

# 晋 中 学 院

## 本科毕业论文（设计）

题 目 基于语篇分析的初中英语阅  
读教学现状调查——以山西  
省太原市金胜中学为例

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# **A Survey on the Current Situation of English Reading Teaching in Junior High School Based on Discourse Analysis Theory --Taking Jinsheng Middle School in Taiyuan City, Shanxi Province as an Example**

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## **Abstract**

: Reading is one of the main ways to acquire knowledge and expand thinking of students. English is the most widely used language in the world, so English reading teaching is very important. In the traditional English reading teaching mode, teacher teaching focuses on grammar and translation. The birth of discourse analysis theory has aroused the upsurge in education. Integrating discourse analysis theory into English reading teaching has become an important topic for scholars to study. Based on the discourse analysis theory, this research adopts questionnaire, interview, literature research and other research methods, and takes teachers and students of Jinsheng Middle School in Taiyuan city, Shanxi province as objects to study the current situation and existing problems of English reading teaching in junior high schools to effectively help English reading teaching practice, improve teachers' awareness of discourse analysis, and promote the development of reading ability and logical thinking of students.

This study finds that the junior high school teachers have a weak consciousness of quoting discourse analysis theory in English reading, and students lack the consciousness and ability of discourse analysis in the reading process. According to the research results, the study proposes that in English reading teaching, teachers can further study discourse analysis theory, enrich teaching concepts. And teachers need to cultivate reading strategies and good reading habits of students.

**Keywords:** discourse analysis theory; English reading teaching; English reading studying; junior high school English

# 基于语篇分析的初中英语阅读教学现状

——以山西省太原市金胜中学为例

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**摘 要：**阅读是获得知识，扩展学生思维的主要方式之一。英语作为世界是世界上最适用范围最广的语言，英语阅读教学由此非常重要。传统的英语阅读教学模式中，教师教学集中在语法和翻译层面。语篇分析理论的诞生引起教育界的热潮，将语篇分析理论融入英语阅读教学已成为学者研究的重要主题。本研究基于语篇分析理论，采用调查问卷，访谈及文献研究等研究方法，以山西省太原市金胜中学师生为对象来初中英语阅读教学现状以及存在的问题，从而有效帮助英语阅读教学实践，提高教师语篇分析意识，促进学生阅读能力和逻辑思维发展。

本研究发现，初中教师在英语阅读中引用语篇分析理论意识淡薄，学生在阅读过程中缺乏语篇分析意识及能力。根据研究结果，笔者提出在英语阅读教学中，教师可以通过进一步学习语篇分析理论，丰富教学理念，注重培养学生的阅读策略，培养良好的阅读习惯。

**关键词：** 语篇分析； 英语阅读教学； 英语阅读学习； 初中英语

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## I Introduction

English, as the most widely used language in the world, is regarded as one of the necessary skills for development by people. Cheng XiaoTang and Sun Xiaohui (2010) state that English has become one of the main components of Chinese students' foreign language learning. Learning English can not only improve students' communication ability, but also better understand the cultural characteristics about language, thus broadening the critical thinking of students. Reading is one of the most prominent part of human language system (Song XueJie, 2013). Students can enrich their life experience by reading English discourse and acknowledging the customs, literature and even the thinking logic of English-speaking countries. What's more, English reading comprehension is a very important part of final exams and senior high school entrance examination. However, Qi Meng (2021) states that the English reading ability of junior high school is not optimistic, and students lack the ability of summarizing and analyzing discourse. So English reading teaching is already a significant part of English teaching, and more and more researchers choose to pay more attention to it to make out how to effectively improve the reading ability of English discourse.

*The English Curriculum Standard for Compulsory Education* (2022 Edition) clearly points out that in English reading teaching, teachers should carry out in-depth discourse study. Teachers need to pay attention to discourse context and analyze stylistic structure and language characteristics, etc. Students should reach level five in reading, which means that students are able to understand the meanings of new words according to the context and analyze the structure, genre and topic of the article. Teachers should consciously explain discourse analysis in English reading class to improve students' consciousness of analyzing in reading process, and adopt different analysis strategies according to different genres.

However, Zhao Xueqing (2015) points out that traditional English reading teaching focus on vocabulary and grammar, and ignores discourse analysis ability of students. If students do not pay attention to the cohesion, coherence, structure, background culture and context of the articles in reading, it is difficult for students to understand the articles in depth. This is why teachers and students spend a lot of time learning English reading but the learning results are always unsatisfactory. Zhang Meiyi (2022) also states that in junior high

school English teaching, there are serious problems in reading teaching. Reading teaching still stays on the interpretation of words and sentences, and teachers rarely teach textual knowledge from the structure of articles. If the teaching mode of English reading is adhered to, the reading ability of students will probably be difficult to meet actual needs.

The application of discourse analysis theory to English reading teaching can effectively improve students' reading ability and develop students' thinking modes. Through teaching comparative experiments, Xu Derun (2013) found that discourse analysis can effectively improve language application ability and reading comprehension ability of students. Xu Weiyan (2019) points out that discourse analysis is of great significance for improving reading ability of students. So it has become an inevitable trend that integration of discourse analysis theory into junior high school English reading teaching. However, most scholars combine this theory with senior high school English teaching, and the application of discourse analysis theory in junior high school English classes is rare (Zhang Meiyi, 2022). It is very necessary to increase the research on the current situation of junior high school English reading teaching based on discourse analysis theory.

This study expects to analyze the reasons affecting teaching of teachers and learning of students, and put forward relevant countermeasures to provide help for practical English reading teaching and enhance teachers' consciousness of discourse analysis in class, improving ability of discourse analysis and logical thinking of students.

## II Literature Review

Although discourse has long entered scholars' view, there is no unified definition of discourse. Cook (1989) states that discourse is a complete and meaningful series of languages with its social background, culture and purpose. Leech (1996) states that discourse can be a complete and meaningful language in any form with any purpose. Discourse is the expression of different forms in different contexts (Zhang Delu, 2000). The discourse contains at least two sentences, which conform to the syntactic structure and have certain function in the special context and it is independent in communication (Xi Xiaoqing, 2011). According to the above views, discourse is often accompanied by context and always has specific functions in context. And discourse consists of sentences or paragraphs with logical structure, mutual connection and coherence, conforming to grammatical rules, with

syntactic structure and semantics.

Discourse analysis also has been a hot topic for scholars to explore. Like discourse, discourse analysis has no unified definition. In foreign countries, the concept of discourse analysis is first proposed by Harris (1952). After that, scholars join the team of exploring the concept of discourse analysis. Discourse analysis includes macro and micro analysis; macro analysis includes contextual analysis, genre analysis and structure analysis; micro analysis can be divided into cohesion and coherence analysis and semantics analysis (McCarthy, 1991). And since the late 1970s scholars all have started to divide discourse analysis into macro and micro analysis. So discourse analysis can be studied from context, genre, structure, cohesion and coherence and semantics. The study mainly researches discourse cohesion, discourse genre and discourse context.

Discourse cohesion can be achieved at the level of grammar and vocabulary. So cohesion can be divided into grammatical cohesion, lexical cohesion and conjunction (Halliday & Hasan, 1976). It can effectively help students to master the structure and logic of articles, and also improve ability of organizing and writing articles. Through analyzing the application situation of discourse cohesion in English comprehension of senior high school entrance examination, Tang Guoying (2014) points out that learning discourse cohesion can help students find the relationship among words, sentences and paragraphs in the article and guide students to grasp the details of the article, developing thinking of students.

