**“*The Water Was Dark and It Went Down Forever*” by Tim Winton: Applying Beach’s Five Perspectives**

1. **Knowledge of text conventions** (textual theories)

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| Q1 How has my knowledge of literary devices like symbols and imagery helped me to understand the text? | Answer |
| Q2 Who is the **implied or ideal reader** for the text? | Answer |

1. **Modes of experience** (experiential theories)

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| --- | --- |
| Q1 Do I identify, at least at times, with the characters? | Answer |
| Q2 How do I, as a reader, fill the gaps in the text through my own life experiences, cultural assumptions, knowledge of genres and textual features?  | Answer |

1. **Psychological perspective** (psychological theories)

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| Q1 Do the characters’ personalities relate to mine, for example, in their search for identity? | Answer |
| Q2 How does my present mood impact on my reading of this text?  | Answer |

1. **Social context** (social theories)

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| Q1 How did I react to reading a novel for school study rather than pleasure? | Answer |
| Q2 In what classroom role do I read the text - class clown, teacher-pleaser, burn-out, class politician? | Answer |

1. **Cultural identities** (cultural theories)

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| --- | --- |
| Q1 Do I connect with the views, values and ideologies expressed in the text? | Answer |
| Q2 How do the ideologies I am invited to accept in the text match or mismatch with my own? Why is this so? | Answer |

**Concluding Remarks**

These five theoretical perspectives represent what it is that the reader brings to his/her transaction with the text in order to produce a reader-centred or personal reading. **When reading a text, you will most likely use more than one of Beach’s perspectives at any particular point of your response**. You should now be able to identify **HOW** you are producing a reader-centred reading of a text. That is, you should be able to defend your reading practices by writing a defense of those reading practices that you have used to produce a reader-centred reading. You have to be able to learn to **read the text from a reader-centred perspective** then **write a defense of your reading practices**. In order to do this efficiently, it is a good idea to number all the lines in your reading so that you can easily refer to the practices you used in your defense. Please note that reading and defense are very different genres – reflective and analytical, respectively.