persuasively in order to deliver powerful, well-organized speech and present it to the audience; how to appreciate and emulate the speeches of great orators.

The paper provides methodological guides, judgments, tested activities and examples to make the students in-depth readers and confident, competent interpersonal communicators.

Keywords: Reading, syntopical, analytical, speech delivery

Introduction:

In language acquisition the students have to develop mastery all language skills, however the focus of our paper falls on reading and speaking skills and emphasize how gradually the student can go into in-depth knowledge, extend-integrate and generalize it.

The problem is how we can teach the students battle the waves of ocean in order to learn what to fish and how to fish. In teaching reading or speaking, therefore, the goal can be achieved through development of the receptive, productive and interactive skills and competencies equally well through variety of methods and activities. The proper goal will lead to appropriate outcome to help students, in the long run, become persuasive and ethical speakers, fostering effective habits of communication they need to contribute and succeed in their society, in the workplace, and in their private life. To become an articulate citizen and enjoy the art of public speaking requires critical thinking skills, research abilities, increasing knowledge and eloquence. There are people in our society who speak eloquently. Unfortunately, far too often this eloquence is hollow, for it is not accompanied by knowledge. How to make the students more knowledgeable? They major generator of gaining knowledge is by cultivating the habit of reading good books, newspapers, as well as by watching and listening to television, radio or surfing internet. However, knowledge alone will not help to be

a successful speaker, they will also need to know the methods and strategies how to deliver powerful, well-organized speech and present it to the audience; also, how to appreciate and emulate the speeches of great orators. Therefore, to become a persuasive speaker one needs to be a good reader. To show the transition from good reading skills to public speaking is like a bridge that connects two very important sides. We suggest the premise: All good readers can become good speakers. If we follow the syllogism: I am a good reader. The conclusion is: Therefore, I can become a good speaker. That is the proposition we try to prove in our research and that is the proposition we want the students to believe in.

We cannot deny the obvious that modern technology brought modern vision to everything. We are becoming more and more dependent and slaves of the technological progress. Technology shapes our taste, our emotions, even the ways of thinking and reasoning. Naturally the approach to reading has changed. For the better for the worse? Who knows? We need centuries to reap the seeds. Definitely it has become more available, more affordable, more comfortable and more entertaining. Do we do deep reading or surf reading? We really surf through books, skim and flip over the pages to see whether it carried interesting for us plot and adventures. We surf the ocean of internet. This became a norm contrary to the good reader who is actively involved with the text-through thinking, questioning, and evaluating. So, technology also brought some problems for E-generation. It is the fact that reading has become a struggle.

What is declining in reading? The quality. What about the quantity? We are busy reading ads, billboards, newspaper headlines. New things come and take over. We become superficial readers. Random books, random readers. Now we do not make conclusions or do underlying reading. We accept the writer's second-handed opinion without bothering what is behind the scene.

In this paper we will analyze the classical work of Mortimer Jerome Adler, American philosopher, educator, and popular author and co-author, American writer and editor and a Professor of the University of Connecticut, Charles Van Doren "How to Read a Book", which was updated in 1973 and still going strong today. While analyzing the important concepts of this book we set dual goals: to show the importance of analytical and syntopical reading and secondly, how we effectively applied these methods in practical work. We will provide our judgments and examples and show how these skills gained will help the students become confident, amiable, competent interpersonal communicators. We want the students become independent, intelligent readers and thinkers; change their perception of reading from being a casual hobby to a lifelong process of self-education. The road is complex and includes two steps - to make students good readers and to make them persuasive speakers. Let's analyze each separately.

Analytical reading:

Mortimer Jerome Adler and Charles Van Doren in their work "How to Read a Book", identify four levels of reading:

Elementary (consists of remedial literacy, and it's usually achieved during the elementary schooling years); **Inspectional** (Scanning and superficial reading); **Analytical** and **Syntopical**.

The first two levels are more or less obtainable in the secondary school but the last two has become our special interest which needs special effort and practice.

Each of these four reading levels is cumulative. You can't progress to a higher level without mastering the levels that come before. However, our focus lies on the third - analytical and forth - syntopical reading levels.