Analyzing discourse genre is very important for middle school students, which can help students quickly clarify the characteristics of articles and adopt corresponding reading strategies. Xu Heping (2014) states that discourse genre can help people understand the internal structure and writing intention of discourse, and explore the communicative purpose and social function of discourse. Padilla De La Cerda, F. (2016) points out in *The design of a theme-based and genre-oriented strategic reading course to improve students' reading comprehension skills at a public school in Colombia* that different structural patterns of discourse have different effects on reading learning. So teachers should clearly guide students to conduct discourse genre analysis in the process of reading teaching.

Wang Lijuan (2009) states that English vocabulary has the characteristic of polysemy. Understanding a text without context analyzing is likely to lead to ambiguity. So in the



process of discourse teaching, teachers should focus on introducing or supplementing relevant background knowledge. Niu Chunyan (2021) points that many students are not good at guessing the meaning of new words with the help of context. And Junior high school students lack background knowledge of English discourse due to their limited reading volume and less contact with English knowledge. This requires teachers to consciously guide students to accumulate cultural knowledge in daily English reading teaching.

The introduction and exploration of the concept of discourse analysis are of great significance to improve reading ability, opening up vision for the exploration of reading comprehension strategies. Olshtain & Celce-Murcia (2001) states in *The Handbook of Discourse Analysis* that discourse analysis is the main reference basis for language teaching decision-making. Lai Liangtao (2018) points out that education is a process of "discourse". All these views show the importance to apply discourse analysis theory to English teaching.

In terms of intensive English reading training, Herbert (2014) points out that discourse patterns can help students recognize discourse grammar and structure faster. Discourse analysis has a good enlightening effect on understanding the article (Kang Cailing, 2020). Paying attention to the text genre in the process of text interpretation is helpful for students to understand the deep meaning and cultural context (Dong Xiaoqiang, 2021).

From the perspective of reading, discourse analysis can help students interpret discourse. In terms of English writing, Li Xiaowei (2010) proposes that the application of discourse analysis theory to writing can effectively train writing skills of students and improve writing ability. Discourse coherence can promote English grammar teaching and writing teaching (Yao Jiali, 2020). Discourse analysis can improve the ability of planning and layout in writing (Han Shuying, 2021). It can be seen that the application of discourse analysis in writing teaching is also of far-reaching significance.

As far as English listening teaching is concerned, Cao Xiuping (2013) points out that both discourse semantics and discourse context affect the second language learners' understanding of listening discourse. Cultivating discourse analysis ability can promote reading ability of students (Xu Qiaona, 2020). Teachers should pay attention to the interpretation of listening discourse in teaching (Hu Rong, 2022). In short, discourse analysis is also valuable in English writing teaching.

In terms of English reading error correction questions, Ju Moju (2013) proposes that the cohesion, coherence, discourse structure and context of texts can improve students' ability to solve short essay errors.

In summary, discourse analysis has guiding significance in all aspects of English teaching. No matter in listening teaching, writing teaching or reading teaching, discourse analysis theory is of great help to improve teaching efficiency and cannot be ignored. Research discourse can promote the various skills of students. Discourse analysis theory has a lot of value in the teaching field.

### **III Discourse Teaching of English Reading**

This part mainly introduces details about the research design and the means of researching. First of all, research objectives are explained exactly. Then this study introduces the participants. In addition, in order to obtain effective data information, this study adopts various research methods to explore the current situation of English teaching in junior high schools. Finally, this study explains the investigation process in detail and objectively shows the investigation process.

#### **3.1 Research purpose**

The traditional teaching method, which focuses on grammar and translation, cannot meet the practical needs. It is worthwhile for scholars to explore the way to improve the teaching efficiency of English reading. Long-term exploration has found that discourse analysis theory can effectively solve this problem and is also helpful to students in listening and writing.

At present, most English teaching activities are based on discourse, which reflects the discourse-based language teaching concept (Bonyadi, 2019; McCarthy, 1991; McCarthy & Carter, 1994). This study attempts to explore the current situation of English reading teaching in junior high school, especially the application status of discourse cohesion, discourse genre and discourse context, hoping to be helpful for English teachers to carry out reading teaching. And through data analysis, this study also expects to explore the problems existing in English reading teaching and enhance teachers' awareness of integrating discourse analysis theory into reading class. In addition, this study also wants to indirectly improve English reading ability of students in junior high school, making students form

good reading habits and promoting the development of logical thinking.

### 3.2 Research objects

English reading teaching is mainly conducted in English classes. Teachers and students are the main participants in English reading teaching based on discourse analysis. This study mainly selects students from four classes and English teachers in Jinsheng Middle School in Taiyuan city, Shanxi province.

After a one-year transition period, the students of grade eight have been relatively adapted to junior high school learning. They need not to prepare for the senior high school entrance examination so the time is relatively loose. And the classroom teaching mainly focuses on new knowledge. Therefore, this study selects students of grade eight as the research participants.

This study surveys 4 classes, so a total of 180 questionnaires are distributed. In addition, the study also selects 4 teachers for interviews. The specific information of the four classes and teachers is shown in the following tables.

**Table 3.1 Details about student participants**

Grade	Class	Number of students
8	401	43
8	402	45
8	403	47
8	404	45

There are 43 students in the 401 class, including 22 girls and 21 boys. So, the ratio of male to female is close to 1:1. The ratio of the number of girls to the number of boys in class 402 also approaches 1:1, that is to say, there are 24 girls and 21 boys. There are 24 boys and 23 girls in the 403 class, with a total of 47 students, which is the class with the largest number of students in the four classes. There are 45 students in class 405, the same as Class 402, but the ratio of male to female is almost 1:1, 22 boys and 23 girls. In general, this study researches a total of 180 people in 4 classes, including 92 girls and 88 boys.

The relevant information of the four teachers is listed in Table 3.2. T1 is 35 years old. She is a female teacher and mainly guides the students of class 401 and Class 403 of grade 8.

And she has 7 years of teaching experience. T2 is a 38-year-old female teacher who has 6 years of teaching experience and mainly guides the English of Class 402 and 404 of grade 8. T3 is a 37-year-old male English teacher with 3 years of teaching experience. He mainly guides the English learning of 92 students in two classes of Grade 7. T4 is a 42-year-old female teacher with rich 7 years of English teaching experience. She mainly teaches English courses for 48 students in grade 9. In general, this study interviews 3 female teachers and 1 male teacher. The teaching experience of female teachers is longer than that of male teachers, and two of them instructs Grade 8, the other two teachers teaches grade 7 and grade 9 respectively.

**Table 3.2 Details about teacher participants**

Teacher	Grade	Class	Years of teaching experience	Education background
T1	8	401、403	7	Bachelor
T2	8	402、404	6	Bachelor
T3	7	501、502	3	Bachelor
T4	9	303	7	Bachelor

### 3.3 Research methods

This study mainly adopts quantitative research and qualitative research to strongly support the reliability of the research. Qualitative research includes literature research and interview. And the study uses questionnaire as the quantitative research.

In this study, one questionnaire is used to investigate the application of discourse analysis theory in English reading classes. The questionnaire (AppendixI) is based on questionnaires used by Li Xiaoman (2017) and the questionnaire used by Yang Weiwei (2022) and combined the relevant knowledge of discourse analysis theory and the content of the specific investigation in this study. This questionnaire mainly investigates the situation of teachers applying discourse analysis theory in class and the problems students encounter when applying discourse analysis theory in reading from the perspective of students.

