

The Impact of Mental Model and Epistemic Community on Comprehending an Authentic Reading Text in Saudi Reading Class

Dr. Elsadig Ali Elsadig Elnadeef*

King Khalid University, College of Art and Sciences –Dhahran Aljanoub.

*Corresponding author: Dr. Elsadig Ali Elsadig Elnadeef; e-mail: elsadigelnadeef@yahoo.com

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ABSTRACT

This paper investigates the impact of the mental model and epistemic community on comprehending reading authentic text in Saudi reading class from schema perspective. The study aims at observing the impact of mental model and epistemic community on how Arabic speaking English instructors at King Khalid University comprehend an authentic text. It premises that comprehending an authentic written text involves activating mental model and epistemic orientation. The study is based on case study as a method for data collection and an observation checklist contains fifteen questions was used as a structured form of observation. The researcher attended five reading classes and he observes the classes with the reference to the checklist. The study's findings reveal seminal points such as Arabic speaking English teachers at King Khalid University rely on translation in terms of constructing equivalence, their cultural background, life experience, religion factor, subculture and spontaneous socialization modulate their comprehension by creating stereotypical patterned mental model which visualizes the reality from pattern of associations rather than syllogistic analysis nor critical thinking. In addition, the instructors share set of normative and principled beliefs, which is based on religion factor and Arabic language conceptualization. Finally, the study suggests that comprehending a written text requires deconstructive skills, activating mental model from text's cultural orientation and activating reflective thinking.

Keywords: Mental model, epistemic community, authentic reading text and comprehension

1. INTRODUCTION

Comprehending an authentic reading text involves highly mental constructed horizon and epistemic community aspect because native speakers produce written text using their language intuitive productive capacity. Furthermore, native authentic written text is based on linguistic competence and cultural configuration. Arabic speaking instructors decode an authentic written text depending on their linguistic competence in terms of learning qualification and Arabic language cultural modulation. The study aims at observing the impact of mental model and epistemic community on how Arabic speaking English instructors at King Khalid University comprehend authentic text.

A mental model as an explanation of someone's thought process about how something works in the real world can help shape behavior and set an approach to solving

problems and doing tasks. A mental model is a kind of internal symbol or representation of external reality, hypothesized to play a major role in cognition, reasoning and decision-making. An epistemic community as an internal truth and reality which is mediated by prior assumptions, expectation and experience. It merits the consistency of expositions and all extrapolations of the community conceptualization aspect.

1.1 Statement of the Problem

Most of university Arabic speaking instructors comprehend authentic written text relying on their specific mental model and epistemic community which is based on Arabic language cultural perspective. Consequently, their comprehension deviates from excluding the intended message and meaning implicitly

or explicitly. Moreover, their interpretation of the authentic reading text in a reading class is deconstructed from their cultural mental model which is based on Arabic language culture and their mental Arabic oriented horizon.

1.2 Research Questions

In this study, the researcher attempts to answer three questions:

1. To what extent does a mental model impact comprehending an authentic written text?
2. How does epistemology community contribute in comprehension of an authentic written text?
3. How far do university's Arabic speaking instructors decode the explicit and implicit meaning underlie the native written text?

1.3 Hypotheses of the Study

In this study the following hypothesis have been postulated:

- Mental model impacts comprehending an authentic written text.
- Epistemology community contributes in comprehension of an authentic written text.
- University Arabic speaking instructors decode the explicit and implicit meaning underlie the native written text literary without regarding foregrounding.

1.4 Objectives of the Research

The aim of this study is to shed light on the significance of observing the impact of mental model and epistemic community on how Arabic speaking English instructors at King Khalid University comprehend authentic written text from mutual intelligibility perspective.

1.5 Methodology

This study aims at investigating the impact of mental model and epistemic community on comprehending an authentic written text and it is based on the case study as a method for data collection. An observation checklist contains fifteen questions was used as a structured form of observation. Then the researcher used the information gained from the classroom observations Five university teachers, who teach English courses participated in the study. Their experience of teaching English varies between five to fifteen years. They all teach English intensive courses consisting reading, grammar, listening and writing.

