A Study on the Intervention Effect of Discourse Coherence Theory in High School English Writing Teaching

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Abstract: This study aims to explore the application effect of discourse coherence theory in high school English writing teaching. With the teaching of high school English writing, students often face problems such as unclear logic and lack of coherence in articles. Traditional teaching methods are difficult to effectively solve these problems. As a linguistic theory, discourse coherence theory emphasizes the internal connection and logical connection between sentences and paragraphs in articles, which can effectively improve students' writing coherence. This study conducted an experiment on students in high school English writing courses and divided them into an experimental group and a control group. The experimental group applied discourse coherence theory in teaching to intervene, focusing on training students to use cohesive words, paragraph organization and information flow arrangement in writing. The results show that the writing coherence and overall writing quality of students in the experimental group have been significantly improved, especially in paragraph cohesion, sentence logic and orderly presentation of information flow. This study shows that the application of discourse coherence theory in high school English writing teaching can effectively improve students' writing ability and provide a useful reference for future teaching practice.

Keywords: Discourse Coherence Theory; High School English Writing; Writing Coherence; Teaching Intervention; English Writing Teaching

1 INTRODUCTION

In high school English teaching, writing has always been an important challenge for students. Especially in the writing process, many students often encounter problems such as unclear logic, messy ideas, and lack of coherence in the article. These problems not only affect students' writing performance, but also hinder the improvement of their writing ability. Specifically, when students write English articles, they often have unnatural connection between paragraphs and unclear logical relationships between sentences, resulting in a loose overall structure of the article and a lack of clear flow of ideas [1]. In addition, due to students' limited writing experience and language ability, they often find it difficult to organize information effectively, and the coherence and integrity of the article are weak. Therefore, improving students' writing coherence has become one of the urgent problems to be solved in English teaching.

As a linguistic theory, discourse coherence theory emphasizes the logical connection and organization between language units. It believes that coherence in language is achieved through the internal connection between the structure and content of discourse [2]. In writing teaching, discourse coherence theory provides teachers with methods to analyze and improve students' writing, which can help students understand how to maintain the fluency and logic of content in writing. Specifically, discourse coherence theory focuses on factors such as the

theme connection in the article, the logical relationship between sentences, and the orderly presentation of information, providing students with a systematic method to organize and express ideas. By learning and applying these theories, students can better understand the coherence problem in writing, master how to make reasonable connections and transitions in writing, and thus effectively improve their writing level [3].

The main purpose of this study is to help students improve the coherence of their writing by applying discourse coherence theory. Specifically, the study aims to explore whether this theoretical intervention can improve the logic and structure of students in writing, so that they can express their thoughts more clearly and fluently. At the same time, this study also hopes to evaluate the effect of discourse coherence theory on improving students' writing level and analyze the practical application potential of this theory in high school English writing teaching. Through this study, it is expected to provide new theoretical support and practical guidance for high school English writing teaching, help teachers better cultivate students' writing ability in teaching, especially make substantial progress in writing coherence [4].

In general, this study not only focuses on solving the problem of students' writing coherence, but also hopes to promote the innovation and development of high school English writing teaching through the application of discourse coherence theory, and further improve students' overall writing ability.

2 RESEARCH METHODS AND DESIGN

In this study, the subjects are students of a high school English writing course. We randomly selected students with a certain foundation in English writing from different grades and classes, a total of 60 people. In order to ensure the scientificity and effectiveness of the study, all students have similar English writing levels and are interested in writing. The subjects were randomly divided into an experimental group and a control group, with 30 people in each group. The students in the experimental group will receive teaching intervention based on discourse coherence theory, while the students in the control group will continue to receive traditional writing teaching methods [5]. Through this grouping, the effect of discourse coherence theory intervention on improving students' writing level can be effectively compared.

In the design of the research method, the comparative experimental method was adopted. The teaching content of the experimental group is based on discourse coherence theory. The teacher guides students to learn how to strengthen coherence in writing through specific writing exercises, including logical connection between paragraphs, reasonable arrangement of sentence structure, and clear flow of information [6]. The control group continues to use traditional writing teaching methods, that is, to improve writing ability through training in basic grammar, vocabulary and writing skills. During the experiment, all students need to complete the same writing tasks, and writing level tests are conducted before and after the experiment. By comparing the students' pre- and post-test writing scores, the intervention effect of discourse coherence theory was evaluated.

