A Research on the Application of Discourse Analysis Theory in English Reading—Teaching in High School

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Abstract: Discourse analysis theory plays an important role in high school reading teaching. The theory not only helps students how to understand and analyze the text, but also helps to improve language communication skills. This article will rely on the discourse analysis theory as its core, and focus on how to apply the theory in the process of reading teaching, in order to improve the teaching quality.

Keywords: High school English Teaching, Discourse analysis reading, Ability of reading.

1. Introduction

In order to meet the requirements of China’s new curriculum standard–high school students must be able to read ordinary English originals and English newspapers and periodicals, and students need to have perfect discourse analysis ability. Because the college entrance examination papers have their own characteristics, such as reading comprehension. Questions are very broad, including economy, technology, environment and culture. Furthermore, reading comprehension requires students to be flexible, at the expense of a lot of time. After reading an article, students need to further deepen their understanding of the information in the article, and form a picture and their own unique point of view in their minds. The options for the question will appear “infer” and “imply”, which have speculative meanings. This requires students to figure out the author’s intention and the inner thoughts of the protagonist based on the original text. What is not directly stated in the article does have implied content. These put forward higher requirements on students’ speed of doing questions and in-depth understanding of texts.

The reading comprehension section requires students to comprehensively apply their knowledge and problem-solving skills. Through the practice of reading comprehension, students are able to convert knowledge into ability, thereby improving students’ reading ability. However, in the current high school English teaching, most teachers still focus on the traditional language explanation. That is, pay attention to the form of the language, including how to distinguish the meaning of words, to analyze the grammatical structure, and explain important and difficult points. By doing this, students can understand the meaning of each word, and at the same time can have a clear understanding of the structure of each sentence, helping students understand the local. But this approach ignores the connections between sentences and sentences, paragraphs and paragraphs. Teachers always use reading materials as explanation materials for vocabulary and grammar, but they ignore the guidance of students’ reading comprehension methods. Due to the lack of relevant reading skills, students are still unable to improve their reading ability despite a large number of extracurricular reading activities.

2. Discourse Analysis Theory

Discourse is one of the main objects of systematic functional linguistics research. Systematic linguistics believes that human communicative activities and reflections are not expressed through sentences but realized through discourse, and the realization of meaning is generated in discourse through selection and meaning exchange.

What is discourse analysis? Discourse analysis studies the relationship between language and the context in which the language is used, usually referring to “linguistic analysis compared to larger language units of sentences or paragraphs. The reader scientifically and systematically analyzes the relative position of language in the text how meanings are generated, and identify structural patterns in a text and the linguistic means that mark these structural patterns, and find discourse series with similar contexts. When studying discourse, it is necessary not only to analyze the formal characteristics of language, but also to analyze the level above sentences. Discourse analysis should not only focus on the characteristics of language form, but also analyze the pragmatic function and sentence level, so as to improve students’ language level, and to cultivate students’ ability to obtain complete information and language communication ability.

Present the cognitive background and activate the mental schema. When people understand new things, they need to associate new things with past known knowledge experiences. The understanding of new things depends to some extent on the schemas that already exist in the mind. Teachers must pay attention to activating the relevant background knowledge that students have already possessed. In the process of reading, the existing knowledge of readers is the basis for accepting new knowledge. The key to our reading teaching is to let students use the known to know and understand the unknown. Encourage students to activate existing background knowledge by using the title, pictures, tables, first and last paragraphs of the article or key words that reflect the content of the text in the original text. At the same time, they also train their intentional recall of the previous situation to provide
clues for understanding. A simple reminder can be given to the knowledge in the shared knowledge circle of the students and the author, and for the unknown knowledge, they are encouraged to dabble more and accumulate more at the same time, so as to further expand the knowledge, so as to lay a good foundation for the subsequent deep understanding of the text.

3. The Application of Discourse Analysis Theory in Reading Teaching

Discourse micro-analysis is an important means of discourse analysis in English reading teaching, which not only helps to improve students’ reading comprehension ability, but also helps to cultivate students’ communicative ability. In fact, the discourse knowledge of high school students must develop in parallel with the ability of discourse analysis and comprehension. The development of high school students’ discourse micro-analysis ability should be outstanding:

1) comprehend or use syntax;
2) comprehend or use logical means of expression;
3) comprehend or use rhetorical means (primary level);
4) comprehend or use organizational means of constructing a text.

This process is actually the internal analysis of the discourse level, which is to analyze the language means to realize the discourse. It is necessary to analyze not only the function of clauses, the basic unit of semantics, but also the distribution of “theme-rheme”, “cohesion” and “coherence” means of discourse, focusing on cultivating students’ comprehensive use of language.

3.1 Competence and Communication Skills

Before discourse analysis, teachers should require students to fully preview the text and check the preview effect. For example, to check the students’ guessing of new words on the basis of their understanding of the text preview, it is enough to express the meaning of the text, and it is not necessary to make any mistakes in its usage. In this way, students can be prepared in content and psychology during class, and it can also save time in classroom teaching, so as to focus on the teaching of analyzing the deep meaning of the article. The analysis should be clear and coherent, highlighting the key words.