2.0 Review of Literature

2.1 Mental Model

A mental model is an internal representation, which acts out as a structural analogue of situations or processes. Its role is to account for the individuals' reasoning both when they try to understand discourse and when they try to explain and predict the physical world behavior (Jensesn, Eric.(2000). However,

Johnson-Laird (2000) believes that a mental model is an explanation of someone's thought process about how something works in the real world. It is a representation of the surrounding world, the relationships between its various parts and a person's intuitive perception about his or her own acts and their consequences. In psychology, the term mental models is sometimes used to refer to mental representations or mental simulation generally. ¹Mental models are based on a small set of fundamental assumptions (axioms), which distinguish them from other proposed representations in the psychology of reasoning (Byrne and Each mental model represents a possibility and it represents one possibility, capturing what is common to all the different ways in which the possibility may occur (Johnson-Laird and Byrne, 2002).

Mental models affect the way people work with the information and determine the final decision. The decision itself changes, but the mental models remain the same. It is the predominant method of learning, because it is very convenient. Mental models are based on a principle of truth: they typically represent only those situations that are possible, and each model of a possibility represents only what is true in that possibility according to the proposition. However, mental models can represent what is false, temporarily assumed to be true, for example, in the case of counterfactual conditionals and counterfactual thinking (Ehrlich, K. 1996). (Johnson-Laird, P., & Byrne, R. (2002) propose hybrid model as a composite mental model that unifies different features of common initial alternative model and scientifically accepted mental model. Hybrid model is at the same time inconsistent (by one or more features) with both models from which it was derived. According to Redish(1994, p.797) mental models have the following properties:

- They consist of propositions, images, rules of procedure, and statements as to when and how they are to be used.
 - They may be incomplete.
 - People may not know how to run the procedures present in their mental models.
 - Elements of a mental model do not have firm boundaries. Similar elements may get confused.
 - Mental models tend to minimize expenditure of mental energy. People will often do extra physical activities- sometimes very time consuming and difficult-in order to avoid a little bit of serious thinking.
 - Students may hold contradictory elements in their minds without being aware that they contradict. P. Johnson-Laird & Byrne (2002)

¹Wittmann (1999)define mental models as patterns of associations , rules, images, maps, or analogies, used to guide spontaneous reasoning. According to these authors, students' mental models are often incomplete, self-contradictory, and inconsistent with experimental data.

contends that mental models are dynamic, evolving systems.

- ²Mental models underlie visual images, but they can also be abstract, representing situations that cannot be visualized bifurcate
- Mental models synthesize
- Mental models can be mixed.

Mental model has spatial configuration of identifiable kinds of things, principles of how system works and certain predictive power. The concept of the resource as the mental structure was introduced by Hammer. D. Hammer (2000) defines the resource as a unit of mind-code. He distinguishes resource from p-prim (phenomenological primitive) as resource does not have to be either phenomenological (can be epistemological, procedural) or primitive. Holland (1989) proposes that mental models are partially based in the static prior knowledge, but they are themselves transient, dynamic representations of particular unique situations. Tallman, J., & Henderson, L. (1999) state that mental model in a broad and inclusive sense and define it as a robust and coherent knowledge element or strongly associated set of knowledge elements. A mental model may be simple or complex, correct or incorrect, recalled as a whole or generated spontaneously in response to a situation. Mental models are more than just pictures or images, sometimes the model itself cannot be visualized or the image of the model depends on underlying models. Models can also represent abstract notions like negation or ownership which are impossible to visualize. Since human thought is involved in every day's activities, mental models are applicable to almost every human interaction with nature, devices, and even interaction with other individuals. The theory of knowledge representation and mental models is applicable in designing every day's things. By knowing what users know about the system and how they can infer the system functionality from the provided interface, it will be possible to predict and improve the learning curve as well as users errors and the ease of use of that system and finally to design interfaces that support the acquisition of appropriate user model. ³Kenneth Craik claims that human thought is based on the assertion that humans representation of the world which they interact with through mental models. He states that an individual holds a working model of a

² Mental models:

1. Involve the strong "base descriptive vocabulary" e.g., spatial configuration of identifiable kinds of things.
2. Involve only a small, well defined class of causal inferences i.e., just a few principles (e.g., "gears work by conveying motion via contact" or "resistors work by Ohm's law".
3. Allow explicit hypothetical reasoning e.g. "if this gear moves that way then the connected gears move ...".

