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METHODS OF ANALYZING SATIRE IN THE ENGLISH LITERATURE (ON THE  
EXAMPLES OF "ADVENTURES OF TOM SAWYER AND HUCKLEBERRY  
FINN" BY MARK TWAIN AND "ANIMAL FARM" BY GEORGE ORWELL)

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***The article presents the main methods, approaches and forms that should be used to ensure students' understanding of satirical elements, as well as to highlight the factors hindering the study of literature. We have also highlighted some of the elements and characteristics of satire that can serve as a guide for students and professors in identifying satire, its means of expression, and its broader purposes.***

***It should also be noted that satire is a useful tool used in writing to address various aspects of society, and it can be entertaining and interesting for all walks of life. Satire serves to indirectly address major issues and our aim was to convey this message to readers through a variety of methods and approaches used to convey the main idea of satire.***

***Keywords:*** *satire, foreign literature, semantic and comparative analysis, exaggeration, incongruity, conversion, parody, clues, techniques.*

The purpose of this article is to find ways to make subtleties of satire intelligible for university students who might not demonstrate interest towards the given literary work because of the lack of understanding of what is hidden behind the storyline.

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The impact of literature in modern society is undeniable. Literature acts as a form of expression for each individual author. Some books mirror society and allow us to better understand the world we live in. We are easily connected to the psyche of authors through their stories. It also reiterates the need to understand modern day issues like human conflict and problems within the society. This connection would be impossible without a pervasive understanding of literature. Authors use satire to criticize abominable phenomena of society in an indirect and subtle way the understanding of which would boost skills for perceiving literature critically and more profoundly. Therefore, it is of high significance to explore and apply methods that would serve as valuable tools to explain and decipher satire for university students who take literature classes.

In accordance with the goal, the following specific objectives have been outlined: to analyze the “Animal Farm” by George Orwell and “Adventures of Tom Sawyer and Huckleberry Finn” by Mark Twain to highlight the means of expression of satire and to identify the main features inherent to satire. Besides, understanding satire is important in terms of reading and understanding a piece of literature critically to research the case methods used in satire and to explore its characteristic traits, to conduct lessons for the students of English language and Literature Department the outputs of which will be presented in this work.

The object of the research is the new teaching methodology of foreign literature methods of analyzing and explaining satire.

The subject of the research are the satirical evaluation models in works of Mark Twain and George Orwell.

During the research the following methods were used:

- 1) theoretical: study of relevant scientific literature,
- 2) methods of semantic and comparative analysis: while analyzing the practical material.

Firstly, we have spoken about “Animal Farm” by George Orwell. First of all, we have briefly introduced the author’s biography, then the plot of the work in review and afterwards we have traced the satire in this work to reveal some characteristic features pertaining to satire.

Afterwards, we have addressed the satire in Mark Twain’s works meanwhile referring to the main methods used to identify and highlight satire and its purposes for university students.

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We have discussed many important questions that will make the audience understand that these works are not sheer adventure stories to entertain the readers but that their target is to tackle the abominable phenomena existing in society which is possible through an in-depth study of the work.

Finally, we have discussed the following questions: What the meaning of satire is, How it is important to understand satire in literature, How to explain satire to students.

We have a practical part where we have represented:

- 1.What methods should be used to explain satire to university students,
- 2.What students must know about satire.

When it comes to teaching satire, it is of great importance to detect and understand it and several tips might be helpful while identifying and explaining satire to students.

In the end, we have summed up the results of our analysis and pinpointed the findings resulted by our practical activities and research.

As for defining satire, it is the use of humor, irony, sarcasm, or ridicule to criticize something or someone. Public figures, such as politicians, are often the subject of satire, but satirists can take aim at other targets as well—from societal conventions to government policies. Satire is an entertaining form of social commentary, and it occurs in many forms: there are satirical novels, poems, and essays, as well as satirical films, shows, and cartoons.

To provide students with a better understanding of satire we found it appropriate to explore the techniques used in satire each of which can serve as guidance towards a particular satirical target, as well as to highlight these techniques by the examples of works being studied in this paper.

