



Arousing the Discourse Awareness in College English Reading Class

Jiayin Jing ¹Corresponding Author

Foreign Language School, Easton Normal University, Easton, Sichuan, China

Email: jingjiayin123456@163.com

Zhongping Zeng

Foreign Language School, Easton Normal University, Easton, Sichuan, China

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Abstract

Reading without proper guidance from the perspective of discourse analysis will be a challenge and torture for English readers. However, most college students are suffering from this sort of tedious reading dilemma due to a sense of failure and anxiety as a result of an inefficient teaching approach. In this paper, the author tries to combine discourse analysis with reading coaching so as to arouse and promote readers' sense of discourse, with the hope of helping them to read effectively.

Keywords: College English, Reading, Discourse analysis

1. Introduction

Text learning is one important part in college English learning, and most students and teachers lay the priority in this procedure (Zhang, 2018). Whereas, many college students still find it hard to understand the text thoroughly and thus it's more challenging for them to produce a qualified discourse after years' of English learning and readings. The underlying problem may be the knowledge of discourse analysis, that is, teachers just guide students to focus mainly on vocabulary and sentence translations, neglecting the truth of English reading. Reading actually is led in terms of analyzing the author's thesis, principles and causes of the text, some writing techniques with the words, that is, the discourse; the paragraphs, sentences and ideas are not loosely scattered, they are inherent connected instead. Therefore, effective reading is a process of recognizing these techniques and interpreting the related combinations of them in the process of reading.

The author tries to input the practice of discourse analysis in college English reading class through guiding students to identify, analyze and to apply these techniques.

2. Discourse Analysis

Halliday and Hasan (1976) make that there are two kinds of connection inherent in a discourse, cohesion and coherence; that is, cohesion means mutual bonds in terms of a discourse while coherence means the context or the thesis of the discourse (Halliday, 1994). This argument established an important foundation for the development of discourse analysis. Coherence refers to the syntactic features, resting on the conditions of misinterpretation of each sentence and the connections among them (Gibson and Vade, 2000).

The author here will mainly focus on techniques of cohesion and coherence in arousing students' awareness of discourse. Bearing in mind these messages, they will better cope with writing and reading in their English learning.

Cohesion refers to the micro levels of techniques among a text to connect the language units, and this category includes reference, substitution, ellipsis, conjunction and lexical cohesion. These are basic and visible connections to stick the contents together in the whole text. However, a text may be well cohesive, but may not be coherent in terms of thesis. So coherence means in visible connections like the cause and effect relation, the connections between thesis and supporting materials, parallel relation, or general to specific relations, which need deeper analysis of the whole text. In the reading process, a reader needs to master the two categories in a comprehensive way, so that he/she will be able to sort out the relations, the profiles among the language units, the hidden connections in a text. In general, college students have the sense of reading with top-down sense or bottom-up sense, while it's not easy to put the techniques into practice. By leading students to think and spot the discourse devices, it's much easier for students to feel and compare these concepts. So, it's more challenging and useful to guide students to read with the concepts and techniques in a discourse.

The combination of discourse analysis in a reading class has multiple functions in promoting students all-round development (Xing, 2007). First, it can stimulate them to think actively and critically since they are prompted to analyze the text from different perspectives just the same way like problem solving in daily life. Second, this process

