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Discourse Analysis-Based Teaching Design of Senior High School English Continuation Writing

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Abstract

Against the background of the new college entrance examination and the concept of discourse-based teaching stipulated in the new curriculum standard, this study focuses on the teaching design of English continuation writing in senior high schools based on discourse analysis. By means of literature research and case analysis, the research sorts out the core connotation of discourse analysis, and analyzes the existing problems in current teaching, including inaccurate grasp of discourse genre, misjudgment of emotional tone, and lack of logical plot development. On this basis, it puts forward targeted teaching design strategies: guiding students to accurately identify discourse genre, clarify the overall structure of discourse, fit in with the original language style, and carry out continuation writing based on in-depth text understanding. The study shows that discourse analysis can effectively help students establish an overall discourse perspective, ensure the coherence and unity between the continued content and the original text, and improve students' writing quality and comprehensive language literacy. However, this study has limitations such as single research methods and insufficient detailed strategies. Future research can combine empirical methods to optimize the teaching system.

Keywords

Discourse Analysis; Continuation Writing; Teaching Design

1. Introduction

Senior high school is a critical period for students' English learning, playing a connecting role in cultivating students' solid language foundation and comprehensive application ability. With the advancement of the reform of the new English curriculum standard, the discourse-centered teaching concept has emerged, injecting new impetus into senior high school English teaching but also bringing many challenges. As a key and difficult point in senior high school English teaching, continuation writing requires students not only to have solid basic language knowledge, but also to have in-depth understanding and creative ability of discourse.

Different from traditional writing teaching, continuation writing places students in a complete discourse context, testing students' comprehensive abilities in sorting out the context, understanding details and insight into the author's writing intention. Faced with the challenges of the new college entrance examination reform, discourse analysis has become a key to solving the problems of continuation writing. However, influenced by traditional writing teaching, many front-line teachers still have deficiencies in many aspects of the teaching design of continuation writing based on discourse analysis. They are still in the exploratory stage in the application of discourse analysis in the teaching design of continuation writing, lacking systematic theoretical guidance and practical methods. Moreover, students often feel at a loss when facing continuation writing tasks. In view of this situation, this paper aims to explore the application path of discourse analysis in the teaching design of senior high school English continuation writing, so as to provide theoretical guidance for the current teaching practice of senior high school English continuation writing based on discourse.

2. Connotation of Discourse Analysis

The General Senior High School English Curriculum Standard (2017 Edition, Revised 2020) points out that discourse is the basic resource of English teaching and the main carrier of language learning, endowing language learning with themes, situations and contents. With its unique internal logical structure, stylistic features and linguistic forms, discourse organizes and presents information to serve the expression of thematic meaning. Discourse refers to a coherent linguistic whole composed of a series of consecutive sentences, cohesive in form and coherent in meaning, including oral and written discourses. Its length can be as short as a sentence or even a single word, and as long as a book or even several books (Ministry of Education, 2020).

Discourse is not limited to a single semantic unit. In fact, discourse is a dynamic process containing semantic generation and understanding. It is composed of a series of coherent paragraphs or sentences, with rich and diverse forms of expression. Oral discourses include monologues and debates, while written discourses include speeches and novels. Although there are various types of discourses, continuation writing has unique requirements (Zhong, 2024). Compared with other writing categories, continuation writing discourse focuses more on the accurate analysis of the original text and the smooth continuation of the plot, which requires students to carry out reasonable imagination and creative creation on the basis of fully understanding the essence of the original text.

Discourse analysis theory refers to analyzing the article as a whole from the perspective of its structure, content and logic. In other words, discourse analysis theory upholds a holistic perspective. It does not view the words and sentences in the article in isolation, but regards the whole article as an organic whole. From this

macro perspective, it deeply explores the internal structure of the article and carefully analyzes how all components are interrelated and mutually supportive to build the framework of the article. Therefore, discourse analysis theory helps students build a holistic perspective of discourse, familiarize themselves with the theme and plot trend of the story, and thus write reasonable follow-up plots.

3. Current Problems in Senior High School English Continuation Writing

3.1. Deviation between the Continued Discourse Genre and the Original Text

Different discourse genres have different writing methods and characteristics. Only by in-depth analysis of discourse and grasp of discourse genre can the rationality of the story plot be guaranteed(Zhu, 2024). In senior high school English continuation writing, inaccurate grasp of genre is a prominent problem. Students often make mistakes in this regard. For example, narrative essays focus on details. In narrative essays, the plot usually revolves around the characters' experiences and psychology, with a clear timeline and plot fluctuations. If students fail to recognize that the original text is a narrative essay when continuing writing, they may focus on the elaboration and argumentation of viewpoints in the continuation, ignoring the plot continuation of the original text, resulting in inconsistent genres before and after the article, making readers feel abrupt as if reading an article pieced together from two different styles. Argumentative essays focus on viewpoint expression and argumentation, usually stating the thesis first, then listing arguments, and using methods such as comparative argumentation and exemplification to convince readers of the author's viewpoint. If the genre is confused in the continuation writing link, the continued content may lack a powerful argumentation process and focus on narrative or plot description. These problems are caused by inaccurate grasp of the genre of the discourse. Therefore, if students can carefully analyze the original discourse, accurately grasp its genre, and write in accordance with the writing norms of the corresponding genre, the content they write can be coherent with the original text.

