



## A Discussion of Linguistic Factors Relating to English Reading for Chinese Mongolian Students

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### Abstract

The primary goal of this paper is to have a discussion about the main linguistic factors that have great influences on Chinese Mongolian students' reading ability. The paper firstly gives a brief introduction of the teaching objectives and patterns of English reading, and then the teacher makes a survey to find out the obstacles that students may encounter in linguistic respects such as vocabulary, grammar and discourse. After that, the teacher attempts to analyze the important parts these factors play by taking a few examples. In addition to this, the teacher also proposes some effective and suitable reading skills and strategies to help students deal with the problems in their reading process. In this way, the teacher aims at seeking out the appropriate reading methods for Chinese Mongolian students.

**Key words:** Reading; Vocabulary; Grammar; Discourse analysis; Chinese Mongolian students

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### INTRODUCTION

Reading in any language is viewed as cognitively demanding, involving the coordination of attention, memory, perceptual processes, and comprehension processes (Kern, 1989). Reading is described as a

message-decoding process. Goodman (1967) sees reading as "a psycholinguistic guessing game. It involves an interactive between thought and language". "Efficient reading does not result from precise perception and identification of all elements, but with skills in selecting the fewest, most productive clues necessary to produce guess which are right the first time". Good readers recognize, and decode quickly and accurately, words, grammatical structures, and other linguistic features, and are unaware of the process as they engage in this. In other words, a fluent reader has a good knowledge of language structure and can recognize a wide range of vocabulary automatically (Hedge, 2002). The Chinese Mongolian students usually come across many obstacles in the reading process. Because many of them have poor English backgrounds, it is of primary importance for them to pay more attention to the language input to make an analysis of the passage from the perspective of linguistic factors such as vocabulary, grammar and discourse of an essay, which is a good way for them to accumulate language points and cultivate their critical thinking ability. According to the new curriculum objectives of college English reading, the teacher first makes an introduction of some frequently used patterns of reading process and then makes a survey to find out the barriers that students are likely to suffer from when they read a context. After that, the teacher initiates a discussion about the aspects of vocabulary, grammar and discourse in an attempt to illustrate the influences of linguistic factors to the reading comprehension. Finally, the teacher intends to propose some efficient teaching strategies to improve students' reading proficiency.

#### A.The Teaching Objectives of College English Reading

With more and more new theories and new technologies springing up, college English teaching is facing great challenges. The recent college English teaching handbook points out: It is of great importance to

set up different levels and pluralistic teaching objective system aiming to satisfy students' individualized learning requirements. According to the College English Curriculum Requirements, students' reading comprehension ability are claimed to meet three levels.

On the first level, students should be able to do skimming and scanning. They are expected to choose appropriate reading strategies to understand different contexts related to one's daily life and work.

On the second level, students should have the ability to read texts of general topics. They are expected to understand the main clues, major facts and details when they read their relative professional documents.

On the third level, students are demanded to read English articles in newspapers and magazines published abroad and they should have no difficulty to read English literature relevant to their major field of study.

### **B. Patterns of Reading Process**

a) When readers make use of their existing knowledge, they have an idea of what the text is about, and use incoming information from the text to confirm or reject their hypotheses as they read along. This is called top-down processing. In the top-down process, readers use their general knowledge about the world, their linguistic knowledge and their common sense to comprehend the reading materials. Their primary purpose is to get the general idea of the passage rather than the mastery of words and phrases that they come across.

b) When readers don't make use of their existing knowledge and rely only on the information they obtain from the text, it is called bottom-up processing. Readers derive meaning in a linear manner by means of decoding words, phrases and sentences to make sense.

c) It is our current understanding that interactive processing, which involves both top-down and bottom-up processes during reading, is implicated in normal reading, and that strategies which make use of both processes are necessary for the successful completion of reading tasks.

## **1. METHOD**

As for the Mongolian students, Some of them only know a little of English and they have limited vocabulary as well as a poor grasp of English grammar. Therefore, teachers should give much more weight to the bottom-up decoding process especially with low level foreign language learners.