Academic Discourse Readings For Argument And Analysis

David Buckingham



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Academic Discourse Gail Stygall, 2002 **Academic Discourse** , 2000 Reframing Sociocultural Research on Literacy Cynthia Lewis, Patricia E. Enciso, Elizabeth Birr Moje, 2020-07-24 This landmark volume articulates and develops the argument that new directions in sociocultural theory are needed in order to address important issues of identity agency and power that are central to understanding literacy research and literacy learning as social and cultural practices With an overarching focus on the research process as it relates to sociocultural research the book is organized around two themes conceptual frameworks and knowledge sources Part I Rethinking Conceptual Frameworks offers new theoretical lenses for reconsidering key concepts traditionally associated with sociocultural theory such as activity history community and the ways they are conceptualized and under conceptualized within sociocultural theory Part II Rethinking Knowledge and Representation considers the tensions and possibilities related to how research knowledge is produced represented and disseminated or shared challenging the locus of authority in research relationships asking who is authorized to be a legitimate knowledge source for what purposes and for which audiences or stakeholders Employing the lens of critical sociocultural research this book focuses on the central role of language and identity in learning and literacy practices It is intended for scholars researchers and graduate students in literacy education social and cultural psychology social foundations of education educational anthropology curriculum theory and qualitative research in education Applicable Approaches to Analyzing Texts in Academic Discourse Alireza Jalilifar, Alexanne Don, 2024-01-03 This book provides a comprehensive overview of approaches to problems of language learning aimed at graduate students and researchers interested in English for academic purposes Its primary focus is the complexity and nuances of academic writing such as phraseology nominalization thematicity and phrasal complexity features The book will clarify the issue of how language is used to communicate discipline related content viewed through the lens of linguistics as one of the human sciences Each chapter concludes with several tasks that enable users to substantiate what has been presented in that chapter The book primarily addresses non native speakers of English who are studying for master s and PhD qualifications through the medium of English however non native researchers may also find some chapters of the book useful for their underlying focus on academic writing and publishing **Transcultural Humanities in South Asia** Waseem Anwar, Nosheen Yousaf, 2022-03-15 This volume looks at the implications of transcultural humanities in South Asia which is becoming a crucial area of research within literary and cultural studies The volume also explores various complex critical dimensions of transculturation its indeterminate periodisation its temporal and spatial nonlinearity its territoriality and intersectionality Drawing on contributors from around the globe the entries look at literature and poetics theory and praxis borders and nations politics Partition gender and sexuality the environment representations in art and pedagogy and the transcultural classroom Using key examples and case studies the contributors look at current developments in transcultural and transnational standpoints

and their possible educational outcomes A broad and comprehensive collection as it also speaks about the value of the humanities and the significance of South Asian contexts Transcultural Humanities in South Asia will be of particular interest to those working on postcolonial studies literary studies Asian studies and more **The Routledge Handbook of**

Discourse Analysis Michael Handford, James Paul Gee, 2013-06-17 Approaches to discourse analysis Register and genre Developments in spoken discourse Educational applications Institutional applications Identity culture and discourse

Artists in the University Jenny Wilson, 2017-08-31 This book focuses on the relationship between the university and a particular cohort of academic staff those in visual and performing arts disciplines who joined the university sector in the 1990s It explores how artistic researchers have been accommodated in the Australian university management framework and the impact that this has had on their careers identities approaches to their practice and the final works that they produce The book provides the first analysis of this topic across the artistic disciplinary domain in Australia and updates the findings of Australia's only comprehensive study of the position of research in the creative arts within the government funding policy setting reported in 1998 The Strand Report Using lived examples and a forensic approach to the research policy challenges it shows that while limited progress has been made in the acceptance of artistic research as legitimate research significant structural cultural and practical challenges continue to undermine relationships between universities and their artistic staff and affect the nature and quality of artistic work Reading Talmudic Sources as Arguments Yuval Blankovsky, 2020-09-07

Reading Talmudic Sources as Arguments A New Interpretive Approach elucidates the unique characteristics of Talmudic discourse culture Approaching Talmudic literature from a linguistic perspective the book shows the extensive and hidden ways in which later rabbis used early formulations Applying Quentin Skinner's interpretive question What was the author doing in composing the text in this particular way to Talmudic literature reveals that Talmudic debate is not only about ideas concepts and laws but also about the latter's connection to pre-existing formulations These early traditions rather than only being accepted or not are used by later generations to build their own arguments The book articulates the function of tradition at the time that Rabbinic Judaism was forged **Teaching Art History with New Technologies** Kelly