There are commonly considered to be four techniques of satire, the study of which will presumably give the student a clear idea in mind of the story and what the author is attempting to satirize

#### 1.Exaggeration

The first footstep to crafting a triumphant satire is discovering what the writer desires to exaggerate. This can be subtle and on a little scale, such as in personality portrayals or a person's inner world, or it can be as full-on as exaggerating settings, even the full narrative content itself.

2. Incongruity is about putting things into the inappropriate territory, gathering them if the writer will, in a way that makes them look funny.

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3. The third method of satire is conversion, in which the author destroys the situation to show the opposite of how things return to the reader.

4. The fourth satire technique is a parody based on the art of copying to imitate the style of another author, aspects of the flashlight of an existing story or stylistic details matched by cherries from the fiction of another author to punch holes in it.

After studying the manifestations of satire in the works of two great satirists in the English literature and exploring the main techniques to exploit satire, we have conducted a series of lessons for the students of the English Language and Literature. First, we have held quizzes to check the students' comprehension of the "Animal Farm" and "Adventures of Tom Sawyer and Huckleberry Finn". Only 40 percent of students gave correct responses.

Afterwards, lessons were conducted on how to best understand satire to perceive literature critically. We have discussed the techniques used in satire bringing one or two examples in the abovementioned works. Afterwards, they were given tasks to identify and unveil the use of satire in the demonstrated way. We asked several questions about the satire in the given works, its main message, or how students react to or perceive the episode. We explained that satire should be an argument, and therefore tried to convince the reader or viewer to have a specific opinion on the subject. On the other hand, we ourselves admitted that satire can be difficult to teach because it requires some basic knowledge of the subject that is being ridiculed, as well as the means by which the authors make fun of the subject, but at the same time stimulate deep reflection on the subject. We have also taken a bunch of real news articles and mixed them in with satire articles and seen if the students can tell the difference. During the lessons:

We have divided the class into small groups of students and made sure that each group includes some students who are strong writers and other students who are strong presenters.

We have instructed each group to choose a part from the "Adventures of Tam Sawyer and Huckleberry Finn" and "Animal Farm" correspondingly which they think was interesting and funny. Their task was to find out about what is hidden behind these funny elements.

We have given the groups 15 minutes to research their chosen part.

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After the research stage was complete, each group had to write a script for a satirical newscast based on their part.

Each group had to have two presenters who would deliver the newscast to the rest of the class. We also requested each group to use at least one visual aid as part of their presentation.

We gave students about 3 minutes to compose a written definition of what they understand satire to be in a single sentence. The intent here was to allow the students to have a general sense of this literary device, which would help them navigate their tasks. Later, students would synthesize what they learned from their tasks to generate a comprehensive definition of satire.

After this task, to ensure students have a firm grasp on the concept of satire, students were given writing, art or dramatic assignments in which they must have created their own works of satire and which later would serve them as individual works. We have assigned a fairy tale and encouraged students to write an exaggeration or parody of that story. We have chosen a political controversy and have had a mock interview in which the interviewer used satirical techniques like irony or understatement to highlight problems with the political figure being interviewed. We have assigned a state-of the art problem of Covid 19 and encouraged students to draw a satirical cartoon. We have also asked students to write a “fake” news article expressing satire. Each student shared his creation with the class, and discussed which techniques they used and how effective their work was. By reading and writing satire, students developed critical thinking skills and creative writing skills. Beyond that, it has been a lot of fun! Along with demonstrating literary examples of satire, we have also provided them with a mix of examples sharing an episode or clip from a satirical TV show or late-night monologue. We have also provided students with video or audio clips of satire examples and political as another great resource to understand satire. It is also important for students to understand that people interpret satire differently and find different levels of humor in satirical resources and that satire is often intended to point out hypocrisies, inconsistencies, or other political and societal flaws. With this in mind, we encouraged our students to use satire that is both informative and appropriate. At the last lesson, students responded to the same quiz questions as presented at the first lesson. 80 percent of participants gave correct answers.

