

# Study on the Application of Discourse Analysis in Reading-Writing Integrated Teaching for Senior High School English Education

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**Abstract:** English reading and writing instruction is a core component of high school English teaching, exerting a profound impact on students' language proficiency development. As the primary channel for language input, reading lays the foundation for improving writing skills, and the reading-to-writing approach serves as an effective method to achieve this goal. Based on systemic functional linguistics theory, this study explores the application of discourse analysis in high school English reading-to-writing instruction. By defining the concepts and functions of discourse analysis and incorporating specific teaching cases, the study examines the key aspects of discourse analysis and its implementation strategies. The findings indicate that discourse analysis enables students to deeply comprehend the thematic context, logical structure, and linguistic features of texts, thereby facilitating the transfer of knowledge gained from reading to writing practice. Furthermore, this study proposes teaching strategies such as thematic exploration, discourse deconstruction, and transfer innovation, aiming to enhance students' discourse analysis skills, reading comprehension, and writing proficiency. Ultimately, through the integration of theory and practice, the study provides a feasible reference for integrating reading and writing instruction in high school English teaching.

**Keywords:** Reading-to-Writing, Discourse Analysis, High School English, Teaching Strategies.

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## 1. Introduction

In high school English teaching, the cultivation of reading and writing ability is a complementary process. However, the separation of reading and writing still exists in the current teaching, which makes it difficult for students to effectively transform the language knowledge accumulated in reading into writing ability. Many teachers put too much emphasis on template training in writing teaching, ignoring students' understanding of the deep structure and logical relationship of the text, which not only limits students' thinking development, but also affects the diversity and creativity of their writing expression.

Discourse analysis provides a new way for the teaching of reading and writing. By systematically analyzing the organizational structure, cohesive devices and stylistic features of a text, students can better understand the meaning construction of the text, so as to better imitate and apply these rules in writing. This analysis method not only helps to improve students' reading comprehension ability, but also provides clear structural framework and language support for their writing.

This study focuses on high school English teaching and explores how to integrate discourse analysis into the teaching practice of reading for writing. By analyzing the text features of typical texts and combining with practical teaching cases, the study aims to explore a teaching mode that can effectively link reading and writing, help students improve their writing ability on the basis of understanding the text, and finally realize the benign interaction between language input and output.

## 2. Concept Definition

### 2.1. Concept of Discourse Analysis

Discourse analysis is regarded as an important branch of linguistics. Harris (1952) proposed the concept of "discourse analysis" for the first time, and pointed out that it contains two levels of analysis: one is to investigate the holistic characteristics of a text, and the other is to explore the interaction between language and cultural factors in a text. Halliday (1976) regards text and discovery as the observation results of the same thing from different perspectives, so they can be defined each other, that is, text is discovery as a language process (product); Discover is text in social and cultural context. American scholars like to use the word "Discourse", which is matched by "discourse analysis", while European scholars prefer to use the word "text", which is "textlinguistics". The two terms "discourse linguistics" or "discourse analysis" actually talk about the same content, so it is more appropriate to use "Discourse" to collectively refer to the two names, except that special circumstances need to distinguish between "Discourse" and "text" (huzhuanglin, 1994).

Whether in spoken or written form, a text is a whole language composed of continuous sentences or paragraphs. Proper cohesion, semantic coherence and conformity with the logic of language expression are the characteristics of the whole language. The so-called discourse analysis, on the one hand, refers to the analysis of the overall framework of the text, on the other hand, refers to the analysis of the words and sentences in the text and the relationship between words and sentences and paragraphs.

### 2.2. The Concept of Reading for Writing

The rudiment of the teaching concept of "reading to

writing" can be traced back to Widdowson (1970s)'s discussion in teaching language as communication. The scholar clearly pointed out that the cultivation of language learners' writing ability should be rooted in the process of reading teaching. This view has been widely verified in subsequent studies, and many scholars have carried out multi-dimensional interpretation and expansion of its connotation from different theoretical perspectives. Flower and Hayes (1981) found through empirical research that the process of promoting writing through reading involves a complex cognitive processing mechanism, requiring learners to coordinate multiple cognitive dimensions such as text decoding, meaning construction, writing intention and language form at the same time. Based on this finding, the researcher especially emphasizes the scaffolding role of teachers in the process of reading and writing conversion, and suggests that systematic text analysis guidance should be used to help learners establish a complete writing cognitive schema.