3.2. Inaccurate Grasp of the Emotional Tone of the Article

Inaccurate grasp of the emotional tone of the original text is also a common problem in continuation writing. Every article has a specific emotional atmosphere—some are passionate, some are sad and depressed, and some are relaxed and humorous. If students fail to understand or misjudge the emotional tone of the original text, the continuation will fall into an awkward situation. For example, if the original text creates a sad and dignified atmosphere with the plot of the protagonist struggling after a major setback, but students ignore the sad tone of the original text and start the continuation by writing that the protagonist instantly recovers and starts a new

journey joyfully, the emotional tone of the article before and after will be in sharp contrast, resulting in a fault in the emotion of the article, making readers feel a strong sense of incongruity as if reading two unrelated articles, and the integrity and coherence of the story will be lost. Therefore, only by carefully reading and analyzing the discourse can students understand the real meaning and emotional tone of the original text. In this way, the emotional tone of the continued content can be consistent with the original text, the plot or content can be reasonable, and the whole text can be coherent and unified.

3.3. Unreasonable and Illogical Plots

In the current continuation writing of narrative essays, the lack of rationality and logic in the setting of story plots by students is a prominent problem. For example, in narrative essays, the original text defines the description of events, the surrounding environment and time when the events occur. If students write content inconsistent with the original environment in the continuation, the story plot will be very abrupt. Taking the English continuation writing of Zhejiang Provincial Examination Paper in October 2016 as an example, the background given in the original text is that the heroine Jane and her husband Tom planned to drive to the lake by the forest for camping on the weekend, but Jane quarreled with Tom before reaching the campsite, so Jane left alone without a mobile phone, food or water. Later, she got lost in the forest for a long time, and suddenly she saw a helicopter coming to search for her. She waved frantically, but the helicopter did not see her. In the second paragraph requiring candidates to continue writing, the examiner gave the first sentence: But no more helicopter came and it was getting dark again. Faced with such a beginning, it is difficult to imagine a reasonable follow-up plot without carefully reading the original discourse. Some candidates wrote that Jane put up a tent for the night and then took mineral water out of her bag. Such a plot is completely unreasonable and illogical. Jane left after quarreling with Tom without any belongings, so she could not have a tent or mineral water. Therefore, failure to grasp the information given in the original discourse will lead to inconsistency between the created plot and the original plot logic, character setting, theme, etc., violating normal common sense and life logic, making the whole story stiff, far-fetched, lacking coherence and credibility.

4. Analysis of Teaching Design Strategies for Continuation Writing Based on Discourse Analysis

4.1. Grasp Discourse Genres and Carry out Targeted Teaching

Discourse genre plays a crucial role in continuation writing. Different genres build different frameworks and set unique requirements for continuation writing. Narrative essays focus on plot promotion and character building; when reading the original text, students need to carefully sort out the cause, process and development

trend of events along the story line, and pay attention to the characters' emotional fluctuations and character transformation nodes at each stage. Expository essays have rigorous logical structure and accurate interpretation characteristics, with special requirements for continuation writing. Argumentative essays put forward higher requirements for students' logical thinking ability. When continuing writing, students should accurately grasp the argumentation style of the previous text—whether it is sharp criticism, extensive citation, or gentle discussion and progressive layers. On this basis, skillfully integrate new arguments to strengthen their own viewpoints or reasonably refute opposing viewpoints, so that the continued part is closely connected with the original argumentation. Therefore, when designing the teaching of continuation writing, teachers should carry out targeted teaching for different genres of discourses. When designing the teaching of continuation writing for narrative essays, teachers should first guide students to distinguish discourse genres, and then analyze the story context, events, plots, and characters. When designing the teaching design of continuation writing for argumentative essays, teachers should also first guide students to grasp the article genre, then grasp the original thesis and arguments, and analyze the argumentation style of the original text. When designing the teaching design of continuation writing for expository essays, in addition to analyzing the genre of the original text, teachers should also lead students to dismantle the explanation order and logical structure of the original text, so that students can follow rigorous logic when continuing to write popular science content (Jin & Shi, 2023).