The teacher has made a survey among 100 Mongolian students from two different classes majoring in medical science and chemistry in the second year at the university. These students have different English foundation, different cultural backgrounds and they come from different areas. Some reading materials are chosen from their text book "Forward English" published by Fudan Press. The reading materials are well chosen and are

suitable for the Mongolian students. The students' English levels are varied. Some students have a good command of English and can read materials efficiently. Some are able to get the general idea of the passage in spite of a few new words. Others can not understand the context well due to their limited vocabulary, little grammar knowledge and weak capacity of discourse analysis. They encounter many obstacles when they are reading. Apart from many non-linguistic factors such as their age, their reading motivation, their reading skills, etc, the teacher pays special attention to the linguistic factors that have direct and obvious effects on students' reading abilities. And the most common barriers that students are likely to suffer from are lack of vocabulary, insufficient grammar knowledge and the inability to analyze a discourse. According to the survey, the teacher tries to find out what linguistic factors mainly influence students' reading comprehension and to what extent these factors have effects on the reading process. The survey is listed as follows.

**Table 1**  
**To What Extent Does These Main Linguistic Factors Have Effects on English Reading ?**

Items	Yes, very much	Yes	A little	No
Vocabulary	39%	44%	15%	2%
Grammar	36%	43%	16%	5%
Discourse	35%	48%	14%	3%

From the above-mentioned Table 1, we have the clue that vocabulary, grammar and discourse weigh heavily on most of the students' reading capacities. Therefore, the teacher intends to discuss the three aspects respectively and seek out the feasible teaching strategies to improve students' reading abilities.

## **2. FACTORS AFFECTING ENGLISH READING**

### **2.1 Limited Vocabulary**

Vocabulary is a powerful carrier of meaning. Vocabulary has a close relationship with reading. The teaching aim of reading comprehension is to broaden vocabulary through reading. On the other hand, if a reader has mastered a large vocabulary, he can understand reading materials easily.

In our traditional foreign language teaching class, the teacher always teaches new words in the form of vocabulary lists or lets students consult the dictionary. The two methods both have shortcomings. The former one separates the relationship between vocabulary and language environment.

Therefore, you can only remember new words for a short period of time. However, the latter one-referring to the dictionary not only reduces the speed of reading, but

also makes the reading class inflexible. These methods can not make full use of prediction and imagination.

It's common that students have a limited vocabulary. This is also a main reason why many students complain that there are so many new words and that they can't understand the content effectively. In fact, the quantity of unknown words in a text will vary depending on how closely the language level of the text is matched to the students' level of language proficiency. The closer the match between the levels, the fewer unknown words they will encounter. The greater the disparity between levels, the greater the quantity of unknown words.

Regardless of the match, readers need to know how to employ strategies to deal with the unknown words they encounter when reading. Therefore, teachers need to have knowledge of the strategies available to the readers for use during the reading process. Teachers have one primary way to facilitate the learning and use of vocabulary strategies: That is to plan and teach activities that develop students' knowledge and use of individual vocabulary strategies.

One of the most useful strategies to deal with unknown words encountered is for readers to judge whether the meaning of the unknown word is important for readers to read the text. If readers want to get a general idea of a text, they can just skip over a number of unknown words as long as those words don't hinder readers from understanding the text.

One strategy to determine if the meaning of a particular word is vital to the overall meaning of the sentence is to read the sentence without that word. If a general meaning is obtained without that word, then that word is not very important for the understanding of the whole text. Otherwise, the word is very important for readers to get a general idea. Another important strategy is to examine the grammatical function of the word. Usually adjectives and adverbs are not so important in the reading materials. Therefore, readers can probably get by without them. If on the other hand, an unknown word appears several times and seems to be important to the general idea, they need to know the meaning of that word. Nouns and verbs are very important. They usually constitute the basic meaning of the text. Readers can't possibly get a general idea without knowing what they mean.

After we deduce that a word is very important to the sentence, we need to use strategies to guess the meaning of the words. The following three methods usually can help us: a) Using the context to guess the meanings of the words. b) Analyzing the parts of speech of the word to guess its meaning. c) Using a dictionary to look up its exact meaning. (Richards, 2000, p.140)

If we meet an unknown word we should first decide its part in the speech. Then we can look at the clause or sentence containing the unknown word. If the unknown word is a noun, we should find what adjectives describe

it and what its collocation is. If the unknown word is a verb, we should find what nouns it goes with or whether it is modified by an adverb. If the unknown word is an adverb, we may look over what adjective it modifies. If the unknown word is an adjective, we need to find what noun it modifies. Sometimes, a conjunction like "but", "because", "if" or "when" or an adverb like "however" or "as a result" can signal the relationship between the clause containing the unknown word and other sentences or paragraphs (Richards, 2000, p.146). If you use the above-mentioned methods you can increase the probability of guessing correctly.

