

Peculiarities of Linguistic Analysis of the Text as a Language Learning Strategy

Ihor Bloshchynskiy¹, Iryna Mishchynska², Nataliia Pasichnyk³, Anna Kosenko⁴, Olga Plavutska³, Nataliia Zakordonets⁵, Nataliia Hotsa³

¹ Doctor of pedagogical sciences, Professor, Head of the Foreign Languages Department, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine, Khmelnytskyi, Ukraine

² PhD, Associate Professor, Foreign Languages Department, Bohdan Khmelnytskyi National Academy of State Border Guard Service of Ukraine, Khmelnytskyi, Ukraine

³ PhD, Department of Theory and Practice of Translation, Volodymyr Hnatiuk Ternopil National Pedagogical University, Ternopil, Ukraine

⁴ PhD, Department of Communicative Linguistics and Translation, Yuriy Fedkovych Chernivtsi National University, Chernivtsi, Ukraine

⁵ PhD, Foreign Languages Department, Volodymyr Hnatiuk Ternopil National Pedagogical University, Ternopil, Ukraine

Correspondence: Ihor Bloshchynskiy, Doctor of pedagogical sciences, Professor, Head of the Foreign Languages Department, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine, Khmelnytskyi, Ukraine.

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Abstract

Linguistic analysis of the text is viewed as a language learning strategy in conditions of distance learning as well as in the process of regular classes. The results of the study conducted during the emergency (the quarantine) are presented in the article. The peculiarities of linguistic analysis of the text as a language learning strategy are highlighted in the article. Principles and methods of linguistic analysis of the text are considered in the study. The scheme of linguistic analysis of the text has been a key feature of the course in its application to varieties of texts according to their stylistic features. The mechanisms leading to realizing the process of linguistic education by its participants applying the language learning strategy are clarified. They consist in the deliberate combination of face-to-face and online learning activities providing for presentation of theoretical material as in the form of lectures as in independent and individual work of students. The experience of applying the course *Basics of Linguistic Analysis* in the process of linguistic education are generalized due to thorough choice of methodology in the process of presenting the material, conducting practical classes and carrying out control of the results of learning throughout the course. The prospects of professional development of future philologists by means of the linguistic analysis of the text are presented in the article.

Keywords: educational platforms, language learning strategy, linguistic analysis, methods and techniques of linguistic analysis

1. Introduction

Linguistic globalization requires a new multilingual person who is fluent in several languages: his/her native language, English as a means of international communication and other languages in accordance with his/her linguistic human interests. Language education provides respect for the national and cultural specifics of languages and other peoples, develops the ability of multicultural communication and teaches the use of skills that it possesses in intercultural communication. Learning new languages requires new curricula with a unified approach to language education.

Language and education have been interrelated; language, speech, dialogue and discussion are not just tools for translating knowledge, but systematic factors in the development and socialization of personality, especially in cases of emergency, when fundamentally new approaches to education and self-education are required.

The growing level of migration requires common means of international communication. These processes lead to the exchange of textual information. Adequate perception of this information is impossible without a balanced approach to the forms, in which it comes and is used.

Obviously, the effective use of information of any nature requires an analysis of the forms in which it is presented, i.e. linguistic analysis of texts, because in cases of emergency, the use of textual information increases.

The International Association of Universities published a joint paper in collaboration with the Erasmus Student Network on COVID-19 Impact on Higher Education: Institutional and Students Perspectives. It is mentioned that “despite the difficulties in the adaptation to a completely different methodology for teaching, the Higher Education sector demonstrated reactivity in order to find solutions to the challenge raised by the pandemic, and of continuing teaching and learning.” (IAU & ESN, 2020).

The Regulation on Distance Learning was approved in Ukraine in 2013. The situation in the world caused by the COVID-19 pandemic has led to intensification of the recommendations of this document, such as the use of communication tools in distance learning in accordance with the available system hardware (e-mail, forum, chat, video conference, blog, etc.). It was also recommended by the Ministry of Education and Science of Ukraine to practice lessons via Skype as well as preparation of tasks for self-study through Kahoot, Quizzz, IDroo, Miro platforms.