³ In Kenneth Craik's words, mental models are representations in the mind of real or imaginary situations. Conceptually, the mind constructs a small scale model of reality and uses it to reason, to underlie explanations and to anticipate events. These models can be constructed from perception, imagination, or interpretation of discourse.

certain phenomenon in order to understand it. Mental models are not necessarily a visual representation of the real life case, neither they are more complex representations. Laird argues that the abundance of representation details does not imply its usefulness. The only constraint for a mental model is that it has a similar structure to the phenomenon it represents. An ideal mental model explains all the aspects of the phenomenon the individual is interacting with. A referentially isomorphic mapping exists between the mental model and the real one.

2.2 Models of Mental Models

Two basic mental models were identified- Structural and functional models. Structural models define facts the user has about how a certain system works. Its basic advantage is that the knowledge of how a device or system works can predict the effect of any possible sequence of actions, meanwhile constructing such a model in mind involves a great deal of effort. On the other hand, functional models, also called task-action mapping models, are procedural knowledge about how to use the system. The main advantage of functional models is that they can be constructed from existing knowledge about a similar domain or system. Structural models are context free while functional models are context sensitive.

People have different mental models depending on the communicative situation. Intuitively, speech, language use and discourse vary according to the function of content which is a subjective mental model of the communicative situation. The appropriateness of discourse depends on the communicative situation which is a subjective mental model in encoder and decoder's mind. Actually for psychologists among, it's part of long term memory particularly episodic memory or autobiographical memory where you store all personal experiences and there one has mental models of all the experience of one's everyday life.

mental model depends on the construction of the communicative situation and pragmatic. There is a special device controlling knowledge which is known as archaic device, knowledge device or epistemic machine. There is a my mental model of the communicative situation, an epistemic machine.

2.3 Epistemic Community

Epistemic community consists of a shared set of normative and principled beliefs, which provide a value-based rationale for the social action of community members; shared causal beliefs, which are derived from their analysis of practices leading or contributing to a central set of problems in their domain and which then

serve as the basis for elucidating the multiple linkages between possible policy actions and desired outcomes; shared notions of validity – that is, intersubjective, internally-defined criteria for weighing and validating knowledge in the domain of their expertise; and a

common policy enterprise – that is, a set of common practices associated with a set of problems to which their professional competence is directed, presumably out of the conviction that human welfare will be enhanced as a consequence’ (Haas, 1992a: 3). Thomas Kuhn, the most dominant feature of scientific development is its sub-culture – the scientific community. He argues that theories are crafted not only upon the facts at a scientist’s disposal, but that they also rest upon the tradition in which they participate. Thus Kuhn’s community of knowers is constituted both socially and historically. He rejects the idea that appeals can be made to empirical evidence as some final arbiter – what counts is the paradigm: the community’s world view. As epistemic communities consolidate and expand their political and bureaucratic influence internationally, additional ideas may be incorporated into the core community beliefs.

2.4 Authentic Texts

The authentic texts are designed for native speakers, not for language students. This kind of material can be newspapers, advertisements or radio-programs. Kilickaya (2004) defined authentic material as an exposure to the real usage of the everyday life language and how native speakers use for their daily lives purposes. However, Bacon and Finnemann, (1990), defined authentic materials as texts produced by and intended for native speakers for non-pedagogical purposes. Polio (2014) expresses the same feeling toward authentic materials, in which she stated that despite the many definitions of authentic materials, they are not created for educational language purposes. Authentic materials are designed for real-life goals and native speakers communications. Also, she refers to spoken and written materials as samples of authentic materials.

Hedge, D (2000) has referred to the many sources of authentic materials such as printed materials, like newspapers, magazines, brochures, novels, short stories, and audio-visual materials as TV and radio programs, movies, songs, and even YouTube films. However, the most significant source is the Internet. All materials above can be easily obtained by using the internet, and such materials are continuously updated. Some of these sources are updated on daily basis, such as magazines, newspapers, TV and Radio programs. A unique and distinguishing feature of authentic materials is that they are produced for real communication purposes; whereas non-authentic ones are specially prepared for educational ones. The chief difference between authentic and non-authentic artificial materials is also in the idea of naturalness. The former is naturally presented as it happened from their original sources while the latter is purposefully prepared for pedagogical aims.