The questionnaire includes 23 questions. And there are 10 questions research the situation of teachers applying discourse analysis theory in English reading class from the aspects of discourse cohesion, discourse genre and discourse context (1-10). And there are

thirteen questions about the situation of students' use of discourse analysis theory in reading (11-23). The specific situation of the question dimension in the questionnaire is as follows:

**Table 3.3 Dimensions of questions**

Dimensions	Items
Discourse cohesion	3-6 , 15-19
Discourse genre	7-9 , 20-23
Discourse context	1 、 2 、 10-14

The answer score statistics of the questionnaire adopts Likert's five-level scoring method. Students can choose A, B, C, D, and E as the answer in the questionnaire. Answer A means completely consistent; Answer B means basically consistent; Answer C means uncertain; Answer D means inconsistent; and answer E means completely inconsistent.

Finally, a total of 180 questionnaires are collected in this questionnaire, of which 27 are invalid. This study mainly analyzes 153 questionnaires to research the application status of discourse analysis theory in English reading teaching and the studying.

This paper also chooses interview method as one of the qualitative research methods. The interview method can generally be divided into direct interview and indirect interview. This research adopts indirect interview and finishes the interview through WeChat voice call. During the interview, the interview content is recorded.

On the basis of statistics of questionnaire results, this study takes four English teachers as objects to conduct interviews, hoping to further understand the application status of discourse analysis theory in English reading teaching and studying, and analyze the factors affecting its application. The interview questions mainly involve the understanding of discourse analysis theory and use of knowledge points related to discourse analysis in specific reading teaching.

In the theoretical conception stage, the study combined with a large number of literature materials related to discourse analysis and English reading teaching in junior school, and the core concept is carefully analyzed including the definition of “discourse” and “discourse analysis”, and the research status of discourse analysis theory at home and

abroad. This study expounds the specific content of discourse analysis theory in combination with a large number of literature.

### **3.4 Research process**

During the internship, researcher finds that English reading is a very important part of the examination, but it is also a weakness for many students. The researcher also finds that many students choose to translate the text sentence by sentence during the English reading test, resulting in slow reading speed. In addition, many students have insufficient vocabulary and cannot fully understand the article, resulting in poor reading quality. How to improve the teaching efficiency of English reading has become a topic of interest to researcher.

First of all, researcher looks up the literature related to English reading teaching. After reading about 55 articles, the researcher notices that the application of discourse analysis theory in teaching can effectively improve the teaching efficiency of English reading. Oral discourse analysis can help students understand the thoughts and emotions of discourse in general, strengthen and understand the practical significance of the article (Gao Li & Xu Baoshan, 2018). Discourse analysis is also helpful for English reading teaching, listening teaching, writing teaching and grammar teaching.

At the same time, researcher finds that there are few researches on combining discourse analysis theory with English reading teaching, though discourse analysis theory can indeed improve English reading ability of students in junior high school. English reading accounts for a large proportion in English tests. Therefore, researcher chooses the current situation of junior high school English reading teaching based on discourse analysis as the theme and carries out research.

There are many specific contents involved in discourse analysis theory. Based on time, energy and interests, researcher finally decides to choose discourse cohesion, discourse context and discourse genre as research contents. In order to further understand the discourse coherence, discourse context and the specific content of discourse genre, researcher has read more than 30 articles to understand the specific application of these contents.

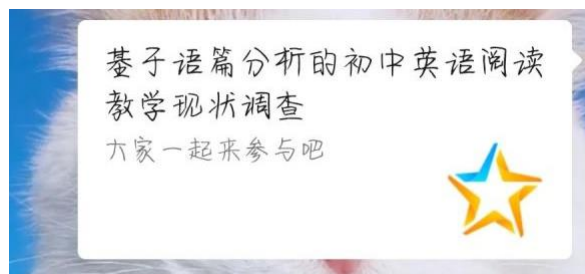
English teachers and students are the main participants in English reading teaching. To investigate the application of theory, it is necessary to understand the teaching situation of teachers and the learning situation of students. Therefore, the study not only selects students

as survey participants, but also invites teachers to participate in the survey. And Jinsheng Middle School, the internship school of the researcher, is selected as the research school.

Quantitative research and qualitative research are important methods of investigation and research. Based on the actual situation, this study chooses questionnaire survey and interview as the main research methods. The number of students surveyed is relatively large, so the study invites students to fill in the questionnaire survey. The number of teachers surveyed is relatively small and the answers to questions are open, so the study invites teachers to make voice calls on WeChat for interviews.

After reading the relevant literature, based on the discourse analysis theory and research content, researcher combines the questionnaire adopted by Li Xiaoman (2017) and Yang Weiwei (2022) to design the questionnaire content. The questionnaire is distributed to the 8th grade students by WeChat. The researcher first makes the first questionnaire, inviting 25 students to assist in testing the effect of the questionnaire, and then revises and improves the content of the questionnaire before issuing the formal questionnaire.

**Picture 3.1 The questionnaire**



After the questionnaire is recovered and invalid questionnaires are eliminated, the researcher collects the data. After analyzing the results of the questionnaire, the researcher designs an interview outline based on the relevant results and invites 4 teachers to interview online.

Data analysis is one of the most critical steps in investigation. The researcher carefully sorts out all the survey results, analyzing the current situation of English reading teaching based on discourse analysis. At the same time, the searcher also tries to work out the problems encountered in English reading teaching based on the survey data and interview results, as well as the possible reasons, and completes the paper.

## IV Result and Discussion

In this part, this study expounds the application of discourse analysis theory in English reading teaching and studying by analyzing the results of questionnaire and interviews with teachers. The study also analyzes factors affecting the application of discourse analysis theory and provides suggestions based on relevant data analysis, hoping to be helpful to teaching practice.

### 4.1 Current situation of discourse teaching and studying

Discourse coherence, discourse context and discourse genre are all important contents of discourse analysis theory. And discourse analysis theory plays a significant role in improving English teaching efficiency. This study respectively discusses the application status of discourse cohesion, discourse genre and discourse context in English reading and learning.

#### 4.1.1 *Discourse cohesion in English reading teaching*

From the table3.3, the questions about discourse cohesion is 3-6, 15-19. The table4.1 illustrates the application of discourse cohesion in English reading teaching of teachers. The situation of discourse coherence consciousness of students during reading is reflected in Table 4.2.

**Table 4.1 Discourse cohesion in English reading teaching**

Item	completely consistent	basically consistent	uncertain	inconsistent	completely inconsistent
3	11.11%	31.37%	8.5%	39.22%	9.8%
4	9.8%	27.45%	11.11%	42.48%	9.15%
5	13.73%	29.41%	10.46%	37.25%	9.15%
6	10.46%	32.03%	7.19%	39.87%	10.46%

Item 3 is about whether teachers analyze the people or things represented by pronouns such as *it*, *that*, *those* in English reading teaching. According to the data in the table, 49.02 percent of the students (39.22%+9.8%) show the negative opinion, 8.5 percent of the students are not sure, and 42.48 percent of the students (11.11%+31.37%) hold positive opinions. The number of students with a denial attitude is greater than that with a positive



attitude.

Item 4 studies the application of analyzing the omitted part of sentences in English reading teaching. 51.63% of students (42.48%+9.15%) believe that teachers would do that less. The number of students with negative attitude has exceeded half of the total number.

Item 5 explores whether teachers guide students to pay attention to conjunctions such as *and*, *but* and analyze the relationship between sentences in English reading teaching. 46.4 % (37.25%+9.15%) of students hold negative answers, while 43.14 % (13.73%+29.41%) of students hold positive answers. Although the number of people holding negative answers is more than the number of people holding positive answers, on the whole, the difference between the two is less.