The domestic academia has made significant progress in the construction of the teaching theory system of "reading promoting writing". Wang Qiang (2006), in her academic work "a course of English Teaching Methodology", discussed the theoretical basis of this teaching model from the perspective of language skills integration. The research shows that this teaching paradigm of reading and writing can not only promote the transfer and application of language knowledge, but also have significant effects on the cultivation of learners' language communicative competence. Yang Shaozhi (2020) further pointed out that reading plays a fundamental role in the teaching of second language writing. The research data show that through systematic topic reading training, learners can: (1) accumulate vocabulary and sentence pattern resources in specific topic areas; (2) Constructing personalized writing corpus reserve; (3) Deepen the understanding of English grammar system; (4) Master the discourse organization strategies in different contexts. This kind of input learning based on reading can help learners achieve implicit acquisition of language knowledge, and then significantly improve their topic writing ability.

### **3. Feasibility Analysis of Discourse Analysis in Senior High School English Reading-to-Writing Instruction**

The application of discourse analysis theory in integrated reading-writing instruction in senior high school English possesses solid theoretical foundations and practical value. From a theoretical perspective, the Systemic Functional Linguistics proposed by Halliday (1985) provides a comprehensive framework for discourse analysis, whose three metafunctions (ideational, interpersonal, and textual) demonstrate high compatibility with the core elements of English writing instruction.

Sun Zhen (2023) maintains that through systematic analysis of textual cohesive devices (e.g., reference, conjunctions), coherent structures, and stylistic features, students can accurately grasp the original text's logic and linguistic style, thereby achieving natural plot continuation and linguistic consistency in continuation writing. This theory emphasizes integrated "read-analyze-write" training, which not only enhances students' logical thinking and language transfer abilities but also facilitates the design of tiered instructional activities based on textbook exemplars, ensuring

high integration of continuation content with the original text in terms of emotion, plot, and style. Combined with discourse deconstruction strategies and technological tools (e.g., corpus, plot mapping) from classroom cases, teachers can scientifically guide students in imitative innovation from macro-structures to micro-linguistic elements, ultimately achieving comprehensive cultivation of core English competencies.

Wang Chuming's (2016) Continuation Theory further substantiates that through analyzing structural features of quality discourse, students can effectively imitate and produce high-quality written expressions. Notably, during implementation, teachers should select appropriate discourse analysis dimensions (e.g., macro-structure, cohesive devices, stylistic features) according to students' cognitive levels and instructional objectives to ensure teaching effectiveness optimization.

## **4. The Significance of Discourse Analysis in the Teaching of Reading for Writing in High School English**

According to Krashen's language input hypothesis, only when the learner is exposed to "comprehensible input", that is, the second language input slightly higher than his current language skill level, and he can focus on the understanding of meaning or information rather than the understanding of form, can acquisition occur. Therefore, students should not only pay attention to the quantity of language input, but also pay attention to its quality. If students cannot properly understand and accept the corresponding language knowledge, their learning effect will be affected. Therefore, as an effective reading strategy, discourse analysis can help students better understand and absorb the text they read, and then better carry out subsequent writing. Specifically, the significance of discourse analysis in the teaching of reading for writing in high school English includes the following aspects.

### **4.1. Enhancing Thematic Context Comprehension Through Discourse Analysis**

The English curriculum standards for senior high schools (2017 Edition) (Ministry of education, 2018) emphasizes that themes can connect and command other content elements, providing context for language learning and curriculum education. The thematic context is divided into three categories: man and self, man and society, and man and nature. Text analysis is an effective reading strategy, which can help students build a knowledge system related to the topic and better understand the structure and logical relationship of the text. At the same time, it can also cultivate students' reading thinking ability and the final effect of language accumulation.

### **4.2. Improving Reading Comprehension Through Discourse Analysis**

The new curriculum standard divides texts into different types, including continuous and discontinuous texts, oral and written forms, as well as text, audio, video and other modes. In fact, no matter which type is used, there are complex relationships among the elements in the text, such as the relationship between sentence and sentence, paragraph and paragraph, title and text, text and chart. Discourse analysis can help students understand the important role of discourse knowledge in the process of language understanding and

expression, and better understand the learned discourse, so as to improve students' reading comprehension ability.

### **4.3. Developing Writing Proficiency Through Discourse Analysis**

In the teaching of reading for writing, teachers can not only help students master the theme and content framework of the text, but also present the process and results of text analysis in the form of visualization such as mind map. It can be concluded that discourse analysis can help students understand the characteristics and writing structures of different types of styles, so as to improve their writing ability. By analyzing excellent texts, students can learn appropriate vocabulary collocation, sentence structure and text organization, which will help them apply it to practice in writing, and express their thoughts and views in the language they have learned.

