An Empirical Study of English Reading Automaticity Based on Multimedia Assisted Discourse Analysis

Chunmei Liu

Fujian Ludao vocational and technical school, Fujian 361102, China

Abstract: Reading teaching is the main task of English teaching in China. The discourse analysis teaching method is based on the textual structure of discourse and the cohesion and coherence of the article. It guides students to analyze the discourse from the macro structure and microstructure, and can cultivate students' ability to acquire and analyze information as a whole, and improve students. Reading efficiency. With the rapid development of multimedia network technology, English reading also faces a "technical revolution." Fully integrating English reading teaching with multimedia network technology, changing the traditional English reading classroom environment and enriching the means of information input can help to fully stimulate students' reading enthusiasm. This paper takes multimedia as the background and relies on the theory of discourse analysis, combined with teaching practice, to study the effect of multimedia-assisted discourse analysis teaching method in English reading teaching. This paper firstly demonstrates the feasibility of combining multimedia and discourse analysis as a means of English reading teaching, and systematically designs the implementation of the discourse analysis teaching method from the theoretical level, and then takes two classes as subjects. Empirical Research. The experimental class uses the multimedia-assisted discourse analysis teaching method for reading teaching, while the control class still uses the traditional reading teaching method. Compare the pre-reading and post-test scores of the two classes and the questionnaires before and after the experiment, and analyze the influence of the discourse analysis teaching method on solving the reading comprehension obstacles of the grade students. The experimental results show that the multimedia assisted discourse analysis teaching method significantly improves students' English reading performance. Therefore, this paper believes that the purpose of introducing multimedia-assisted discourse analysis teaching method into English reading teaching with a purpose and plan is more popular among students.

1. Introduction

As we all know, with the continuous integration of global culture and economic system, English

has become an important part of national education. Reading is the main link of English teaching. The level of reading is very important for students to listen, speak and write other links, improve students' language sense and English cultural thinking level. English reading is an important part of English teaching and English learning. The cultivation of reading ability occupies a non-important position in English teaching. Reading is an important way for students to acquire English knowledge and an important means of understanding language culture. Through reading, you can get a larger amount of information, understand the characteristics of English language, cultural customs [1].With the rise of Text Linguistics in foreign countries, as a new method of reading teaching-discourse analysis [2,3], the teaching of discourse analysis emphasizes the use of "discourse" as a whole. From the perspective of discourse, we use context, cohesiveness and discourse mode to design and carry out teaching. Teaching activities should be taught around discourse, and language teaching should help students understand how vocabulary, grammar and sentences relate to each other and construct a discourse from the perspective of helping students understand discourse. The goal of understanding, learning, and using language [4-7].There are many researchers in the foreign language community in China who have studied the relationship between discourse linguistics and language teaching. Many foreign language teachers in the first line have also begun to use text analysis to teach various modes and approaches in foreign language teaching. Discourse teaching emphasizes that in English language teaching, in addition to teaching at the level of vocabulary, grammar, and sentence, it also needs to infiltrate the teaching at the discourse level, such as analyzing the genre of discourse, the structure of discourse, the cohesion and coherence of discourse. Means, etc.

