

The Role of Text Structure in Reading Comprehension

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Abstract

Lack of understanding of the text structure is the major problem in English reading teaching in junior high school and senior high school at present. High school English teaching is not only for the college entrance examination, but also to cultivate students' ability of listening, speaking, reading and writing. Because traditional teaching focuses on the interpretation and grammar of words. Teachers help students understand the text by explaining the text word for word, combing the language points and grammatical phenomena of the text, and practicing the words and phrases repeatedly, traditional teaching focuses on the explanation of words and syntax, there is lack of macro-processing of chapters in reading teaching, which restricts students' reading comprehension level. Text structure, as an important internal feature of the text, plays a positive role in improving the correctness and efficiency of reading comprehension. Adopting correct reading teaching strategies and imparting text structure knowledge can greatly improve the efficiency of reading teaching in the long run.

Keywords

Text Structure; Texts Knowledge; Learning Efficiency; Text Awareness.

1. Introduction

The traditional English reading and teaching is influenced by the structuralist language view. Translation method is the main teaching method. The basic teaching task is the understanding and translation of vocabulary and sentence structure. It pays attention to the analysis of complex grammatical phenomena and words used in the article. The result is often an isolated, out-of-contextual. However, with people's further understanding of language and the nature of language learning in recent years, people also have a deeper understanding of communicative function of language learning. English learning is no longer limited to memorizing words, analyzing grammar, and translating meaning between English and Chinese. Modern reading teaching theory believes that reading is a process of communication, a cognitive process of interaction between readers and the text, and a process of interpretation some of the specific method advocated by these theories are based on understanding that meaning is created through the interaction between the text and reader. Therefore, text structure-oriented reading teaching is an effective way to change the traditional reading teaching model, and it has a positive effect on the accuracy and efficiency of reading comprehension.

2. Text Knowledge

A text is an article written in accordance with certain rules and grammatical requirements. It belongs to written language. It is a combination of a certain number of sentences with a link and combination of thinking mode, whether long or short, simple or complex, spoken or written, with the purpose of communicative. Different communicative purpose also determine different chapters, and the purpose and content determine what form the chapter adopts. It also decides to adopt different styles of inquiry. Differences in styles determine the grammatical structure, language structure, language structure, and vocabulary selection.

In appearance, a text consists of more than one sentence or paragraph. However, it is not a simple stacking of sentence or paragraph, but through a certain logical relationship and organizational structure to weave the sentences, and then form a formal cohesion, semantic coherence of the whole discourse knowledge is about how discourse is composed. It includes how discourse express meaning and how it is used in communication.

3. The Relationship between Text Structure and Reading Comprehension

3.1. Texts Structure

Because of the different communicative functions of various texts, the theme and content of the text are different, the genre of the article is different, and the structure of the text is varied. However, this is not that the structure of discourse is arbitrary combination, the structure of discourse is organized, up and down coherent, consistent organic language as a whole. Larger texts usually have the beginning, middle, end and so on.

The beginning of the story often explains the time, place, character, etc. The middle part mainly describes the development of the story. The end part is mainly to describe the characters and the outcome of the situation to give inspiration.

The beginning of argumentative discourse is often to point out the problem, explain what the article should discuss, the middle part is to analyze the problem raised at the beginning, and to prove the argument. The end part is to propose new solutions to the problems pointed out at the beginning or to draw a new conclusion. The beginning of the letter is the address, the middle is the text, the end of the conclusion and the signing.

3.2. Linear Performance Problems:

Discourse is composed of sentences arranged in a straight line. This linear representation with only length but no width can only represent the order of the sentence, not the level of the sentence, so the discourse is faced with the problem of the order and arrangement of the discourse. The order of words often determines the meaning expression of sentences. The famous words of Caesar when he won the great victory of the Caspian Sea. I came, I saw, I conquered. The sequence of sentence behavior is clear. This is a three-term structure, simple sentence structure, compact structure, prominent, concise, sonorous and forceful. It fully shows that Caesar's victory in the Caspian Sea is the kind of arrogance, complacency, bravado.

3.3. Using of Text Structure to Promote Learning Efficiency.

Over the years, we have encountered a lot of confusion and helplessness in the teaching of reading comprehension. In this study, we have discussed how to learn discourse structure to improve the learning efficiency of English reading comprehension and optimize the teaching structure. The new curriculum standard emphasizes that teachers should take the all-round development of students as the starting point, make their classroom teaching design conform to the psychological and psychological characteristics of students, face all students, and strive to meet the needs of different types and different levels. The ultimate goal of English teaching is to promote students' lifelong learning ability and the ability to use language knowledge comprehensively. Through the teaching of discourse structure, the students' reading comprehension ability is cultivated, and the students can transfer the knowledge of discourse structure when reading through the teaching of different discourse structure. To the article independent construction own unique understanding.

reading comprehension, grasping the various cohesion mechanisms of the text can enable readers to grasp the internal relationship and cohesion between sentences, paragraphs and paragraphs in the morning, grasp the content of the text as a whole and accurately adjust the details around the center. In reading teaching, teachers should consciously cultivate students'

analytical ability of discourse cohesion, use discourse analysis model based on cohesion theory, and pay attention to the cultivation of learners' basic language skills.

make full use of additional information an article has a guiding role in addition to its inherent structural characteristics. Adding information can also help readers to obtain the necessary information to understand the article to some extent, such as title, subtitle and text annotation, all of which are helpful for correct understanding. Title, subtitle is an organic part of the text structure, with a high degree of generality, so it helps to improve the correctness of understanding. For example, students can use to understand the general idea of the article, you can also make a bold prediction of the content of the article by carefully analyzing the title of the article. In many existing textbooks, there are subheadings or even brief introduction under the title of the text, which play a certain role in grasping the main theme of the article. However, a large number of learners are not conscious.

To their special role, there is generally little special attention and attention, some important additional information is often easily ignored.

4. Conclusion

Firstly Teaching reading will put forward more challenging tasks for teachers and students in English reading class than traditional reading teaching. Comparison. An obvious problem is that teachers may find it quite time-consuming to analyze the text structure of different styles, and it is difficult to find the best balance between the whole reading teaching and the traditional reading teaching. Second, teachers may also find it difficult to find enough texts containing different stylistic types from students' textbooks.

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