Tamo, D. (2009) defined authentic material as a stretch of real language, produced by a real speaker or writer for a real audience and designed to carry a real message of some sort. In this sense, there are a large

amount of authentic materials in our life such as newspaper and magazine articles, TV and radio broadcast, daily conversations, meetings, documents, speech, and films. One of the most useful is the Internet. Whereas newspapers and other materials date very quickly, the Internet is continuously updated, more visually stimulating as well as interactive. Authentic listening- and viewing materials include TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches. Whereas, authentic visual materials include slides, photographs, paintings, children’s artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays. Authentic printed materials entail newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

2.5 Written Text

Oshima, Alice & Hogue, Ann (1999) clearly describes the features of writing as thought pattern, unity, cohesion, coherence, paragraphing, layout, accuracy in terms of structure and vocabulary, style and genre aspect. Writers tend to produce grammatical sentences, to configure thought, to arrange thought and to create syllogistic connection between words, phrases, clauses and sentences.

Burns, Anne. (2010) summarize these as :

- Most writers of English produce written texts which is syntactically well-formed.
- Writers often tend to deviate from writing convention.
- The vocabulary of written text is usually much more specific and formal.
- Written text lacks interactive expressions features as social fillers and it is packed with cohesion techniques such as cohesive devices, ellipsis, lexical cohesion, references and conjunction. The vocabulary used in authentic written text tends to be specific nouns, lexical verbs and modifiers. It also tends to use formal multisyllabic vocabulary.

2.6 Comprehension

One aspect of comprehension that concerns understanding the message of the text is the difference between authentic and non-authentic texts. A number of skills are needed for the understanding of written texts. Jensen, E. (2000) enumerates these skills into two groups:

- Type one skills are those operations that readers perform on a text when they tackle it for the first time. Thus, readers look at a text and extract specific

information. They might read to check expectations they have about a text. Type 1 skills are:

- Predictive skills: efficient readers or listeners predict what they are going to read and hear.
- Extracting specific information: students have to focus on the specific information they are searching for. This skill, when is applied to reading is called scanning.
- Getting the general idea: we often read or listen to things because we want to get the general idea. When applied to reading this skill is often called skimming.

- Type two skills are those that are subsequently used when studying reading or listening material and they involved detailed comprehension of the text.

They are practiced after type 1 skills have been worked on. They are:

- Extracting detailed information like: what does the writer mean? What precisely is the speaker trying to say? How many...?
- Recognizing functions and discourse pattern. To recognize some discourse markers are an important part of understanding how a text is constructed. Readers need to be aware of these features in order to help them to become more efficient.

Readers make the effort to understand the message using all kind the strategies such as:

- pre question: A question is given before reading, to find out a piece of central information.
- do it yourself questions: Readers compose and answer their own question.
- summarize: readers summarize the content in two or three sentences.
- preface: reader s suggest what might happen before.
- gapped texts: Gaps are left which can only be filled in if the texts have been understood.
- mistakes in the texts: Towards the end of a text, there can be some mistakes. readers have to know in advance how many mistakes there are in the text.
- responding: The text is a letter or a provocative article and the readers discuss how to respond to the letter or write an answer to the article.
- re-presentation of content: The text gives information and readers represent its content through different graphics mediums.

Fleischman , Michael and Roy, Deb. (2005) contend that comprehending an authentic written text involves consideration of the following:

- Contextualization: when we write a message in real life, we always do it within a context or situation, because who writes presupposes certain aspects determined by the situation. We

have to be in mind aspects like the type of the register.

- Aim: writing has always a purpose, according to this, there will be determined the expressions, vocabulary, etc. The purpose has to have a meaning for the reader. Due to that, the students need to know different kind of writings and practice them in order to connect with the possible reader.
- Meaning interpretation: each text has covert(implicit) and overt(explicit) meaning.
- Mental model: a special kind of mental representation, an analog representation, which individuals generate during cognitive functioning.
- Conceptual Knowledge: justified belief about the genre.
- Linguistics Knowledge: morphological ,syntax, style, semantics, pragmatics, deviation or foregrounding, tautology, circumlocution and metaphorical use.
- Genres and types of text:
- Personal texts: for personal use: shopping lists, dates, recipes ; direct to other people: messages, letters, invitations...
- Institutional writings: commercial letters, information request, magazines and others.