In the book Adler identifies three stages for analytical reading:

The first stage is concerned with understanding the structure and purpose of the book. It begins with determining the basic topic and type of the book being read, so as to better

anticipate the contents and comprehend the book from the very beginning. Adler says that the reader must distinguish between practical and theoretical books, as well as determining the field of study that the book addresses. Further, Adler says that the reader must note any divisions in the book, and that these are not restricted to the divisions laid out in the table of contents. Lastly, the reader must find out what problems the author is trying to solve. So, the students have to outline the book, set forth the major parts of the book, and show how these parts are organized into a whole, restate the point of the book in their own words and determine the author's goal – what questions is the author trying to answer.

The second stage of analytical reading involves constructing the author's arguments which requires from the reader to note and understand any special phrases and terms that the author uses. Once that is done, Adler says that the reader should find and work to understand each proposition that the author advances, as well as the author's support for those propositions. In other words, the students have to locate or construct the basic arguments in the connection of sentences which offer the grounds or reasons for the author's judgments and conclusions. Then, state the author's argument in their own words and see if they can bring their own example to justify their point of view. The students should analyze the discussion by ordering the questions and issues in such a way as to throw maximum light on the subject.

More general issues should precede less general ones, and relations among issues should be clearly indicated.

In the third stage of the third level of reading, Adler directs the reader to criticize the book. He claims that now that the reader understands the author's propositions and arguments, the reader has been elevated to the level of understanding of the book's author, and is now able (and obligated) to judge the book's merit and accuracy. Adler advocates judging books based on the soundness of their arguments. Adler says that one may not disagree with an argument unless one can find fault in its reasoning, facts, or premises, though one is free to dislike it in any case. After having completed the reading the students should be able to say with reasonable certainty "I understand," before they express their opinion, whether they agree or disagree with the author's points. Then express their assumptions clearly by providing good reasons for any critical judgment they make. The method presented is sometimes called the Structure-Proposition-Evaluation (SPE) method, though this term is not used in the book.

At analytical level of reading, the readers are moved beyond superficial reading and mere information absorption. They are engaging critical mind to dig down into the meaning and motivation beyond the text. Whenever they master the skills of analytical reading the students will be able to get a true understanding of any work, they will a. Identify and classify the subject matter as a whole; b. Divide it into main parts and outline those parts; c. Define the problem(s) the author is trying to solve; d. Understand the author's terms and key words; e. Grasp the author's important propositions; f. Know the author's arguments; g. Determine whether the author solves the intended problems; h. Show where the author is uninformed, misinformed, illogical or incomplete or biased and so on.

Analytical reading requires several steps and strategies to follow. To illustrate what a good analytical reader does, we will take as an example the famous speech made by President Lincoln at Gettysburg and suggest different methods.

**Address Delivered at the Dedication of the Cemetery at Gettysburg
Abraham Lincoln
November 19, 1863**

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and dedicated, can long endure. We are met on a great battle-field of that war. We

have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate -- we cannot consecrate -- we cannot hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

In a two-minute speech that was comprised of only 10 sentences and 272 words, Lincoln was able to strike a chord that would resonate not only with his audience, but one that would resonate through time. Why is this short speech so memorable?

In order to answer these questions the students should go through different stages of work.

Assignment 1: Understand the words and find the relationship between the words and sentences

The first and fundamental activity-decoding is a process of recognizing the words. Good comprehension requires more than simply knowing what each word means. The real meaning of any text lies in the relationship the words have with one another.

The students question after the reading: What is the author saying? What is the main idea of the speech? Can I paraphrase the writer’s ideas into my own words? Can I understand the meaning of the words, for example: score, conceived, dedicated, consecrate, hallow, detract and others. Can I see the relationship between the words and sentences? “Four score and seven years ago”, “nation so conceived”; “we cannot consecrate -- we cannot hallow”, “to add or detract”. Is there any pattern? Why the word dedicated is repeated so many times? Is the main idea supported?

Assignment 2 – Note taking, note-making

Double-entry note-taking process is a while reading exercise and provides two columns which are in dialogue with one another. It is one of the critical skill development exercises. The left column is used for traditional note forms of direct quotations and citations.

The right column is used for commenting on the left-column notes.

For example:

Note-Taking	Note –Making (notes about left-column)
Writing notes, direct quotes, observed note, fragment, lists, images-often verbatim-(always with page numbers) Citation... Page #, paragraph # Citation...Page #, paragraph # Quote... Page #, paragraph #	Summaries, formulations, revisions, suggestions, comments about comments, comparisons, contrasts, inferences, judgments, questions. Why should I include this? Why is it important? How can I paraphrase it so that it does not change the meaning? I wonder why the speaker said (did) this. Is there any connection here to previous actions? What is the significance here?