Donahue-Wallace, Laetitia La Follette, Andrea Pappas, 2009-05-05 Digital images Internet resources presentation and social software interactive animation and other new technologies offer a host of new possibilities for art history instruction Teaching Art History with New Technologies Reflections and Case Studies assists faculty in negotiating the digital teaching terrain The text documents the history of computer mediated art history instruction in the last decade and provides an analysis of the increasing number of tools now at the disposal of art historians It presents a series of reflections and case studies by early adopters who have not just replaced older materials with new but who have advanced the discipline's pedagogy in doing so The essays illustrate how new technologies are changing the way art history is taught summarize lessons learned and identify challenges that remain Given the transitional state of the field with faculty ranging from the

computer phobic to the computer savvy these case studies represent a broad spectrum from those that focus on the thoughtful integration of new technologies into traditional teaching to others that look beyond the familiar art history lecture or seminar format They provide both practical suggestions and theoretical models for historians of art and visual culture interested in what computer mediated applications have been successful in art history teaching and where such new approaches may be leading us

Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms George E. Newell, David Bloome, Alan Hirvela, 2015-06-05 Focused on the teaching and learning argumentative writing in grades 9 12 this important contribution to literacy education research and classroom practice offers a new perspective a set of principled practices and case studies of excellent teaching The case studies illustrate teaching and learning argumentative writing as the construction of knowledge and new understandings about experiences ideas and texts Six themes key to teaching argumentative writing as a thoughtful multi leveled practice for deep learning and expression are presented teaching and learning argumentative writing as social practice teachers epistemological beliefs about argumentative writing variations in instructional chains instructional conversations in support of argumentative writing as deep learning and appreciation of multiple perspectives contextualized analysis of argumentative writing and the teaching and learning of argumentative writing and the construction of rationalities

Discourse, Conversation and Argumentation: Theoretical Perspectives and Innovative Empirical Studies - Volume I Antonio Bova, Carlo Galimberti, Lise Haddouk, Francesco Arcidiacono, 2021-12-06

Empowering Students Through Multilingual and Content Discourse Finley, Stacie Lynn, Correll, Pamela, Pearman, Cathy, Huffman, Stephanie, 2023-07-25 Empowering Students Through Multilingual and Content Discourse is a peer reviewed research book that challenges the traditional monolingual classroom approach where the teacher s voice dominates and only the dominant culture s language is considered the path to success The book aims to empower students by creating classroom spaces where all voices are heard valued and empowered It draws on research from scholars who study discourse and offers insights into how discourse can be used to promote language and literacy development honor all students voices and empower them This book also provides guidance on culturally and linguistically sustaining discourse practices and encourages educators to incorporate students home languages and discourse practices in classroom instruction It challenges educators to move away from centering White English and represent language more responsibly within the classroom This research is a valuable resource for academic scholars and a useful tool for teachers looking to cultivate student centered classroom practices By encouraging discourse among students educators can create a space where human life holds meaning and students feel empowered to act and use their voices

Reading and Writing for Civic Literacy Donald Lazere, 2015-12-03 This brief edition of a groundbreaking textbook addresses the need for college students to develop critical reading writing and thinking skills for self defense in the contentious arena of American civic rhetoric Designed for first year or more advanced composition and critical thinking courses it is one third shorter than the

original edition more affordable for students and easier for teachers to cover in a semester or quarter It incorporates up to date new readings and analysis of controversies like the growing inequality of wealth in America and the debates in the 2008 presidential campaign expressed in opposing viewpoints from the political left and right Exercises help students understand the ideological positions and rhetorical patterns that underlie such opposing views Widely debated issues of whether objectivity is possible and whether there is a liberal or conservative bias in news and entertainment media as well as in education itself are foregrounded as topics for rhetorical analysis

Total Literacy Techniques Pérsida Himmele, William Himmele, Keely Potter, 2014-07-15 This book provides 3rd through 12th grade teachers with more than 50 teacher tested tools and techniques for helping their students read independently and critically Authors P rsida and William Himmele and National Board Certified teacher Keely Potter present literacy as an interconnected process that involves emotions cognition and multiple opportunities for developing higher order thinking With this in mind they present tools for helping students develop academic language become avid and analytical readers engage with literature and informational texts discuss texts and write about texts in clear and cogent ways Each chapter includes reflections from real teachers and students who share their own literary practices and journeys bringing the practices to life With a focus on engaging students as thinkers readers and writers Total Literacy Techniques provides practical and effective ways for teachers to help students develop the critical reading habits that open up new ways of understanding and contributing to their worlds P rsida Himmele and William Himmele are the authors of the best selling ASCD book Total Participation Techniques Making Every Student an Active Learner

