

# Research on College English Teaching under the Guidance of Discourse Analysis Theory

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**Abstract:** Discourse analysis theory has significant guiding significance in the practice of college English teaching. Conceptually, discourse is a series of complete written service languages condensed from spoken language. Discourse analysis theory is a theoretical system of discourse meaning, application and practice. Based on the theory of discourse analysis, this thesis focuses on the teaching of college English writing and reading under the guidance of discourse analysis theory. The purpose is to provide some enlightenment and reference for college English teaching through the analysis of these principles and strategies.

## 1. Introduction

In the context of global integration, English as a mainstream international language has a very important value and impact on the future growth of students. English teaching at the university stage mainly emphasizes the cultivation of students' English comprehension ability and writing ability, while reading and writing teaching is an effective way to improve students' language ability. However, in the actual teaching process, both teachers and students have different thinking and misunderstandings in reading and writing. Finally, the learning and training effects are not optimal, which affects the overall quality and efficiency of English reading teaching. As a multi-disciplinary language research achievement involving psychology and sociology, discourse analysis has important value and guiding significance for improving students' classroom reading efficiency, mobilizing students' enthusiasm and enhancing students' understanding of textual structure and function. Therefore, based on the theory of discourse analysis, this paper provides a useful reference for teachers and students to play an interactive role, from the macro and micro levels, to provide a useful reference for the application of discourse analysis theory in college English reading teaching.

## 2. Overview of Discourse Literature Theory

### 2.1. The concept of discourse analysis theory

The form of language is coherent, not distracting. Discourse refers to spoken and written language of arbitrary length that can be expressed semantically and completely. It is a natural language that is not completely constrained by sentence grammar and can express complete semantics in a certain context. In the late 1980s, scholar Cook research pointed out that discourse is a series of complete and complete service language, a written term condensed from spoken language. In the mid-1990s, Chinese scholars pointed out that discourse is a continuous language, a coherent language and a natural language without specific grammar and context constraints. In the middle of the 20th century, Halliday established the system function grammar. This system function grammar is divided into three parts, namely the conceptual function, the discourse function and the human-machine function of the language. Discourse is a coherent, unified, and holistic language. Coherence and integrity are the basic features of discourse.

The main function of the discourse function is to organize all spoken and written language into discourse. In terms of meaning, discourse analysis takes discourse as the basic unit, concentrates language form and function, and pays attention to the structure of the article, the essence of the language and the cultural background. It mainly analyzes sentences and sentences, paragraphs and

paragraphs, articles and articles. The language logic and coherence are used to summarize the main purpose of the article, aiming at cultivating students' thinking dispersal, speech comprehension, article analysis and information acquisition. Discourse analysis shows the method of article analysis based on face and point. Starting from the discourse structure as a whole, it analyzes the coherence between textual paragraphs, sentences and logical thinking. Discourse analysis can be divided into two types: macro structure research and micro structure research. The former studies the overall, hierarchical structure and organization of the article. The latter studies the relationship between sentences, identifies the symbols between sentences, and explores how a series of sentences form coherent articles. The application of discourse analysis theory in English teaching mainly focuses on three aspects: text level, sentence level and vocabulary level.

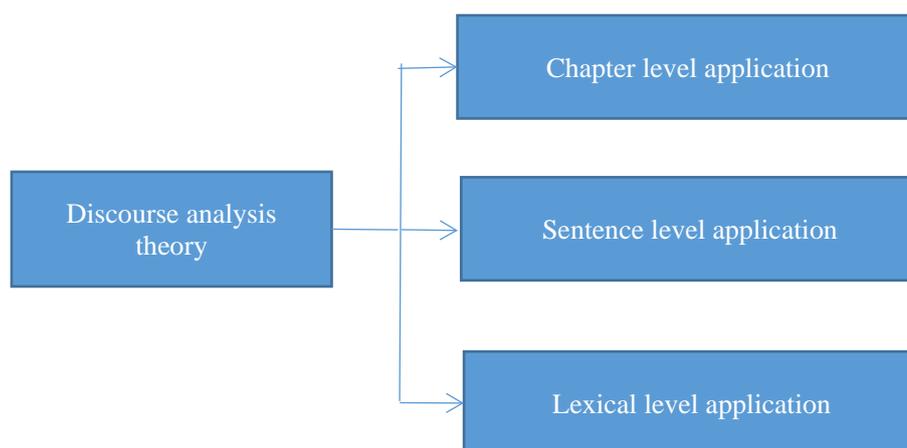


Figure 1. Theoretical structure of discourse analysis theory

## 2.2 Research Summary

Because discourse analysis theory started early, there is a certain practical basis. Therefore, there are many researches and discussions on discourse analysis theory, except for its basic meaning and practical application, but also extended to other broader fields. The term discourse analysis was first proposed by American linguists in 1952. In the past 70 years, many schools in modern linguistics have done a lot of research on discourse analysis from different angles, and put forward many new ideas and methods, which promoted the development of discourse analysis theory and practice. However, to date, discourse analysis still belongs to an uncharacterized discipline. It does not have a single theory to guide, nor does it have recognized analytical procedures and analytical methods.

