A Study on the Test of English Contextual Understanding in the College Entrance Examination

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Abstract: *The focus of the college English test is gradually shifting towards testing students' comprehensive language proficiency. The question type setting of the college English entrance examination focuses on the extraction, processing, and processing of language information, which requires candidates to have a certain grasp of the contextual understanding in the exam materials. This article starts with the examination scope of several major question types such as listening comprehension, reading comprehension, and cloze test in the college entrance examination, aiming to discuss the importance of understanding discourse context in high school English preparation.*

Keywords: *English for the College Entrance Examination, English Test, Contextual Understanding*

1. The Trend of proposition for College Entrance Examination

1.1. The development of adjusting the proposition of College Entrance Examination

The college entrance examination English is a test for evaluating and selecting students in China. In order to objectively, truthfully, and accurately evaluate students' basic knowledge and skills, language proficiency, and other situations, the setting of the Gaokao English test paper has undergone multiple changes, reforms, and developments. Looking back at the development trajectory of China's college entrance examination English testing, we believe that the development of college entrance examination English has roughly gone through three stages: the unscientific and non-standard first stage (1952-1965), the transitional second stage (1977-1996), and the gradually improving and mature third stage (1996 to present).

The first stage refers to the English exam set up in the 1952 unified entrance examination for higher education students in China. This type of exam can be considered the origin of the college entrance examination, and the test paper includes three types of questions: reading comprehension, English to Chinese translation, and Chinese to English translation. At that time, middle school English teaching was lagging behind, so the difficulty of the test questions was simpler than today. For example, most reading questions can be directly answered in exam materials. In addition, the test questions are highly arbitrary, and the length of articles translated from English to Chinese varies greatly. In 1965, due to social reasons such as the Cultural Revolution, the English exam came to a temporary end.

The second stage began with the resumption of the national college entrance examination in 1977, and roughly ended with the maturity of the National College Entrance Examination (NMET) English Test in 1996. In the first three years of the resumption of the college entrance examination (1977-1979), the English score of the college entrance examination was not included in the total score, but was only used as a reference item. From 1980 to 1983, the total score of the college entrance examination was recorded year by year in proportion, with scoring ratios of 30%, 50%, 70%, and 100%, respectively. The number of test questions has started to stabilize, mostly consisting of seven major questions. Taking the year 81 as an example, the exam question types include seven major questions: spelling of words, asking questions, filling in the blank with multiple choices, filling in the blank with short texts, translating from Chinese to English, reading comprehension, and correcting mistakes. The question types for the year 84 include seven major questions: word pronunciation recognition, part of speech conversion, word definition, sentence completion, answer selection, verb fill in the blank, and comprehensive fill in the blank. Due to concerns about candidates guessing the questions correctly, the testing team rotates every year, resulting in corresponding changes in the exam questions each year, with some different types of questions compared to the previous year. For example, the 1986 exam added additional questions, but

the score of this question was not included in the total score and was only used as a reference item. In order to objectively and scientifically test the English proficiency of students, in 1985 and 1986, China took Guangdong Province as a reform pilot and introduced the Standardized English Test (MET). It gradually spread nationwide in 1987. In the first National English Standardization Examination in 1987, the answering method was all set as objective questions. In 1988, written expression was added to the test paper. By 1996, the test paper gradually reformed and developed into a format mainly consisting of cloze, reading comprehension, error correction, and written expression. In addition, since 1985, the objective part of the evaluation work can basically be implemented through machine marking in provinces (autonomous regions) that participate in the national standardized examination.

1.2. The adjustment of the College Entrance Examination in recent years

According to the Curriculum Standards for Ordinary High School English released by the Ministry of Education, the overall goal of high school English curriculum is to enable students to further clarify the purpose of English learning, develop the ability of self-directed and cooperative learning, form effective English learning strategies, and cultivate students' comprehensive language proficiency on the basis of English learning in compulsory education. The formation of comprehensive language proficiency is based on the integration and development of language skills, language knowledge, emotional attitudes, learning strategies, and cultural awareness......High school English curriculum should emphasize the further development of students' comprehensive language proficiency, and focus on improving their ability to obtain information, process information, analyze problems, and solve problems in English. [2] Therefore, in order to provide a more realistic and objective evaluation of students' English learning ability, the starting point of the college entrance examination English exam questions is not only to test the basic skills of learning English, but also to better reflect the students' ability to use English as a skill to handle and solve problems. At this point, the subjects of English exams have gradually changed and developed: "The focus of the test has shifted from basic language knowledge, language proficiency, and word or document level questions to discourse level questions, with an increasing emphasis on the authenticity of the language materials and test tasks provided." [1]