Assignment 3-Learning about historical background:

The students have to research the historical background about the Civil War and find the connection with the speech. Student’s suggested answers: America was in the midst of a

bloody civil war. Union troops had only four months earlier defeated Confederate troops at the Battle of Gettysburg which is widely recognized as the turning point in the war. The stated purpose of Lincoln’s speech was to dedicate a plot of land that would become Soldier’s National Cemetery to honour the fallen. However, the Civil War still raged and Lincoln realized that he also had to inspire the people to continue the fight and so on and so forth.

Assignment 4 - Identify the structure of the speech:

Student’s suggested answers: The Organizational pattern of this speech is chronological, suggesting a metaphor of organic growth pattern analogous to that of a single human life. The first part, which provides the basis on which the remainder of the speech depends, is identified as the birth of the nation (a child). The second part covers the present, or just completed, which has now grown to young manhood. This period is characterized as a time of sacrifice (by individual young men) for the protection of the child-nation. The third and final part is to realize its growth to the full promise of maturity.

Assignment 5 – Organize the speech in time segments.

Student’s suggested answers: One of the ways of arranging the arguments in the speech is by time or history, to use a chronological organizational pattern. This pattern helps us to organize the speech in time segments. Most often the format involves discussions of the past, present and future.

The students complete the boxed below, in their own words, what Lincoln says about the past, the present and the future. Student’s suggested answers:

The Past

879 (four score and seven) years earlier, the United States had won its freedom from Britain and thus embarked on the “Great Experiment”. The preceding metaphors depict the founding of the nation in terms of a birth, with the framers of the constitution the fathers, and liberty the mother. This implies that the nation is alive...and a child, still growing and learning, is in need of protection. Lincoln reminds the audience of the basis on which the country was founded: liberty and equality. This is a perfect set up to the next sentence.

The Present

Here, Lincoln signals the challenge. The principles on which the nation was founded are under attack. He extends the significance of the fight beyond the borders of the United States. It is not just a question of whether America could survive, but rather a question of whether any nation founded on the same principles could survive. Thus does the war — and the importance of winning it — take on an even greater significance. Lincoln turns to recognize those who have fallen for their country and Show solemn respect for those who fought. It is an eloquent way of saying that their actions speak louder than Lincoln’s words.

The Future

What effect did Lincoln hope The Battle of Gettysburg would have on the American people?
“The world will little note, nor long remember what we say here” / “but it can never forget what they did here.”
Note the appeal to something larger. It is not the United States that will never forget, but the entire world.
Ironically, Lincoln was wrong on this point. Not only have his words been remembered to this day, they will continue to be remembered in the future. He finishes with a powerful triple that has become famous throughout the world: “government of the people, by the people, for the people”.

Assignment 6 – Find the arguments

An argument is an assertion backed by a good reason. Arguments of the Gettysburg Address should be stated, then interpreted (explained). The students have to identify the issue and construct the arguments. By differing or providing contradictory responses to the same question or issue, they are able to flesh out all sides of an issue, based on the existing literature. When they understand multiple perspectives within an individual issue, they can intelligently discuss the issue, and come to their own conclusion (which may differ from everyone else, thereby expanding the issue and hopefully adding unique value). The method itself seems to be encouraging and stimulating for the development of student’s intellectual capacity, flexibility and creativity and also, for building teacher-student relation during

interaction, open discussions, debates because the students get used to expressing ideas freely without any inhibition. The student's suggested arguments:

1. This nation was a new creation...a child of the age of enlightenment and social compact. This 18th century ideal must survive the test of time if it is to prove viable. (Argument by analogy)

2. Anything worthy of survival is worth fighting for ...so, with this country. (An **enthymeme**)

Definition and explanation of enthymeme: "A syllogism in which one of the premises or the conclusion is not stated explicitly".

In modern times, the enthymeme has come to be regarded as an abbreviated syllogism—that is, an argumentative statement that contains a conclusion and one of the premises, the other premise being implied. A statement like this would be regarded as an enthymeme: 'He must be a socialist because he favors a graduated income-tax.' Here the conclusion (He is a socialist) has been deduced from an expressed premise (He favors a graduated income-tax) and an implied premise. (a) Anyone who favors a graduated income-tax is a socialist or (b) A socialist is anyone who favors a graduated income-tax.

