

Study on Problems and Strategies of Textual Cohesion Theory of English Writing in Senior High School

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Abstract: Since the 1960s, linguists of different schools have paid more and more attention to the study of cohesion in discourse, but almost all discussions have focused on the relationship between cohesion and coherence. The application of cohesion theory in foreign language teaching is unsatisfactory, especially in senior high school English writing teaching. How to improve students' English writing level quickly and effectively in senior high school has become an urgent problem in English teaching at this stage. Concerning above reasons. The study is based on Halliday and Hasan's cohesion, trying to explore the application of cohesion theory to improve senior high school English writing teaching by means of survey.

1. Introduction

With the rapid development of China's economy and the increasing international trade, the education of China has need to train high-level English talents, especially in English writing. Senior high school English learning stage is a bridge between junior high school and University learning, and plays an important role in the whole life of education. The English Course Standard for Full-time Compulsory Education Senior Middle School also provides clear rules and requirements for the cultivation of students' writing ability. To achieve a good writing level, the teaching of teachers and learning of students should be combined. Therefore, it has become an important task for English teachers and an important skill for students to improve. English writing is a very important skill. Despite the great efforts and time devoted by teachers, the effect is not obvious. For second language learners, writing in another language is a difficult skill to master, because writing requires not only language learners to be familiar with vocabulary and grammar, but also learners to be able to use English expression thinking well to conceive the structure of the whole article. The purpose of this paper is to promote the smooth progress of English writing teaching through the application of cohesion theory.

2. An Empirical Study of English Writing and Text Cohesion in Senior High Schools

Based on the cohesion theory , the author takes Pingdu No.1 Middle School in Shandong Province as the object of study, trying to study whether the students can master cohesive devices and use them in English writing by teaching the cohesive devices, thus making the English articles more coherent and more readable.

In this experiment, the research tries to finish three goals. Firstly, verify the types of problems that high school students encounter in discourse cohesion. Secondly, classify the problems of cohesion in senior high school students' writing. Thirdly, put forward Senior High School English Effective strategies of using cohesion theory to solve problems in writing. The author conducts a questionnaire survey on English writing among the students of Class 7 and 8 in Ping du No. 1 Middle School, aiming at finding out the problems of cohesion in English writing of senior high school students. There are 20 questions in the questionnaire, covering three aspects: the attitude of students towards writing; the writing habits and writing difficulties of students and the attitude of teachers towards writing. The results of the questionnaire are as follows:

As for the attitude of students towards writing, it shows that the vast majority of students do not

attach great importance to English writing. 53% of the students do not pay attention to the cultivation of writing ability in their daily learning. Among the few students who attach importance to the cultivation of writing ability, only 5% of them will consciously develop the four skills in a balanced way. Questionnaire shows that writing habits of students are not ideal. More than 50% of the students do not know how to write outlines for writing training. More than 60% of students do not know how to collect relevant writing materials. Only 15% of the students will consciously focus on the structure of the article and the use of vocabulary in their writing. Questionnaires also show that the attitude of teachers towards writing teaching are also problematic. Teachers often devote a lot of energy to students 'reading and listening. This leads to the unbalanced development of students' four skills. In addition, fifty percent of the students think that in the teaching of writing, teachers have taught the application skills of cohesion theory, but they are not systematic and students can't use them reasonably. Forty percent of the students think that teachers only pay attention to the proper use of vocabulary and grammar in the text, and seldom focus on the structure of the text.

3. Problems of Textual Cohesion in Senior High School English Writing

Based on the results of the questionnaire survey, the author finds that some problems of text cohesion in middle school students' writing. The author expounds the problems from the aspects of following:

Referential error: In the process of referential application, students often have the phenomenon of unclear reference. In addition, it is easy to have the phenomenon that the singular and plural numbers which are not clearly denoted and the use of the "the" is not equal.

Substitution error: It is easy for students to fail in substitution in writing. The failure of substitution is manifested in the incorrect form of substitution. The incorrect form causes inconsistency between subject and predicate.

Error of ellipsis: "The appearance of ellipsis structure presupposes the existence of the omitted component, which is precisely because of the presupposition relationship between the ellipsis structure and the omitted component, which makes the sentence or text cohesive before and after." (Zhu Yongsheng et al., 2001:63). Students are often afraid of making mistakes after they are omitted, so they dare not apply omitting techniques.

4. Strategies of Cohesion in Senior High School English Writing

In view of the two major problems in cohesion of texts of middle school students, the author puts forward corresponding strategies from the perspective of following:

Referential strategies: first of all, teachers should prepare examples of specific application of reference in the text and present them to students. Teachers can guide students to find out the corresponding sentences in the text, and analyze the corresponding construction between sentences one by one. Through continuous consolidation exercises, students will have a clear understanding of the realization of reference.

Substitution strategy: teachers can first elaborate on the rules of one alternative method, and the other two alternatives can be analogized, which can clarify the core content of teaching, and also enable students to develop writing skills targeted. Teachers should first prepare a large number of high-quality exercise materials, and mark out alternative words or phrases to deepen students' memory.

Ellipsis strategy: the explanations of ellipsis skills have high requirements for teaching skills. Teachers should make flexible use of classroom environment, actively guide the theme, and stimulate their interest in learning. Teachers can use the elements that can be omitted in a sentence as training questions to compare the changes of meaning before and after the sentence is omitted.

The strategies of learning cohesion are following:

Referential strategies: the best way to improve their care skills is to use the form of filling in the blanks. For example, intercepting several blanks in a complete text and enhancing the students'

ability of “taking care” by supplementing the blanks. There is a sentence: a person should keep _ room clean, or _ will pay a fine. In this sentence, it would be wrong to fill in the blank with “his” and “he”. He only can refer to he. It does not include “she”. Following this principle, we can rewrite it as follows:

students must keep their rooms clean, or they will pay a fine. (use plural form)

the student must keep the room clean, or he or she will pay a fine. (use “he or she”)

Substitution strategies: regarding “substitution”, the author believes that students can adopt the following way of practice - cooperative learning. Find a few Learning partners brainstorm, brainstorm, discuss, analyze, and finally find out. The right answer.

Ellipsis strategies: make the use of information, strong words omit part of the exercise. Sentence: his task is to clean the room of the master, the room of the children, the room of the servants. Sentence: reading makes a full man; confidence makes a ready man; and writing makes an exact man. The first sentence omits the room of the child and the servants. The second sentence omits make before a ready man and an exact man.

5. Conclusion

Firstly, English teachers should play a leading role in English writing. They should have a comprehensive understanding of cohesive devices. In writing teaching, they should not only focus on the explanation of vocabulary and grammar, but also pay attention to students grasp of the integrity, consistency and coherence of the text. Through the teaching of cohesive devices, they should cultivate the sensitivity of students to the text and cohesive devices.

Secondly, in the teaching of writing, teachers should not be entangled in the teaching of single vocabulary and grammar, but should pay attention to it. Text structure, vocabulary and grammar teaching aids the analysis of article structure, and the overall structure of the article helps students to add.

Thirdly, to improve the writing ability of students is not an overnight task. Teachers as the main body of teaching should work with students. Students should emphasize the relationship between input and output in the process of writing. They should seek coherence in the layout of the text. Reasonable, readable articles, appropriate recitation of excellent paragraphs in order to familiarize themselves with the use of different cohesive devices, and the same cohesive devices are not in the same form.

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