## **5. The Application of Discourse Analysis in the Teaching of Reading for Writing in Senior High School**

In the process of English teaching, we should pay attention to the importance of both language input and language output. In the 1980s, Swain, a Canadian second language acquisition researcher, put forward the output hypothesis, that is, meaningful output and meaningful input are necessary for language learning. Specifically, language output can make learners aware of the gap between individual output and goals, so as to increase the absorption of language knowledge and correct the initial cognition of language formation, and finally achieve the desired language output effect, which is very important in the development of language ability. The following will discuss the application of discourse analysis in reading for writing in high school from several aspects.

### **5.1. Stimulating Reading Engagement Through Thematic Inquiry Activities**

In order to help students better participate in the learning process, teachers need to stimulate students' interest in learning. One of the effective ways is to design a theme inquiry activity to let students think and discuss. The specific way is to introduce the selected topic to the students the day before the reading for writing class, arouse the students' interest and stimulate their curiosity about the topic. Then let the students use the library, the Internet and other resources to collect articles, stories, pictures, videos and other materials related to the topic, encourage students to share the information they have collected, and discuss the aspects of their interest in the topic. Then let the students read the text independently and record their views, thoughts and questions about the text. Before class on the second day, students will be divided into groups to discuss their views, thoughts and problems, and share the information and highlights they found in the reading text. Each group reported their discussion results and their understanding of the whole topic. At the same time, it shows the students' findings and gains in the process of reading the text.

Taking the new version of FLTRP compulsory 1 unit 4 "friends forever" as an example, teachers can assign a theme task before class: "how to maintain friendship in the digital age?", requiring students to collect articles, videos, social survey data or celebrity interview records related to the theme through the library, the Internet and other channels. For

example, students can find cases of the impact of social media on interpersonal relationships, or compare the advantages and disadvantages of traditional correspondence and instant messaging tools.

Specific implementation steps:

Topic introduction and resource integration: the teacher releases the topic task one day in advance, and displays the excerpts from the unit text "after twenty years", guiding the students to think about "how to continue the friendship after twenty years". After students gather resources in groups, they can form a preliminary understanding of the topic through class sharing and discussion. For example, a group found that "the friendship between Bob and Jimmy is facing challenges due to the separation of time and space" in the text, and discussed how digital tools can help maintain long-distance friendship with a real case.

Independent reading and question recording: students independently read the complete text, mark the key words and sentences (such as "stay in touch" "share interests"), and record questions (such as "why did the author choose the conflict setting between the police and the wanted?"). This process drives students to pay attention to the details and deep meaning of the text through the question chain.

Group collaboration and achievement display: students work in groups to sort out the text structure (such as the narrative framework of "encounter recall conflict outcome") and language features (such as the use of attributive clauses) and present them in mind maps. For example, a group compares the sentence patterns of "who share our interests" and "that we want to remain friends" in the text to summarize the role of attributive clauses in describing the relationship between people.

In this way, students can actively participate in the exploration of topics of interest to them, and stimulate their curiosity and reading interest. At the same time, let students understand the text structure and language characteristics as a whole, deepen the understanding and appreciation of reading, and further improve their reading ability and discourse thinking ability.

### **5.2. Guiding In-depth Discourse Analysis via Structured Learning Activities**

After the theme inquiry activity, the students have mastered the general information of the article. Next, teachers should design several activities to guide students to pay attention to the learning objectives of the next stage in the course of reading for writing, such as the writing framework, language characteristics, main idea and connotation of the article. In fact, through theme exploration and designing appropriate activities, we aim to build a learning environment in which activities are connected with each other in a class, and guide students to gradually analyze reading texts in depth. Such a learning process will naturally achieve all learning goals through the continuous completion of different tasks. This step-by-step teaching method embodies the learning concept of learning in experience, using in practice and innovating in transfer.

According to the new curriculum standard, the concept of English learning activities refers to a series of English learning activities that reflect the characteristics of comprehensiveness, relevance and practicality, such as learning comprehension, application practice, transfer and innovation, under the guidance of the theme, so that students can use learning strategies, learn language knowledge,

develop language skills, understand cultural connotation, and improve thinking quality and value judgment in the process of solving problems based on existing knowledge and relying on different types of texts. This process is not only a process of integrated development of language knowledge and language skills, but also a process of continuous enhancement of cultural awareness, thinking quality and learning ability (Ministry of education, 2018).