In recent years, with the development of multimedia, English reading naturally joins the ranks of multimedia [8,9]. The main features of multimedia-assisted discourse analysis in English reading teaching are as follows. (1) It has the characteristics of real-time or non-real-time interaction across space, which guarantees students'individualized learning and a large number of audio-visual language interaction exercises. Students can arrange learning time and place independently, choose learning content freely, arrange learning plan independently, raise questions in learning at any time and get answers in time, and conduct self-assessment [10].(2) The non-verbal information carried by multimedia can break through the space-time barrier, and its media mobility can provide different perceptual materials to adapt to the perceived characteristics of different students [11]. (3) Multimedia-assisted instruction has the characteristics of openness, interactivity, sharing, collaboration and autonomy. It is a complementary and mutually reinforcing relationship with traditional teaching methods, and can be used as a powerful supplement to college English classroom teaching [12]. . (4) From the perspective of human behavior, in the traditional media, information sharing and passive acceptance, while in the network media, information sharing and active choice; people in the network can fully reflect their subjectivity [13]. (5) Multimedia technology relies on its advantages of sound, shape and appearance [14]. By stimulating a variety of senses, the amount of information obtained by students is better than listening to a tone in traditional teaching. Seeing a form, copying the same text is stronger. Much more, because sight and hearing account for 94.2% of the student's access to information.(6) From the persistence of knowledge and memory, the duration of learning in different ways is different [15]. People can remember 52.1% of what they see and hear, which is much higher than other ways of memory. If we add 71.2% of the communicative content, the effect can be imagined. That is to say, if we can not only see but also hear, and then express it in our own language through communication, the memory of knowledge will be much better than the traditional teaching effect. (7) Reading in the form of multimedia cultivates students'innovative thinking ability and innovative practical ability.

These abilities are the cornerstone of students'future sustainable development [16].

In recent years, multimedia-assisted text teaching, a reading teaching method, has been widely studied and adopted in university teaching in China. The rise of computer-aided language teaching began in the 1950s and 1960s [17, 18]. Many scholars have been studying it. For example, Zhao W et al. have studied English reading teaching in a computer environment. They agreed that computer network technology played an important role in English reading teaching [19]. These findings encourage teachers to apply computer technology to English reading. In the early 1990s, the first major course in computer-assisted English reading was successfully developed. Brooks MD found through research that the visual intuition of the computer helps to improve students' English reading comprehension ability, and its effect is obviously better than simple text reading; he also combines the second language acquisition theory with the reading research of multimedia environment. Study how to better combine text information and visual information [20].On the basis of this study, Hui W et al. developed a complete set of criteria for evaluating English reading teaching software based on the theory of English reading and schema theory in multimedia environment to help teachers select reading software that meets their own teaching needs for teaching [21]. However, how to use multimedia-assisted discourse teaching to help students read and understand in English reading classroom teaching combined with students'actual situation is the basis of decoding knowledge of text, language and pragmatics. Language includes phonetics, grammar, pragmatics and other knowledge. Pragmatics is knowledge of rules of interpersonal communication and discourse principles [22-25].

The current language teaching attaches great importance to the ability of students to use language in practical situations. Therefore, reading teaching has become the core of teaching and the main body of teaching in English. This paper is based on the theory of multimedia-assisted discourse analysis, combined with the actual situation of reading teaching. In the multimedia, from the context, discourse culture and specific situations, help students form a situational rational experience. Fully consider the substitution, reference, lexical cohesion and other surface structure of the text, sum up the chapter mode, and realize the specificity and pertinence of reading materials. At the same time, based on multimedia-assisted discourse analysis, students are in the main position in the process of using reading mode to carry out reading teaching. The teacher's duty is to guide and help students to learn cooperative development and promote their multimedia-assisted English discourse knowledge. Capacity building. Finally, this paper further demonstrates its positive effect in promoting the quality improvement of English reading teaching through the experimental study of multimedia-assisted discourse analysis of reading patterns.

2 Method

2.1 Multimedia technology assisted teaching

The core of "multimedia-assisted instruction" is the use of computers for teaching. In a broad sense, "multimedia-assisted teaching" is based on computer technology, supplemented by a variety of other media to jointly build a three-dimensional teaching system. In "multimedia-assisted instruction", "multimedia" plays a mediating role between teacher teaching and student learning. Based on the use in actual teaching, the author believes that "multimedia-assisted instruction" is in the process of teaching, according to the purpose of the teaching and the needs of the content, taking into account the facts of the learner, appropriate selection of multiple media in the teaching design Combine and design it into teaching, combined with traditional teaching methods to complete the teaching tasks to achieve the optimal teaching effect. How to use multimedia

scientifically and reasonably in teaching must have a certain use. Multimedia has the following four forms of teaching use in teaching:

(1) Classroom teaching mode

In this multimedia usage mode, multimedia operations are dominated by teachers. The teacher presents the information and knowledge required for the class in the form of multimedia, so that the teaching content is presented to the students in a more intuitive, vivid and vivid form, which is conducive to the students' understanding, memory and mastery. This kind of multimedia use is dominated by teachers, students are in a passively accepted position, and they cannot play their initiative.