Among the various theoretical methods that can be used for discourse analysis, systemic functional linguistics developed from the London School have contributed greatly to discourse analysis. Hallida pointed out that the purpose of constructing functional grammar is to provide a theoretical framework for discourse analysis, which can be used to analyze any spoken or written discourse in English. The cohesion and coherence of discourse are closely related. The cohesive means are divided into five types: referential, substitution, omission, connection and lexical cohesion. Zhuanglin Hu, a well-known scholar in China, proposed a multi-layered approach to textual cohesion and coherence, further expanding the scope of cohesion, and strictly limiting the scope of the cohesive mechanism to the internal connections of discourse. Cultural context is a larger cultural background in which discourse can occur, and discourse genre reflects cultural context. Discourse structure is one of the main manifestations of genre features. British anthropologist Malinowski proposed two concepts: context of situation and context of culture. The former refers to the specific environment in which discourse occurs. These three components of the context of context determine the textual function. Therefore, various genre research methods focus on the study of discourse structure. Therefore, the application of discourse analysis theory to foreign language teaching is feasible and operative. It should mainly include cohesion and coherence,

register and context, genre and cultural context.

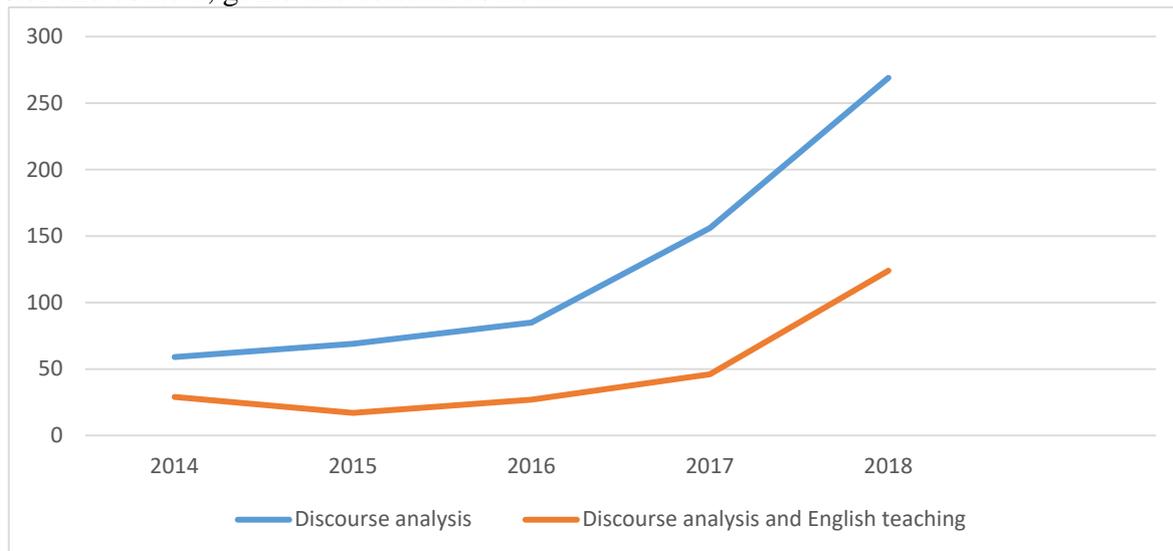


Figure 2. Recent research articles on discourse analysis and college English teaching and discourse analysis

### 3. Analysis of the current situation of college English discourse analysis teaching

#### 3.1 Status

At present, there are still many problems that must be solved and perfected in the process of college English teaching in China. Mainly in the English reading ability is weak, lack of professional English reading teaching equipment resources, teaching materials are relatively scarce, the theory of discourse analysis is insufficient, students' reading ability and speaking ability directly determine their English application and intercultural communication ability. In terms of teachers, in the current college English reading teaching, some English teachers gradually changed their own teaching concepts under the influence of discourse analysis theory, but there is no effective reading teaching guidance method in actual teaching activities. Transforming the traditional boring and single inculcation teaching mode seriously ignores the students' central position in the classroom. There are also some teachers who have misunderstandings in the analysis of discourse in the process of teaching, which leads to too much emphasis on the interpretation of the surface structure of the article, neglecting the meaning of the article as a whole, which is not conducive to the thinking and analysis of students' macroscopic reading. In terms of students, although the university students have a good basic knowledge of English, there is always resistance in the reading of long English articles in the university, mainly because students are influenced by the mother tongue culture and thinking habits, and it is difficult to get used to reading English. English articles go straight to the subject of writing, which makes learning English difficult. Chinese students generally have a weak accumulation of English vocabulary. A large number of complex compound sentences in college English reading are beyond the students' English level and understanding.