Sometimes, we can use the context to guess the meaning of the other words around it. In fact if students have the ability to guess, or infer the meaning of the word by using the words and information around it, they can do well in their reading. Procedures of guessing meaning from the context are actually a separate vocabulary strategy: analyzing the parts of a word. Sometimes, when readers meet a multisyllabic word, and they do not know its meaning, they can analyze its meaningful parts and see if the meaningful parts are very useful to them. Every word has a base, also known as a root or stem, which is the smallest unit of meaning. A base can be a complete word, like "hand", or a part of a word, like-duce. A base can also occur in many words: friend, friendly, friendship and reduce, deduce, productive. Prefixes are word parts that precede the base and add meaning to it. Suffixes are word parts that follow the base. Usually suffixes can identify grammatical functions. The prefixes have meanings while suffixes haven't.

Teachers sometimes can guide the students to analyze the parts of words in the following steps.

(a) Ask students to look at a word and then look for familiar prefixes, bases and suffixes.

(b) If students can't find the base, then give them some examples that have the same base. Tell them what the base is and what it means.

(c) If there is a prefix, ask what it means.

(d) If there is a suffix, ask what its grammatical functions is. If the suffix has a meaning, you may ask the students its meaning.

Readers can get the meaning of the unknown word from the other words around it, that is, to use the context to guess the meaning. The following lists can illustrate the strategies.

(a) Guess the meaning according to the clues of the context.

e.g. After a day of hunting, Harold was ravenous. Yesterday, for example, he ate two bowls of soup, a salad, a large chicken, and a piece of chocolate cake before he was finally satisfied.

We can deduce the meaning of 'ravenous' according to the next sentence "He ate two bowls of soup, a salad...".It means "very hungry".

(b) Guess the meaning of the unknown words according to the contrast of sentence meanings.

e.g. The major points of your plan are clear to me, but the details are still hazy.

From the conjunction “but”, we can see that the meanings of two clauses are contrary. Therefore, “hazy” is the antonym of “clear”. It means “confused” or “faint”.

e.g. Unlike her gregarious sister, Jane is a sky, unsociable person who does not like to go to parties or to make new friends.

From the word “unlike”, we can deduce that “gregarious” has an opposite meaning of “sky” and “unsociable”.

(c) Guess the meaning according to the relationship between the subject and predicate.

The predicate usually states the characteristics or qualities of the subject or they are appositions.

e.g. For several years, scientists have been testing a substance called interferon, a potential wonder drug that is proven to be effective in treating a variety of ailments, including virus infections, bacteria infections and tumors.

The apposition “a potential wonder drug...and tumors” explains the meaning of interferon. According to the sentence meaning, interferon is a kind of medicine. If you are ready to use the knowledge of word formation and connect interferon with interfere, that is better.

(d) Using the attributive clause to guess the meaning.

The attributive clause modifies the antecedent. Therefore, you can guess the meaning of the antecedent according to the attributive clause.

e.g. Procrastinators are people who have a chronic habit of putting things off, usually until the last minute and sometimes until it is too late altogether.

The attributive clause “who have a chronic habit...altogether” explains “procrastinator”.

(e) Using common sense and experience.

In the sentence “The snake slithered through the grass”, we can deduce the meaning of “slither” according to common sense. Therefore, “slither” means “slide”.

(f) Using the gloss to guess the meaning

From the gloss such as “that is to say, in other words” and “namely”, we can guess the meaning of the word.

e.g. Pedant, in other words, denote a person who lays too much stress on book---learning, technical knowledge, rules, and adherence to rules.

“In other words” sets off the definition of “pedant”.

(g) Using the punctuation to guess the meaning.

Some context after the punctuations such as dashes, braces or colons can explain the former context.

e.g. Please send the stipulated items, namely:

i) Birth certificate ii) passport iii) correct fee

From the words after colons, such as birth certificate, passport and correct fee, we can deduce the meaning of “stipulated item”.

(h) Using the signal words of giving examples to guess the word meaning. Such signal words like “for example”,

“for instance”, “such as”, “to illustrate”, “like”, “as” and “including” are the main clues to guess the new words.

e.g. A person who has the flu may have several symptoms like sneezing or high temperature.

We can judge the word “symptom” is a manifestation of a disease of a patient by the examples “sneezing” or “high temperature”.