Item 6 discusses whether teachers analyze the paragraph structure of the article in English reading teaching. More than half of the students (10.46% completely inconsistent +39.87% inconsistent) think that teachers does not analyze the relationship between paragraphs in English reading class.

From the above analysis, it shows that the application of discourse cohesion by teachers in English reading teaching is not sufficient from various aspects. Teachers need to further improve the awareness of integrating discourse coherence into the classroom.

**Table 4.2 Discourse cohesion in English Reading studying**

Item	completely consistent	basically consistent	uncertain	inconsistent	completely inconsistent
15	8.5%	32.03%	10.46%	39.22%	9.8%
16	12.42%	32.68%	7.84%	41.18%	5.88%
17	9.8%	30.72%	13.07%	39.87%	6.54%
18	7.84%	33.99%	7.84%	40.52%	9.8%
19	7.84%	32.03%	9.8%	43.14%	7.19%

The key to teaching efficiency lies not only in teaching, but also in independent learning and practice of students. The Table 4.2 illustrates the application of discourse cohesion in reading of students.

Item 15 is to explore whether students can guess the meaning of new words through roots, pre-suffixes, synonyms and antonyms in English reading. There are 10.46% of

students is uncertain to this question. And 39.22% of the students believe that the situation is relatively consistent, 9.8% of the students think that the situation is completely consistent, so a total of 49.02% of the students hold that the situation is consistent. The number of people expressing negative answers is close to half of the total number.

Item 16 is designed to clarify the situation of students of understanding the relationship between sentences or paragraphs through conjunctions such as *however* and *in other words* in English reading. 47.06% (41.18%+5.88%) of students indicate that they do not spontaneously analyze the role of conjunctions in sentences or paragraphs during English reading. Although the number of students did not exceed the number of students who give the negative opinion, 45.1% (12.42%+32.68%) of the students consider they pay attention to conjunctions and analyze the relationship between sentences. It is consistent with the above situation that the teacher guides the students to analyze conjunctions to judge the relationship between sentences.

Item 17 is to inquire if students notice that the author chooses pronouns, synonyms and antonyms to avoid repetition in English reading. 46.41% (39.87% inconsistent+6.54% completely inconsistent) of the students give negative answers to this question, while 40.52% (30.72% basically consistent+9.8% completely consistent) of the students give positive answers. The number of the former is greater than that of the latter. It means that for students, there is still room for making progress in learning discourse coherence.

Item 18 is to make out whether students pay attention to the omission of sentence components in English reading and supplement them. According to the table above, 50.32% of the students (40.52%+9.8%) acknowledge they do not pay attention to the omitted components of the sentence. Such a situation may lead to students not being able to correctly and completely understand the structure of the text or even the writing intention.

Item 19 looks into whether students can browse the full text in English reading and analyze the structure and types of articles. Skimming is an important reading method during the reading test. By skimming and analyzing the discourse structure, students can save the answering time and even define the topic of the article. However, 50.33% (43.17%+7.19%) of the students do not skim the full text and analyze the discourse structure when reading. This is disappointing and worrying.

From the overall comparative data, the study finds that more than half of the students

lack the ability and skills to analyze discourse coherence in the process of English reading. This may lead to low reading efficiency of students.

Comprehensive analysis shows that the application of discourse cohesion in English reading teaching is not optimistic. The researcher interviews four teachers: “Do you guide students to analyze the structure between paragraphs and sentences in English reading teaching?” Among them, 3 teachers believe that they do not focus on the relationship between sentences, but explain the relationship between paragraphs appropriately. The focus of sentence analysis is mainly on grammar, vocabulary and translation. Only one teacher claims that she guides students to analyze sentences, but the main purpose is to help students answer questions about details in reading comprehension.

In the English reading test of junior high school, there are many problems related to discourse coherence, such as the investigation of conjunctions and pronouns, etc. Even the theme analysis of many discourses is closely related to discourse coherence, which requires continuous improvement of the awareness of analyzing discourse coherence and discourse cohesion. However, in terms of the above analysis, English teachers seldom use discourse coherence analysis in Reading teaching, and students lack discourse analysis skills in reading,

#### **4.1.2 Discourse genre in English reading teaching**

This study also explores the application of discourse genre in English reading teaching and learning. From the table 3.3, the questions about discourse genre is 7-9, 20-23. Question 7-8 explore the application of discourse genre from the aspect of teaching while question 20-23 research the situation of discourse genre in learning from the aspect of students.

**Table 4.3 Discourse genre in English Reading teaching**

Item	completely consistent	basically consistent	uncertain	inconsistent	completely inconsistent
7	13.73%	39.87%	9.15%	26.8%	10.46%
8	11.76%	30.72%	7.84%	41.18%	8.5%
9	12.42%	28.1%	13.07%	35.29%	11.11%

Item 7 is to inquire if teachers analyze narrative, explanatory text, argumentative thesis and other article genres in English reading teaching. Table 4.3 shows that 53.6% of the

students (13.73%+39.87%) give positive answers to this question, and the number of students exceeds half of the total number. This indicates that teachers have the consciousness of discourse genre analysis in the teaching process.

Item 8 is to explore whether teachers introduce relevant reading skills according to article types and writing characteristics in English reading teaching. 49.68% (26.8% inconsistent +10.46% completely inconsistent) of the students think that the explanation of reading skills for different genres in reading class is insufficient. 42.48% (11.76%+30.72%) of students point out that teachers explain different reading strategies and methods. By comparing the data size, the majority of students holds a denial attitude. It indicates that teachers need to further guide students to learn reading strategies.

Item 9 discusses the situation of guiding students to analyze article patterns and understand the author's writing intention in English reading teaching. In addition to 13.07 % of the students expressed uncertainty, 46.4% (35.29%+11.11%) of the students gives negative answers to this question. The number of students with negative attitude is more than the number of students with positive attitude. The situation of students using discourse mode analysis is not optimistic.

Data show that teachers consciously guide students to analyze discourse genre but do not fully introduce relevant reading skills in English reading teaching. The analysis of discourse genre often stays in genre itself, and does not specifically analyze the writing intention that may be implied by genre and corresponding reading skills.

**Table 4.4 Discourse genre in English Reading studying**

Item	completely consistent	basically consistent	uncertain	inconsistent	completely inconsistent
20	10.46%	31.37%	9.15%	41.18%	7.84%
21	9.8%	31.37%	10.46%	37.91%	10.46%
22	9.8%	30.07%	9.15%	40.52%	10.46%
23	12.42%	32.03%	6.54%	38.56%	10.46%

Item 20 is to explore whether students choose appropriate reading skills according to genre in English reading. Only 41.83% of students (10.46%+31.37%) give agreement that they can pick advisable way to analysis discourse. 49.02% of students (41.18%+7.84%)

argue that they are not able to select useful method to read, which implies the inadequate instruction of teachers toward reading skills.

Item 21 is to inquire if students analyze the article genre through the title or end of English articles in English reading. A total of 48.37% (37.91% inconsistent+10.46% completely inconsistent) of students deem that they have the reading habit of analyzing genre according to the title. While 41.17% of students (9.8% completely consistent+31.37% basically consistent) disagree with this idea. It shows that students have limited reading skills and lack knowledge related to discourse genre.

Item 22 researches whether students quickly get the topic sentences of the article and obtain the main information of the article according to the genre of the article in English reading. 39.87% (9.8%+30.07%) of the students give positive answer while 50.98 % of students (40.52%+10.46%) give negative answer. It suggests that students know little about the characteristics of discourse genre.