#### 3.2 Strategies and principles of compliance

Discourse analysis is an effective way to enhance students' ability to understand articles through the analysis and interpretation of discourse-related language materials from a macro perspective. Discourse analysis plays an important guiding role in English reading teaching. It not only can actively learn the atmosphere, fully mobilize students' interest in learning English knowledge, but also enrich students' knowledge of English knowledge while effectively cultivating students' interest in learning English. To improve students' understanding and mastery of English reading. The English level of students is related to students' ability to acquire English information and is a key factor affecting students' future growth and development. In the process of applying discourse analysis theory in college English reading teaching, teachers should realize the integration of the

principles of discourse analysis theory and teaching objectives, and start to interpret the subject content from the background knowledge of the article, grasp the subject of the article from a macroscopic perspective, and then The structure of the article and the method of cohesion are analyzed. Teachers should give full play to the leading role in the classroom and guide students to master English reading knowledge from the shallower to the deeper.

Discourse analysis theory should follow certain principles in college English teaching. The specific strategies are as follows. First, there must be a macro analysis strategy. Because English culture has different communication functions, its title, content, and genre will be different, and the structure and form of the text will be ever-changing. Of course, such a discourse structure is not without rules, and there are certain special laws. The application of discourse analysis theory in English teaching can enable students to have a deep and comprehensive understanding of the writing background, creative genre and framework of the article, so as to cultivate students' chapter awareness. Therefore, it is necessary to impart knowledge such as the cultural background of the article to the students, let the students know the articles in advance, stimulate the students' interest in reading the articles, and improve the students' initiative in reading. The second is the micro analysis strategy. Discourse micro-analysis aims to show the specific association between words, sentences and paragraphs. In the process of semantic relationship representation, pronouns are often used. In the process of reading, there is a high degree of vigilance for ambiguous and vocabulary that can be replaced, and students are required to comprehensively contextually speculate on the meaning of words. Omission is a vocabulary or sentence elsewhere that can complement and refine this, requiring students to enhance discriminative ability in conjunction with contextual content. Through the complete understanding and mastery of the above signal words, students can understand the ins and outs of the article and the creative ideas, and then understand the entire article text.

#### **4. The Application of Discourse Analysis Theory in College English Teaching Writing**

##### **4.1 Application in writing teaching**

The first is to strengthen the training of basic writing skills. Many students often do not know how to start, how to start a paragraph and how to end when they write in English. As a result, the written paragraph or article lacks the topical sentence that plays a leading role, and cannot form an organic whole. Students should be guided to strengthen the examination training, and explain the relationship and meaning of the three parts of the topic sentence, the extended sentence and the ending sentence to teach the students to use the transition words, so that the logical connection between the sentences before and after is more clear, and the center can be fully expressed. thought. To improve the English writing skills of college students by various means, you can take the face-to-face correction composition with students, use PPT courseware to explain typical mistakes, and give full play to the advantages of group learning to freely discuss, so that the learning effect is optimal.

The second is to use the network to carry out writing training. Teachers should adjust their teaching style according to the learner's strategy. Due to the relatively small number of college English teaching classes and the relatively large number of students, you can use the online writing platform and multimedia means to practice writing, which can get rid of the limitations of time and space, and greatly increase the number of students' writing practice. This way, students can improve their writing skills in the process of communication. It is also necessary to make rational use of writing essays and templates. In teaching practice, the instructors can sort out various types of essays for students to learn and memorize. Students can apply the classical vocabulary and expression analytic theory of essays to English. In writing, for students to refer to and learn, to achieve teaching and learning.

The third is to strengthen counseling in learning attitudes. Some students have poor grasp of the details, do not pay attention to the cleanliness of the face, and some students have a lack of confidence in English writing because of their poor English foundation. The negative impact of

these subjective factors on English learning cannot be underestimated. Therefore, in the daily teaching, we should change the way of asking questions in the class discussion, especially to strengthen the guidance on the face, fonts, etc., so that students can establish confidence in English writing. At the same time, we must pay attention to mobilizing the participation of parents and the society, so that students have more opportunities to participate in the English teaching base and social training base to enhance students' interest in learning.