(Edward P.J. Corbett and Robert J. Connors, *Classical Rhetoric for the Modern Student*, 4th ed. Oxford Univ. Press, 1999))

3. Deeds count more than words...but a sacred oath, dedicating ourselves to a task, aligns words with deeds. (Argument by structure and style)

4. Those who have died can (and have) "passed the torch" to those who survive, who then owe a duty to continue carrying it. It is an argument based on the need for tradition and continuity through deductive reasoning: if there are givers and receivers, the receivers must eventually be givers in their turn, or the tradition/learning responsibility will die.) (Argument by causality)

5. Lincoln's speech was simulative and it inspired the soldiers. (Inductive argument from concrete to general). Lincoln took his audience on a journey that began with the founding of America and ended at the crossroads at which the country found itself at that moment. He wanted to make sure that Americans chose the right path. And he did.

Assignment 7 - Define stylistic devices used in the speech

Students suggested answers: Lincoln uses contrast effectively. By stating "those who here gave their lives that this nation might live" Lincoln makes what is perhaps the ultimate contrast: life vs. death. There are also a couple of contrasts: "the living" with "the honored dead"; and "these dead shall not have died in vain" with "this nation ... shall have a new birth of freedom".

Repetition is an essential aspect of great public speaking. The trick is knowing what and how to repeat. We have to take a lesson from Lincoln. Sometimes the little words have the most power.

He uses consonance — the repetition of the same consonant in short succession — through words with the letter "f": battlefield; field; final; for; fitting.

The use of a "triple" is noticeable: "cannot dedicate ... cannot consecrate ... cannot hallow". Using triples is a powerful public speaking technique that can add power to the spoken words and make them memorable.

Another excellent example of a powerful triple that has become famous throughout the world is: "of the people, by the people, for the people".

There is alliteration: "poor power".

There is a double contrast in this sentence: "The world will little note, nor long remember what we say here" / "but it can never forget what they did here."

The speech is full of inspirational words such as "dedicated", "nobly", "great", "honored", "devotion", "highly resolve", "God", "birth" and "freedom".

Assignment 8 - Evaluate the speech

The next step is to evaluate what the speaker said. The students have to answer the questions: Do the idea seem reasonable to you? Has the speaker provided sufficient support? What other information do you need before you can intelligently accept or reject the ideas? How do the author's ideas fit with what you know about the subject? Is there any evidence of bias, underlying, unstated motive? How emotional is the speech? Which prevails in the speech the emotion or the logical reasoning?

Assignment 9 –Present the issue

The students have to prepare a speech on a chosen issue, create arguments, justify them with examples, evidence, facts, and statistics. The reasoning should be based on the source but the judgment generalized. They also have to enhance their non-verbal habits of communication and use body language appropriately during delivery.

Assignment 10 - Self-Evaluation

The students have to answer the questions: What can you learn about public speaking by studying the great speeches of history. Why is the speech memorable? What have I gained from learning this speech? What have I learnt in terms of mastering the art of public speaking?

The same methods apply to working on other speeches of famous orators: Socrates' speech on being condemned to death, Thomas Jefferson's first Inaugural Address, Obama's address to students across America and other speeches of great significance.

After finishing analytical analyzes of other speeches of famous orators the students move to higher level of syntopical reading. They will be engaged in higher level thinking, how to compare and contrast different works, demonstrate insight, articulate sophisticated ideas, learn effective ways to analyze, evaluate, and integrate ideas from a single source or synthesize the work from multiple sources to formulate and support original arguments.

To sum up so far, the students are taught analytical reading techniques for reading different genre works like books, imaginative literature, plays, poetry, history, science and mathematics, philosophy and social science. Analytical reading strengthens and broadens their knowledge about argumentation, analyze and evaluation, examines how to incorporate information from other sources, how to use the language and text structure to make a powerful and memorable effect on the audience.

Syntopical reading

Now, it's time to come to the highest level of reading, what Adler and Van Doren call syntopical reading. This involves comparative reading, or reading across several or many books, placing them in relation to one another according to the same subject about which they all revolve. The subject of a course is chosen from designed syllabus.