1.1 Statement of the problem

The necessity to organize the process of education in cases of emergency causes the wide use of distance education means and tools, followed by a discussion on the effectiveness of their use. Thus, the scientists considered such issues as online learning readiness during the Covid-19 pandemic (Widodo et al, 2020), difficulties and problems associated with modern technology (Dhawan, 2020), the conceptual framework of elements of emergency remote teaching (Alqabbani et al, 2020), the development and use of multimedia-enhanced content through the use of ICT (Ali, 2020) etc. However, urgent need for quality language courses and a wide range of courses suggested by various educational institutions and organizations require new approaches to language education and elaborate choice of language learning strategies. The focus of our research is on the approach to the linguistic analysis of the text as a language learning strategy in conditions of distance learning as well as in the process of regular classes.

1.2 Importance of the Problem

Rapid development of technologies as well as social processes in the globalized world require a new format of modern language education as a means of socialization of young people, which involves as formation of their worldview as development of communication skills. New approaches to language education appear to meet the requirements of the time. The academic course *Basics of Linguistic Analysis* is structured according to modern requirements providing access to linguistic education due to combining face-to-face and online learning activities. Language learning strategies have been of great interest for the educational environment in situations when students have to study online. In particular, it is important to highlight the peculiarities of linguistic analysis of the text as a language learning strategy. It is necessary to clarify the mechanisms that lead to realizing the process of linguistic education by its participants applying the language strategy. It is also useful to identify the prospects of linguistic analysis of the text for the process of education of future philologists.

1.3 Literature Review

The issue of text analysis is generally viewed as highly important in the process of linguistic development of future specialists in the field of philology. It has been in the highlight of linguists for decades. As it is mentioned in Handbook of Discourse Analysis, the academic study can be performed from a linguistic, anthropological, philosophical, sociological, poetical, psychological, historical or even communicative perspective (van Dijk, 1985).

The researchers focus on the efficient organization of Foreign Language for Specific Purposes (FLSP), including ESP, course regarding the professional competence: meeting specific needs of the program stakeholders, designing it for adult learners of intermediate or advanced levels, etc. (Katsara 2008, Kyrda-Omelian, et al., 2022). They note that students' motivation at the FLSP course is often instrumental, which means that they see foreign language skills as a useful tool to perform such extra-linguistic tasks as going abroad to learn and tourism, communicating with foreign citizens, widening one's horizons, etc.

Yesypenko et. al (2022) carried out a comprehensive linguistic-cognitive analysis having its focus on conceptual metaphors and the role of image-schemas in the metaphors construction. It was concluded that on the textual level

metaphors allow us to comprehend phenomena in the surrounding (the world) pictured in fairy tales in human terms (Yespenko et al., 2022).

Some scholars present a qualitative analysis and compare the number of critical elements in the written text (Hromova et al., 2022). Authors consider that students can understand non-physical concepts based on their own actions and characteristics while reading texts (Soloviova et al., 2021).

In the work (Lysenko et al., 2020) authors also revealed the necessity of providing foreign language training for the future diplomats based not only on integrating their professional tasks but also modelling the high-risk environment in which these tasks are performed.

Political advertising investigation in terms of its Generic Structure Potential (namely in multimodal texts) and interpreting the contextual schemas, political print advertisements, symbolism, graphic narration, generic were carried out on two levels (literal and interpretative) in the article of (Batrynychuk, 2022). Another article presented the results of the analysis of the terminological units of the frontier sphere. Bloshchynsky et al. (2021) analyzed the professional terminology used in the English and German variant of the same document – the Schengen Borders Code, which is a regulation that modifies existing legislation on border checks carried out on people. In order to compare the terminological units in the frontier sphere in the English and the German language, the peculiar feature of the linguistic notion *term* was defined (Bloshchynskyi et al., 2021).

According to Fairclough, (1995) text analysis should be carried out in such fields as vocabulary, grammar, cohesion and text structure further attention should be paid to such formal features as the “force” of utterances, the “coherence” of texts, and the “intertextuality” of texts.

