

语篇衔接理论视角下的高中英语续写教学策略与实践研究

王云凤, 柴伟博, 杨智艳, 苏能孝

喀什大学外国语学院, 新疆 喀什

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摘 要

近年来, 高考英语读后续写题型的常态化暴露出学生在文本连贯性方面的显著不足, 表现为逻辑断裂、衔接手段误用等问题。针对这一困境, 本研究立足语篇衔接理论, 构建了以“显性化、渐进性、可视化”为原则的高中英语续写教学模式, 旨在破解传统写作教学“重句子、轻篇章”的局限, 实现语言形式准确性与语篇意义连贯性的平衡。教学案例以“Neighborhood love”为主题, 引导学生掌握指称、替代、连接等衔接手段, 并借助思维导图预测情节发展、对比范文优化表达。实践表明, 该模式可显著提升学生语篇构建能力, 语篇衔接理论为续写教学提供了可操作化的理论支撑, 其与协同效应的深度融合, 不仅有助于改善学生“形连意断”的表层化写作, 更推动外语学习向系统性语篇能力建构转型。

关键词

语篇衔接理论, 读后续写, 协同效应

A Study on High School English Continuation Writing Teaching Strategies and Practices from the Perspective of Discourse Cohesion Theory

Yunfeng Wang, Weibo Chai, Zhiyan Yang, Nengxiao Su

School of Foreign Languages, Kashgar University, Kashgar Xinjiang

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Abstract

In recent years, the normalization of English reading and writing continuation tasks in the college entrance examination has exposed significant deficiencies in students' textual coherence, such as logical breaks and misuse of cohesive devices. To address this issue, this study, based on discourse coherence theory, constructs a high school English writing continuation teaching model grounded in the principles of explicitness, gradualness, and visuality. The goal is to break through the limitations of traditional writing instruction that focuses on sentences but neglects discourse, and to achieve a balance between the accuracy of language forms and the coherence of discourse meaning. The teaching case revolves around the theme "Neighborhood love", guiding students to master cohesive devices like reference, substitution, and conjunction, while using mind maps to predict plot development and compare sample texts to improve expression. The practice shows that this model significantly enhances students' ability to construct discourse. Discourse coherence theory provides operational theoretical support for continuation writing teaching, and its deep integration with the synergy effect not only helps improve students' superficial writing characterized by form continuity but meaning disruption, but also promotes a shift in foreign language learning toward systematic discourse competence building.

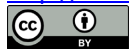
Keywords

Discourse Coherence Theory, Reading and Writing Continuation, Synergy Effect

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1. 引言

近年来,随着高考英语读后续写题型的常态化,学生文本连贯性不足的问题日益凸显。许多学生在续写中暴露出逻辑断裂、指代不清、衔接词滥用或缺失等现象,导致情节推进生硬、主题偏离原文[1]。这一现状折射出高中英语写作教学中长期存在的“重句子、轻篇章”倾向——教师往往聚焦词汇语法准确性,却忽视对学生语篇构建能力的系统性培养。在此背景下,如何借助语言学理论破解续写教学困境,成为亟待解决的难题。

语篇衔接理论为这一难题提供了突破路径。Halliday 与 Hasan 提出的衔接机制,涵盖指称、替代、连接、词汇衔接等手段,直指文本表层形式与深层意义的联结规则[2]。该理论与读后续写任务存在三重契合:其一,续写要求学生在原文语篇框架内延展叙事,本质上是对已有衔接网络的识别与重构;其二,新课标将“语篇的连贯与衔接”明确列为语言技能目标,与衔接理论的核心主张高度一致;其三,近五年高考续写评分标准中,“内容连贯、衔接自然”始终占据 20%以上分值,却成为学生失分的“重灾区”。这些要素共同指向一个结论:将语篇衔接理论转化为可操作的教学策略,是提升续写教学质量的关键杠杆[3]。

本文立足于高中英语教学真实场景,尝试构建以衔接理论为指导的读后续写教学模式。通过解构原文衔接网络、搭建写作脚手架、设计针对性评价工具等策略,力求帮助学生在“语言形式准确”与“语篇意义连贯”之间建立平衡,为核心素养导向的英语写作教学改革提供新思路。