Written texts often communicate with people at a distance of time and space based on limited clues obtained from the texts rather than embodied presences. The communicative clues for a successful alignment over meanings and actions must be carried through the arrangement of the letters of the alphabet in words, sentences, and larger units- along with punctuation, graphic elements, and material ties of the medium. On the receptive side, the reader may struggle with interpretation of what precise meanings could have been intended by the author or other presenter of the signs. The problem of textual comprehension emerges when the text is written in a limited familiarity and overuse of foregrounding.

The words, genres and constructions used in the text produce different associations, cognitive patterns, and interests of different readers which can create different mental model (Paltridge, Brian. 2001). Comprehension is dependent on several cognitive processes, including decoding, word recognition, and knowledge. Moreover, it is often conceptualized as functioning at different levels of sophistication ,literal, inferential and critical. The most basic level literal is where the reader is able to understand the factual information presented in a text .The next level is referred to as the inferential level. At this level the reader is able to go beyond the words in the text and infer other details and being able to operate at the inferential level means that the reader is using information effectively to deduce cause and effect, and to anticipate what may come next. At a more demanding level critical reading, the reader is able to appraise what he or she is reading for example,

detecting good writing style from the author, recognizing when some statements in the text are biased or incorrect, appreciating the writer's viewpoint, comparing and contrasting information with other facts they have read elsewhere, and reflecting upon the importance or otherwise of the opinions presented. Reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when people encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure and their associated sounds. Comprehension levels can now be observed through the use of a functional magnetic resonance imaging (fMRI) which is used to determine the specific neural pathways of activation across two conditions, narrative-level comprehension and sentence-level comprehension. Images showed that there was less brain region activation during sentence-level comprehension, suggesting a shared reliance with comprehension pathways. The scans also showed an enhanced temporal activation during narrative levels tests indicating this approach activates situation and spatial processing.

2.7 Previous study

P.N. Johnson-Laird,(1983) builds mental representations by associating the incoming information with their existing knowledge. In this sense, while reasoning, people construct the mental model. With respect to real-world phenomena, mental models are similar in structure but simpler, and they serve to provide explanation. Minsky in his book *Society of mind* (Minsky, 1986, p.303) writes that: "Jack knows about A means that there is a 'Model' M of A inside Jack's head." For our purpose, this statement is too broad to be considered a useful definition of a mental model. However, his notion of model usefulness is applicable: "Jack considers M to be good model of A to the extent that he finds M useful for answering questions about A".(Minsky, 1986, p.303). Holland (1989) emphasizes dynamic nature of mental models. For these authors mental models are partially based in the static prior knowledge, but they are themselves transient, dynamic representations of particular unique situations.(Holland et al., 1989, p.14) .Therefore, mental models are changed and, most of the times, refined as additional information is acquired. Through the set of the principles related to mental modes and their implications, Redish (1994) summarizes what he calls a framework for understanding students' learning. His fundamental hypothesis about how the mind works is that people tend to organize their experiences and observation into patterns or mental models.

Greca and Moreira (Greca & Moreira, 2002) provide from the physics education research (PER) perspective an operable account: "A mental model is an internal representation, which acts out as a structural analogue of situations or processes. Its role is to account for the

individuals' reasoning both when they try to understand discourse and when they try to explain and predict the physical world behavior".(Greca & Moreira, 2002, p. 116). They also state that the understanding of a scientific theory would require the constructions of mental models in the mind of the one who wants to understand it. From Johnson-Laird's work these authors stress his belief that the core of understanding lies in existence of working models in the mind of the individual. Greca and Moreira also state that it seems that students recursively generate mental models based on their initial ones, in attempt to fit into them or to give meaning to the different contents of the subject matter" (Greca & Moreira, 2002, p. 116). These "bifurcated" models that appear as product of this successive reformulation these authors call hybrid models.

Harmer (1983:146) states that authentic texts (either written or spoken) are those which are designed for native speakers: They are real text designed not for language students, but for the speakers of the language in question. Nunan (1989:54) thinks that a rule of thumb for authenticity here is any material which has not been specifically produced for the purposes of language teaching. Tamo, D. (ibid). categorizes authentic materials into three categories: authentic Listening-Viewing Materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches; authentic Visual Materials: slides, photographs, paintings, children' artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays , and authentic Printed Materials: newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

3.0 Methodology

3.1 Introduction

The method used to conduct this study was a case study used as a method for data collection. An observation checklist contains fifteen questions was used as a structured form of observation.