For example, the new version of FLTRP high school English compulsory 1 unit 4 mainly talks about "friends forever". In order to help students better output language in the later writing session, teachers can guide students to deeply analyze how the text describes friends. The teacher guides students to draw a "plot development map" of the text, marking key events (such as "reunion scene" and "identity disclosure") and their roles (such as promoting conflict and deepening the theme). For example, by analyzing the contradiction between "Jimmy's duty as a policeman and Bob's criminal identity", students understand that the author highlights the tension between friendship and responsibility through comparison. By analyzing the text, students will find that "we can... Stay in touch with people. we want to remain friends with them" "the digital age also enables us to find people. these people share our interests" are two ordinary independent sentences. In the sentences such as "we can... Stay in touch with the people that we want to remain friends" "the digital age also enables us to find people who share our interests", the expression form of attributive clause is used. Teachers can guide students to focus on the grammatical structure and rhetorical devices in the text, organize the results of the detailed analysis of the text into tables or mind maps, and properly use the text knowledge to organize the text structure in the subsequent writing process, which can make the logic clearer and the content more organized. Therefore, teachers can inspire students to imitate these attributive clauses and use the words that, which, who, who or who to describe their friends.

### **5.3. Enhancing Linguistic Production Through Transfer-Innovation and Reading-Writing Integration**

The new curriculum standard points out that teachers should fully recognize that students are the main body of language learning activities, guide students to learn language around the theme, acquire new knowledge, explore meaning, and solve problems, and gradually move from text-based learning to in-depth and beyond text learning (Ministry of education, 2018). After guiding students to analyze the text in depth, teachers should stimulate students' interest in writing and complete the language output.

After in-depth analysis of the text, teachers need to design transfer writing tasks to promote students' input into creative output. Taking the "friends forever" unit as an example, the following activities can be designed. After reading the text "after twenty years", the teacher can ask the students to write a reasonable ending and give sufficient arguments to the protagonists Bob and Jimmy. For example, students are asked questions such as "now read the note from the original ending and find out what actually happened" "what type of ending will it be?" "where will the ending take place?" "what has happened to Bob and Jimmy over the past two years?" to make students think and innovate, and guide students to carry out reasoning and argumentation activities for the value orientation behind the text and the attitude and behavior of the

author or the protagonist, so as to write a reasonable conclusion for the text.

For example, a student continued to write clips: "Jimmy hesitated, remembering the young man who had shared dreams with him twenty years ago. Yet the badge on his chest reminded him of the duty that he could never abandon." This task not only trains students' logical reasoning ability, but also strengthens the application of grammar knowledge

## **6. Conclusion**

This study explores the application value and practical path of discourse analysis in the teaching of "reading for writing" in high school English. By systematically analyzing the text structure, cohesive devices and stylistic features, students can more comprehensively understand the internal logic and expression of the text, so as to enhance the in-depth understanding of reading materials. In addition, in this process, students can not only acquire language knowledge and grammar rules, but also improve their ability in text organization, which is of great significance for writing practice. By effectively transferring the knowledge and skills in the process of reading to writing, students can write more smoothly and improve the quality of writing.

The research shows that this combination of reading and writing based on discourse analysis can not only significantly improve students' language expression ability, but also play a positive role in cultivating students' logical thinking and critical thinking. By analyzing different types of discourse structures, students can more clearly understand how to effectively arrange paragraphs and contents in writing, so as to achieve logical and rigorous expression. At the same time, when students understand and analyze the stylistic features, they can gradually cultivate their creative thinking and learn to use language flexibly in different styles and writing scenes. This combination mode emphasizes the dual development of language skills and thinking ability, and promotes the improvement of students' comprehensive ability.

Future research can further explore the analysis methods of different styles of discourse, especially how to extract more targeted and practical analysis tools in different discourse types. In addition, according to the individual differences of students, how to design differentiated teaching strategies to help students with different learning levels obtain better learning effect is also a direction worthy of in-depth study. With the continuous development of educational technology, the application of digital teaching tools has also provided new possibilities for discourse analysis teaching. For example, through the intelligent teaching platform, teachers can more accurately understand the weak links of students in the process of discourse analysis, so as to give targeted guidance and improve the teaching effect.

In short, the application of discourse analysis in high school English teaching provides students with a more systematic reading and writing training path. It not only enhances students' language skills, but also promotes the improvement of students' thinking level. It is hoped that more practitioners in the future can innovate on this basis, promote the development of high school English reading and writing teaching to a deeper level, and provide more effective support for the improvement of students' comprehensive language ability and comprehensive quality.

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