In the overview of the approaches and methods for analyzing a text from a discursive viewpoint Hernández-Guerra (2014) reflects on such methods as, for instance, Grounded Theory by Glaser and Strauss (1967) that is a methodology for generating theories on the basis of linguistic and contextual data, using interviews, notes and observation reports.

Content Analysis is a quantitative and linguistic method applied in accordance with the level where the research is performed, namely syntactic, semantic, pragmatics.

Critical Discourse Analysis by Fairclough (1995) is based on discourse, thus being a non-linguistic method. Intertextuality and sociocultural knowledge are involved in the process of its application. Discourse Historical Method was developed by Wodak (2008). It is based on interviews, rounds of discussion. A text develops as a result of the speech situation, the status of participants, time and place, and other sociological variables.

The approaches and methods of text analysis are discussed in the course *Basics of Linguistic Analysis* along with their types and structure. Texts differ according to their structure, according to the number of participants in the process of communication, according to their genre and style, according to the form of the content representation. The problem of structuring levels of the text is highlighted by Blackwell (2013), Martin (2000), Thompson (1994) and other authors. Some of them analyze the structure of certain parts of some texts, some investigate text structure at the level of paragraphs.

Concerning the ways, the material of language courses is presented it is important to highlight the role of learning strategies. From the standpoint of cognitivism in relation to learning technologies, the concept of cognitive strategies, i.e. intellectual skills used by students to control the internal processes of attention, perception, understanding, and transmission of information. Learning strategies can vary in quality, origin, purpose and application. Oxford (1993) defines cognitive strategies as "specific actions, behaviors, steps, and techniques used by students – often consciously – to ensure progress in learning, memorizing, reproducing, and using a foreign language" (p. 175).

There are several taxonomies of cognitive strategies. According to one of them, there are metacognitive, cognitive, social and emotional cognitive strategies (O'Malley & Chamot, 1990). Metacognitive strategies are used to understand the cognitive process, plan the approach to the task and assess how well it is performed. Cognitive strategies help to learn one's native language, draw conclusions, relate concepts, and acquire learning skills such as taking notes, using dictionaries, and other reference materials. Social and emotional strategies involve looking for help from others and overcoming feelings such as anxiety or the need for self-motivation associated with language learning.

Learning cognitive strategies will be successful if it becomes part of a process during which students learn to control their own language learning, develop the ability to practice a foreign language on their own. An accurate understanding of cognitive strategies allows students to transfer these strategies from the learning environment to any other appropriate environment in which they may find themselves and to develop the ability to choose which strategies best

meet the task without constant guidance from the teacher. Finally, the rationale for cognitive strategies can help increase the motivation of those who have difficulty in the process of studies.

In view of cognitive strategies much attention has been paid to language learning strategies. Hardan (2013) in his analysis of language learning strategies noticed that “Language learners use language learning strategies as a means to facilitate the acquisition of language and the use of information they receive, store and recall” (p. 1715).

In the process of learning students constantly need opportunities to exchange ideas, strategies that they use to learn educational material. So, there is a constant need for continuous learning activities in groups and in pairs. They also need to interact with the teacher, who can determine from which point the students will no longer need the instructions. To ensure such activities, learning cognitive strategies should be included in language lessons on an ongoing basis. Learning strategies should be focused on the needs of students, based on the strategies they already apply. At the initial stage, students are taught basic receptive, mechanical strategies. More complex interactive, reflective, and metacognitive strategies are introduced later.

1.4 Research Questions

What requirements should be provided by teachers for the course of linguistic analysis as a language learning strategy to ensure understanding of basic concepts and theories of the philological specialization by students? What educational tools can help students develop their abilities to collect, analyze, systematize and interpret the facts of language and speech to solve complex problems in specialized areas of professional activity and / or training?

2. Methods and Procedure

Such methods as theoretical analysis, comparison, substantiation, generalization, systematization of theoretical and practical material were used in the process of the research. The method of theoretical analysis was applied at the stage of work on the course program. Later, this method was used for the analysis of the scientific literature on cognitive strategies to achieve the effect of learning material during the pandemic. The analysis of the sources was aimed at selecting the appropriate strategy to achieve higher effect of learning and teaching materials. This method helped us to identify the peculiar features of linguistic analysis of the text and structure them for the effective use in the process of linguistic development of future specialists in the field of philology.