In the result of the conducted lessons, we have identified the main factors that hinder the students from reading literature which can later serve as an

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effective tool for combating against students' reluctance to undertake reading and, most importantly, highlighted the main methods of teaching literature proving to be appropriate while explaining satire. Below we are going to explore both.

- Factors Militating Against the Study of Literature

- Laziness:

- Competing Media and Electronic Chatting among Students:

- Misuse of teaching methods in literature:

- Recommended Approaches and Methods

In view of the foregoing, the following have been recommended and it should be noted that no approach or method is extolled over others. The choice is for the professor and combinations could be effective.

- Approaches

- Thematic approach: This is the teaching of literature based on the understanding of the central theme and the sub themes.

- Stylistic approach: This has to do with looking at the text in respect of the author's style and in comparison with another author.

- Group Approach: This engages the weak and the strong in a common activity possibly to strengthen the weak. But as an approach to teaching of literature, group approach is engaged in to dramatize or act out the text.

- Response Approach: This portrays the critical method. This offers the student the freedom to be real to the text and not stereotyped or stage-managed.

- Integrated approach: This has to do with looking at a text as a whole entity. This approach also involves using the text to teach language and literature. A text could be so used to teach vocabularies, pronunciation, literary devices etc.

- Problem posing approach requires the students to unravel a given mystery in the text. Methods

- Criticism method: This is highly recommended in literature teaching. Students may be occasionally required to criticize the information they obtain from the „Study Guides“ with close reference to the actual text. This method prompts student to read further for more information. This is capable of evoking and sustaining the interest of the students in the subject.

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- Discussion method: This could be an effective means of ensuring that students read the text and acquire the correct information.

- Discovery method: This stems from problem posing approach and can achieve greater result when fused with discussion method. Here the teacher can identify some of the contemporary issues raised in the text under study and encourage the students to propose solutions bearing in mind the evidence contained in the text. This encourages originality and flexibility of ideas or thoughts.

- Also, to encourage initiatives and curiosity, questioning method is encouraged.

- Project method: Because of individual differences, some students are known to demonstrate poor language skills. Project method can assist them. Here it is recommended that creative writing based on some topics from the text becomes a regular exercise.

- Activity method: This can be best portrayed with dramatization technique which is great value to the teaching of literature.

- Read and explain method though related to discussion method, is also a good method that challenges the students.

Techniques: The professor can develop a variety of techniques to facilitate the teaching and learning of literature. His techniques would be determined by a number of factors; the age of the learners, the environment where the teaching/learning takes place, the text to be read, availability of material resources and of course the time available to the class. Against these backdrops, the professor can ask the students to memorize poems and recite them to the class. They can be encouraged to rewrite a novel using different characters from the names in the original text. The teacher can organize book carnivals where students would not just act out plays, model reading but would exhibit the different genres of literature they have written; short stories, poem etc. Debates for and against the roles of the protagonist, antagonist and other characters of interest will boost the morale of the students. Apart from explaining satire and other literary devices, the professor can equally teach language via the literature class by giving such tasks or assignments as, qualify each character in the text using ten different adjectives.

The relevance of satire should be discussed: what makes this genre universally and timelessly relevant? Students should be invited to share ideas. It

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will be helpful to point out to students that satire began in the classical world and has continued to the present, assuming modern forms through film and television.

#### Clues that Something is Satire

While highlighting examples of satire in the aforementioned works, we have also drawn out clues that might prompt students that they are dealing with satire:

It appears to be lacking respect or it is irreverent. Again, on its own, this would not be enough to make a determination, but satire often appears disrespectful (even if the actual point it is making is the opposite)

It says what people are thinking, but don't want to say. Satire may appear blunt and "too honest". It's politically incorrect

Satire, depending on the tone, may appear unconcerned about who might be offended. Again, this is just a clue, and insufficient by itself.

The ideas and story are over-the-top/exaggerated

This is huge. If you get that feeling, like, "hey, this seems too over the top to be real", you just might be onto something.

The characters are exaggerated/in caricature

It points out contradictions and hypocrisy

It advocates something unethical and acts like it's normal Again, this is very common in satire, but the key is to combine this with humour. If someone is advocating something unethical, but there is no humour behind it, it is probably not satire.