Syntopical reading is active reading at its highest level. To get the students' thinking and reading at a higher syntopical level the students have to get used to working on different sources. Unlike plain analytical reading, it is distinctly different because it is not confined by one work, it involves reading and comparing multiple works on one topic in order to reconstruct and offer the conversation on that subject.

During a Syntopical Reading, participants are asked to scan, read and later discuss a set of materials. The materials they are given contain an eclectic mix of essays, articles and book chapters, ranging from innovations in business, to science fiction; from new physics to social commentary. These may be focused on specific issues the participants are addressing, yet should provide as broad a range of perspectives as possible, appropriate to the situation.

What kind of reading is syntopical reading? It's been said that anyone can read five books on a topic and be an expert. That may be true, but how you read those five books will

make all the difference. If you read those five books analytically, you will become an expert on what five authors have said. If you read five books syntopically, you will develop your own unique perspective and expertise in the field. The purpose of syntopical reading is not mere comparison, but to construct an analysis of the subject that may not be in any of the books.

To make the idea of syntopical reading clearer we bring five steps suggested by Adler and Van Doren and provide our examples how we implement this kind of reading into our syllabus. According to Adler and Van Doren, there are five steps in syntopical reading.

First - Inspection: Inspectional reading means to identify which two or more books, stories, speeches, passages the students need to read from a sea of worthy or unworthy titles. So, the first step assumes selection and identification of a bibliography of works on the subject of interest. Here the main role plays the teacher who chooses and suggests relevant recommended works. It is up to the teacher to choose the works according to their syllabus coverage in order to reach the assessment objectives through the expansion of students' receptive, productive and interactive skills. For example, if we want the students have the notion of how the authors from different time period perceived the problems of leadership, government structure, moral or institutional governance, we suggest that the students read : George Orwell's "Animal Farm" , "1984", Jonathan Swift's "Gulliver's Travels" Part 4, Chapter 4 "The Houyhnhnm's notion of truth and falsehood", "The Lords of Flies" by William Golding.

Second - Assimilation: Bring the authors to terms. Unlike Analytical reading, the students need to take the ideas from the authors they read and synthesize them into their own language, rather than trying to fit their ideas into their language. If these authors wrote in different time periods, different places, or for different purposes, it is likely that they will refer to the same ideas using different terms and phrases. In syntopical reading the students' job is to translate those terms and ideas into one language so that they can build a coherent and intelligible conversation. So, in syntopical reading it is the reader who must establish the terms, and bring authors to them rather than the other way around.

Since the literature has been selected and analyzed the students have to identify and then familiarize the words and terminology After learning definitions and explanations of the terminology for example, Utopia, Dystopia, Socialism, Totalitarianism, Houyhnhnm's notions, indoctrination, justice, revolution, surveillance, propaganda, rules and order, etc. they have to interpret, paraphrase and internalize the words. Consequently, whenever they build the conversation they have to be able adequately apply their own terminology while expressing ideas or situations.

Third - Getting the questions clear: This time, the focus is on what questions the students need the answer as opposed to the problems each writer wants to solve. In order to compare key propositions advanced by two or more authors, the best thing to do is to frame a set of questions that shed light on the given problem and to which each of authors gives answers. It should be noted that an author may not have addressed the question directly or explicitly, but his answer may be inferred from what he said about another, related question, or from the structure of his general argument. Of course, it is possible that an author may be silent on that topic, or that his answer is indeterminate. This may require that the students draw inferences if any particular author does not directly address one of their questions.

Based on the given literature the students raise the questions like: Why were allegories used to criticize the societies? Does Leadership always lead to corruption? Is it possible to have control over the intellectually inferior without demonstrating power and violence? Are lies and deceit important tools for the governments? How can the countries avoid

Totalitarianism? Is there any truth in the quote “All animals are equal, but some are more equal than others”? What role does propaganda play in the hands of the leaders? We have example that Technology is used as the tool to maintain control over citizens why is it so?

What are the limits to personal freedom? From all the characters, it is Piggy who most often has useful ideas and sees the correct way for the boys to organize themselves. Yet the other boys rarely listen to him and frequently abuse him. Why is this the case? Why does it matter that these are kids? Would adults in the same situation act any differently?