The method of substantiation was used for the selection of methods and techniques of linguistic analysis as a cognitive strategy that can be used by students both during regular classes and in the process of distance learning. We elaborated on the approaches and methods of text analysis and identified content analysis and critical discourse analysis to be used by our participants in the course of the research.

The method of comparison was used to compare the results of the intermediate test, which was conducted before the announcement of quarantine, and the results of the exam, which was conducted on the basis of the Zoom platform using the tasks developed for distance learning.

Methods of generalization and systematization of educational material were used at the final stage of the study to summarize the use of linguistic analysis of the text as a cognitive strategy that should be used in the process of distance learning using information technologies such as Google Classroom, Moodle, Zoom etc.

2.1 Participants

The study was conducted to determine the peculiarities of linguistic analysis of the text as a cognitive strategy in the process of education. The study was conducted in three stages. At the first stage, the program of the course *Basics of Linguistic Analysis* was developed, sources of educational literature for the course were selected, as well as the groups of cadets and students, in which training was to be conducted using linguistic analysis as a language learning strategy. Such groups were defined as groups of cadets and students of the 1st year of study, in which training took place in the regular mode at the beginning of the semester and in distance mode in conditions of quarantine. 22 cadets and 20 students of the National Academy of the State Border Guard Service of Ukraine were involved in the training. The participants selected the course from the optional courses of the curriculum for obtaining Bachelor's degree in Philology, which presupposes much work on oral and written historical sources. They were motivated to apply the effective language learning strategy in their future studies. 14 male and 8 female cadets selected the course with the purpose of acquiring firm basis for their further linguistic education. 6 male and 14 female students selected the course with the same purpose.

The second stage consisted of two periods: the pre-quarantine regular classes and distance learning during the quarantine period. The training was conducted by two teachers in the selected groups.

The third stage included the procedure of examination that is the method of control, and summing up the results of

both the pre-quarantine and quarantine periods.

2.2 Instruments

Since the course *Basics of Linguistic Analysis* is optional, at the beginning of the study a survey of students and cadets was conducted to determine their motivation to study the course. Repeated surveys were conducted in the same groups of cadets and students at the beginning of distance learning during quarantine, which began on March 12, 2020. The results of the re-survey showed a slightly reduced motivation to study the course, which was a consequence of increasing anxiety of students, cadets and teachers due to the situation with the coronavirus.

To determine the results of learning the course material, multiple-choice tests from the course *Basics of Linguistic Analysis* were developed and placed in the Moodle learning environment, which is used at the National Academy of the State Border Guard Service of Ukraine. Such tests were offered in groups of cadets and students who worked on the course. Tests conducted at the beginning of distance learning using the Moodle learning environment showed an average level of knowledge of the course materials, and the students' level of knowledge was higher than that of the cadets.

Exam materials were also developed for the Moodle learning environment. The students and cadets were asked to answer 2 theoretical questions and do one practical task on the course material. The results of the exam were higher than the results of the intermediate testing, which was conducted in the middle of the semester. Moreover, students and cadets demonstrated approximately the same level of knowledge. These results allow us to conclude that the use of linguistic text analysis as a language learning strategy is as effective in the conditions of distance learning as in the process of regular classes.

2.3 Procedures

The course *Basics of Linguistic Analysis* is taught during the 2nd semester as an elective course. The total amount of study material is 4 credits. Of these, 40 hours are allocated for academic workload, 40 hours – for student/cadet independent work and 40 hours – for their individual work. Theoretical material is taught in lectures (18 hours) and processed during practical classes (16 hours). At the end of the course students/cadets are given a module test and they are to take an examination.

The course is intended to enable students to use the obtained ideas about the expression of the author's modality in the text and determine the types of texts according to their stylistic features. Among other skills, a student of the course is supposed to determine and characterize the morphological structure of English words. Besides, a person studying the course will be able to recognize the stylistic peculiarities of different types and genres of scientific texts at the same time determining the manifestation of the author's individuality in the scientific text. The other abilities developed as a result of one's involvement with the course are supposed to enable students to distinguish the stylistic features of different types of official business texts and analyze the language of the newspaper.

