

# **The Application Research of Discourse Analysis in English Reading Teaching in Higher Vocational Colleges**

**Zhu Hui**

Shangrao Preschool Education College, Shangrao, Jiangxi, 334000, China

**Keywords:** Discourse Analysis; English Reading; Vocational Teaching

**Abstract:** This paper briefly analyzes the current situation of English reading teaching in vocational colleges, and emphasizes the importance and application of discourse analysis in vocational English reading teaching. If English teachers can effectively exert the application advantages of discourse analysis, they can effectively improving the quality of English reading teaching is not only important for enhancing reading ability, comprehension ability, appreciation ability and writing ability, but also achieving the purpose of cultivating students' intercultural communication ability.

## **1. Introduction**

Reading is an important foundation for learning English knowledge. Strengthening reading ability is the key way to improve English. Higher vocational colleges focus on cultivating applied talents, innovating traditional English reading teaching methods, and giving full play to the role of discourse analysis. On the one hand, it can effectively enhance students' English application ability and intercultural communication ability, on the other hand, it can help students improve their careers. Competitiveness has improved the quality of talent training in higher vocational colleges to a certain extent.

## **2. The Status Quo of English Reading Teaching in Vocational Colleges**

### **2.1. Students' learning ability needs to be improved**

Compared with college students, higher vocational students have relatively lower knowledge structure and level, and the overall learning ability needs to be improved. Therefore, the effect of English reading learning is relatively poor. In addition, higher vocational colleges are also in short supply in English reading teaching equipment, resources and materials. In the actual teaching process, students cannot fully meet the needs of students to enhance their English reading ability and application ability, which limits the improvement of teaching quality.

### **2.2. Teaching content focuses on theory**

In the actual teaching process, English teachers in vocational colleges prefer to explain key vocabulary, common phrases, grammar and other knowledge points, and rarely teach and develop students' reading skills. This theoretical teaching method, which focuses more on the basic knowledge in teaching content, has a good promotion effect on improving students' English test scores, but it is not conducive to the improvement of English application ability.

### **2.3. Lack of guidance in teaching methods**

At present, English teachers in higher vocational schools generally have the problem of re-delivering light guidance when conducting reading teaching. Throughout the class, the frequency of communication between teachers and students is relatively low. Teachers self-considered to explain knowledge points on the podium and neglect to stimulate students' subjective The importance of initiative leads to poor ability for students to independently discover and solve problems[1]. This lack of guiding teaching methods not only restricts students' enthusiasm and initiative, but also is not conducive to the improvement of the quality and efficiency of English reading teaching, and the possibility of increasing the tension between teachers and students.

### **3. The Importance of Discourse Analysis in Vocational English Teaching**

#### **3.1. Is conducive to enhancing students' understanding**

In the process of reading, the students' thinking will be diverged by the content of the reading, which is conducive to exercise understanding. Students need to rely on the mastery of language knowledge and accumulated social experience to interpret the content of the article while reading. Through in-depth thinking on receiving the text information, the learning purpose of reading, understanding and integration is realized. Because English is not a daily language, students need to use all kinds of necessary skills and methods to ensure that they can read the article when reading English articles. This shows the importance of reading skills for students to grasp the context of the article and understand the content of the article. Discourse analysis emphasizes holistic nature. Applying it to English reading learning can enhance students' overall situation and promote their understanding of articles from the four levels of words, sentences, paragraphs and articles, which is conducive to improving the current students only to focus on reading. The problem in words and phrases has a positive effect on the two purposes of achieving both reading speed and understanding.

#### **3.2. Can pave the way for enhanced writing skills**

Writing ability is an important performance of students' practical knowledge. It can effectively improve the English reading level of vocational students and lay a solid foundation for strengthening writing ability. Professional and error-free articles are the key to gaining customer recognition. If high-school students want to ensure that they can work in the workplace in the future, they must pay more attention to writing ability. Based on the analysis of the relationship between this ability and reading ability, students can pass Enhanced reading skills support the strengthening of writing skills. Discourse analysis can help students form correct language application thinking. Using this method to read, can understand the author's writing intentions and opinions from the article layout, especially after having a large amount of reading experience, students can find the article focus in the first time. In addition, to give full play to the role of discourse analysis, students can fully understand and master the article's wording, ideas, layout, and articles, and have an important impact on the experience of the article, the accumulation of writing materials, and the development of writing ideas.

#### **3.3. Is conducive to enhancing the level of student appreciation**

The division of the entire process of English reading comprehension can be roughly divided into four levels: literal understanding, inferential understanding, evaluation understanding, and appreciation understanding. Among them, literal understanding means that students can understand the words, sentence patterns and linguistic forms that constitute the article, and belong to the understanding of the basic level; the understanding of inferential, evaluative and appreciation is deep understanding, involving the subject, overall structure and connotation of the article. With the meaning of the words, the author's writing intentions, etc., the students' reading level and appreciation level are higher. The main purpose of students reading English articles is not only to obtain information, but also to deeply understand the charm of the article. The article will be read by the discourse analysis method. The students will have a relatively deep understanding of the connotation and layout of the article, which will help strengthen the problem analysis ability and English appreciation. ability.

### **4. The Application of Discourse Analysis in English Reading Teaching in Higher Vocational Colleges**

#### **4.1. Clear application level of discourse analysis**

The basic unit of discourse analysis is “discourse”, which is mainly used to analyze the language logic between article sentences and sentences, paragraphs and paragraphs, emphasizing the overall structure of the article, the essence of the words used, and the internal context of the article creation.