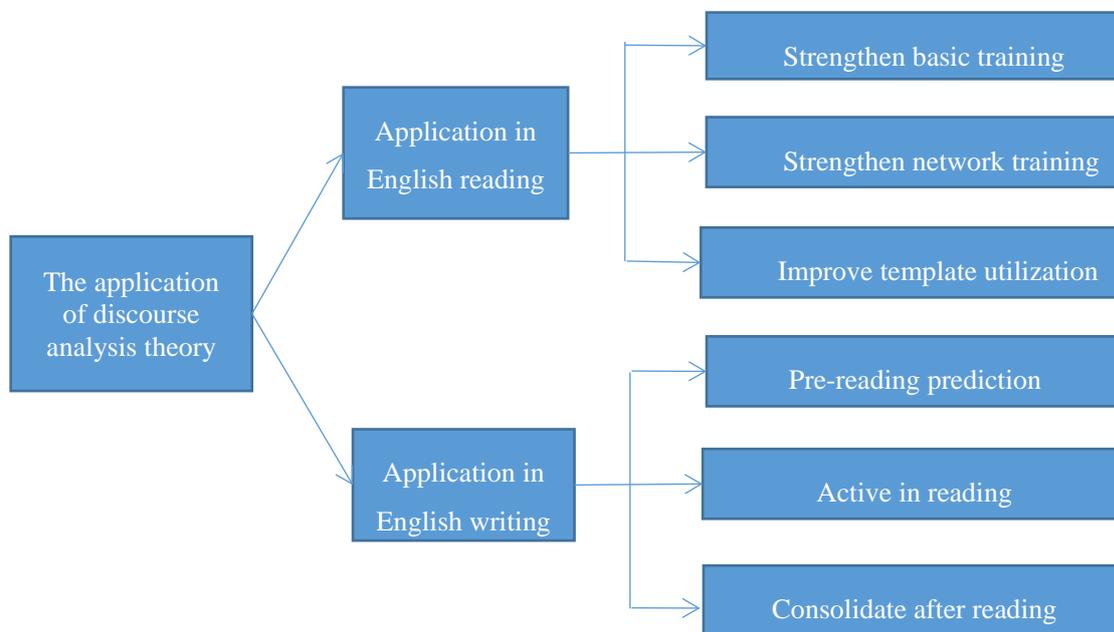


Figure 3. The specific application of discourse analysis theory in college English teaching

#### 4.2 Application in reading teaching

One is to use discourse analysis to predict before reading. When teaching English reading comprehension, teachers need to carry out certain forecasting activities so that the background knowledge of students can be effectively extracted before formal reading. The effective prediction of reading content by means of discourse analysis before reading enables students to construct a general article in their own minds, so that they can develop such a good reading habit. After guiding the students to make predictions, the teacher should ask the students to write their own predictions on the notebook, and then lead the students to analyze the article in a discourse, so that the students can understand the meaning of the whole article and then Forecast for comparison. After such teaching, students' reading comprehension will be improved.

The second is to use the discourse analysis for activation. Teachers use discourse analysis to lead students to make predictions. In this way, they need to be activated at the time of reading, so that students can combine these readings with the previously constructed framework to form an organic whole. The English language ability and English reading comprehension ability are improved. Once the student's thinking is activated, they will be curious about the main meaning of this reading article. This curiosity will prompt the students to carefully explore the reading article and improve their reading comprehension.

The third is to use text analysis to consolidate after reading. The content of English reading teaching is extremely rich. Teachers want to make students have a deep impression on this knowledge, they must let students consolidate this knowledge. There are many ways to consolidate knowledge. Teachers can use the method of discourse analysis to enable students to expand their reading horizons on the basis of basic textbooks, thereby expanding students' knowledge content and knowledge structure, and improving English reading comprehension.

## 5. Conclusion

There are many problems in college English teaching at the present stage in China, both students and teachers. Discourse analysis provides useful guidance for improving college English teaching, and is the basic theory that must be followed in future college English teaching reform. In the teaching and practice of college English, it is necessary to further develop the role of teachers and students, enhance teaching practice, and improve the interactive effect of teaching. Therefore, teachers should update the teaching concept in time, pay attention to the application of discourse analysis theory in reading teaching, and adopt the method of discourse analysis to propose English reading and writing teaching, so as to realize the overall improvement of the effectiveness of college English teaching.

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