Strategies of the course allow students to apply the method of independent work to improve their knowledge of the basics of linguistic analysis. At the same time, they are able to familiarize with modern methods of linguistic analysis while studying the main sources containing material on the course of linguistic analysis. They have an opportunity to consider different scientific approaches to the problems of linguistic analysis. It enables students to use the presented by Hrasnitski (2019) principle of blended learning umbrella combining face-to-face and online learning activities.

Distance learning was conducted using the Zoom platform, which allows both to deliver lectures and conduct practical classes. Testing and the exam were conducted using the Moodle learning environment. Control of tasks for independent and individual work (students' papers) was also carried out via Zoom platform.

3. Results

In the process of the research the peculiarities of linguistic analysis of the text as a language learning strategy became obvious. The primary goal of the course is to define types of information and functional-semantic types of speech. It is gradually realized throughout the course. Types of information and functional-semantic types of speech appear to be inseparably linked to styles and genres of different types of texts. Different types of speech function according to their rules in texts of different styles and genres, each of them having its theme presented in the manner characteristic of the appropriate style and genre.

Methods and techniques of linguistic analysis of the text are of great importance for the course of linguistic analysis as a whole as they are constantly and thoroughly applied in the process of linguistic analysis of texts depending on their functions and specifics. Factors that determine the nature of the selection and organization of language means in the text are of great importance in the process of linguistic analysis as well as principles of the analysis of texts.

These deal with the levels of the analysis of text. Thus, Buckmaster (2015) holds it important to analyze a text on the level of grammar first proceeding to the levels of its theme and lexis.

Gross suggests (1990) such levels of the linguistic analysis of the text as Lexical analysis of simple words, Syntactic analysis, Lexical analysis of complex forms, analysis of Sentential components, analysis of lexicon and grammar.

Such methods of linguistic analysis of the text are used as explication of text, comparative method, information-semantic method, method of structural-fragmentary description, information-semantic method, conceptual method, method of associative fields.

Such techniques of the linguistic analysis of text are recognized as visual and acoustic perception of the text, segmentation, observation of language elements of all levels, selection and systematization of material in accordance with the updated language means, linguistic commentary on linguistic phenomena according to the specifics of the text, linguistic experiment as one of the methods of text analysis, statistical methods of text analysis. These techniques require use of information technologies, electronic databases and application of educational platforms such as Google Classroom, Moodle, Zoom and other.

Methods and techniques of text analysis are supposed to be applied according to genres of texts. The problem of classification and typology of styles and genres of texts is discussed in the course of linguistic analysis. Texts are generally divided into literary texts and non-literary texts. Significant attention is paid to the way of presenting a text material either in a form of narration or a dialogue.

Much attention is paid to methods and techniques of text analysis in the process of work on the course. They help us identify the prospects of linguistic analysis of the text for the process of education of future philologists as students are supposed to analyze and interpret texts of different genres from various spheres of human activities. Methods and techniques of text analysis are supposed to be applied according to genres of texts. The problem of classification and typology of styles and genres of texts is discussed in the course of linguistic analysis. Texts are generally divided into literary texts and non-literary texts. Significant attention is paid to the way of presenting a text material either in a form of narration or a dialogue.

Types of information and functional-semantic types of speech are viewed through the category of informativeness. Informativeness is viewed by Davies & Arnold (2018) as “a property of expressions within their contexts, such that more informative expressions are those that match a smaller set of candidate referents in the context” (p. 4). The structure of the category of informativeness is generally discussed in the framework of the course of linguistic analysis. Such types of information as factual, conceptual, subtextual, methodical, and emotional ones are recognized in texts. The theme of the text is closely considered a key point of the information presented in the text.

The course of linguistic analysis deals with characteristic features of different types and genres of scientific texts. For instance, manifestation of the author’s individual style in the scientific text is considered. Scientific texts and their classification present great interest. Formation of scientific style in the Ukrainian language is viewed in comparison with that of in the English language. In the process of linguistic analysis one should pay special attention to scientific texts proper and educational scientific texts. Popular science texts present a separate sphere of interest in the process of linguistic analysis. Specific linguistic features of scientific texts are considered. Basic requirements for the structure of scientific tests are highlighted.