3.2 Subjects

The population used in this study, was chosen randomly from the English language instructors at King Khalid University , KSA. It consisted of five instructors who own, master and PhD in English language fields. They were from different nationalities: Saudi, Sudanese and Egyptian. They are all male instructors in terms of gender that is due to conservative socio-cultural perspective of KSA.

3.3 Instrument

The instrument used for as a data-collection was an observation checklist containing fifteen structured questions.

3.4 Procedure

The researcher attends and observes five reading classes which entails authentic materials for reading and he conducts a checklist consisting fifteen structured questions.

4.0 Data Analysis

4.1 Discussion of the findings

Most of non-native instructors confront difficulties in comprehending authentic written text precisely due to the mental model which is based on mother tongue linguistic and cultural orientation. In addition, the Arabic linguistic and Arab cultural epistemic knowledge modulate textual comprehension of Arabic speaking instructors who tend to activate literal comprehension rather than critical and interpretive comprehension. Arabic speaking instructors decode the text by relying on literal meaning of each lexeme in terms of lexical density and they hardly consider the deviation of text from lexicalization perspective and meaning pattern modulation. Thus, they confront problems in meaning configuration due to the lack knowledge of deciphering lexical contextual meaning from pragmatic perspective and lack of activating the role of discursal features in meaning configuration. Arabic speaking instructors tend to explore the meaning equivalence of vocabulary used in the text without pragmatic consideration of the vocabulary used in particular context with specific purpose.

4.2 Data Presentation and Analysis

The researcher attends and observes five reading classes which are parts of intensive English course at King Khalid University for the purpose of fostering English language proficiency among students. The researcher sets fifteen questions coded in an observation checklist. The researcher evaluates and assesses the five observations in regard to the observation checklist.

-The first observation was on a reading lesson in an intensive English course called 'eng 011' and the topic of the reading text is about free time activities. The researcher enters the classroom with the teacher who greets the students in saying 'Good afternoon and how are you today?' and the students respond to him in English. The teacher welcomes the researcher and the researcher sits on the back of the classroom. There were about 25 students in the classroom and they put the reading textbook on the desk. The teacher writes the title of the reading text on the board and he lists seven new words with their explanation on the board. The teacher starts the lesson by asking questions for pre reading task and then he discusses the meaning of the new words and he asks the students to find out the equivalent meaning in Arabic. After that, the teacher writes three questions on the board and he asks the

students to answer them while reading silently. Finally the teacher reads the text loudly and translates the text into Arabic sentence by sentence. The teacher tries to make the students comprehend the reading text properly in Arabic. The researcher discusses the teacher about the implicit and explicit meaning of the text. The researcher notes that the teacher forms a mental model based on the teacher's cultural background knowledge in viewing the world and the impact of Arabic language on his text conceptualization.

- The second observation was on a reading lesson in an intensive English course called 'eng 011' and the topic of the reading text is about giving sightseeing. The researcher enters the classroom with the teacher who greets the students in saying 'Hello everyone?' and the students respond to him in English. The teacher welcomes the researcher and the researcher sits on the back of the classroom. There were about 22 students in the classroom and they put the reading textbook on the desk. The teacher starts the lesson by questioning the students about the meaning of some words of the previous lesson and then he asks them about sightseeing in Saudi Arabia and the students reply enthusiastically. After that, he asks them to open the book and he asks them about the title and numbers of paragraphs. Then the teacher shows them flash cards consisting words- each flash card has one word. He asks the students to find out the meaning in Arabic using their on cellphone or bilingual dictionary. He gives them 10 minutes for eight words then he asks them to find the words on the text and highlight them and translate them into Arabic. After that, the teacher reads the text loudly and explain each chunk in Arabic. Next, he asks the students to read the text and answer the comprehension check questions. Finally he concludes the lesson by explaining the general meaning of the text in Arabic. The researcher discusses the teacher about the implicit and explicit meaning of the text. The researcher notes that the teacher translates the text by splitting it into chunks and then he forms the general mental model based on Arabic language reflection.