Item 23 goes deeply into students' ability to understand the article pattern and understand the author's writing intention in English reading. According to statistical data, 49.02 % (38.56%+10.46%) of the students are not good at judging discourse patterns, that is to say, almost half of the students have not mastered the knowledge related to analyzing discourse patterns.

Based on the above data, the researcher thinks that there is still much room for improvement in students' ability to use discourse genre in English reading. The researcher asks the four teachers about the discourse genre: "In English reading teaching, do you guide students to analyze the article genre and introduce the corresponding reading skills?" Two of them make clear that they always guide students to judge the genre of articles. One teacher suggests that she sometimes guide students to conduct discourse analysis. And another teacher admits that she hardly specially guides students to analyze the genre of discourse. Regarding reading skills, only one teacher suggests that she teach students reading skills specially, while the other three teachers show that they do not teach students reading skills. These three teachers think that the Chinese class specifically explains reading skills, so there is no need to specifically analyze it in English class.

Discourse genre is one of the important contents of reading teaching and studying. The results of questionnaires and interviews show that both students and teachers have the

consciousness of discourse genre analysis, but seldom teach and explore the specific discourse genre types. It is necessary for teachers to share the rich knowledge about the characters of discourse genre with students.

#### 4.1.3 Discourse context in English reading teaching

Discourse context mainly refers to the background knowledge related to discourse, including culture, environment, etc. From the table 3.3, the questions about discourse context is 1、2, 10-14. Questions 1 and 2 are mainly about textual context analysis in teaching, while questions 10-14 are about learning of textual context.

**Table 4.5 Discourse context in English reading teaching**

Item	completely consistent	basically consistent	uncertain	inconsistent	completely inconsistent
1	13.07%	31.37%	6.54%	43.79%	5.23%
2	14.38%	26.8%	12.42%	41.18%	5.23%

Item 1 is intended to investigate whether teachers explain the background knowledge related to articles in English reading teaching. From the Table 4.5, 44.44% (13.07% completely consistent+31.37% basically consistent) of students think that teacher introduce background information for them. But 49.02% (43.79% inconsistent+5.23% completely inconsistent) of students argue that the teacher does not share the background knowledge with them. Still, 6.54% of the students are unsure about the answer to this question. Nearly half of the students give negative answers, which indicates that the explanation of background information in reading teaching is inadequate.

Item 2 is designed to make clear whether teachers will guide students to guess the meaning of new words according to context in English reading teaching. Only 41.18% of students (14.38% completely consistent+26.8% basically consistent) deem that the teacher guides them to guess the meaning of new words according to context while 46.41% of students (41.18% inconsistent+5.23% completely inconsistent) of students disagree with this opinion. It proves that the interpretation of the method of guessing the connotation of words through context is not enough.

Text context can help students quickly grasp the main idea of the article and solve the problem of ambiguity in sentence meaning. However, the two sets of data in the table show

that more people hold negative opinions than those hold positive opinions. The result reflects that the discourse context analysis is not frequently conducted in English reading teaching.

**Table 4.6 Discourse context in English reading studying**

Item	completely consistent	basically consistent	uncertain	inconsistent	completely inconsistent
10	10.46%	28.1%	7.19%	47.06%	7.19%
11	10.46%	34.64%	8.5%	37.25%	9.15%
12	9.15%	35.29%	8.5%	37.25%	9.8%
13	13.07%	28.1%	10.46%	36.6%	11.76%
14	11.76%	32.03%	7.19%	40.52%	8.5%

The table 4.6 is from the responses of students on the instruction of discourse context in studying. The results of the answers to the five questions are counted in the table.

Item 10 is about whether students understand the article with the help of existing relevant background and cultural knowledge. 38.56% of students (10.46 completely consistent+28.1% basically consistent) agree that they consciously analyze semantics through background knowledge while 54.25% (47.06% inconsistent+7.19% completely inconsistent) of students acknowledge that they never do that. That means more than half of the students do not carefully look for the existing knowledge to understand the discourse.

Item 11 investigates whether students guess the meaning of new words through context in English reading. 45.1% (10.46%+34.64%) of students give positive answers, while 46.4% of students (37.25%+9.15%) give negative answers. On the whole, the majority hold negative views. It indicates that most students lack the awareness of textual context analysis.

Item 12 is to know whether students can understand difficult sentences through context in English reading. Only 44.44% (9.15% completely consistent+35.29% basically consistent) of students approve that they can get the meaning of difficult sentences through context. Apart from 8.5% of the students holding an uncertain attitude, 47.3% (37.25% inconsistent+9.8% completely inconsistent) of the students deem that they are not good at this reading skill. However, it is meaningful and worthwhile for students to analysis difficult sentences through context. Such skills can provide opportunities to improve reading test

scores.

Item 13 is designed to clarify whether students regard the information obtained in reading as relevant background knowledge in English reading and apply it in future reading. 41.17% (13.07%+28.1%) of students answer that they do so, while 48.36% (36.6%+11.76%) of the students give negative answers. The above data analysis shows that students lack the habit of accumulating cultural common sense.

Item 14 is to explore whether students pay attention to paragraph structure and analyze the hierarchical relationship of articles in English reading. The hierarchical structure of the article, especially the context of the paragraphs, will effectively help students understand difficult paragraphs. However, the table 4.6 shows that 49.02% (40.52%+8.5%) of the students do not analyze the hierarchical structure of the text. This part of the number exceeds one third of the number of respondents and is close to half of the total number. Data analysis results show that students lack analytical knowledge of discourse paragraph levels.

The results show that most students have a weak sense of discourse context and cannot fully use the context to understand the discourse. In order to further explore the application of discourse context in teaching, the researcher invites 4 teachers to interview.

Researcher asks four teachers about the application of discourse context: “Do you guide students to understand relevant background knowledge before formal English reading teaching? Why?” And the three teachers points out that they do not often introduce relevant background knowledge unless the discourse involved professional terminology. One of the teachers explains that integrating grammatical analysis into reading teaching leads to limited course time and cannot spend too much time introducing relevant background. The other two teachers acknowledge that they regard the introduction of background culture as a way of introducing the class. In order to be concise and convenient, they choose picture display instead of introducing background knowledge. Only one teacher insist that she often popularizes basic background knowledge to students scientifically. Because she thinks that background knowledge can help students solve difficult questions.

In a word, a few teachers have the consciousness of integrating discourse cohesion, discourse genre and discourse context into English reading teaching. Most students cannot use discourse cohesion, discourse genre and textual context knowledge in their English reading.



## 4.2 Problems in teaching and studying

Students can effectively improve reading ability and develop logical thinking through learning discourse analysis theory. This study combines the results of questionnaire survey and interviews with teachers to analyze the problems arising from the application of discourse analysis theory in English reading teaching and studying.

### 4.2.1 *Inadequate understanding of discourse analysis*

Only when teachers and students fully grasp the relevant knowledge of discourse analysis theory and have in-depth understanding can they apply it to practice. Generally speaking, the premise for students to master knowledge is teachers should dedicate themselves to their teaching. In order to know the situation of understanding discourse analysis theory, the researcher invites teachers to have serious interview.

During the interview, the researcher asks four teachers “How do you understand discourse analysis theory in English reading teaching?” Teacher A believes that vocabulary and grammar are the key in English reading. Both of them help students lay a good foundation for further study. Teacher B believes that discourse analysis is to lead students to analyze discourse in detail from the aspects of grammar, vocabulary, paragraph structure and topic of the article. Teacher C thinks that discourse analysis is to lead students to analyze discourse structure firstly, summarizing articles in general, and then lead students to analyze specific words and grammar. Teacher D believes that discourse analysis should start with the background of the article, analyze the characteristics of the article, understand the topic of the article and translate the full discourse.