(i) Using the following information to get the meaning of a new word

e.g. In some isolated regions in the world, people continue to live as they lived years ago. In these areas, which are separated from the rest of the country, there does not seem to be a great concern with conserving natural resources.

The meaning of the word “isolated” can be inferred from the illustration “In these areas, which are separated from the rest of the country”. It carries the meaning of being remote.

A final vocabulary skill is to use a dictionary. In fact, students sometimes need to use a dictionary when they read but sometimes they needn't. When students are reading for fun or taking a test, it's generally considered inappropriate to consult a dictionary. Students can refer to the dictionary when they have met a word several times and do not know its exact meaning, or they think that a word is important to their overall comprehension of the text. In most cases, students in the first stage need to use a bilingual dictionary because their vocabulary is small. As their proficiency grows, teachers should require students to use a monolingual dictionary. In this way, students can enlarge and refine their understanding of the vocabulary that they look up. The other benefit is that monolingual dictionaries facilitate the user's ability to paraphrase a word, that is, it can help users associate that word with other words that have similar meanings. In addition, students need to know what information each word entry carries in order to know the appropriate meaning of a word.

Students always make the same mistake that they like to use

the first meaning given to the word. In that case, the meanings sometimes are not suitable for the context. Students who practice the following procedures when using the dictionary will avoid this problem (Richard, 2000, p.140).

a) Look to see if the unknown word is a noun (N), verb (V), adjective (adj), adverb (adv) or preposition (prep). If it is a verb, notice if there is a noun object after it. If there is, look for VT (transitive verb) in the word entry in the dictionary. If not, look for VI (intransitive verb).

b) Look up the word in the dictionary.

c) Look for the abbreviation of the grammatical function that corresponds to the unknown word.

d) Read the first meaning under that grammar function.

e) Go back to the sentence in the text; read it again substituting to the meaning you found. Ask yourself if that



meaning makes sense in the context of the reading. If it does, go to step f.

f) If it doesn't, go back to the dictionary and read all the other meanings under that grammatical function. Ask yourself which one makes the most sense in the context of reading.

g) Decide if you think this word is important enough to add to your vocabulary. If it is, do whatever you do to enter this word into your long-term memory. If it isn't, continue with your reading.

## 2.2 Grammatical Problems in English Reading

The term grammar is generally defined as “the way words are put together to make sentences.” (Peny, 1996) Language has patterns and regularities which are used to convey meaning, some of which make up its grammar. Knowledge of grammar is considered by many linguists to be the central area of the language system around which the other areas such as pronunciation and vocabulary revolve. However important the other components of language may be in themselves, they are connected to each other through grammar. Grammar is often called the ‘computational system’ that relates sound and meaning, trivial in itself but impossible to manage without. (Cook, 2000). Grammar plays an important role in communication. “It is the set of devices that speakers and writers use to design and shape or craft their sentences and texts for effective communication.” (Paul, 2000). Grammar plays an important role in the reading process. Grammar is a frustration to a second language learner if he tries to achieve a full understanding of the text. Whether a reader masters well of the grammar knowledge makes a difference to the reader's reading ability. Therefore, a good grasp of grammar is very essential for readers. Take the following examples to illustrate the importance of grammar in English reading.

a) My mother's one of those people who tells you everything you've done wrong for thirty years like you do it everyday.

The sentence contains one main clause, two attributive clauses and one adverbial clause. The main clause is : My mother is one of those people. The two attributive clauses are: “Who tells you everything” and “you've done wrong for thirty years”. The adverbial clause is: like you do it everyday. This sentence holds the idea that my mother is such a person that she will tell you that you have done everything wrong and it seems that you do so everyday.

b) The strange fact is that the last hundred years have seen not only the dehumanizing of manual work with the introduction of mass-production methods and scientific management, and a consequent reduction in the satisfaction which an individual can derive from the performance of a skilled craft, but also universal acceptance of the idea that everyone ought to work, even though they may have no absolute economic necessity to do so.

It is a long and complicated sentence and without a good master of English grammar one can not understand the sentence well enough. The Chinese translation of this sentence is: “在过去的一百年中发生了这样一个奇怪的现象: 因为大工业生产和科学化治理大行其道, 手工作业开始变得灭绝人道, 工人原有的工作乐趣也因此丧失殆尽, 但同时, 人们又普遍接受了一个观念, 即: 即使家资丰厚, 人们也都应该工作。”

We can analyze the sentence by dividing the sentence into several grammatical units. And the following form may throw light on the main structure of the sentence.