(2) Individualized teaching methods

This multimedia teaching method is to let students run multimedia courseware directly on the electronic device and learn through the interaction between the students themselves and the electronic devices. Students use their multimedia courseware to learn independently according to their own needs, free from the limitations of time and space and teaching materials. In this way, multimedia resource adaptation is difficult and difficult to apply to each student.

(3) Discovery and exploratory teaching methods

The discovery and exploratory teaching method is that the teacher asks the students relevant questions according to the content to be learned or allows the students to independently discover the problems that need to be learned according to the multimedia courseware display, and then the students operate the multimedia courseware according to the learning materials provided by the computer. Complete the learning task with the guidance of the teacher, the help of the classmates, or your own ability.

(4) Collaborative teaching methods

Collaborative teaching refers to a series of interactive activities in which multiple students simultaneously observe, compare, and analyze common problems under the guidance of teachers. In these interactions, students are deeply understood and their knowledge and abilities are acquired. "Multimedia" can support students' cooperative learning and provide an environment for discussion, communication and information sharing for participants in the learning process. This is conducive to the interpersonal and emotional communication of students, but if the learning tasks and learning arrangements for joint learning are unreasonable, it will also affect the actual effect.

2.2 Discourse analysis

People often refer to Discourse Analysis as discourse analysis or text grammar before they begin their rapid development. The characteristics of discourse analysis: First, the object of discourse analysis is not a simple sentence, but a language unit larger than a sentence, that is, the entire discourse; second, the main purpose of our analysis of a discourse is to restore The author's writing process, in order to achieve an overall grasp and understanding of the text. Discourse theory tells us that articles have their own specific structure. By comparing and contrasting discourses of different genres, students can grasp the internal structure and organizational mechanism of a class of discourses, thus improving the predictive ability of similar discourses. In general, there are four common English genres: narratives, descriptive texts, debates, and explanatory texts. Articles of different genres have their own specific patterns and organizational structures, such as the narrative and the plot, the elaboration of the essay, the logic of the essay, and the relationship between the essay and the scene. Different genres have different analytical reading patterns. The following describes the analysis patterns of common narratives, explanatory texts and debate texts.

(1) Discourse analysis mode

The reading materials in English textbooks are mainly narratives. Common narratives include stories, biographies, news reports, memoirs and travel notes. Point out that the complete narrative structure can include six parts: point questions, guidance, progress, comments, results or outcomes and responses. Therefore, the analysis of narrative can generally include the following six aspects. Summary: A brief summary of the knowledge of the foreground; (pointing: time, place, person; progress: the development of the story, development, climax and character development; ending: the end of the story, can be a logical result, can also It is an unexpected ending; response: linking the story to the real world can be a famous saying; evaluation: evaluation of the story.

(2) Discourse analysis mode of debate text and explanatory text

The debate text refers to the analysis and comment on a certain question or event. The debate text can also be divided into three parts: the beginning, the middle and the end. Ask questions at the beginning, analyze them in the middle, demonstrate arguments, and end up with solutions to problems or draw a conclusion. The explanatory text aims to objectively explain a certain thing or explain a certain problem or phenomenon, and can be divided into a problem-based explanatory text and a transactional explanatory text. The former is usually said by a phenomenon in society, the reason is to find a solution; the latter is usually used to explain objects and details. Both the debate text and the explanatory text can be analyzed using the problem solving model, which can be used to analyze scientific and academic reports and advertising discourses, and can be used to analyze popular science and advertisements in English reading. It can be refined into a situation-problem-solution-evaluation. At the beginning of the article, the author describes the situation and situation of the problem, then asks the question, and then finds the way to solve it and evaluate it.