Teachers always choose to focus on single sentence analysis, grammar analysis or semantic analysis and cannot comprehensively summarize the content of discourse analysis. Teachers’ understanding of discourse analysis focuses on vocabulary, grammar and translation, which cannot effectively improve the reading ability of students. It leads to the fact that most of the time of English reading class is spent on grammar learning, the time of other important teaching contents cannot be reasonably arranged.

### 4.2.2 *Neglecting thinking development*

Thinking of students aims to play an important role in reading. The development of thinking of students can cultivate the ability of independent thinking and self-summary and exploration. Teachers are the main planners to cultivate thinking development of students,

and teaching is the main activity to cultivate thinking. In order to understand the cultivation of students' thinking, researcher investigates teachers about the content of English reading teaching.

The researcher asks the four teachers the question: “What aspects do you mainly explain in English reading teaching?” The four teachers unanimously show that in the teaching process, the teaching focus is mainly on discourse vocabulary, grammar and theme.

The results of the questionnaire show that teachers explain the conjunctions in English class sufficiently, and most students analyze the conjunctions independently in the reading process. However, students pay no attention to the knowledge which is not explained specially by teachers.

Teachers play a leading role in English teaching. But teachers always ignore the development of students' thinking, which causes students to lack the ability to think and summarize independently. Reading is a process of continuous practice. In Reading teaching, independent thinking ability of students should be developed and logical thinking vein should be expanded so as to improve reading ability.

#### **4.2.3 *Lacking cultural awareness***

Cultural awareness is one of the key contents of English teaching. And it belongs to the category of context. Wang Jian (2022) points that teachers often focus on knowledge and often neglect the cultivation of cultural awareness in English teaching. Teachers' neglect of cultural teaching leads to students not paying much attention to cultural learning and daily cultural accumulation (Liu Yue, 2021).

Item 1 in the questionnaire draws the conclusion that more than half of the students deny that teachers introduce background knowledge in English teaching, which indicates that teachers ignore the introduction of textual background knowledge. And the research results of item 10 and item 13 point out that students lack cultural awareness.

Cultural awareness has become one of the core qualities that students need to possess, which is of great help to the analysis of English discourse. Due to limited experience, students know less about the culture of English-speaking countries, which brings obstacles to reading English articles. In order to improve reading efficiency and reading comprehension ability, students need to master a certain amount of cross-cultural awareness.

The accumulation of daily cultural common sense is a good way for students to

continuously expand their cultural background knowledge. Moreover, in the teaching process, teachers should also pay attention to guiding students to learn foreign culture and develop thinking.

### **4.3 Suggestions**

Integrating discourse analysis theory into English reading teaching will effectively improve the reading ability of students. Teachers can actively change their own education mode and give full play to students' subjectivity in learning. Through continuous study and practice, teachers are expected to strive to improve their professional quality so as to improve the teaching quality and cultivate students with good reading habits. In view of the above problems, the study gives the following suggestions, hoping to effectively help improve the reading ability of students.

#### **4.3.1 *Suggestions for teachers***

Teachers should pay attention to the interpretation of discourse. The interpretation of discourse by traditional teaching method mostly stays at the semantic and lexical levels. However, few students have enough time to translate the articles completely in the reading test. As the designer, instructor and organizer of English reading class in the class, teachers should pay attention to the support of theoretical knowledge when designing and organizing classes. Discourse analysis includes not only discourse semantics, but also discourse coherence, discourse context, and discourse genre, etc. Only by teaching from various aspects can teachers effectively cultivate good learning habits of students.

Teachers need to increase the input of extracurricular discourse for students. Reading should not be limited to texts in textbooks, and extracurricular reading materials are also very important. According to the level of students, teachers should specifically supplement extracurricular discourse to students and cultivate the discourse interpretation ability of students (Hu Rong, 2022). Organizing extracurricular reading classes regularly is a meaningful thing. Students can choose books according to their own interests. These activities can cultivate reading habits, improving reading interest, and lay a good foundation for reading teaching.

Teachers can improve students' autonomy and cooperation in reading discourse interpretation. It is meaningful to stimulate interest in reading and autonomy of students in reading. Students themselves determine the effectiveness of teaching and learning.

Improving awareness of independent reading, broadening learning methods and enriching learning resources can effectively improve reading level of students. Teachers can encourage students to read after class. Students should have the consciousness of reading after class independently and learning after class knowledge, so as to develop thinking, summarizing and self-learning ability.

Teachers should increase teaching arrangements on cultural awareness and discourse analysis to guide students to accumulate knowledge. And teachers can introduce the culture of English-speaking countries from the aspects of language, gestures, etiquette and so on, and analyze the differences between national cultures. It is a good idea for students to record cultural knowledge in fixed notebooks and always browse them.

#### **4.3.2 Suggestions for students**

Students need to enhance their awareness of cross-cultural knowledge accumulation. The more cultural background knowledge is accumulated by students, the more likely they are to understand articles. However, the accumulation of background knowledge not only depends on the guidance of teachers, but also pays more attention to rich cross-cultural awareness of students.

Students should consciously improve their autonomous learning and summarizing abilities. Autonomous learning is one of the methods for students to make rapid progress. Autonomous learning not only improves students' learning ability, but also cultivates students' habit of independent thinking and problem solving. Reading training is not limited to simply searching for answers and copying them, but also requires students to have the ability to analyze and summarize.

Students can combine the knowledge they have learned into the practice of doing exercises. Under the circumstances of examination tension, students are likely to forget the newly learned reading skills and subconsciously translate sentence by sentence. Therefore, students should consciously use appropriate reading skills in their usual reading training. Practice creates perfection, and adequate practice will subtly improve reading efficiency.

## **V Conclusion**

Discourse analysis theory emphasizes on the whole text rather than the teaching mode of grammar and translation. Tenbrink (2020) affirms the value of discourse analysis in his

work *Cognitive Discourse Analysis*. Using discourse analysis theory can effectively improve the efficiency of English reading teaching and improve reading skills and divergent thinking of students. It also helps students develop the habit of independent thinking and learning. This study mainly researches the application of discourse analysis in English reading teaching and studying, as well as the problems. By analyzing the survey data, the following finds are drawn in this study.

This study investigates the situation of discourse analysis in English reading teaching. The survey mainly involves three aspects: discourse coherence, discourse genre and discourse context. As far as discourse coherence is concerned, teachers always guide students to analyze conjunctions but do not specifically ask students to analyze synonyms, antonyms, omissions and so on. Teachers do not make full use of discourse coherence analysis in reading classes. The teaching content lacks the analysis of the relationship between sentences or paragraphs. In terms of discourse genre, teachers introduce insufficient background knowledge and lack cultural awareness. Teaching is often divorced from the context and focuses on language knowledge, especially grammar and semantics. Risko, V. J. (2011) states in *Drawing on text features for reading comprehension and composing* that teachers should guide students to analyze discourse patterns in reading teaching, so as to increase participation of students in class and develop reading ability. However, the study finds that teachers lack teaching to help students analyze discourse genre and neglect the cultivation of reading skills of students.