Official business texts are viewed as a special target of linguistic analysis. Specific features characteristic of different types of official business texts are thoroughly analyzed in the course.

The language of the media has been in focus of the course of linguistic analysis. New forms of presenting different phenomena of modern life in different spheres of human activity are highlighted in the course of linguistic analysis.

The general scheme of linguistic analysis of the text includes the analysis of the author’s literary works, the literary text under analysis, the time of its creation, its genre, theme, plot, idea, segmentation of the text, the message expressed by the text: story line, description, reasoning, dialogue, monologue, the language of the author or the language of the characters, the system of characters.

As a result of combining face-to-face and online learning activities it was possible for us to clarify the mechanisms leading to realizing the process of linguistic education by its participants applying the language learning strategy. The course of linguistic analysis develops the ability to search, process and analyze information from various sources. It also forms the ability to abstract thinking, analysis and synthesis. It enables students to develop such professional competencies of future linguists as understanding the structure of philological science and its theoretical foundations and ability to use knowledge of language as a special sign system, its nature and functions, at all levels in

professional activities. It contributes to development of ability to collect and analyze, systematize and interpret linguistic, literary facts as well as the ability of interpretation and translation of the text.

The course of linguistic analysis enables students to acquire the knowledge of such concepts as context, subtext, macro text, micro text. It helps to develop the understanding of types of texts as well as features of the text. It allows to understand main principles of linguistic analysis of the text and linguistic analysis of the literary text as well as methods and techniques of linguistic analysis. A person will be able to differentiate among types of information and functional-semantic types of speech as a result of studying the course of linguistic analysis. Compositional and speech means of organizing the text as a whole will be in active use of a linguist after the course study together with the principles of classification of modern English vocabulary. A person will be able to differentiate among varieties of texts according to their stylistic features. The course presents information concerning aspects of studying the semantics of the text. It provides knowledge of methods of linguistic analysis of the text. Thus, students acquire firm basics for realizing the process of their linguistic education by means of applying the language learning strategy.

4. Discussion

A common feature of all learning strategies is that they define a good student as the one who makes decisions independently, openly or subconsciously, depending on what is to be done to improve the language learning process, regardless of the context in which it takes place. Such a student knows what to focus on and what strategies can be applied at a certain stage of learning. He is actively looking for information, opportunities that can be applied in practice, as well as help from available resources, including professionals in the field, textbooks and manuals. Such a description involves an individual development plan, which is mostly developed by an individual. In this case, classes and training, which are directed by a teacher, who determines what, when and how to study, differ more from the described form of individualized linguistic development than contribute to it.

Although students are not always aware of the strategies they use, the most successful students use a wider range of strategies than the less successful ones. The question is whether the teacher should directly intervene in the application of cognitive strategies and teach students how to make the language learning process more effective, if they can do it on their own through cognitive strategies. Introducing students to cognitive strategies over several lessons, after which the teacher expects these strategies to be successfully applied in practice, is not very productive.

To achieve the program results of studying the course of linguistic analysis a student is to acquire the firm knowledge of what a text is. The notions of context, subtext, macrotext, microtext; types of texts, features of the text are to be deeply understood. These notions, types and features of the text are presented in the course of lectures as a part of the theoretical material. Practical classes are organized and conducted in the way to learn the notions and practice defining types and features of texts. Students also have to complete the individual tasks and learn the material independently. They present the fulfilled individual tasks in the form of essays. Besides, students learn the main principles of linguistic analysis of the text. They develop the ability to apply methods and techniques of linguistic analysis. Students are supposed to develop the ability analyze the functional capabilities of language units of different levels at certain stages of perception of the text (acoustic-visual, imaginary, semantic, content, aesthetic stages) as a result of their work on the course. Linguistic analysis of the text as a language learning strategy allows students to determine the types of information in the text, namely information may be factual, conceptual, subtextual, methodical, emotional. The course enables students to distinguish the types of speech that function in texts of different styles and genres, such as description, narration, reflection, and present their classification. The ability to evaluate compositional and speech means of organizing the text as a whole and the dominant features of the texts by their stylistic features is developed in the process of studying the course of linguistic analysis of the text.