In terms of data collection, the study evaluated the changes in students' writing level through pre- and post-class writing tasks. After the test, the teacher scored the students' writing and gave detailed comments, while collecting students' feedback. Students' feedback will help further understand their acceptance of coherent writing training and their application in actual writing. To ensure the accuracy and comprehensiveness of the data, this study also adopted a combination of quantitative and qualitative analysis methods [7]. Quantitative analysis mainly reflects the effect of teaching intervention through changes in students' writing scores, while qualitative analysis further reveals the specific impact of intervention on students' writing skills by analyzing coherence problems in students' writing and teachers' comments.

Through this comprehensive data collection and analysis method, the application effect of discourse coherence theory in high school English writing teaching can be comprehensively evaluated, thereby providing data support and theoretical basis for future teaching practice.

3 INSTRUCTIONAL DESIGN AND IMPLEMENTATION

In the teaching design of this study, the application of discourse coherence theory mainly revolves around its core concepts, focusing on the construction of thematic coherence, cohesion means and information flow. Thematic coherence refers to the formation of a coherent whole through the continuation and development of the central theme between the paragraphs in the article, while the cohesion means include the connection between sentences through logical conjunctions, pronoun substitution and other means [8]. Information flow focuses on how to effectively arrange the order of information presentation so that the content of the article is well-structured and logically clear. These concepts form the basis of coherence in writing. By mastering these basic skills, students can better organize and connect their thoughts in the writing process, making the article clear and logically tight.

In terms of teaching objectives, the main goal of teaching is to help students understand and master the basic skills of coherent writing, especially how to improve the fluency of writing through different cohesion means. Specifically, we aim to guide students to gradually realize the problem of coherence in writing during the writing process and improve it through specific writing skills. At the paragraph level, students need to learn how to build a clear paragraph structure through appropriate topic sentences and supporting sentences; at the sentence level, students should master how to use logical cohesive words to make the relationship between sentences closer; in terms of information flow, students should understand how to organize information in a logical order to ensure the orderliness and smoothness of writing [9].

The specific teaching implementation plan design is also very critical. Classroom activities will adopt a variety of forms, combining group discussions, writing exercises and peer review, etc., through these highly interactive activities to stimulate students' enthusiasm for participation and encourage them to practice the writing skills they have learned. In the early stage of the class, teachers help students understand the coherence problems in writing through group discussions, and then transform theoretical knowledge into practical applications through writing exercises. The task content of writing exercises will gradually transition from simple sentence connection to complex paragraph organization, and then to the adjustment of the overall article structure. In each link, students not only need to complete the task independently, but also need to check and evaluate each other's writing through peer review, identify the coherence problems and put forward suggestions for improvement [10]. Through this kind of mutual feedback, students can not only enhance their sensitivity to coherence problems, but also use the learned skills more effectively in actual writing.

In terms of teaching strategies, special emphasis is placed on students' paragraph organization, sentence cohesion, and fluent expression of ideas in the writing process. Teachers will help students identify and improve coherence problems in their writing by providing specific case analysis. Teachers can analyze students' writing to point out where there is a lack of effective cohesion and where the logical relationship of paragraphs is not clear enough, and then propose specific improvement methods. In the teaching process, teachers will encourage

students to think and discuss the difficulties encountered in writing, and help students learn from mistakes and improve the overall level of writing by demonstrating how to make effective revisions. Through the implementation of this strategy, students' writing will gradually reach a more coherent, fluent and clear level.

Overall, the teaching design and implementation based on discourse coherence theory not only helps students systematically master coherence skills in writing, but also enables students to flexibly apply these skills in actual writing through practical activities and feedback mechanisms, thereby improving their writing level.

4 RESEARCH RESULTS AND DISCUSSION

In the research results and discussion section, the intervention effect is analyzed first. By comparing the changes in students' writing scores and coherence scores before and after the test, the results show that the writing level and coherence scores of the experimental group students have significantly improved. By comparing the writing tasks before and after, the paragraph connection of the experimental group students in writing is more natural, and the logical relationship between sentences has been significantly strengthened. The students' connection between paragraphs is more fluent, and more appropriate linking words and sentence structures are used, which reduces logical jumps and semantic ambiguity. In addition, students are more adept at arranging information flow, the theme of the article is clearer, and the order of argumentation and explanation is more organized. These changes show that the intervention of discourse coherence theory can effectively help students improve the coherence of their writing and make their writing more logical and fluent.

At the same time, students' feedback and observations also provide important reference information for this study. In terms of writing performance after the intervention, students generally reflected that they had a deeper understanding of the coherence problem in writing and were able to use coherence skills more consciously in the writing process. Through peer review and teacher feedback, students can clearly identify problems in their writing, especially in paragraph structure and sentence connection. Many students said that by practicing these skills, their writing not only became more fluent, but also enhanced their self-confidence. In self-evaluation, students generally believed that their writing level had improved significantly, especially in the structure arrangement and content connection of the article, which became more organized. Overall, students' mastery and application of coherent writing skills showed a relatively positive trend, and most students were able to apply the learned skills to actual writing.

However, there are also some challenges in the implementation of teaching. Some students have difficulties in understanding discourse coherence theory, especially when the theory is applied to actual writing, it is difficult for students to accurately grasp the use of coherence means. Due to the large differences in students' English foundation, some students may have a certain resistance to complex coherent writing skills, thinking that these skills are too abstract or difficult to practice. In addition, the limitation of teaching time is also an issue that cannot be ignored. Due to the limited time of each class, it is difficult for teachers to explain all the coherence skills in depth and detail, resulting in certain time and practice bottlenecks for

students to master these skills.

In order to deal with these problems, the study proposed some solutions and optimization strategies. First, in view of the difficulty students have in understanding the theory, teachers can help students gradually digest the theoretical content and transform it into practical writing skills through more case analysis and classroom discussion. Secondly, teachers can help students deepen their mastery of coherence skills in practice and gradually cultivate students' writing sensitivity through multiple exercises and feedback. In order to overcome the problem of time constraints, teachers can design short writing tasks to allow students to have more time to practice and review after class, and provide students with more personalized guidance through online platforms or extracurricular tutoring. Through these optimization strategies, students' understanding and application of discourse coherence theory can be effectively improved, and teaching intervention can achieve more significant results.

In general, the intervention of discourse coherence theory has a positive effect on improving students' writing coherence, but in actual teaching, certain challenges need to be overcome and teaching strategies need to be further optimized to better help students master and apply these writing skills.

5 CONCLUSION AND PRACTICAL SUGGESTIONS

In this study, the application of discourse coherence theory in high school English writing teaching has achieved remarkable results. By comparing the experimental group and the control group, the results show that the writing coherence and overall writing quality of the students in the experimental group have been significantly improved. Specifically, students have made great improvements in the connection between paragraphs, the logical relationship of sentences, and the overall structural arrangement of the article. Students in the experimental group can better use means such as cohesive words and pronoun substitution to make their writing more fluent and coherent. In addition, the processing of information flow is more orderly, and students can reasonably organize and present information according to the theme and logical order of the article, thereby improving the orderliness and logic of writing. These results show that the intervention strategy of discourse coherence theory not only improves students' writing skills, but also enhances students' ability to solve coherence problems in the writing process, proving the practical application value of this theory in high school English writing teaching.

Based on the results of this study, the following teaching practice suggestions are put forward. First, it is recommended that high school English writing teaching effectively integrate discourse coherence theory in course design, and can explain coherence problems in writing through special modules, and help students master relevant skills in combination with actual writing tasks. In the design of writing exercises, teachers can guide students from sentence connection to paragraph organization, and then to the adjustment of article structure by setting writing tasks of different difficulty levels, so as to gradually improve students' writing coherence. In order to enhance students' writing practice ability, teachers can also design interactive activities such as peer review, so that students can further improve their sensitivity to coherence issues in writing through mutual feedback and discussion. Secondly, when

teaching coherent writing, teachers need to focus on improving their own professional ability. Teachers should not only be familiar with the basic concepts of discourse coherence theory, but also be able to flexibly apply these theories to specific teaching practices. To this end, teachers can enhance their theoretical literacy and teaching ability by participating in professional training, seminars and other channels, and at the same time, they should be good at adjusting teaching strategies in time through classroom observation and student feedback, so as to better promote students' writing development.

Future research can be further explored in several directions. First, follow-up research can consider more diverse intervention methods, combined with modern scientific and technological means, and use online platforms or intelligent teaching tools to assist students' writing training, so as to help students master writing skills more efficiently. Secondly, interdisciplinary application is also a direction worthy of in-depth exploration. We can try to combine discourse coherence theory with teaching methods of other subjects to explore its application effect in writing in different subjects, especially its potential in scientific writing and social science writing. In addition, future research can also focus on the differences between different student groups, design more personalized intervention strategies based on students' English foundation, writing experience and other factors, and further improve the intervention effect.

In summary, the application of discourse coherence theory in high school English writing teaching can effectively improve students' writing coherence and quality, and has positive significance for teachers' teaching practice and students' writing ability. By improving teaching design and strengthening teachers' professional development, we can better promote the teaching application of discourse coherence theory and provide new perspectives and directions for future research.

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