Students are required to understand the entire content, to analyze the inter-sentence and inter-paragraph relationships, to get the cohesion of the text, and understand the relationship between paragraphs; Sentences are placed in a certain context for grammatical analysis and training; after that, they are inspired and guided by asking detailed questions to help students deepen their understanding of the deep meaning of the article in further reading, such as the use of words in the article, related content Analysis of expressions and introduction to the background knowledge of the article. Therefore, in ordinary teaching, proper language analysis is essential. Teachers should focus on guiding students to learn and master language, vocabulary, grammar knowledge, and textual knowledge such as style, structure, and rhetoric to help them establish and expand language schema networks.

Because the cohesive function of vocabulary in discourse is both superficial and deep, both subjective and objective. It also deepens the difficulty for students to grasp vocabulary through context, so it is particularly important.

In terms of allowing students to master vocabulary, teachers should first teach students the vocabulary required by the “Curriculum Standard”. Vocabulary teaching should obey and serve text teaching. They should choose the best techniques, spend less time, and strive to be efficient, and then teach students how to context to guess the meaning of less frequently used words.

In teaching, teachers should first pay attention to cultivating students’ discourse awareness, and tell students that it is inevitable to encounter some rare words or some sentences with complex structure in the process of reading. To improve the reading speed, teachers usually need to provide strategic guidance to cultivate students’ ability to guess new words. For example: analyzing long sentences and guessing word meanings based on definitions or explanations; guessing word meanings based on comparisons and antonymy relationships; guessing word meanings based on causal relationships between preceding and following sentences; guessing word meanings based on discourse logical relationships, using reasoning methods and common sense of life and culture; guessing word meaning.

Word meaning or guessing word meaning based on knowledge of word formation. When encountering words or sentences that you cannot understand, you should continue reading. According to the principle of information redundancy in the discourse, it is entirely possible for the information in this part to reappear in other forms in other places in the discourse; Reasonable inferences can be made from the context of the text; the unread part may only be an auxiliary element. Even if it is not understood, it may not necessarily affect the reader’s understanding of the entire text. In addition, students should be taught to find the link of communication context, the logical link of information transmission, and master the transitional words used for connection, such as logical connection words expressing juxtaposition, time, cause and effect, condition, transition, and progression. When teaching Unit 15, use Reading Strategies to guide the strategy of linking words, and in the communication workshop part of Units 3, 9, 14, 15, 17, 20, and 21, you can use Writing teaching to systematically guide transition words. In order to carry out sufficient micro-analysis and consolidation training, the reading text can also be changed and designed as short text correction questions, cloze questions, word spelling questions, reference questions, and multiple-choice questions on the meaning of difficult sentences. The ability to discover, understand, judge and correct language points, and then cultivate their ability to use lexical, syntactic and discourse logic in discourse structure.

3.2 Break Through Discourse Analysis and Analyze Discourse Information

After analyzing the stylistic structure, it is necessary to analyze the article by means of bonding. Since the discourse is not a simple accumulation of unrelated sentences, but some
sentences that are related in meaning to achieve a certain purpose, discourse analysis focuses on the hierarchical relationship between sentences, paragraphs and paragraphs in the article. As well as the internal connection between the logic of thinking and the form of language between paragraphs, it pays attention to the ideological content and artistic characteristics expressed by language. It is necessary to use grammatical means, lexical cohesion, and logical relationships to find the relationship between words and sentences, and sentences and texts. In ordinary reading teaching, we ask students to find out the relevant cohesion. For example, (1) The referent and referent relationship are grammatical relationships such as pronouns to express semantic relationships. They are some vocabularies that plays a signal role and cannot be semantically understood by themselves. The answer must be found in the object to which the word refers. (2) Substitution and omission Substitution refers to the substitution form to replace the same words that appear in the context. Substitution is used both to avoid repetition and to connect the context. Omission, in order to make the language concise, people often omit certain words, such as A; I haven’t finished the homework yet. B; you ought to have (finished the homework). (3) Connection is another Displays linguistic features between sentences. Mainly indicates the relationship between a sentence or components or clauses. Parallel, equivalence or choice relation connectives, table addition relation, transition relation, causal relation, time relation, explanatory relation.

3.3 Reconstructing Consent Texts to Extend Comprehension

After the above analysis of the article, we may wish to carry out synonymous reconstruction of the discourse. By starting the corresponding schema knowledge, students can supplement the new background, text and language information, so as to broaden their existing schema, and establish advanced schemas. Even if you have established advanced schema knowledge, you may not have strong reading ability. You can train at three levels: reproduction, reproduction, and creation. At the reproduction level, students can answer questions or recite passages about the text, or they can make sentences with new words. At the reproduction level, students can discuss or retell the text, and students can verbally judge the author’s point of view. Ask them to write freely on the topics of the discourse they are learning. Only when teachers create more language time and opportunities for students, carry out authentic language communication activities, and guide students to flexibly use new language, forms, and contents and deepen them, can they achieve the leap from knowledge to ability.

4. Conclusion

The micro-analysis of discourse in the conclusion largely trains students to grasp and use the skills of language—vocabulary and grammar, which can enhance students’ interest in language learning, improve students’ reading comprehension ability and problem analysis ability, and have a fear of reading teaching.

References