Evaluation of the results of our cadets and students involved in learning the Basics of Linguistic Analysis was conducted according to the educational plan. The cadets and students had the midterm testing at the end of the pre-quarantine period in the process of face-to-face learning activities. The results of the test are presented in Table 1. The results of the module test and the exam are also presented in Table 1. The module test was conducted two weeks before the exam.

Table 1. Grades/ Results of the pre-quarantine and quarantine periods

	Midterm (UA/ ECTS)	Module test (UA/ ECTS)	Exam (UA/ ECTS)
Group I (Students)	3.8 (78)	4.5 (89)	4.7 (94)
Group II (Cadets)	3.6 (77)	4.43 (88)	4.51 (90)

The cadets and students worked online on the course during the quarantine period. They had an opportunity to apply methods and techniques of linguistic analysis in the process of their studies. The arithmetic mean of the midterm, module test and the exam demonstrate the steady growth of the results. The grades obtained by the students and

cadets as a result of their work on the course during the quarantine period in the process of online learning activities are sufficiently higher than the grades obtained by them at the midterm testing.

According to the above stated outcomes of the course, linguistic analysis of the text can be referred to as a metacognitive language learning strategy as it contributes to understanding cognitive processes, planning the approach to the task and assessment of the results.

5. Conclusions

Assuming that the course of linguistic analysis as a language learning strategy is to ensure understanding of basic concepts and theories of the philological specialization by students, it is concluded that the structure of the course and methods and techniques applied in the process of work on the course ensure acquiring firm knowledge of the theoretical material and its practical application by students as in regular educational environment as in the process of distance learning.

The course highlights the types of context presentation that function in texts such as description, narration, reflection. Instructing as a specific type of text presentation is also analyzed in reference to the types of context presentation that function in texts. The main types of texts are considered as well as their properties such as coherence and integrity of the text. Special attention is paid to the text structure. Such types of texts as narrative texts, prose texts, poetic texts are considered in the course of linguistic analysis with the help of educational platforms such as Google Classroom, Moodle, Zoom. Methods and techniques of linguistic analysis of the text are to take into account factors that determine the nature of the selection and organization of language means in the text as well as the principles of analysis of the literary text. They are constituents of the scheme of linguistic analysis of the text with the help of platforms Google Classroom, Moodle, and Zoom. The general scheme of linguistic analysis of the text includes the analysis of the author's literary works, the literary text under analysis, the time of its creation, its genre, theme, plot, idea, segmentation of the text, the message expressed by the text: story line, description, reasoning, dialogue, monologue, the language of the author or the language of the characters, the system of characters. Thus, students learn to analyze any text as a whole and elaborate on its details.

Concerning educational tools that can help students develop their abilities to collect, analyze, systematize and interpret the facts of language and speech, such techniques of linguistic analysis of the text as visual and acoustic perception of the text, segmentation, observation of language elements of all levels, selection and systematization of material in accordance with the updated language means, linguistic commentary on linguistic phenomena, respectively, to the specifics of the text are studied in the course of text analysis. Linguistic experiment as one of the methods of text analysis and statistical methods of text analysis are also viewed in course of linguistic analysis. Deliberate choice of face-to-face and online language learning activities enables a teacher to instruct students and teach them to solve complex problems in specialized areas of future professional activity and / or training. The use of cognitive strategies in the process of learning a foreign language generally promotes independent learning of a foreign language by students and intensifies its use in communication with other participants in the process of education. Deeper analysis of cognitive strategies will allow to apply them more effectively in the process of education. Linguistic analysis of the text as a metacognitive language learning strategy enables students and teachers collaborate on the basis of educational platforms such as Google Classroom, Moodle, Zoom and other information technologies as in conditions of regular educational environment as in cases of emergency. It enables teachers and students to combine face-to-face and online learning activities in the educational process.

A proposal for further research is to carry out the analysis of correlation of face-to-face and online activities in the educational process.

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