- The third observation was on a reading lesson in an intensive English course called 'eng 011' and the topic of the reading text is about talk about famous. The researcher enters the classroom with the teacher who greets the students in saying 'Alsalaum Alaikum' and the students respond to him in Arabic. The teacher welcomes the researcher and the researcher sits on the left front side of the class of the classroom because the room is small. There were about 36 students in the classroom and they put the reading textbook on the desk. The teacher starts the lesson by asking them to open the book and following him. The teacher sits on a chair and he begins to read and translates the text into Arabic. After he finishes reading and translating the text, he assigns students by name to read aloud and he corrects their reading activity in terms of pronunciation. Finally he asks them to answer the questions of reading comprehension.

- The fourth observation was on a reading lesson in an intensive English course called 'eng 011' and the topic of the reading text is about describing typical morning in your home. The researcher enters the classroom with the teacher who greets the students in saying 'Good morning' and the students respond to him. The teacher welcomes the researcher and the researcher sits on the back of the classroom. There were about 31 students in the classroom and they put the reading textbook on the desk. The teacher starts the lesson by asking the students how they spend morning at their home and the students respond to him enthusiastically. Then, the teacher asks them how American family spends their mornings at home and the students reply by guessing and stating their experience from American movies. After that, the teacher asks them to open the textbook and he asks them to read silently and underlines the difficult words. Then, the teacher asks them to read the text and answer the six questions which he has written on the board. After that, the teacher discusses the answers and the text's content with the students. Finally, he divides the class into five groups and he asks each group to report the focal theme and points of the text in Arabic language.

-The fifth observation was on a reading lesson in an intensive English course called 'eng 011' and the topic of the reading text is about describing neighborhood. The researcher enters the classroom with the teacher who greets the students in saying 'Good afternoon?' and the students respond to him in English. The teacher welcomes the researcher and the researcher sits on the back of the classroom. There were about 22 students in the classroom and they put the reading textbook on the desk. The teacher asks them to open the book and he assigns students to read by name and he translates each part into Arabic. After finishing reading and translating, the teacher explains the comprehension check questions and asks the students to answer the questions. Finally he summarizes the main theme of the text in Arabic language.

5.0 Conclusion

5.1 Summary

Based on data analysis, many of English instructors decode an authentic written text relying on their mental model and epistemological community. Moreover, tending to comprehend authentic texts, the instructors tend to configure Arabic language dynamic and formal equivalence to deduce the meaning and message. This mental model configuration is due to many reasons. Those reasons are instructors activate mental translation to comprehend authentic English written text, the inculcation of Arabic language liturgical status in the mental model and deriving epistemic community from Arabic language cultural perspective.

5.2 Findings

The study concludes that

1. The Arabic speaking instructors excessively rely on mental translation in comprehending native speakers' written production and extensive reading strategy rather than deconstructive, configurative and reflective or critical reading.
2. The Arabic speaking instructors do not activate written strategies such as appositive, foregrounding and other writing tactics, in comprehending a reading text.
3. The Arabic speaking instructors are intensively influenced by translation which sounds to be a fossilized habit.
4. Authentic written texts are produced naturally in regard to various readers' horizons who are supposed to activate configurative, critical and deconstructive reading.
5. Arabic language cultural aspect reframes the mode of thinking of most of Arabic speaking instructors.
6. Arabic language as a focal language liturgical constitutes epistemological community which modulates comprehension.
7. Comprehending an authentic written text is based on the impact of social situation and it operates meaningfully within that situation.
8. Knowledge, thought, and meanings expressed are deduced dynamically within the construction of mental model in regard to the situations and the larger social activity systems within the written text is produced.

5.3 Recommendations

In the light of these findings the researcher recommends that Arabic speakers should build mental from the textual linguistics and non-linguistics' elements. This can be achieved through:

1. A written authentic text should be comprehended via discursive, deconstructive and reflective reading.
2. Constructing equivalence of meaning in terms of translation should be avoided.
3. Arabic speaking reader should be exposed to lots of authentic materials for the purpose of comprehending an authentic text.
4. An authentic text should be deconstructed from epistemic community perspective.
5. Metacognitive processes which entails text interpretation, reflection and text production should be mechanically considered and practiced by speaking Arabic readers.
6. Context of an authentic written text should not only be regarded a social and linguistic situation but also as a subjective mental model that makes reader constructs subjective mental model.
7. Arabic speaking reader should exclude their psychological, social and cultural emotion toward Arabic language when endeavoring comprehending an authentic written text. In contrary, they should construct an embodied cognition which is based on high order thinking of cognitive domain and reasoning.

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