A brief discussion of discourse analysis and reading in teaching of college English

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Abstract: In English reading teaching, the teaching method of discourse analysis can not only help students improve their skills in acquiring text information, but also cultivate their ability to solve problems and furthermore stimulate their learning enthusiasm. From this, this paper intends to expound the application of discourse analysis pedagogy. It points out that discourse analysis provides a theoretical framework and practical approach for comprehending and describing language, so teachers should reorganize teaching in class on the basis of discourse analysis so that students can not only analyze language information in a micro way but also understand the structure of discourse in a macro way.

Key words: discourse analysis; English teaching; reading comprehension

1 Introduction

With the continuous renewal of educational concepts, teaching method of discourse analysis in English reading is increasingly applied in class. This teaching method focuses on the whole text and emphasizes the analysis and understanding of the structure of the text, aiming at cultivating students' ability to grasp key information quickly and apply language knowledge to practice. Discourse analysis can help students comprehend the hierarchical structure, deep meaning, logical relations, main idea and author's intention further, so as to improve their reading comprehension and language application abilities.

2 Current situation of English reading teaching in colleges

In college English reading teaching, the traditional teaching mode still dominates the class. This mode usually involves teachers explaining details of the text, asking questions, analyzing complex sentences and students completing exercises after class. However, it is necessary to emphasize that there are some disadvantages with this teaching method.

The first thing we should pay attention to is that in this teaching mode, students are mainly in a passive state of receiving knowledge and lack of subjective initiative. They tend to listen to the lecture and do the exercises, but lack the opportunity to think and explore actively. This limitation makes it difficult for students to truly understand and absorb what they have learned and apply it to real situations.

Secondly, this teaching method neglects students' emotional demands, which may lead to a fact that teachers talk with keen pleasure while students are drowsy [1]. In this case, students' motivation and interest in learning may be affected, thereby affecting their learning effect. Most importantly, this teaching mode may seriously inhibit students' creativity and imagination. Therefore, English teaching should pay more attention to students' emotional needs and cultivate their

creativity and imagination. Only in this way can students really enjoy learning and improve their English reading ability and comprehensive quality.

3 Discourse teaching model

3.1 Macro introduction

Macro introduction refers to introducing background information and generic structure to students so that they can grasp the content and structure of the text initially. Through macro introduction, students can grasp the background information and framework of the whole text better, which will help them further understand the text. It is worth noting that macro-introduction can not only help students establish the overall understanding of the text, but also help to cultivate their reading thinking. In their reading, students often tend to predict the meaning and framework according to the context and macro introduction, which enables them to form a good reading feeling in a fixed context. In addition, teachers can also predict the main content and style of the text according to the title in the macro-introduction stage. As we all know, the title is the window of the text, and students can infer the theme and structure of the text by studying the title. This method helps to cultivate students' ability to understand the text in a macroscopic way so that they can grasp the overall meaning of the text further. It's worth emphasizing that reading is a two-way predictive process. Students can predict the meaning of the discourse according to the context and then predict the framework of the text, including vocabulary and grammatical structure. At the same time, this prediction process can be carried out in reverse, that is, students can also infer the meaning of a discourse according to its framework and lexical grammatical structure. This bidirectional prediction process helps students to understand the text more deeply and thus improve their ability of reading comprehension [2]. Finally, it should be emphasized that reading is not only a process of decoding, but also an active thinking activity and a process of language communication between readers and authors. Macro introduction motivates students to engage in reading and communicating with the author actively to understand the author's intentions and perspectives. This kind of communicative reading helps to develop students' critical thinking and comprehensive analysis skills so that they can understand and evaluate the text further.

3.2 Conducting micro analysis

In order to carry out micro analysis, it is necessary to pay attention to the semantic cohesion means such as repetition and co-occurrence of words to lay the foundation for students to grasp the full text. Meanwhile, we should avoid repetition, enhance logic and reveal the logical relationship between words and sentences clearly by means of summary, substitution, reference and ellipsis, so as to make the logical analysis of the text clear and vivid. In addition, the semantic rules of synonyms and antonyms should be used to help students learn vocabulary systematically, thereby cultivating students' semantic learning and improving their linguistic sensitivity. Of course, it is also necessary to observe how the author uses vocabulary to describe the development of events or characters in order to deepen the analysis of discourse. It is worth emphasizing that mastering micro-discourse analysis skills can improve students' perception, observation and thinking ability of the micro-structure of discourse, thus laying a solid foundation for objective analysis of discourse.