Fourth - Defining the issues: When you ask a good question, clarify the questions and define the issues. When experts have differing or contradictory responses to the same question, you're able to flesh out all sides of an issue, based on the existing literature. Defining the issue may involve framing the question in a way that was not explicitly employed by any of the authors whose writings you are studying. Thus, the task of the syntopical reader is to define the issues in such a way as to insure that they are joined as well as may be. Sometimes to frame the question in a way that is not explicitly employed by any author. When the students understand multiple perspectives within an individual issue, they can intelligently discuss the issue, and come to their own conclusion, which may differ from everyone else, thereby expanding the issue and hopefully adding unique value. The questions suggested by the students in the third step are answered in an individual manner. The students are able to answer them expressing originality and presenting their viewpoint and judgment.

Fifth - analyzing the discussion: The last step is to attempt to extract some truth from the conflict of opposing answers. What are the salient points? What are the propositions? Where are the biggest controversies? What are the newest developments? And where is the discussion heading going forward? How to summarize major points? Propositions are the author's judgments about what is true or false. They are also the author's answers to questions, his or her major affirmations and denials. They are the most important things the author has to say. But now it is the student's turn and responsibility of taking a position in response to the propositions they have now read. "Reading a book is a kind of conversation...The author has had his say, and then it is the reader's turn." The students have to remember that they are now conversant enough to hold your own ideas and should not look like the unqualified, unsubstantiated opinion holders. It involves the recognition that on fundamental questions the truth may not lie wholly on any one side of the controversy, or that each side has gotten hold only of a part or that there may be still other parts of the truth that remain to be found. For some questions, the weight of argument and evidence may favor one answer over others. The conclusion may be clear and unassailable. But when it comes to those perennial questions that have preoccupied thinkers for centuries, there may not be a final or definitive answer to your original question. Rather, the value is found within the discussion among competing viewpoints concerning the same root information, rather than in any set of propositions or assertions about it.

The students have to synthesize the works, by integrating the topics into a coherent whole. Having mastered the complexity of the subject the students have to join all the works together demonstrating adequate understanding of a subject and create new ideas, formulate arguments based on mastery of the subject and support with relevant evidence.

Therefore, syntopical reading is about the readers and the problems they're trying to solve. In this sense, the reading materials be that the novels, stories, articles, speeches, different genres (poetry, history, science, fiction, et cetera), are simply tools that allow them to form an understanding that's never quite existed before. They are going to meld the information in those works with their own life experience and other knowledge to make connections and new insights.

Speaking persuasively

It is easily noticeable that after the long practice in both reading skills, the students have already worked out the skills of analyzing, expressing their ideas, bring relevant examples, therefore, the goal to master art of oratory is attainable. Now individual presentation comes into focus. Presentations on different issues, reviews on weather, films, reading poetry, literary work, prose or poetry interpretation, presentations on visual stimulus, impromptu speaking, extemporaneous speaking, special occasion speeches or other kinds of creative speaking. Inevitably, different methods like debates, mock trials, variety of interactive activities, where the students theorize, generalize, hypothesize, reflect, generate the ideas should be added for creating authentic environment for delivering the speech. In adequate environment, in our classrooms, the students will have better access to knowledge, critical thought and expression, more possibility to break away from a circle of dependence and uncertainty, to understand and control the environment, and make free choices. We intentionally do not include in our work the ways and strategies of constructing arguments, organizing speech, importance of body language, posture, eye-contact or other speech elements. Neither have we mentioned how we can change normal classroom as different as possible, with a podium, a lectern and arena seating in a relaxed atmosphere in order to reduce stage-fright, beat the inhibition and other complexes. We just wanted to show the transition from one reading skill to another and correlation between reading skills to speaking persuasively. This transition should be smooth, coherent, and recognizable by the students and lecturers and effectively fitted and accomplished - in the allocated time frame.

The prime importance for the students as well as for the teachers, therefore, is to recognize the “role of rhetoric” in this process, i.e. the attempt in all communication “to convince or persuade” which is our ultimate goal that can be worded in a simple way: To make people like you, you must do two things: present yourself well and present your stand on the issue well.

Conclusion:

To draw the conclusion, we strongly believe that analytical and syntopical reading skills are valuable tools to get the student forward to speech making. Without those two important reading skills it is almost impossible to make the students critical independent thinkers and speakers.

Done properly and putting the methods of analytical and syntopical reading in regular practice will perfect educational programs and thus eliminate the number of poor readers and poor speakers. This should be the educational aim for everyone.

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