2. 理论基础

2.1. 语篇衔接理论

语篇衔接理论由 Halliday 与 Hasan 于 1976 年在其著作《英语的衔接》(Cohesion in English)中系统提出，强调语言形式上的衔接手段是实现语篇连贯性的重要基础。该理论将衔接分为五大范畴，为文本分析提供了操作性框架(见表 1)：

Table 1. Operational framework of discourse articulation theory
表 1. 语篇衔接理论的操作性框架

衔接类型	定义与功能	示例(以高中续写文本为例)
指称 Reference	通过代词、指示词等回指或预指语篇中的实体，维持话题一致性。	“The boy picked up a stick. He threw it into the river.”
替代 Substitution	用替代词(如 do/so/one)避免重复，增强语言简洁性。	“I hope you enjoyed the story. If so, please share it.”
省略 Ellipsis	省略上下文已明确的信息，依赖语境补充完整意义。	“A: Who found the puppy? B: [Ø] The little girl.”
连接 Conjunction	使用逻辑连接词(如 however, therefore)显化句间关系。	“It was raining heavily. However, they decided to go out.”
词汇衔接 Lexical Cohesion	通过重复、同义词、上下义词等建立词汇网络，强化主题关联。	“The dog barked loudly. The animal seemed frightened.”

衔接手段需服务于语篇的深层连贯。若学生仅机械堆砌连接词而忽视逻辑合理性，则可能陷入“形连意断”的误区(王初明，2015)，这也为续写教学策略设计指明了方向。

2.2. 协同效应

心理语言学家 Zwaan (1998)开创性地提出“相互协同”概念，强调交际主体在意识与认知层面的心理趋同对语言交互效能的促进作用[4]。在此基础上，Pickering 与 Garrod (2004)构建互动协同模式(Interactive Alignment Model)，揭示对话双方通过结构启动(structural priming)实现语言表征的动态适配机制——即说话者基于语境要素(身份、场景等)选择性复现对方的句法或词汇结构，形成多层次协同效应[5]。Atkinson (2007)进一步拓展该理论的社会认知维度，将协同界定为“思维与环境间的动态协调过程”，为语言教学中的情境化学习设计提供理论支点[6]。

这一理论在外语教学中的突破性应用体现在王初明(2012)构建的“互动 - 理解 - 协同 - 产出 - 习得”五步学习模型中[7]。该模型通过读后续写任务，促使学习者在补全文本时与原文产生深度协同：删除读物后半部分形成的认知缺口，倒逼学生解析前文的情景模式(如时空线索与情感基调)，模仿其语言结构(如词汇复现与句法特征)，并推理情节发展的逻辑框架。例如，当原文高频使用因果连接词时，学生续写中会无意识提升同类词汇密度，形成结构性协同效应。彭进芳(2015)的实证研究表明，阅读简易文本的学生在续写中语言准确性与流利度显著提升，印证了输入材料复杂度对协同效能的调节作用[8]。

协同效应的实现离不开语篇衔接机制的显性支撑。作为语言形式与深层逻辑的桥梁，衔接手段在续写中承担双重职能：其一，通过指称链(如代词回指)、连接词网络(如因果关联词)与词汇复现(如关键词重复)构建表层连贯；其二，依托情景模型协同与认知推理，确保情节延伸符合原文内在逻辑。例如，学生若识别到前文通过“storm, thunder, flood”构成的灾害语义场，续写时自然倾向于引入“rescue, shelter, recovery”等延续主题的词汇链。

综上, 互动协同理论、读后续写任务与语篇衔接机制构成三元互动体系: 协同理论为教学提供认知框架, 续写任务创设实践场景, 衔接手段则成为检验协同效能的显性指标。三者协同作用, 不仅提升学生的语言输出质量, 更通过结构强化其语篇构建意识, 最终推动外语学习从孤立知识积累向系统性能力建构转型。

3. 实践路径

在构建基于语篇衔接理论的读后续写教学策略时, 需遵循显性化、渐进性与可视化三大原则, 通过系统性设计将抽象的语言规则转化为可操作的课堂实践。显性化原则强调打破语篇衔接的隐性特征, 将衔接手段以结构化形式呈现给学生。例如, 教师可系统梳理指称、连接词、词汇复现等衔接类型, 将其整理为“衔接工具箱”——如代词回指卡片(she/her/it)、逻辑连接词(因果、转折、时序三类)及主题词汇网(通过思维导图展示关键词复现路径)。这种显性化处理不仅降低了学生的认知负荷, 更通过元语言指导(如明确解释“这里的‘it’像隐形纽带, 将读者的注意力拉回前文‘diary’”)帮助学生理解衔接的语篇功能。实践中, 教师可设计填空练习强化规则意识: 给定段落“Emma found a map. _____, she decided to visit the cottage”, 学生需从“Therefore/However”中选择符合逻辑的衔接词, 并在小组讨论中分析错误选项导致的语义断裂, 从而深刻体会衔接手段对意义连贯的锚定作用。

在此基础上, 渐进性原则着力构建能力发展的阶梯式路径。受维果茨基“最近发展区”理论启发, 教学需从高支持度的控制性练习逐步过渡到开放性创作。初期可设计填空任务, 如补全缺失指代词的句子“The diary was old. _____ leather cover was torn”, 要求学生从“Its/Her”中选择正确答案, 以此巩固基础技能。当学生掌握单一句子的衔接规则后, 可提供半开放框架, 例如给出原文的词汇复现链(diary → pages → entries → secret), 要求学生围绕该语义场续写 100 字段落, 并至少使用两次代词回指。最终阶段则完全放开限制, 仅提示“模仿原文衔接风格, 保持情节连贯”, 鼓励学生在规则内创新。这种“脚手架”式设计既能避免零基础学生面对自由写作的焦虑, 又能防止机械模仿导致的创造力匮乏, 使学生在“安全区”与“挑战区”的动态平衡中实现能力跃迁。

为实现抽象概念的有效内化, 可视化原则借助图文工具将不可见的思维过程具象呈现。在阅读分析阶段, 学生使用三色标注法解构原文: 蓝色箭头追踪人物指称链(Emma → she → her), 红色波浪线标记逻辑连接词(As → Then → But), 绿色圆圈圈出关键词复现(lavender → scent → smell)。这种视觉符号系统如同“语篇 X 光”, 使学生直观看到文本内在的衔接网络。写作评价环节, 教师可利用热力图软件生成学生习作与范文的对比图: 暖色区域显示高频衔接词分布, 冷色区域提示衔接薄弱点。例如, 某学生作文中“and”过度集中呈现亮黄色块, 而指称词稀疏显示为淡蓝色, 这种视觉冲击比文字批注更能激发学生的自我修正意识。此外, 通过投影展示“衔接断裂”典型案例(如“She opened the box. They were surprised”中指代不明的“they”), 引导学生用红线标注问题并改写, 能将纠错过程转化为主动探究的认知体验。

三大原则并非孤立运作, 而是形成“规则输入 - 能力建构 - 诊断反馈”的教学闭环。显性化原则解决“学什么”的问题, 将混沌的语篇现象提炼为清晰的规则; 渐进性原则规划“如何学”的路径, 在模仿与创新间搭建缓冲阶梯; 可视化原则则回应“学得如何”的追问, 使隐性的思维轨迹显性可测。只有当学生真正“看见”语言背后的思维逻辑, 才能从被动应试者转变为主动的文本建筑师, 在续写中实现语言能力与思维品质的双重提升。

4. 教学设计

采用语篇衔接理论进行读后续写教学, 重点讲解语篇衔接手段。首先安排学生进行实验前测, 向学

生强调读后续写的重要性，特别是结合《新课标》和高考英语读后续写评分标准，讲解语篇衔接在读后续写中的关键作用。同时，告知学生将引入语篇衔接这一新的教学理论。深入讲解前测材料中的语言表达、逻辑框架和衔接手段，引导学生初步感知文章中的衔接，培养学生的衔接意识。接着，结合阅读材料，详细介绍各种语篇衔接手段的功能及用法，通过范文分析，感知如何使用这些衔接手段以达到语篇的连贯性。授课后，安排相应的练习，确保理论与实践相结合。学生自己修改作文，进行同伴互评，引导学生依据所学的衔接手段修改优化作文，体会各衔接手段的应用。此外，采用小组学习。每周安排一篇读后续写训练，选择材料为历年高考读后续写真题，以适应高考读后续写的难度。教师通过课后批改和课堂讲授，加深学生对语篇衔接性的认知，要求学生根据所学内容重新写作，及时锻炼和巩固衔接手段的使用，提升读后续写能力。

以下是语篇衔接理论应用到读后续写教学中的一个教学案例。

Teaching design	
Teaching content	Continuation writing: Neighborhood love
Teaching aims	1. To accumulate vocabulary and phrase expressions related to the given material. 2. To understand and complete the continual writing. 3. To master and apply various textual cohesion devices, such as reference, connecting words, and ellipsis. 4. To learn to be helpful to others in life.
Teaching key points	1. To learn to use mind maps to outline the main content of articles. 2. To accurately predict the development of the continued plot. 3. To understand and apply textual cohesion devices to complete the continual writing.
Teaching difficult point	To flexibly apply various textual cohesion devices to complete the continuation writing task.
Teaching methods	1. Mind Map; 2. Task-based Language Teaching (TBLT); 3. Cooperative Learning.
<div>Step 1 Lead in</div> <div>Show students two short conversations, and ask What's the difference between them? Which one is better?</div> <div>Teaching procedures<div>Conversation 1: John saw a beautiful painting. John didn't have enough money to buy the beautiful painting. John felt sad. John decided to save money for it. Conversation 2: John saw a beautiful painting, but he didn't have enough money to buy it. As a result, he felt sad and decided to save money for it.</div></div>	
(Purpose: to stimulate students' interest and introduce cohesive devices)	
Blackboard design	<div>Step 2 Presentation</div> <div>Examples of different cohesion devices will be shown to the students. Subsequently, they will gradually figure out what cohesion devices are and in what ways these devices can render their writing more cohesive.</div>

续表

Examples:

1. 照应(reference)

This is my new phone. I bought it last week. 指示代词 it 照应前面提到的 my new phone, 使语篇前后关联紧密。

2. 替代(substitution)

I lost my pen. Do you have a spare one?
这里 one 替代了前面提到的 pen, 避免重复, 更为简洁流畅。

3. 省略(ellipsis)

—Have you finished your homework?

—Not yet.

“Not yet.”省略了完整的回答“I have not finished my homework yet.”, 这种省略不影响交流且使对话更加简洁高效。

4. 连接(conjunction)

I was late because there was a traffic jam. So I missed the beginning of the meeting. 表示因果关系, “because”表明迟到的原因, “so”则引出结果, 句子间逻辑清晰, 构成连贯的语篇。

5. 词汇衔接(lexical cohesion)

The forest was filled with various trees. The oak trees were tall and sturdy, and the maple trees had beautiful leaves.

“trees”是上义词, “oak trees”和“maple trees”是下义词, 从整体到局部地描述森林中的树木, 语篇层次分明。

The rich get richer and the poor get poorer.

“rich”与“poor”形成反义同现, 两个相对的词汇衔接在一起, 鲜明地表达了贫富差距可能会进一步拉大的观点。

(Purpose: to have a comprehensive understanding of cohesion devices.)

Step 3 Practice

Students will practice identifying cohesion devices based on the pre-test articles. Think independently first, and then work in groups.

The Meredith family lived in a small community. **As** the economy was in decline, some people in the town had lost **their** jobs. Many of **their** families were struggling to make ends meet. People were trying to help each other meet the challenges.

Mrs. Meredith was a most kind and thoughtful **woman**. **She** spent a great deal of time visiting the poor. She knew **they** had problems, and **they** needed all kinds of help. **When** she had time, **she** would bring food and medicine to **them**.

One morning **she** told **her** children about a **family she had visited the day before**. There was a **man sick in bed**, his **wife**, **who took care of him and could not go out to work**, and **their** little boy. **The** little boy — **his** name was Bernard — had interested **her** very much.

“I wish you could see **him**,” **she** said to **her** own **children**, John, Harry, and Clara. “**He** is such a help to **his** mother. **He** wants very much to earn some money, **but** I don’t see what **he** can do.”

After **their** mother left the room, the children sat thinking about Bernard. “I wish we could help **him** to earn money,” said Clara. “**His** family is suffering **so much**.”

“**So do I**,” said Harry. “We really should do something to assist **them**.”

For some moments, John said nothing, **but**, suddenly, **he** sprang to **his** feet and cried, “I have a great idea! I have a solution that **we** can all help accomplish (完成).”

The other children also jumped up all attention. **When** John had an idea, it was sure to be a good one. “I tell you what we can do,” said John. “You know **that** big box of corn Uncle John sent **us**? Well, **we** can make popcorn (爆米花), and put **it** into paper bags, **and** Bernard can take **it** around to the houses and sell **it**.”

(Purpose: to practice and perfect the cohesion devices.)

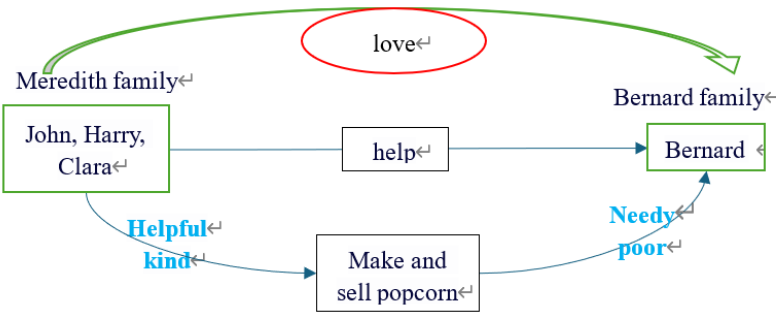
续表

Step 4 Detailed reading

- Ask students the following questions in groups: 5W + 1H
- Q1: What happened to the family? What was the background of the story?
 - Q2: When did this story happen?
 - Q3: Where did they lived?
 - Q4: Who are the main characters?
 - Q5: Why did the Meredith family do this?
 - Q6: How did they do?

What	As the economy was in decline, some people in the town had lost their jobs. Many of their families were struggling to make ends meet.
When	one morning.
Where	in a small community.
Who	The Meredith family, Bernard and his family.
Why	He wants very much to earn some money, but I don't see what he can do.
How	Well, we can make popcorn, and put it into paper bags, and Bernard can take it around to the houses and sell it.

Ask students to draw a mindmap to outline the main content and predict the possible plot development.



(Purpose: to sort out the story lines and character relationships to inspire writing inspiration.)

Step 5 Perceive and polish

Students are required to compare the model essay with their own article content and expressions, perceive the use of cohesion devices, and then discuss and revise their own articles in groups.

Theme	Love, kindness...
Content	Words, actions, emotions...
Cohesion	As, and, but, so, she, he, them, family, ellipsis...

(Purpose: to enhance students' awareness and application ability of cohesion devices.)

Step 6 Summary

- 1. The main idea of this passage.
- 2. The "5W + 1H" technique.
- 3. The cohesion devices used in passages.
- 4. The use of mindmap.

续表

Step 7 Homework
Summarize the content learned in this class and rewrite this continual article, paying attention to the use of cohesion devices.
(Purpose: to consolidate the knowledge learned.)

Continual writing: Neighborhood love

Theme	Love, kindness...
Content	Words, actions, emotions...
Cohesion	As, and, but, so, she, he, them, family, ellipsis...

5. 结论

本研究通过将语篇衔接理论引入高中英语读后续写教学，系统构建了以显性化规则解析、渐进式能力进阶、可视化思维呈现为核心的教学框架，有效破解了传统写作教学“重语言点、轻篇章性”的问题。教学实践中，教师反馈显示，学生续写文本的逻辑断裂现象显著减少，情节推进的连贯性与主题凝聚力明显增强，尤其在指代一致性、连接词适配性及词汇复现密度等维度呈现质的提升。研究证实，衔接理论不仅为续写提供了可操作的写作技巧，更通过协同效应机制深化了学生对原文语篇结构的认知映射，推动语言输出从“句子堆砌”向“意义建构”转型。这一模式为落实新课标“语篇能力”培养目标提供了理论支撑与实践路径，同时启示未来教学可进一步融合智能技术实现衔接手段的实时诊断与个性化反馈。

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