2.3 English Reading Model

The understanding of the essence of "reading" also influences scholars'understanding of "reading process". For a long time, many scholars have proposed different reading models to explain the reading process. This paper will use bottom-up model, top-down model and interaction model.

(1) bottom-up mode

The process of reading is the process of the reader's recognition of the form from the text, to the pronunciation, to the recognition and understanding of the words and sentences, and finally to the meaning. In essence, it is the process of the reader's continuous decoding of the reading text. When reading, readers first see the text symbols, and then they continue to recognize words, sentences, paragraphs and understand their meaning, and finally form an understanding of the whole article. In the reading process, the reader has a level of bottom-up processing from low-level characters to advanced words and paragraphs, and bottom-up understanding of the whole paragraph. So "bottom up" is considered a text-driven reading model. In this reading mode, the emphasis is on reading the material itself and the reader's own language knowledge. In this mode, the key factor in the smooth progress of reading is language knowledge. When this reading mode is applied to English reading, the focus of teaching is language knowledge. The primary reading task for teachers is to help students solve the problem of language knowledge. Teachers continue to help students solve the problem of students' language knowledge from letters, words, phrases, sentences, and discourses from bottom to top, so that they can help students complete their understanding of the text.

(2) Top-down Model

In view of the shortcomings of the "bottom-up model", the reader does not use all the

information provided to him. In the process of reading, the reader only selects enough information in the article to make predictions. This theory holds that effective reading does not depend on the accurate identification of all linguistic components, but on the ability to make accurate judgments with as few clues as possible in the input information. This model opposes reading word by word, emphasizes the role of students'own knowledge in the process of reading, and advocates emphasizing students' subjective initiative to think positively and expand the text. In reading, the reader constantly assumes and infers the content of the article according to his original knowledge, and finds out the relevant information in the article to verify his speculation. This model emphasizes that reading is an active guess-confirmation activity, and learners must make use of the relevant background knowledge and the information provided by the text to construct the meaning of the text. It also emphasizes that the reader is the center of reading and that the role of the individual's existing knowledge and experience is a high-level reading mode. However, it overstates the reader's subjective prediction and inference in reading, ignores the role of basic knowledge and the bottom-up decoding process which forms the basis of reading. Overemphasizing the role of the reader's own knowledge can easily lead to students'inability to grasp the basic knowledge of English language, which will lead to the decline of English reading level and comprehensive English application ability.

(3)Interactive Model

The interactive mode reading process includes both "top-down" and "bottom-up" directions. These two directions constantly interact and eventually merge at the discourse level. This is the interaction. ". The theory holds that reading comprehension is not a mechanically passive one-way process, but a complex, active process of two-way interaction between the reader and the author. The reader takes visual processing from written text and existing knowledge from the brain. Or the organic combination of non-visual processing of background knowledge to construct a process of meaning. At present, this model has been recognized by the linguistic community and is widely used in reading research. Domestic and foreign scholars mainly use this model as the theoretical basis to explore the cognitive role of readers in the reading process, psychological factors and the role of knowledge background, from the choice of reading materials, reading classroom teaching mode, reading strategies and so on. Practice research and achieved a lot of results. The influential modern schema theory was developed on the basis of this model.

3 Experiments

The author takes two classes of students, a total of 127 people as research objects, and conducts reading strategy training based on multimedia-assisted discourse analysis. After two semesters of classroom teaching, research and analysis of the use of student reading strategies. The total number of classes in the experimental class was 63, including 28 girls and 36 boys. The total number of class 2 was 64, including 30 girls and 34 boys. The overall situation of the two classes of students is quite the same, and the results in the previous examinations are close. In these two classes, the author will select the first class as the control class, and follow the traditional reading teaching mode. In addition, the second class will be selected as the experimental class to conduct reading strategy training based on multimedia-assisted discourse analysis.

The reading test is a way to examine the reading level and ability of students. To a certain extent, it can reflect the reading level of students objectively. Therefore, the author will conduct a test evaluation before and after the experiment to understand the current reading level of the students. In the experiment, the students in the experimental class used the discourse analysis theory as the basis

for reading teaching, while the students in the control class still used the traditional reading teaching method. The purpose of the pre-test is twofold: first, verify the similarity of the reading ability of the two classes and the practicality of the research; secondly, compare it with the results of the post-test, and compare and analyze the results of the test before and after, you can directly find the reading. The extent to which strategic training is designed to improve a student's reading ability. In order to ensure the difficulty of the two tests and increase the reliability and validity of the experiment, the author selected the test reading scores, including one narrative, one explanatory text, one debate text, one popular science, one advertisement, The full score is 30 points, and the test *results are shown in Table 1.*

Table 1   Comparison of the results of the first and second classes of the action study

Research object	Girl	Boy	total people	The average score	Excellent rate (>28)	Pass rate (>18)
1 (contrast class)	28	36	63	23	27.5%	77.2%
2 (experimental class)	30	34	64	24	28.6%	78.6%

4 Discussion

The experiment lasted approximately two semesters. Changes based on students' reading thinking and reading emotions are intangible tools that can't be measured. The design is quite difficult. The content of the test includes the main ideas, detailed understanding questions, reasoning judgment questions, writing intention questions and analytical evaluation questions, which are used for pre-testing. And after the experiment, and through the data collected by the analysis test, the changes of English reading level and ability before and after the experiment were compared between the experimental class and the control class.

After a period of 2 semester experiments, at the end of the experiment, the author used the test volume to test the experimental and control classes, and the results are shown in Table 2:

Table 2 Comparison of various documents after test

Research object	Narrative	Explanatory text	Debate text	Copwen	ad	The average score	Excellent rate (>28)	Pass rate (>18)
1 (contrast class)	5	4	5	5	5	24	28.5%	80.1%
2 (experimental class)	6	5	5	6	5	27	39.1%	96.8%

Students have a positive attitude towards the application of multimedia courseware-assisted instruction in reading class teaching. Students are positive about the use of multimodal courseware. Sound and video are their favorite modalities, especially video, and some students choose this relatively visual and vivid expression. Students recognize that multimedia courseware-assisted

instruction is used in reading class teaching and believes that it helps them to learn and can better help them understand the article. The average score comparison is shown in Figure 1.
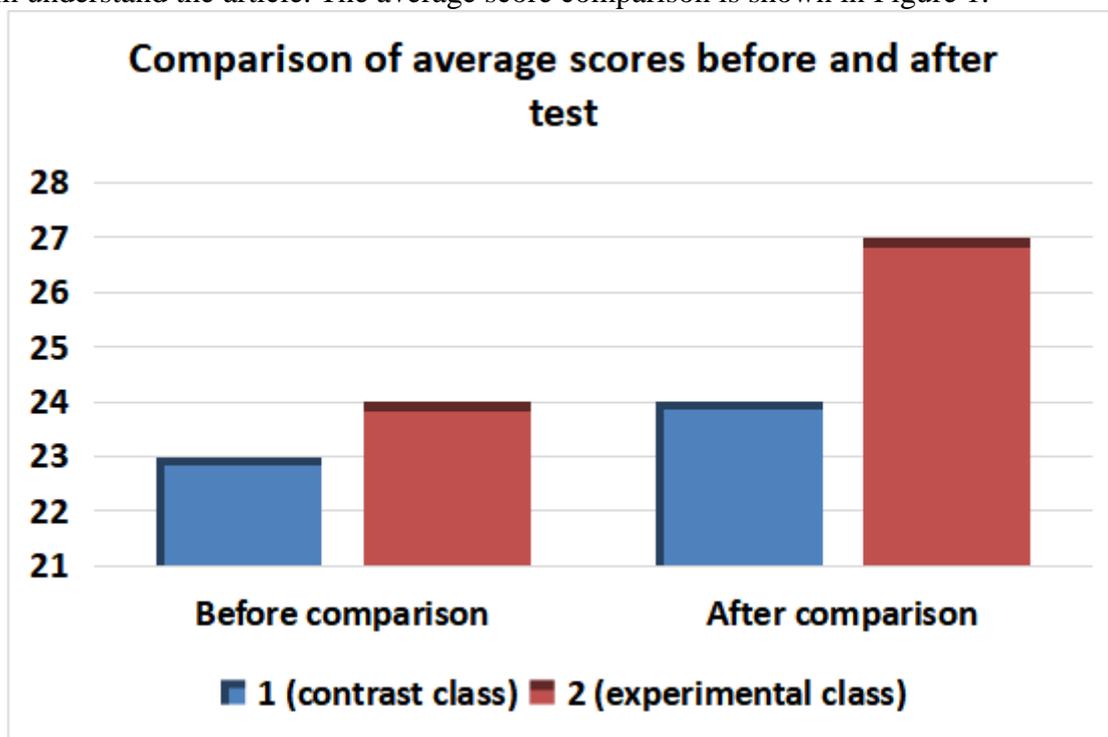

Figure 1 Comparison of the average scores before and after the experimental class and the control class

Comparing the data of the experimental class and the control class, the average scores of the two classes after the test were improved relative to the respective pre-test averages. The experimental class increased from 23 points in the previous test to 24 points, which increased by 1 point; By 27, it has risen by 3 points. Although both classes have improved, the improvement of the experimental class is more obvious. The comparison of the qualification rate is shown in Figure 2.
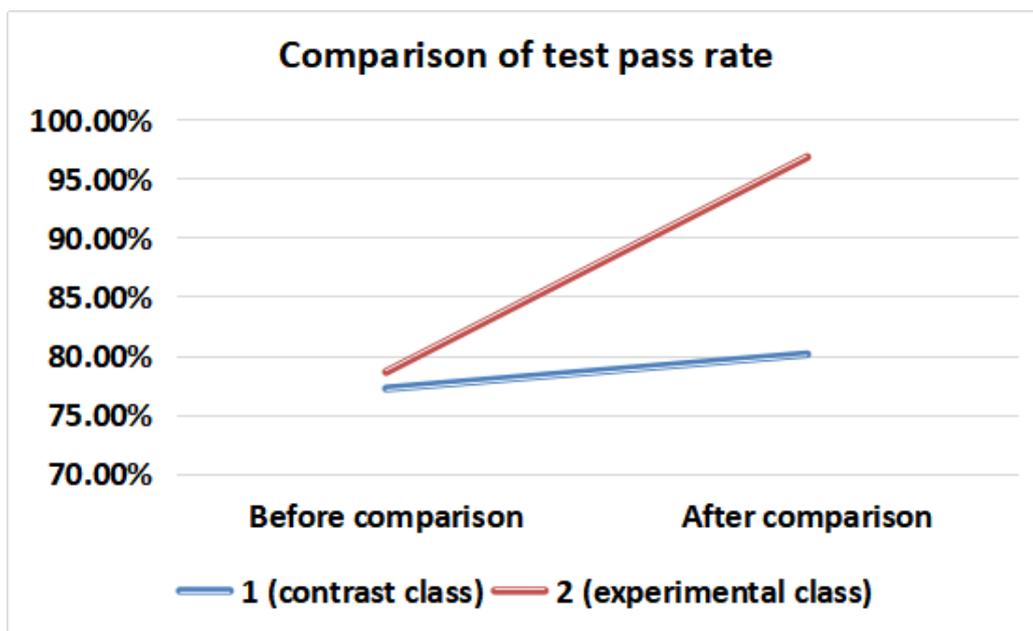
Figure 2 Comparison of the test pass rate between the experimental class and the control class

The pass rate of the control class increased from 77.20% to 80.10%, and the pass rate of the experimental class increased from 78.60% to 96.80%. The progress of the experimental class was also more obvious. Figure 2 In the experimental class and the comparison class pass rate, the experimental class and the control class in the processing of the detailed questions, the difference between the two classes is not significant. The difference between the excellent rate of the pre-test data in the experimental class and the comparison class is shown in Table 3.

