

# A Literature Review of English Discourse Teaching in Senior High School

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**Abstract:** Cultivating students' core competence is the primary goal of today's basic education stage, and the use of Discourse Teaching in the classroom is the main channel to cultivate core competence. With the proposal of the concept of core competence in English, teachers and researchers have begun to pay attention to how to explore thematic meaning based on discourse in English teaching. Teachers gradually realize that in-depth study of discourse is the premise to guide students to carry out thematic meaning exploration activities. However, in foreign language teaching, most teachers have long been used to teaching vocabulary and grammar knowledge, ignoring discourse learning, which obviously cannot meet the teaching needs for the purpose of educating people. This paper collects relevant literature through the China National Knowledge Infrastructure (CNKI), summarizes the relevant research on "Discourse Teaching" from 2017 to 2021, summarizes the general situation of "Discourse Teaching" in China at present, and puts forward suggestions.

**Keywords:** Discourse teaching, High school English, English Teaching.

## 1. Introduction

*The English curriculum standard for senior high schools (2017 Edition)* points out that: "English teaching, which points to students' core qualities of the subject, should be guided by the theme, rely on the text, integrate language knowledge, cultural knowledge, language skills, learning strategies and other learning contents, guide students to adopt independent and cooperative learning methods, participate in the exploration activities of the theme, learn language knowledge, develop language skills, absorb cultural nutrition, promote multiple thinking, shape good character, and optimize learning strategies To improve learning efficiency and ensure the synchronous improvement of language ability, cultural awareness, thinking quality and learning ability. " Compared with the past, the new curriculum standard adds the curriculum design basis of "theme" and "Discourse".

Among them, discourse carries language knowledge and cultural knowledge, and transmits cultural connotation, value orientation and thinking mode. Therefore, in the activities of exploring the meaning of topics, discourse not only provides language and cultural materials for students to develop language skills and form learning strategies, but also provides a platform for students to form correct values. When teaching, teachers should carefully study and analyze the text. In the activities of guiding students to excavate the theme meaning, teachers should integrate language knowledge learning, language skill development, cultural awareness formation and learning strategy application, and implement the goal of cultivating students' core literacy in English. At present, there is little literature review and visual analysis of "Discourse Teaching" in China. Based on this, this paper will focus on "Discourse Teaching". With the help of CNKI, this paper will conduct literature review and visual analysis of relevant research on "Discourse Teaching" from 2017 to 2021.

## 2. Overview of Domestic Research

### 2.1. Analysis of Annual Document Issuance

The number of documents in the field and its change trend

can reflect the development stage of the research field, which is of great significance for evaluating the stage of the field and predicting the future development trend. Through the analysis of annual publications, the development trend and trend of a knowledge field in this specific period can be displayed diachronically, so as to obtain the evolution process of this research field. According to the data chart in figure 1, the overall number of documents issued from 2017 to 2021 showed a downward trend after a rapid rise. Specifically, the number of documents issued in 2021 was the same as that in 2017, and the number of documents issued from 2019 to 2020 showed a rapid upward trend, doubling that of 2017 and 2018, becoming the peak period of the annual number of documents issued in the past five years. At the same time, according to figure 1, the data can be divided into three stages: low-speed development period (2017-2018), rapid development period (2019-2020) and fallback period (2021).

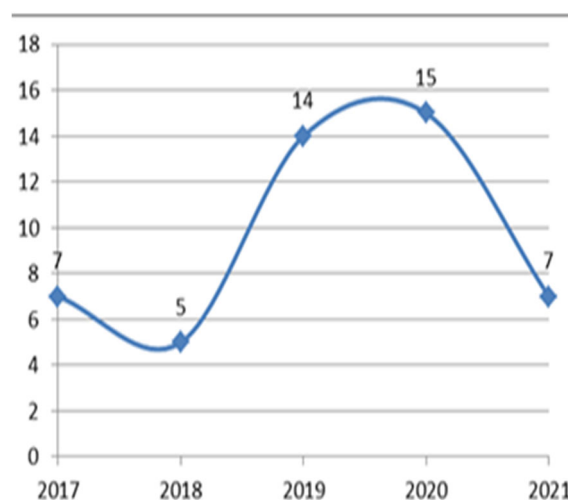


Figure 1. Analysis of annual document issuance

### 2.2. Analysis of Research Content

The number of citations of the literature shows the authority of the research and the attention of the outside world

to a large extent. According to the ranking of the citations of the literature from low to high, 20 literatures with high research value are selected for review, and their publication time is basically 2017-2021. Through manual reading, 20 research contents are classified and made into table 2 (as shown in the table 1)

**Table 1.** Research content category

Research category	Main features	Quantity
1	Discourse teaching from the perspective of English learning activities	4
2	English core competence and Discourse Teaching	6
3	Discourse Teaching under the evaluation of test questions	3
4	Discourse Teaching in the development of language skills	7

### 2.2.1. Discourse Teaching form the Perspective of English Learning Activities

English learning activities can be carefully divided into learning and understanding, application and practice, and migration and innovation.