This study also analyzes the situation of discourse teaching in English reading learning through questionnaire data. This study is still illustrated from three aspects: discourse coherence, discourse genre and discourse context. In the process of reading, students often consciously analyze the function of conjunctions, but have no consciousness of judging the framework of the article. And students always ignore the function of pronouns and synonyms in discourse cohesion, which may cause difficulties in understanding the article. In terms of text genre learning, most students seldom analyze the text genre through titles or the first and the last sentences of the article before reading. Although some students believe that they have the reading habit of analyzing the genre of articles, they cannot choose appropriate reading methods specifically. With regard to discourse context, survey data show that only a few students guess the meaning of new words through context. Most

students lack the awareness of background knowledge accumulation, and do not notice the context created above for the following in the reading process.

In addition, this study explores the factors that affect the application of discourse analysis theory to reading teaching and learning. The first influential factor is that teachers do not have sufficient understanding of discourse analysis theory and ignore its importance in English reading teaching. Teachers only pay attention to students' mastery of grammar and vocabulary, and do not analyze reading ability from a comprehensive perspective. The second factor is that teachers ignore the development of summarizing and independent thinking ability of students. Reading is a process that requires continuous practice and accumulation by students. Students need to summarize their reading skills in practice. Third, teachers and students should strengthen their cultural awareness. Research data show that teachers and students do not pay enough attention to textual background knowledge and have less awareness of cultural accumulation.

According to the main findings of the study, it is hoping to be helpful for teaching practice. Due to the limited research time and the problems of the researcher's own ability, there are still many aspects to be improved in this study. The research samples have limitations. This research mainly takes the teachers and students of Jinsheng Middle School in Taiyuan city, Shanxi province as the survey participants, and the research conclusions and suggestions are not universal. The research angle has limitations. The study only studies the application status of discourse analysis theory from the perspectives of discourse cohesion, discourse genre and discourse context. The sufficiency of the research needs to be improved. The research only adopts the methods of questionnaire, interview and literature research, and does not adopt more effective methods such as teaching experiments and classroom observation.

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## Appendices

### Appendix I

#### 基于语篇分析的初中英语阅读教学现状调查

亲爱的同学：

你好！首先感谢您参与问卷调查，本次问卷希望了解语篇分析在初中英语阅读教学中的运用现状，并据此探讨初中英语阅读教学的有效方法，本问卷所收集的数据仅限于研究使用，问卷无需标记姓名，将严格保密，答案选项无对错之分，请您根据实际情况填写即可，衷心感谢您的合作。

1. 在英语阅读教学中，老师会讲解与文章相关的背景知识。

- A.完全符合
- B.基本符合
- C.不确定
- D.不符合
- E.完全不符合

2. 在英语阅读教学中，老师会指导我们根据上下文猜测生词含义。

- A.完全符合
- B.基本符合
- C.不确定
- D.不符合
- E.完全不符合

3. 在英语阅读教学中，老师会分析 *it, that, those, these* 等代词所代表的人或物。

- A.完全符合
- B.基本符合
- C.不确定
- D.不符合
- E.完全不符合

4. 在英语阅读教学中，老师会引导分析文章中句子的省略部分。

- A.完全符合
- B.基本符合
- C.不确定
- D.不符合

E.完全不符合

5. 在英语阅读教学中，老师会指导我们关注 and, but 等连接词，分析句子之间的关系。

A.完全符合

B.基本符合

C.不确定

D.不符合

E.完全不符合

6. 在英语阅读教学中，老师会引导分析段落结构。

A.完全符合

B.基本符合

C.不确定

D.不符合

E.完全不符合

7. 在英语阅读教学中，老师会分析记叙文，说明文，议论文等文章体裁。

A.完全符合

B.基本符合

C.不确定

D.不符合

E.完全不符合

8. 在英语阅读教学中，老师会根据文章类型和写作特点介绍相关阅读技巧。

A.完全符合

B.基本符合

C.不确定

D.不符合

E.完全不符合

9. 在英语阅读教学中，老师会引导我们分析文章模式，了解作者写作意图。

A.完全符合

B.基本符合

C.不确定

D.不符合

E.完全不符合

10. 在英语阅读中，我会借助已有的相关文化背景知识，理解文章内容。

- A.完全符合
- B.基本符合
- C.不确定
- D.不符合
- E.完全不符合

11. 在英语阅读中，我会通过语境猜测生词含义。

- A.完全符合
- B.基本符合
- C.不确定
- D.不符合
- E.完全不符合

12. 在英语阅读中，我会通过上下文语境，理解难度较大的句子。

- A.完全符合
- B.基本符合
- C.不确定
- D.不符合
- E.完全不符合

13. 在英语阅读中，我会把在阅读中获得的信息，当做相关背景知识，在以后的阅读中应用。

- A.完全符合
- B.基本符合
- C.不确定
- D.不符合
- E.完全不符合

14. 在英语阅读中，我会注意段落结构，分析文章层次关系。

- A.完全符合
- B.基本符合
- C.不确定
- D.不符合
- E.完全不符合

15. 在英语阅读中，我会通过词根，词的前后缀，同义词，反义词来猜测生词意思。
- A.完全符合  
B.基本符合  
C.不确定  
D.不符合  
E.完全不符合
16. 在英语阅读中，我会通过 however, in other words 等连接词理解句子间或段落间的关系。
- A.完全符合  
B.基本符合  
C.不确定  
D.不符合  
E.完全不符合
17. 在英语阅读中，我会注意到文章作者为避免重复而选用代词，同义词，反义词。
- A.完全符合  
B.基本符合  
C.不确定  
D.不符合  
E.完全不符合
18. 在英语阅读中，我会注意句子省略成分，并进行补充。
- A.完全符合  
B.基本符合  
C.不确定  
D.不符合  
E.完全不符合
19. 在英语阅读中，我会浏览全文，分析文章结构和类型。
- A.完全符合  
B.基本符合  
C.不确定  
D.不符合  
E.完全不符合

20. 在英语阅读中，我会根据体裁选择相应合适的阅读技巧。

- A.完全符合
- B.基本符合
- C.不确定
- D.不符合
- E.完全不符合

21. 在英语阅读中，我会通过英文文章的标题或结尾分析文章体裁。

- A.完全符合
- B.基本符合
- C.不确定
- D.不符合
- E.完全不符合

22. 在英语阅读中，我会根据文章体裁，快速确定文章主题句，获取文章主要信息。

- A.完全符合
- B.基本符合
- C.不确定
- D.不符合
- E.完全不符合

23. 在英语阅读中，我会理解文章模式，清楚作者写作意图。

- A.完全符合
- B.基本符合
- C.不确定
- D.不符合
- E.完全不符合

## AppendixII

访谈提纲：

- 1.在英语阅读教学方面，您是如何认识语篇分析理论的？
- 2.您在英语阅读教学中主要会讲解哪些方面的内容？
- 3.在英语阅读教学中您会引导学生分析语篇段落，句子之间的结构吗？
- 4.在英语阅读教学中，您会引导学生分析文章体裁，并介绍相应的阅读技巧吗？
- 5.您会在正式英语阅读教学前，引导学生了解相关背景知识？为什么？

## Appendix III

问卷链接: <https://www.wjx.cn/vm/hJnsdne.aspx#>

### 基于语篇分析的初中英语阅读教学现状调查[复制]

第1题:在英语阅读教学中,老师会讲解与文章相关的背景知识 [单选题]

选项	小计	比例
完全符合	20	13.07%
基本符合	48	31.57%
不确定	10	6.54%
不符合	67	43.79%
完全不符合	8	5.23%
本题有效填写人次	153	

饼图 圆环 柱状 条形 折线

第2题:在英语阅读教学中,老师会指导我们根据上下文猜测生词含义 [单选题]