4.2. Sort out Discourse Structure and Grasp the Discourse as a Whole

In the teaching practice of continuation writing based on discourse analysis, the principle of wholeness is at the core. Teachers should ensure that the teaching process revolves around the complete discourse, which requires students to have certain logical thinking and overall grasping ability. Teachers can consciously guide students to analyze the article from the overall perspective of discourse, sort out the context and structure of the article, so as to achieve cohesion with the original text and ensure the fluency and relevance of the whole article (Yang, 2024). Firstly, in terms of sorting out the discourse structure, teachers can draw mind maps. Taking an article about campus life as an example, the theme of the article is the campus cultural festival, with branches including preliminary preparation such as class program rehearsal and venue layout, wonderful moments during the activity, and harvest and insights of everyone at the end. When leading students to read the discourse, teachers can lead them to draw a mind map, through which students can clearly grasp the organizational logic of the text and know where to naturally connect when continuing writing. Secondly, in terms of text understanding, teachers should lead students to overlook the reading text from a certain height. For example, when facing a narrative essay, teachers need to lead students to clarify the main line

of the story and analyze its genre characteristics. In addition, they should also lead students to grasp the main plot, analyze the beginning, development, climax of the story, as well as the characterization and environmental description.

4.3. Pay Attention to the Original Language Style and Create Based on Analysis and Understanding

When designing the teaching of continuation writing, teachers should guide students to pay attention to the use of language in the text (Gan, 2024). On the one hand, teachers can guide students to pay attention to specific vocabulary and rhetorical devices, such as metaphor and contrast. These two rhetorical devices are usually used to emphasize the author's viewpoint or emotion. For narrative essays, when teachers guide students to sort out the plot, they should not only pay attention to the development of events, but also analyze the characters' dialogue style. If the characters' dialogue in the original text is playful and humorous with a colloquial language style, teachers need to guide students to understand this colloquial expression, so that students can continue this style when continuing to write characters' communication instead of using rigid and stiff written language. On the other hand, for argumentative essays, teachers can guide students to pay attention to the sentence structure of the original text, including complex sentences and compound sentences. This helps students understand the author's argumentation method, position and viewpoint. In addition, the argumentation style of argumentative essays is rational and calm, mostly using connectives such as "Firstly…Secondly…Moreover…". Therefore, when guiding students to continue writing, teachers can imitate the structure of the original text and require students to keep the writing language objective and calm to avoid emotional expression.

It is very important to create continuation writing based on analysis and understanding. If the original text is not correctly understood, the content written by students will not be connected with the original text, making readers feel a sense of fault. In the stage of reading the original text, in-depth analysis and understanding of the text is the first step. For narrative essays, students need to analyze the basic elements of the story, such as the story background, characters' identity and personality characteristics, and the cause and process of events. When analyzing expository essays, students should fully understand the core characteristics, principles of the explained object and the explanation order adopted by the text. Argumentative essays require students to accurately grasp the thesis, argument types and argumentation logic. It is particularly important to conceive the continuation plot based on analysis and understanding: from the perspective of plot coherence, continue the clues according to the original story trend; in terms of characterization, continue the original characters' personality; in terms of emotional tone, also continue the emotional tone of the original text. For example, the continuation of a cheerful story cannot suddenly turn sad, and emotional resonance

should be maintained. Finally, examine the work in the self-checking or peer-reviewing link based on analysis and understanding. Check whether the plot is logically coherent with the original text, whether the characters deviate from the original personality, and whether the language is consistent with the original style. Through constantly reviewing the key points of the original text analysis, problems can be found and corrected in a timely manner, so that the continuation writing work can truly become an organic extension of the original text. Therefore, in the teaching design of continuation writing, teachers must guide students to develop a good habit of carefully analyzing and understanding the original text and creating continuation writing based on the original text.

5. Summary

This study focuses on the teaching design of senior high school English continuation writing under the background that the new English curriculum standard emphasizes discourse teaching. Firstly, it deeply analyzes the connotation of discourse analysis, clarifies that discourse is a coherent whole with internal logic, stylistic and linguistic features, and discourse analysis theory helps students construct a holistic perspective for continuation writing. Then it points out the existing problems in senior high school English continuation writing: 1) the continued discourse genre is easy to deviate from the original text, such as the continuation of narrative essays may become argumentative essays. 2) inaccurate grasp of the emotional tone of the article leads to emotional faults before and after. 3) the plot setting of narrative essays is often unreasonable and illogical. In response to these problems, teaching design strategies are proposed: grasp discourse genres to carry out targeted teaching, guide students to analyze corresponding elements according to genre characteristics; sort out discourse structure, draw mind maps to help students clarify the text logic; pay attention to the original language style and create based on in-depth analysis and understanding, covering vocabulary, rhetoric, sentence patterns, etc., and follow the key points of the original text in each continuation link and check and correct in a timely manner. Through these studies, this paper provides strategies and theoretical support for senior high school English continuation writing teaching, helping to improve teaching quality and students' language literacy.

This paper also has some deficiencies. Firstly, the research methods are relatively limited, mainly adopting literature research and case analysis, lacking empirical research such as teaching experiments, questionnaires, interviews, etc. It is difficult to comprehensively understand the specific difficulties, needs and strategy application effects of teachers and students in actual teaching, and cannot strongly support the universal applicability and effectiveness of the strategies. Secondly, the strategy depth and refinement are insufficient. Although teaching strategies are proposed, the implementation details are not in-depth enough. For example, the

design of teaching activities for different genres in targeted teaching is not discussed in detail.

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