3.3 Grammar teaching

Grammar is not only the skeleton of language, but also the carrier of expressing. Therefore, in the teaching process, students should be guided to understand that different grammar forms can convey different meanings and emotions. For example, the past tense can be used to describe events that have already happened, so it can give us a sense of distance in time and space while the present tense is often used to describe actions that are occurring or habitual, so it gives us a sense of reality [3]. At the same time, it is necessary for students to understand the importance of context in grammar choice. In specific contexts, such as different identities, topics and places, the writer needs to choose the grammatical form that

matches them. This is not only related to the accuracy of language, but also related to the functionality of communication. Even if there is nothing wrong with grammatical structure, if it does not meet the register requirements, the communicative function will be greatly reduced. And we should also realize that thematic development is closely related to essay comprehension. In reading, the development of dominant tenses and themes along with their relationship with style is crucial to understanding the fluency of a text. For example, fairy tales often begin with thematic markers like "once upon a time" to create a dreamy atmosphere; in detective novels, body parts are often used as the main characters to increase the tension of the story. Finally, students should be guided to study thematic development models to improve their writing skills. For beginners, they tend to use a single thematic pattern. Students will increase their writing style to make the essay more vivid and interesting by understanding and using diverse thematic development models.

4 The specific application of discourse analysis in reading teaching

Discourse teaching emphasizes understanding the text as a whole and using the language knowledge to quickly capture the key information and form a comprehensive understanding of the text. On this basis, teachers can use segmented discussion and asking question to guide students to dig deep into the central idea and key information of each part [4]. Specifically, in the actual discourse teaching, teachers need to be student-centered. Students should be encouraged to participate in classroom discussions actively to stimulate their learning enthusiasm and initiative.

The following illustrates the application of discourse analysis in reading teaching by taking the explanation of Unit 1 of Volume 2 of *New Advanced College English Integrated Course* as an example.

4.1 Preview

Requirements: (1) Read through the text and find out difficult points.

(2) Thinking about questions:

a. Do you think there is a generation gap between you and your family? Can you give some examples?

b. What are the causes of the generation gap? And how to narrow it?

4.2 Discussion before class

In order to help students understand and master the language points further, teachers can design some questions related to the passage and provide them to students for preview. These questions are designed to lead students to think deeply and motivate active discussions in class.

In class, teachers need to divide students into small groups and provide them with about 10 to 15 minutes for discussion and communication. In this period, students can share their own insights, discuss and solve problems encountered during the preview process. After that, each group chooses a representative to summarize their discussions. The teacher will listen to students' speech and summarize it.

4.3 Text learning (Taking the first paragraph of the text as an example)

Discuss the first paragraph first and then ask students to read the first paragraph and answer questions. Teachers stimulate students' in-depth reading by asking multi-level questions, which helps students understand how the theme of the article unfolds gradually and how the various levels are closely connected and smoothly transitioned.

For example, when analyzing the first paragraph of the text, teachers can guide students to pay attention to what cohesive devices the author uses (such as reference, ellipsis, substitution, and parallel structures) and what rhetorical devices (such as displacement, parallelism, and stylistic humor). These analyses will help students understand the content and form better.

4.4 After-class discussion

According to the content, the teacher designs the topics for discussion after class, such as:

(1) What does "Father knows better" mean?

(2) "And I assure you that if there are any subjects that need to be addressed, Sean and I will have a man-to-man talk." What is a man-to-man talk?

Through such teaching methods, students will be able to integrate their knowledge with reality better to improve their overall literacy and abilities.

5 Conclusion

In traditional reading teaching, students just receive knowledge passively without the opportunity to think and create. They can not experience the fun and sense of achievement of foreign language learning or develop their own independent thinking and problem-solving ability. Discourse analysis teaching can bring new vitality to English teaching and help students improve their English literacy. Therefore, teachers should fully integrate the advantages of discourse analysis into reading teaching to stimulate students' learning interest. At the same time, discourse analysis should be used to help students develop their overall thinking ability and language skills.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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