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An investigation into teachers' practice of applying discourse analysis techniques to teaching reading comprehension at University of foreign languages, Hue University

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Abstract

This paper presents the results of a research project which investigated teachers' practice of applying Discourse Analysis to teaching reading comprehension at University of Foreign Languages, Hue University. The participants in this research were 30 teachers of English and 100 students randomly chosen among those who were taking reading classes of first-year English major. A multi-faced method combining both quantitative and qualitative approaches was employed to collect the data for the answer of the research questions. It can be drawn from the research results that Discourse Analysis brings definite benefits to teaching Reading comprehension in terms it helps maximize the potentials of students' metacognitive use of language for the purpose of communication which is the main target of the language teaching and learning process. Besides, there are certain difficulties including time constraint, choosing proper reading materials, different English language proficiency levels among students and other factors which teachers and students as well often encounter in the employment of Discourse Analysis. More importantly, some suggestions for teaching reading skills were thus offered to help teachers exploit Discourse Analysis techniques and apply them in their teaching reading more effectively.

Keywords: Reading comprehension, Discourse, Discourse analysis, Teaching reading