CliffsAP® English Language and Composition, 3rd Edition , [Resources in Education](#) , 1998

Children Talking Television David Buckingham, 2004-08-02 Is television harmful to children Does it destroy imagination provide delinquency and violence undermine family life and have other detrimental effects on children The author himself a parent teacher and researcher investigates the complex ways in which children actively make meaning and take pleasure from television Chapters cover the popular debates about children and television from a general and academic perspective The characteristics of children s talk about television are explored as children interact with other children and other family members in family viewing sessions Key concepts which inform children s talk about television are investigated i e genre narrative character modality and agency Finally conclusions are presented and issues outlined for further research Drawing on theories and ideas developed within media and cultural studies English education psychology sociology linguistics and other related areas this book will be useful to both students and teachers in the field and to the general reader with an interest in children and the media

Ethics in Applied Linguistics Research Peter I. De Costa, 2015-10-16 Ethics in Applied Linguistics Research explores how ethical issues are negotiated in different areas of language research illustrating for graduate students in applied linguistics the ethical dilemmas they might encounter in the research methodology classroom and how they might be addressed This volume serves to demystify the complex ethical decision making process by

its accounts of renowned researchers ethical practices as they transpired on the ground and how they negotiated externally imposed research codes The collection investigates and records the research practices of prominent international applied linguists from a wide variety of subdisciplines including discourse analysis educational linguistics heritage and minority education language planning and policy language and technology literacy second language acquisition second and foreign language pedagogy and sociolinguistics By problematizing research practices that draw on a range of methodologies Ethics in Applied Linguistics Research puts front and center the urgency to prepare the next generation of applied linguists with the tools and knowledge necessary to conduct ethical research in an increasingly globalized and networked world Rhetorical Power Steven Mailloux, 2018-08-06 In this provocative and forcefully written book Steven Mailloux takes issue with the validity of a number of distinctions commonly made in contemporary literary theory and cultural studies distinctions between theory and history reader and text truth and ideology aesthetics and politics Mailloux first presents the case for a rhetorical hermeneutics and against foundationalist theories of interpretation Doing hermeneutic theory he argues entails doing rhetorical history By means of a detailed analysis of reader response criticism he highlights the connections between institutional politics and the interpretive rhetoric of academic literary criticism Mailloux then uses Adventures of Huckleberry Finn as an exemplary text Relating Mark Twain's rhetoric to the cultural politics of post Reconstruction debates about racist ideology he places his reader oriented interpretation within the rhetorical history of controversies over the meaning and value of Huckleberry Finn Finally in a far ranging study of cultural reception he juxtaposes the twentieth century concern about the topic of race in Huckleberry Finn with the nineteenth century audience's very different concerns about juvenile delinquency and the bad boy boom In the final part of the book Mailloux restates his critique of foundationalist hermeneutics through readings of Ken Kesey Michel Foucault Edward Said and Richard Rorty and he concludes by examining the role of rhetoric and theory in a congressional dispute over the Reagan administration's reinterpretation of the Anti Ballistic Missile Treaty Rhetorical Power will be welcomed by readers in literary theory and American studies as well as in such fields as speech communication the sociology of culture and social and intellectual history and by others interested in the politics of persuasion **Blackness as a Defining Identity** Runyararo Sihle Chivaura, 2019-08-30 This book explores the lived experiences of African immigrants in Australia and the way they are represented in the media By delving into the group's everyday lives the book exposes the roles that media and social perceptions play in the production and regulation of diasporic identities Rather than being presented as objects of mediated representations this book positions African immigrants in Australia as empowered subjects The book employs inclusive research methods that make African immigrants active participants in the research rather than passive objects This is achieved through an expanded demographic study a snapshot survey and by taking a closer look at the lives of Africans in Australia through digital oral histories This approach allows the group to have a say on how they feel they are positioned in society on what space they are offered and on how this

affects their lives

Academic Discourse Readings For Argument And Analysis Book Review: Unveiling the Power of Words

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