It is funny. The context makes it clear that it is satire Certain websites, television shows, and comedians are known for doing satire. This context will make the satire that much more obvious. Having a knowledge of the point that's being made who/what is being satirized.

Finally, based on the practical experience we have deduced the main methods, approaches and techniques to be used to ensure the students' perception of satirical elements, as well as factors militating against the study of literature. We have also underlined some clues and features inherent in satire that might serve as a guide for students and professors in revealing satire, its means of expression and wider objective.

To conclude, we would like to mention that satire is a useful writing technique by which the writer can tackle different aspects of society and it can

be funny and interesting for all parts of society. Satire serves to address main issues and problems indirectly and our goal was to communicate this message to the readers through a set of techniques, methods and approaches to be used to convey the main idea of satire.

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Հոդվածում ներկայացված են այն հիմնական մեթոդները, մոտեցումները և ձևերը, որոնք պետք է օգտագործվեն ուսանողներին երգիծանքի տարրերը հասկանալի դարձնելու, ինչպես նաև նրանց ընկալումը խոչընդոտող գործոնների վերհանման համար: Երգիծանքը վաղուց ի վեր դարձել է լեզվաբանական ուսումնասիրությունների առարկա, սակայն ժամանակակից գիտական իմացության զարգացման պայմաններում երգիծանքի ուսումնասիրության սոցիալ-լեզ-

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վաբանական և լեզվամշակութաբանական ասպեկտները, նրա լեզվական և թարգմանչական արտահայտչամիջոցների նկարագրությունը նշանագիտության և շարահյուսության, իմաստաբանության և պրագմատիկայի տեսանկյունից պահանջում են մանրամասն ուսումնասիրություն՝ հաշվի առնելով ժամանակակից բանասիրության մեջ կիրառվող մոտեցումները:

Կարևորվեցին երգիծանքի նույնականացման և վերլուծության որոշ ասպեկտներ, որոնք կարող են ուղեցույց ծառայել ուսանողների և դասախոսների համար երգիծանքը և նրա լեզվական արտահայտման ձևերը գեղարվեստական ստեղծագործություններում ուսումնասիրելիս:

**Բանալի բառեր՝** երգիծանք, արտասահմանյան գրականություն, իմաստային և համեմատական վերլուծություն, չափազանցություն, անհամապատասխանություն, փոխակերպում, պարոդիա, հոշոմներ, տեխնիկա:

**МЕТОДЫ АНАЛИЗА САТИРЫ В АНГЛИЙСКОЙ ЛИТЕРАТУРЕ  
(НА МАТЕРИАЛЕ ПРОИЗВЕДЕНИЙ МАРКА ТВЕНА “ПРИКЛЮЧЕНИЯ ТОМА  
СОЙЕРА И ГЕКЛЬБЕРРИ ФИННА” И ДЖОРДЖА ОРУЭЛЛА “ФЕРМА  
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В статье представлены основные методы, подходы и формы, которые следует использовать для обеспечения понимания учащимися сатирических элементов, а также для выделения факторов, препятствующих её восприятию. Феномен сатиры давно является объектом лингвистических исследований. Однако в условиях развития современного научного знания социолингвистический и лингвокультурологический аспекты исследования сатиры, описание её языковых и транслогологических средств выражения с позиций семиотики и синтаксиса, семантики и прагматики требуют детального изучения с учётом интенсивно применяемых современной филологической наукой подходов

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Были выделены некоторые аспекты выявления и анализа сатиры, которые могут служить руководством для студентов и преподавателей в процессе рассмотрения феномена сатиры и её языкового выражения в произведениях художественной литературы.

**Ключевые слова:** сатира, зарубежная литература, семантико-сопоставительный анализ, преувеличение, несоответствие, конверсия, пародия, подсказки, приемы.

Հոդվածը ներկայացվել է խմբագրական խորհուրդ 30.09.2022թ.:

Հոդվածը գրախոսվել է 12.10.2022թ.: