

teaching experiences with other teachers, thereby achieving common growth for all teachers.

Teachers' improvement of their professional skills is undoubtedly the cornerstone of improving education and teaching levels. Teachers should first pay attention to the improvement of their own professional skills which will help them attract students and develop their knowledge. In a rapidly changing world, the main professional quality that a teacher must constantly demonstrate to his students is the ability to learn. Readiness for change, mobility, ability to take non-standard actions, responsibility and independence in decision-making – all these characteristics of a successful professional fully apply to a teacher.

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UDC 81'42:[373.5:028]

THE IMPORTANCE OF DISCOURSE COHESION THEORY IN READING COMPREHENSION

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This article mainly characterizes and substantiates the importance of applying discourse analysis to reading comprehension by theoretical analysis and inductive methods. Few researches has been performed on applying such methods to junior and middle school reading teaching. Compared with traditional methods, reading instruction based on discourse analysis is more meaningful. It can cultivate discourse awareness, improve language and cultural knowledge and text structure which totally meets the requirements of New Curriculum Reform. This research is aiming to confirm that it can stimulate learners' reading interest, foster better reading habits and reading ability. The results of this research may be applied during reading comprehension classes.

Keywords: discourse cohesion theory; reading comprehension; grammatical cohesion devices; lexical cohesion devices; New Curriculum Reform; reading instruction.

Textual cohesion theory, as a notion in linguistics, has been broadly popular in different parts of language teaching, including reading comprehension, writing, listening and speaking [1]. According to the author Raphael Salkie, textual cohesion theory refers to a theory that concentrates on the internal structure between sentences and paragraphs within a text or discourse. It stresses the significance of semantic, grammatical and lexical relationships for establishing a coherent and meaningful text [2]. Lots of studies so far have mainly explored and analyzed the teaching strategies or the applications of discourse cohesion theory in senior high school English teaching [7, 9]. However, there are not many researches on applying discourse cohesion methods in junior middle school reading teaching.

As is known to all, reading is a complex but significant activity that involves a wide variety of skills [3]. Reading comprehension, as well as listening, speaking and writing, is one of the most crucial skills in foreign language, which usually takes up a large proportion in grading tests. According to our research, for example, reading comprehension in TEM-8 takes up 30% of the test, the highest of all. Reading comprehension in CET-6 and CET-4 takes up 35% of the

tests. Consequently, teachers and students should be prone to attaching great importance to it.

Reading comprehension, as a text and discourse, consists of numerous logically and coherently structured paragraphs. Numerous famous researchers and scholars point out that each text, paragraph and sentence are semantic coherence and are connected well grammatically with the help of discourse cohesive devices [4]. Actually, cohesive devices are like the glue which holds different parts of a text together [2] These phenomena are supposed to be taken seriously by the teachers and supervisors.

Cohesion and coherence are two basic but important linguistic notions in discourse cohesion theory. Linguist Van Dijk, regarding coherence as semantic concepts, claims that coherence is the semantic connection among words, phrases and sentences that constitute a text [5]. Halliday & Hasan in 1976 state that cohesion does not concern what a text means, and it concerns how the text is constructed as a semantic edifice [1]. With the help of linguistic means, each sentence connects well grammatically to the next, from start to finish. That means cohesive devices are all the words and phrases used in reading comprehension to connect sentences and ideas together. Therefore, the topic sentences will be very clear in all paragraphs when the reading comprehension is coherence.

Famous scholars Halliday and Hasan in their book state there are six major types of cohesive devices including grammatical and lexical cohesion devices. Grammatical cohesion devices consist of reference, substitution, ellipsis and conjunction, while lexical cohesion devices include reiteration and collocation [1]. And the scholars Huang Guowen further identifies reiterations as the repetition, synonymy and hyponymy of words in textual semantics relations [6].

Reference words are frequently regarded as cohesive tie so as to realize the textual cohesion. Linguist Liu Runqing illustrates the use of reference words do not make sense in itself to figure out what they mean on certain circumstance, so people have to refer to something else [7]. Halliday and Hasan state substitution is defined as the replacement of one item by another, and it is a purely textual and grammatical relation, a relation in the wording rather than in the meaning. Different from reference, reference is a relation on the semantic level [1, p. 91]. Ellipsis is to leave out a word or phrase of sentence for reasons of economy, emphasis or style, and the omitted parts can only be recovered by the reader from the previous textual [7]. Raphael Salkie claims that some words and phrases are used to indicate a specific connection between different parts of a text. We call such words and phrases connective [2]. As Hu Zhuanglin points out, with the use of conjunction words, people can understand the semantic relation between sentences, and even logically foresee the semantics of subsequent sentences through the previous sentence. Conjunction is regarded as a process whose primary function is to connect words or other constructions [4].

To sum up, lots of articles have confirmed that cohesive devices including lexical and grammatical devices are obviously made full use of in reading comprehension and they provide us with direct and explicit language clues and tips which have considerable obvious effects. Teachers and learners should pay more attention to the importance of them, as well as make full use of these methods to better and accurately comprehend an article and complete reading tasks.

The research about the reading comprehension based on textual cohesion theory has caused numerous scholars' attention every year. Many scholars have investigated the application of discourse cohesion theory in English reading teaching. And some theoretical research results have been obtained. Huang Guowen studies the key content of cohesion in discourse analysis [6]. Hu Zhuanglin attaches great importance to the application and usage of discourse cohesion theory during his research, and verifies the validity of the theory through empirical research [4]. Zhang Delu in his study introduces the cohesion and coherence of discourse, especially concentrating on the practical application effects of them [8].

At the same time, a lot of authors in their thesis confirm that there are large numbers of effects of textual cohesion theory implementation in reading comprehension. For instance, Cao

concentrates on the research of cohesion theory to English reading teaching in senior high school. The author uses the experimental research method to carry out the test and identify that the application of discourse cohesion theory to reading comprehension obviously enhance students' reading ability and their scores [9]. Liu investigates a study on the application research of discourse analysis in English reading teaching in secondary vocational school. The research proves that students' reading interest and ability can be fostered after applying the discourse analysis reading teaching [10].

After reading a large number of domestic and foreign documents, the author Zhang claims that the cohesive methods of discourse cohesion theory have a certain influence on reading teaching. Then he adopts questionnaire, testing, experimental and interview methods to understand the problems existing in high school students' reading at this stage, as well as to test whether the cohesive methods of discourse cohesion theory are suitable for high school English reading teaching. As the result, he also finds that the connection of discourse cohesion theory and vocabulary reproduction are used in high school English reading teaching, which effectively improves students' reading interest, and improves students' reading ability and reading performance [11].

All the researchers have confirmed there are strong connection between discourse cohesion theory and reading comprehension. It seems a good choice for teachers and educators to incorporate this theory into their reading teaching in order to optimize students' reading performance. It is full of meaningful to view each reading material as a whole to employ discourse analysis to apprehend, analyze and assess them. As we mentioned above, the learning material-reading comprehension at school is bound to grammatical cohesion and semantic coherence. Therefore, there is no doubt that readers should not just concentrate on the superficial understanding and passive absorption of reading passage.

Each grammatical cohesion device and lexical cohesion device in an article are actually able to be considered as symbols of the map, providing readers with numerous clues to better grasp the article. Reading comprehension as a text is pretty suitable for utilizing textual analysis to understand its text genre, master its main idea and the find out author's purpose for writing. At the meantime, these studies also reveal the practical significance of textual cohesion theory to the reading comprehension. Actually, discourse analysis possesses not only important theoretical value, but also significant application value.

In addition, it is of great guiding significance for English teaching. In terms of large numbers of researches, compared with the traditional English reading teaching aims at cultivation and accumulation of knowledge, the reading teaching based on discourse cohesion theory are both able to guarantee the teaching quality and enhance teaching efficiency. In addition, applying textual cohesion theory to comprehension reading is able to stimulate their interest in reading and foster better reading habits which are full of awareness of textual. Then it also enhances students' problem solving strategies for reading comprehension to attain a satisfying test score.

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UDC 372.881.111.1

THE APPLICATION OF THE TPR METHOD IN PRIMARY SCHOOL

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The Total Physical Response is a common teaching method used for teaching English in primary school, it has strong applicability. Based on the concept of TPR teaching method, this paper discusses the promotion effect of TPR teaching in primary school English classroom, analyzes the advantages and disadvantages of using TPR, gives recommendations on its application in the English language classroom.

Keywords: The Total Physical Response (TPR) teaching method; English teaching; young learners, teaching strategies; authentic language situations.

Nowadays, people are starting to learn English earlier and earlier. Not only is this subject in primary school mandatory, many preschool institutions already offer additional classes for learning English. That is, studying English begins almost in parallel with the study of the native language. Younger students have a serious advantage in studying foreign languages, which helps them learn new material from with less effort than older students. "Child thinks in forms, colors, sounds, sensations in general" reminded teachers K.D. Ushinsky, calling to rely on the early stages of schoolwork on these features of children's thinking [1, 36]. Following K.D. Ushinsky, we settled on The Total Physical Response (TPR) teaching method as to the most effective one in teaching younger grades.

The Total Physical Response (TPR) teaching method was initially introduced by J. Asher in the 1960s through his publication titled "Learning Another Language Through Actions"[2]. In a realistic and effective educational context, the individual endeavored to employ bodily motions and behavioral language as a means to acquire proficiency in a second language. The objective was to engender a sense of delight in the students' learning experience. TPR approach posits that second language acquisition should emulate the learning process observed in infants and toddlers acquiring their native language. This approach emphasizes the importance of harnessing learners' intrinsic motivation and initiative, as well as leveraging their physical