Table 3 Comparison of the difference between the excellent rate of the experimental class and the comparative class

Research object	Excellent rate before testing	Comparison difference between the two classes	Excellent rate after testing	Comparison difference between the two classes
1 (contrast class)	27.5%		28.5%	
		-1.1%		-10.6%
2 (experimental class)	28.6%		39.1%	

Through the comparative analysis of the experimental and comparative pre-test data and their differences, we can see that before the multimedia-assisted discourse analysis reading mode for reading teaching experiments, the students in the two classes have the same level of English reading, English papers. The total excellent rate basically remained at the same level with a difference of only 1.1%. After the experiment comparison, the test excellent rate of the comparison class was 10.6% lower than the experimental class.

Better use of the advantages of multimedia-assisted instruction is the text teaching service, rather than the simple courseware design, which does not play a very good role in improving students'

reading ability. In the evaluation of students' reading courses on multimedia-assisted instruction, students believe that their vocabulary has improved, students believe that it is conducive to syntactic learning, and students affirm that they have improved their reading interest, which is recognized in the multimedia-assisted teaching While reading the positive influence of teaching, it also leads us to explore how to better utilize and exploit its advantages while using multimedia teaching.

5 Conclusions

According to the statistical analysis of experimental data, this study draws the following conclusions: The introduction of multimedia-assisted discourse analysis teaching method into English reading teaching with purpose and planning can help students to analyze the internal and inter-sentence sentences and between sentences. How to achieve coherence through cohesion, cultivate students' ability to grasp the content of the article as a whole and accurately understand the details around the center. The practice of multimedia-assisted discourse analysis teaching method applied to English reading teaching is more popular among students and has achieved initial success. Mainly made the following.

First, the multimedia-assisted discourse analysis teaching method has changed the traditional teaching mode in the past, starting with the discourse analysis and considering the discourse as a whole. Using multimedia to flexibly display reading skills, through the analysis of the structure and theme of the article, students can be deeply understood in the content of the article; through the analysis of the genre of the article, students can be taught to recognize different types of article genres in reading, and analyze the articles used by the author. Strategies to improve the accuracy of reading comprehension; through the understanding of cohesive and coherent theoretical knowledge, students can help students guess the meaning of new words and grasp the author's writing intention through context.

Secondly, in the discourse analysis teaching method, the teacher guides the students to understand the text structure of the discourse, analyzes the theme of the text, and the central idea. The dominant position of the students in the teaching is fully reflected, which is beneficial to the students to change the past tradition. The learning methods of passive memory and mechanical training cultivate their ability to think independently and analyze, summarize, summarize and reason, which helps them form effective learning strategies and develop their own learning potential.

Third, in the multimedia-assisted discourse analysis teaching, students can use multimedia to collect background information related to multimedia discourse, and can communicate with their own life to express their opinions and opinions on relevant topics. At the same time, they can also In the multimedia, I will discuss and summarize my reading notes with the groupmates. This process has changed the teaching mode of teachers in the past, highlighting the participation and communication of students, cultivating students' cooperative learning spirit and exploring learning ability, which is conducive to the active classroom atmosphere and stimulate students' enthusiasm for learning.

Fourth, in the post-test, the scores of the experimental class and the control class are not much different, but in some cases that need to analyze the discourse, logical reasoning, and general purpose, the correct rate of the experimental class is significantly higher than that of the control class. In addition, in terms of reading speed, the students in the experimental class have greatly improved compared with the classmates in the control class after receiving the multimedia assisted

discourse analysis teaching method.

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