The fact is that  
the last hundred years have seen  
not only the dehumanizing mass production methods  
&  
the reduction scientific management  
but also acceptance of the idea (everyone ought to work).

c) Gregg has compared memory to the functioning of a tape recorder. The latter record sound moves, coded as magnetic patterns on tape, and stores them over time. The information recorded can be decoded, without destroying the tape, for later use. Gregg points out, however, that the analogy is too simple. Human memory is far more sophisticated than the workings of a tape recorder. It does not simply record simple events passively, for instance; unlike the machine, it is dynamic, capable of selecting which information it will store, and of arranging the storage system in more than just a simple linear fashion.

From the phrases “compare to, far more, more than”, we know not only the likeness between human memory and a tape-recorder, but also the differences between them. We can get such knowledge: one limitation of the tape recorder analogy is that the machine is only capable of storing information linearly, whereas human memory is dynamic, which can store and arrange information that human need. The readers should know the writer's intention from the surface structure of comparison. He wants to emphasize the function of human's memory.

d) Four milestone can be identified in the slow process by which meteorology has been transformed from the beginning stages when it embraced most of sciences on through an era of narrow concern with local weather conditions to the present when its subject matter is also broadened and changed that it has even acquired a new name- the atmospheric science.

This is a long and complex sentence with a variety of clauses. Its content is related to the knowledge of meteorology. There are three attributive clauses introduced by relative pronouns “that”, “by which” and relative adverbs “when” in the sentence as well as an adverbial clause of time. Besides, the sentence is made with passive voice, present perfect tense along with prepositional phrases. Obviously, it is not easy for a reader

to comprehend such a complicated sentence without a good mastery of English grammar.

## 2.3 Discourse Analysis in English Reading

### 2.3.1 The Definition of Discourse

Richards et al. (1992/2000) defines discourse as follows:

Discourse is a general term for examples of language use, i.e. language which has been produced as the result of an act of communication. Whereas grammar refers to the rules a language uses to form grammatical units such as clause, phrase, and sentence, discourse refers to larger units of language such as paragraphs, conversations, and interviews. (Richards et al, 1992/2000, pp.138-139)

Brown and Yule (1983) hold the definition that: “the discourse analyst treats his data as the record(text)of a dynamic process in which language was used as an instrument of communication in a context by a speaker/writer to express meanings and achieve intentions (discourse).” According to Connor (1996), he thinks that discourse analysis should be defined as analysis which extends beyond the sentence level, and the aim of discourse analysis is to learn the characteristics of language in use, including written texts of all kinds and spoken data from conversation to highly institutionalized forms of talk. Another linguistic scholar, Schiffrin (1994) states, discourse contains two parts at least: one is formalist view, the other is from Pragmatic view. The former defines discourse as language above the sentence or above the clause; and the latter defines the discourse as the study of any aspect of language use. Meaning also comes from context. This is the Pragmatic view of language study. When discourse is treated as language in use, analysis has already gone beyond the linguistic structures to investigate the contextual factors. According to Halliday and Hasan (1976), a discourse is a semantic unit: a unit not of form but of meaning...A discourse may be spoken or written, prose or verse, dialogue or monologue. It may be anything from a single proverb to a whole play, from a momentary cry for help to an all-day discussion on a committee.

### 2.3.2 The Definition of Discourse Analysis

Widdowson (1979) looks on discourse analysis as a study of how sentences are used in communication to complete the social behavior, emphasizing the communication of language. Halliday (1985) views discourse analysis is the study of text cohesion and discourse coherence. McCarthy (1994) claims the relationship between background knowledge and that “discourse analysis is fundamentally concerned with language and the context. Reading involves both the context.” Cohesion and coherence are the most important means of constructing a discourse. Cohesion is a semantic concept, Hoey (1991) defined cohesion as “the way certain words or grammatical features of a sentence can connect that sentence to its predecessors and successors in a text”. The cohesive devices include reference, ellipsis, substitution,