Chen Xinzhong proposed that each type of English learning activities has different requirements for discourse: (1) learning and understanding activities mainly include text-based learning activities such as perception and attention, acquisition and sorting, generalization and integration; (2) Applied practical activities mainly include in-depth discourse learning activities such as description and interpretation, analysis and judgment, internalization and application; (3) Transfer and innovation activities mainly include reasoning and demonstration, imagination and creation, criticism and evaluation and other learning activities beyond the text[1].

Chen Shike pointed out that on this basis, discourse teaching in reading can be divided into three steps: the first step is teachers' in-depth text interpretation of discourse; The second step is to integrate the learning content and formulate hierarchical and reasonable teaching objectives according to the text interpretation and activity view; The third step is to design and implement teaching activities based on the activity concept after determining the teaching objectives, and guide students to learn language knowledge and skills, perceive cultural character, and develop thinking quality and language learning strategies in the activities of exploring the theme meaning and text content[2]. Ge Bingfang proposed three strategies for designing English reading classroom teaching activities through the study of lesson fragments: (1) integrating text content and reconstructing discourse context; (2) Respect self-generation and make good use of scaffold strategy; (3) Focus on the focus of activities and promote the transformation of literacy [3].

In discourse study, Professor Ge pointed out that English reading class should "comprehensively" solve the "problems" raised by discourse: explore the deep connotation of discourse

macroscopically - writing purpose, author's attitude, creative intention; "Emphasis" explores the basic meaning of the text from the micro level - what is the content and theme of the text, what stylistic form, discourse structure and rhetorical devices to choose to appropriately express the theme meaning, and respond to the questions of what to say and how to say.

Ji Xiaoting proposed that in listening and speaking teaching, teachers can take the "discourse type" and "learning strategy" in the six elements as the main line, increase the guidance of listening genre and discourse and the cultivation of listening strategies, help students understand the genre and discourse structure of listening materials, the main content involved, the high-frequency sentence structure and vocabulary in a certain discourse, and improve students' discourse awareness in listening and speaking activities, Scientifically guide students to complete the listening process and oral output. The penetration of genre and discourse and the cultivation of listening strategies should not be taught declaratively, but should be implemented through the design of comprehensive activities[4].

### 2.2.2. English Core Competence and Discourse Teaching

Song Delong pointed out that the language ability in the core literacy of English subjects emphasizes students' mastery of discourse knowledge and the interpersonal meaning of discourse. However, the current high school English teaching generally lacks in-depth analysis of discourse texts[5]. Text understanding is superficial and the cultivation of thinking ability is ignored, which is not easy to make students resonate with emotional attitudes and values. In response to this phenomenon, Yuan Hui proposed the design of English teaching activities with the cultivation of "thinking quality" as the core: (1) interpretation of discourse deepening; (2) Graphical explanation of content; (3) Hierarchical questioning; (4) Situational design activities[6]. Zhu Fen focuses on the construction of in-depth teaching mode based on the improvement of English core literacy, that is, paying attention to the theme significance and formulating the overall teaching objectives of the unit; Deeply study the text and integrate the core content of teaching; Point to core literacy and implement in-depth teaching activities[7]. Yu Houlin pointed out from the perspective of cultivating students' cultural character that in order to promote the development of students' core English literacy, teachers must deeply study textbooks, excavate the cultural connotation of discourse, find the entry point for the transformation of cultural knowledge into internal temperament and value orientation, and the breakthrough of cross-cultural communication ability, so as to turn culture into quality, internalization into practice [8]. Wang Qiang and Sun Weiwei and others pointed out that in the face of the problems of fragmentation, surficialization and tagging in English teaching, they took the "success" unit in the selective compulsory one of the new version of high school English of Beijing Normal University as an example to carry out discourse research and create thematic situations, emphasizing the establishment of connections with students' existing knowledge, designing activities around challenging learning tasks, and guiding students to carry out meaning exploration[9]. From simple to deep, we can realize the advanced development of thinking, and construct a relatively stable cognitive structure, emotional attitude and value judgment around the theme.