Fully play the role of discourse analysis in English reading teaching, which can help students understand the connotation of the article and summarize the main purpose of the article. It plays an important role in cultivating and enhancing the ability of higher vocational students to obtain information, article analysis, language understanding, and thinking divergence[2]. When applying the discourse analysis to the English reading teaching, the higher vocational teachers need to clarify the application level of the method, and formulate the reading teaching plan according to the application characteristics of each level: First, the text level, English teachers should require students to comprehensively analyze the structure of the article, through exploration The ideological association between paragraphs and paragraphs, to find out the key content and the central theme, to lay the foundation for judging the writing background of the article; second, the sentence level, which emphasizes the connection between each sentence and sentence, if students want to truly understand The meaning of an article to be expressed must analyze the composition and connection of paragraphs and paragraphs, sentences and sentences, find out the organizational associations, and provide support for accurate understanding of the context. Third, the vocabulary level, which is English reading. At the basic level, when English teachers develop discourse analysis based on vocabulary level, they should lead students to try to understand the meaning and role of Keywords and keywords. On the one hand, they can help students to understand the foundation of the article, and on the other hand, it will help students. Language analysis and application skills.

#### **4.2. Promote more diversified teaching content**

Applying discourse analysis in vocational English reading teaching can enrich teaching resources and help to diversify teaching content. It is an effective means to improve the uneven distribution of teaching content theory and practice. First of all, English teachers should appropriately increase the cultural background pilot course, and require students to collect information related to the articles they have learned through the Internet, libraries, etc., and use the five minutes or ten minutes before the class to conduct group discussion activities, which will help students to further grasp the article. The purpose and understanding of the deeper meaning. For example, when studying “Attending the Parties”, teachers asked students to investigate the cultural backgrounds of different “party” perceptions in the West and China, and the precautions of Western countries to participate in gatherings before class. Students interact to effectively stimulate students' enthusiasm and initiative. Secondly, teachers can appropriately introduce newspapers and journals with similar structure and content, and compare the critical (evaluative) discourse analysis, inferential discourse analysis and appreciation discourse analysis to help students. A better understanding of English social attributes and applied ideology can lay the foundation for later reading, understanding, and writing similar articles. Finally, vocational English teachers should deepen their research on the articles listed in the textbooks. Most of the articles that can be selected into textbooks have strong practical value and research value. Combining textbook articles with extracurricular materials to determine reading teaching content is beneficial to Improve students' interest in studying textbook articles.

#### **4.3. Interpreting English articles based on different angles**

The use of discourse analysis to interpret English articles can be based on a macro perspective or a micro perspective. The discourse analysis under the macroscopic perspective regards the background of the article, the genre of creation, the structure of the frame, etc. as an entry point. Students need to understand the cultural background while reading the article, which is of great significance for their in-depth understanding of the connotation of the article. Students' interest in reading the article will also be a good catalyst. When conducting text analysis of English articles based on macroscopic perspectives, teachers should guide students to deal with paragraph relations from the following three aspects: First, students should quickly find the relationship between paragraphs and paragraphs when reading articles, and briefly summarize the central ideas; First, a detailed analysis of the sentence containing the keyword, such as a sentence with the title of the article, and further analysis of the paragraph including the sentence, is conducive to deepen the understanding of thoughts and emotions; third, find paragraphs and paragraphs, sentences and sentences The logical relationship between them ensures a smooth transition to a microscopic

perspective[3].

From the microscopic point of view, the English articles are focused on vocabulary, sentence pattern and grammar. Although this method of reading teaching is slightly more traditional than the modern education mode, the actual educational effect is stronger, which is helpful to help students quickly extract the key points of the article. For example, when studying “In search of the Amber Room”, if a high-level student uses a discourse analysis to read it based on a microscopic perspective, he can achieve an independent goal of in-depth analysis of the article, first find “dynasty”, “decorate”, “rare”, “doubt”, “jewel” and other Keywords and understand their meaning in the article, followed by clear “design of”, “in return, etc”, “decorate with” and other words in the article The role played, and finally understand the meaning of “This gift was the Amber Room, which was given this name because several tons of amber were used to make it.”

## **5. Conclusion**

In summary, the reform of English reading teaching in higher vocational colleges is a long-term task. Applying discourse analysis to reading teaching can effectively enhance students' comprehension ability and writing ability, and plays an important role in improving their English appreciation level. However, if you want to give full play to the role of discourse analysis, English teachers need to clearly and in combination with the application level of discourse analysis to interpret chapters, sentences, and vocabulary, and to promote more diversified teaching content by adding cultural backgrounds and introducing newspapers and journals appropriately. At the same time, based on macro and micro perspectives.

## **References**

- [1] Zhang Yue. Exploration of the innovative reading teaching mode of “one increase and two reforms” in higher vocational English--Taking Jincheng Vocational and Technical College as an example. *Journal of Shanxi Economic Management Cadre College*, 2019, 27(02):112-115.
- [2] Yang Nazhi. The Application of Discourse Analysis in English Reading Teaching in Higher Vocational Colleges--Taking the English Reading Course of Shantou Vocational and Technical College as an Example. *Culture and Education Materials*, 2017(24): 223-224.
- [3] Wang Chunyan. Analysis of the Application of Discourse Analysis in English Reading Teaching in Higher Vocational Colleges. *Journal of Pu'er University*, 2016, 32(05): 109-111.