conjunction and lexical cohesion. Coherence makes the discourse organized in a whole rather than some irrelevant statements. Thompson (1996) views that cohesion is a discourse device, which is used by the speaker to represent the experience of discourse coherence and it is grammar means of the interpersonal coherence; coherence is psychological phenomenon, which exists in the sneaker’s mind, and clues can’t be found at discourse level. Hu (1994, 1996) a famous linguist of China, pointed out that under special circumstances, cohesion between linguistic components can’t guarantee the communicative intentions to reach coherence all the time; On the other hand, the text without noticeable cohesion is sometimes coherent in context. Hu Zhuanglin in his book: *Discourse Cohesion and Coherence* (1994) states that transitivity, theme and rhyme structure, information structure, and phonological patterns such as tone and intonation, should be regarded as cohesive devices. In his opinion, cohesion and coherence should be analyzed at strata levels; social semiotic level is an important means for the coherence of a text; overall and global cohesive relations serve for the coherence of a text. Basing on the present theory of discourse analysis, Hu summarizes four types of overall and global cohesive relations and enlarges the range of cohesion: turn-taking, adjacency pair, hierarchy of speech acts and macro-structure.

Discourse analysis have been trying to solve such problems:

- a) semantic relations between sentences
- b) textual cohesion and coherence
- c) conversational principles
- d) relation between discourse and context
- e) relation between semantic structure and ideology
- f) relation between stylistic features of discourse and social cultures
- g) relation between discourse activities and thinking modes

### 2.3.3 Examples of Discourse Analysis

The main function of language forms or structures is to express Ws’ (or speakers’) intended meaning. Only when Rs understand the forms in their context can they understand what they mean. Understanding individual lexical items in incorrectly constructed strings, is no guarantee that Rs can understand their overall meaning. The syntactic word order rules within sentences, and the discourse rules about the organization of sentences in text are crucial for the construction (and comprehension)of meaningful text (Wedell, 1995).

Most of the comprehension questions and practice exercises are designed at the lexical or grammatical level. Skills or techniques for obtaining logical meaning are seldom taught in a systematic way. Students may be able to identify a large number of words in isolation and explain their grammatical functions but they are unable to assign appropriate meaning to these words with regard

to how they are used in context. Their sense of logical relationships is so weak that they are often at a loss when asked to answer why or how questions that cannot be answered by literal information from the reading selection (Zhang, 2003). Therefore, it is of immediate concern to develop new approaches to help students comprehend paragraph and textual meaning in addition to lexical and grammatical meaning, and the discourse analysis is the right way to enhance students' reading perception. The examples below reveal how the discourse analysis is conducted.

a) When the phone finally rang, Joe leaped from the edge of his chair and grabbed for it.

It is a short sentence but contains rich information. This sentence can be analyzed from the perspective of semantics. From this sentence, we can have some association with the words "finally", "leaped", "edge" and "grabbed". The word "finally" indicated that Joe had waited for the phone for a long time. The verbs "leaped" and "grabbed" inferred that Joe was nervous and anxious at the moment. The phrase "from the edge of his chair" gave us a clue that he expected the phone restlessly.

b) What a piece of work is a man! How noble in reason! How infinite in faculty! In form and moving how expressive and admirable! In action how like an angle! In apprehension how like a God! The beauty of the world! The paragon of the animals!

The above-mentioned discourse is written by Shakespeare, the great writer, dramatist and poet of literature in the period of Renaissance. He uses rhetorical devices to express his ideas. He compares a man's charm to that of an angle and a man's intelligence to that of a God. In addition, the parallel structure also makes the expression forceful, imaginative and creative.

c) Uncle Mike usually travels from one place to another. **Last Monday** he was in Shanghai. **Three days ago** he was in Dalian. **The day before yesterday** he was in Hong Kong. **Yesterday** he was in Taipei. **Last night** he was in Tokyo. **Now** he is back in New York again.

This is a very simple paragraph. The structure of the discourse takes temporal as clues. The signal words "last Monday, three days ago, the day before yesterday, yesterday, last night, and now" are arranged by the time order and the time clues give us a clear idea about the movements of Uncle Mike.

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## CONCLUSION

Overall, the study has revealed the important effects linguistic factors bring about to English reading. The teacher attends to take advantage of the above-mentioned approaches to sharpen up students' reading skills and enhance their Language sensibility. There is certainly no definite answer to the question what approach is the most efficient in the teaching of English reading. However,

in view of the Mongolian students' weak background knowledge of English as well as their special cultural features, the strategies of teaching them English reading from an analysis of word, grammar and discourse are to the point. To any beginner, it is very necessary to learn words, sentences, grammar and then the discourse information. Discourse analysis improves the learners' linguistic sense, enhances their discourse level, and thus strengthens their communication ability. Moreover, further investigations are under way to explore the influences of non-linguistic factors to students' reading capacity.

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