### 2.2.3. Discourse Teaching Under the Evaluation of the Test Questions

In recent years, the college entrance examination English

questions are based on discourse, which suggests that middle school English teaching should consciously infiltrate discourse knowledge, help students form discourse awareness, and improve their ability to understand the meaning of discourse, so as to achieve the purpose of improving their comprehensive language use ability. Through the ability test based on discourse situation, college entrance examination English proposition guides English teaching to consciously infiltrate discourse knowledge, help students form discourse awareness and improve their ability to understand the meaning of discourse; At the same time, by creating a context closely related to the theme, we can guide English teaching to combine language knowledge teaching with language skills training, and finally achieve the purpose of changing examination oriented education and developing quality education. In the 2019 college entrance examination English questions, the proportion of the cultivation of academic literacy and moral quality has increased. The theme content of the text in the questions: pay attention to physical exercise, advocate health awareness, integrate into the excellent traditional Chinese culture and aesthetic education knowledge, promoting the spirit of labor, guide labor awareness, pay attention to the cultivation of thinking quality, advocate harmonious interpersonal relations, and pay attention to the protection of the ecological environment. The difference between 2020 national college entrance examination English test and 2019 is that in the choice of discourse, it pays attention to the ability of critical thinking and dialectical thinking. At the same time, combined with the current situation of the anti-epidemic war, it conveys optimism and positive energy to students through the test [10-11].

#### 2.2.4. Discourse Teaching in the Development of Language Skills

Developing students' English language skills is to enable students to understand the information, views, emotions and attitudes conveyed by oral and written texts through listening, speaking, reading, reading, writing and other activities; And can use the learned language knowledge, cultural knowledge, etc., according to different purposes and audiences, through oral and written forms to create new discourse. These activities are important ways for students to develop language ability, cultural awareness, thinking quality and learning ability. (1) Listening and speaking: Li Huifang proposed that the discourse of listening and speaking teaching is quite different from that of reading and writing teaching, but it does not affect the common embodiment of the basic laws of discourse in the two. Therefore, she suggested discourse analysis from the three dimensions of what/why/how, which is also applicable to listening discourse [12]. (2) In terms of writing: Wang Demi selected 10 classes newly enrolled in Hefei No. 1 middle school in Anhui Province in 2018 as the object, and used a written questionnaire to investigate the current situation of English writing. Through the investigation, there are still many deficiencies in senior high school students' English writing at this stage, such as lack of internal drive and interest in writing; the writing process is not standardized, and the ability to plan the layout is weak; There is a single way to obtain writing resources. In view of the current situation, it is proposed to take the reading text in the textbook as the writing model, develop students' ability to plan the layout, infiltrate text knowledge in reading teaching, and improve students' ability of written communication and exchange [13]. Zhang Ping tries to optimize the overall and

systematic design of discourse understanding from the perspective of learners, develop students' thinking quality and improve students' pragmatic ability through a series of progressive learning activities such as "reading, imitation and writing", so as to improve students' English writing ability[14]. (3) In terms of reading: Lu Guozheng takes the Oxford translation version of high school English module 2, which he teaches, as an example, and points out that in discourse teaching, we can focus on discourse and improve students' discourse ability by paying attention to cohesion, strengthening discourse awareness and perceptual coherence, and deepening pragmatic understanding. In teaching, teaching tasks are designed based on text discourse to ensure that the designed reading teaching tasks are based on text and beyond text, so that students' learning tasks are not limited to the extraction and reproduction of text information. This reading task not only guides students to pay attention to the explicit logical connectives in the text, but also guides students to pay attention to the use of implicit substitution, ellipsis and other coherent means in the text, so as to help students better understand the text structure and the meaning of the text[15].

### 3. Conclusion

In the current discourse teaching, teachers mainly carry out teaching design from four directions: English learning activity view, English core literacy, test evaluation and language skills. Discourse is the basic resource of English teaching, which carries language knowledge and cultural knowledge, and transmits cultural connotation, value orientation and thinking mode. Therefore, it is an important premise for teachers to implement the core literacy goals of English and create reasonable learning activities to study texts in depth, grasp the theme significance, excavate cultural values, and analyze stylistic and linguistic characteristics.

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