

The Exploration of Applying Discourse Analysis in Narrative Texts Reading Instruction

Liang-Ping Jian

The purpose of this paper is to clear up the features of discourse analysis and to explore how the teachers can apply them in narrative texts reading instruction. The simple definition of discourse includes who spoke to whom and for what goals, and how they spoke in the context, and what the effect of the speech. The goals of Discourse Analysis (DA) are to analyze contents and meanings of the spoken or written discourse. There are three approaches of DA. They are formal analysis, functional analysis, and the analysis that are the forces and influences of the discourse. When the readers read, their abilities of language usage, discourse analysis, and reading comprehension strategies would all generate and interact each other as mental activities in the process of reading simultaneously. According the particularity of DA and the complexion of the relationship with the reading comprehension are just like two sides of one body, and the reading teachers can apply the features of DA in the three stages of reading instruction: before the reading, during the reading, and after the reading. The act of DA can't be independent from text analysis. The reading teachers can guild the students to take macro-structure and micro-structure of DA and text analysis with narrative structure and grammar and semantic analysis strategies to read and understand the meaning of the narrative texts, to find the events how were produced from the context, and finally to summarize the core meaning by the reading activities. If the teachers encourage the students to compare and evaluate the literary, rhetoric, grammars across texts and to discover the rules and orders of discourse, they would need to make lively activities for the students to avoid the feelings of learning language bored.

Keywords: discourse, discourse analysis, narrative text reading instruction