选项	小计	比例
完全符合	22	14.38%
基本符合	41	26.8%
不确定	19	12.42%
不符合	63	41.18%
完全不符合	8	5.23%

第5题:在英语阅读教学中,老师会指导我们关注and, but等连接词,分析句子之间的关系 [单选题]

选项	小计	比例
完全符合	21	13.73%
基本符合	45	29.41%
不确定	16	10.46%
不符合	57	37.25%
完全不符合	14	9.15%
本题有效填写人次	153	

饼图 圆环 柱状 条形 折线

第6题:在英语阅读教学中,老师会引导分析段落结构 [单选题]

选项	小计	比例
完全符合	16	10.46%
基本符合	49	32.03%
不确定	11	7.19%
不符合	61	39.87%
完全不符合	16	10.46%
本题有效填写人次	153	

饼图 圆环 柱状 条形 折线

第3题:在英语阅读教学中,老师会分析it, that, those, these 等代词所代表的人或物 [单选题]

选项	小计	比例
完全符合	17	11.11%
基本符合	48	31.37%
不确定	13	8.5%
不符合	60	39.22%
完全不符合	15	9.8%
本题有效填写人次	153	

饼图 圆环 柱状 条形 折线

第4题:在英语阅读教学中,老师会引导分析文章中句子的省略部分 [单选题]

选项	小计	比例
完全符合	15	9.8%
基本符合	42	27.45%
不确定	17	11.11%
不符合	65	42.48%
完全不符合	14	9.15%
本题有效填写人次	153	

第7题:在英语阅读教学中,老师会分析记叙文,说明文,议论文等文章体裁 [单选题]

选项	小计	比例
完全符合	21	13.73%
基本符合	41	26.87%
不确定	14	9.15%
不符合	61	39.87%
完全不符合	16	10.46%
本题有效填写人次	153	

饼图 圆环 柱状 条形 折线

第8题:在英语阅读教学中,老师会根据文章类型和写作特点介绍相关阅读技巧 [单选题]

选项	小计	比例
完全符合	18	11.76%
基本符合	47	30.72%
不确定	12	7.84%
不符合	63	41.18%
完全不符合	15	9.8%
本题有效填写人次	153	

饼图 圆环 柱状 条形 折线



第9题:在英语阅读教学中,老师会引导我们分析文章模式,了解作者写作意图 [单选题]

选项#	小计#	比例
完全符合	19	12.42%
基本符合	43	28.1%
不确定	20	13.07%
不符合	54	35.29%
完全不符合	17	11.11%
本题有效填写人次	153	



第10题:在英语阅读中,我会借助已有的相关文化背景知识,理解文章内容 [单选题]

选项#	小计#	比例
完全符合	16	10.46%
基本符合	43	28.1%
不确定	11	7.19%
不符合	72	47.06%
完全不符合	11	7.19%
本题有效填写人次	153	



第13题:在英语阅读中,我会把在阅读中获得的信息,当做相关背景知识,在以后的阅读中应用 [单选题]

选项#	小计#	比例
完全符合	20	13.07%
基本符合	43	28.1%
不确定	16	10.46%
不符合	56	36.6%
完全不符合	18	11.76%
本题有效填写人次	153	



第14题:在英语阅读中,我会注意段落结构,分析文章层次关系 [单选题]

选项#	小计#	比例
完全符合	18	11.76%
基本符合	49	32.03%
不确定	11	7.19%
不符合	62	40.52%
完全不符合	13	8.5%
本题有效填写人次	153	



第11题:在英语阅读中,我会通过语境猜测生词含义 [单选题]

选项#	小计#	比例
完全符合	16	10.46%
基本符合	53	34.64%
不确定	13	8.5%
不符合	57	37.25%
完全不符合	14	9.15%
本题有效填写人次	153	



第12题:在英语阅读中,我会通过上下文语境,理解难度较大的句子 [单选题]

选项#	小计#	比例
完全符合	14	9.15%
基本符合	54	35.29%
不确定	13	8.5%
不符合	57	37.25%
完全不符合	15	9.8%
本题有效填写人次	153	



第15题:在英语阅读中,我会通过词根,词的前后缀,同义词,反义词来猜测生词意思 [单选题]

选项#	小计#	比例
完全符合	13	8.5%
基本符合	49	32.03%
不确定	16	10.46%
不符合	60	39.22%
完全不符合	15	9.8%
本题有效填写人次	153	



第16题:在英语阅读中,我会通过however, in other words 等连接词理解句子间或段落间的关系 [单选题]

选项#	小计#	比例
完全符合	19	12.42%
基本符合	50	32.68%
不确定	12	7.84%
不符合	63	41.18%
完全不符合	9	5.88%
本题有效填写人次	153	



第17题:在英语阅读中,我会注意到文章作者为避免重复而选用代词,同义词,反义词 [单选题]

选项#	小计#	比例
完全符合	15	9.8%
基本符合	47	30.72%
不确定	20	13.07%
不符合	61	39.87%
完全不符合	10	6.54%
本题有效填写人次	153	

饼图 圆环 柱状 条形 折线

第18题:在英语阅读中,我注意句子省略成分,并进行补充 [单选题]

选项#	小计#	比例
完全符合	12	7.84%
基本符合	52	33.99%
不确定	12	7.84%
不符合	62	40.52%
完全不符合	15	9.8%
本题有效填写人次	153	

饼图 圆环 柱状 条形 折线

第21题:在英语阅读中,我会通过英文文章的标题或结尾分析文章体裁 [单选题]

选项#	小计#	比例
完全符合	15	9.8%
基本符合	48	31.37%
不确定	16	10.46%
不符合	58	37.91%
完全不符合	16	10.46%
本题有效填写人次	153	

饼图 圆环 柱状 条形 折线

第22题:在英语阅读中,我会根据文章体裁,快速确定文章主题句,获取文章主要信息 [单选题]

选项#	小计#	比例
完全符合	15	9.8%
基本符合	46	30.07%
不确定	14	9.15%
不符合	62	40.52%
完全不符合	16	10.46%
本题有效填写人次	153	

饼图 圆环 柱状 条形 折线

第19题:在英语阅读中,我会浏览全文,分析文章结构和类型 [单选题]

选项#	小计#	比例
完全符合	12	7.84%
基本符合	49	32.03%
不确定	15	9.8%
不符合	66	43.14%
完全不符合	11	7.19%
本题有效填写人次	153	

饼图 圆环 柱状 条形 折线

第20题:在英语阅读中,我会根据体裁选择相应合适的阅读技巧 [单选题]

选项#	小计#	比例
完全符合	16	10.46%
基本符合	48	31.37%
不确定	14	9.15%
不符合	63	41.18%
完全不符合	12	7.84%
本题有效填写人次	153	

饼图 圆环 柱状 条形 折线

第22题:在英语阅读中,我会根据文章体裁,快速确定文章主题句,获取文章主要信息 [单选题]

选项#	小计#	比例
完全符合	15	9.8%
基本符合	46	30.07%
不确定	14	9.15%
不符合	62	40.52%
完全不符合	16	10.46%
本题有效填写人次	153	

饼图 圆环 柱状 条形 折线

第23题:在英语阅读中,我会理解文章模式,清楚作者写作意图 [单选题]

选项#	小计#	比例
完全符合	19	12.42%
基本符合	49	32.03%
不确定	10	6.54%
不符合	59	38.56%
完全不符合	16	10.46%
本题有效填写人次	153	

饼图 圆环 柱状 条形 折线