The focus of the reading comprehension, English to Chinese, and Chinese to English tests for the English subject of the entrance examination for higher education students lies in their mastery of basic skills and knowledge. However, the question type setting is difficult to test students' language application ability and meet the differentiation requirements of their level. After the resumption of the college entrance examination, the question types have gone through standardized exams and continuous reform and improvement based on this, seeking to more objectively reflect students' English proficiency and test their knowledge application ability. In recent years, the English test papers for China's College Entrance Examination have shown a diverse trend, with various types of papers focusing on national and local independent questions. A new and comprehensive type of test paper has emerged based on a relatively stable foundation. Taking the national exam as an example, in 2016, the new curriculum standard increased the national exam to three sets of test papers: I, II, and III. [3] After more than 40 years of reform and development, the English test for China's college entrance examination has gone from an initial single question type setting to the standardization of English exams, and now to a rich range of test papers and diverse question settings; Similarly, the focus of the test paper has gone from being arbitrary and non-standard to implementing the English Curriculum Standards, placing greater emphasis on testing students' comprehensive English proficiency, catering to the goal requirements of selecting talents for China's college entrance examination and reversing high school English teaching. In this article, the author will start with the discourse context as an important link in language learning and application, and attempt to discuss the key points of the reform and development of the college entrance examination English. In order to unify the scope and standardize the discussion, this article will analyze and present the paper from the text of the National College Entrance Examination English Test (hereinafter referred to as the National Test), covering listening comprehension, reading comprehension, cloze filling, and other question types related to testing discourse context comprehension.

2. The application of discourse context in listening comprehension

The listening test of the National College Entrance Examination (NCEE) also tests students' ability to understand discourse context. The language skills goal (Level 8) in the Common High School English Curriculum Standards is to: " 1. be able to recognize different emotions expressed in different moods; 2. be able to understand and be familiar with discussions and conversations on topics and remember key points; 3. be able to grasp viewpoints in general language paragraphs;"; 4. Able to understand the main

theme or general idea of English news on radio or television; 5. Can offer gentle advice or advice. It is not difficult to see from this goal that the mastery of discourse context has become the focus of listening comprehension tests.

2.1. The characteristics of listening test

The general listening test has the characteristics of materials reflecting real oral context, moderate length, and speaking speed. Due to limited conditions, it is difficult to conduct the college entrance examination listening test in a realistic scenario, and the listening test can only be completed through recorded materials and written responses. The biggest feature of listening exams is the non authentic context. In actual communication, candidates can judge the attitude and intention of the interlocutor based on their body language, such as facial expressions, intonation, and body posture. However, in the form of listening in the college entrance examination, candidates cannot use real situations to infer the other party's intentions. In order to understand the listening materials, candidates can only extract language information and understand the content of the listening based on the relevant context. The College Entrance Examination emphasizes the ability of students to extract and decode information from discourse, with a greater emphasis on the overall direction of highlighting discourse, emphasizing application, and emphasizing communication. [3] How does the context in listening exams reflect the process of problem-solving? We take the 2016 national English listening test as an example to analyze and discuss the importance of discourse context in listening comprehension. The exam question types are divided into two parts, and the author believes that there are actually three types of exam formats. One is to answer a question from a short listening conversation. The second is to listen to long conversations and answer multiple questions. The third is to listen to monologues and answer multiple questions. All three forms of examination emphasize the importance of context.

2.2. The setting of answering a question in a short conversation

The dialogue material for this question type is brief, but only one question needs to be answered, and the listening material can only be listened to once. Candidates need to focus, carefully find contextual clues, and complete the exercises. For example, questions 3 and 5. The title of the third question is: Why do the man talk to Dr. Simpson? According to the listening material, the boy starts the conversation by saying "I'm sorry I was late for class today." Based on the context of "sorry," the matching answer can be inferred as "A. To make an apology.". Similarly, the answer to question 5 also relies more on understanding and grasping the context. The question is: What does Jenny decide to do first? In the material, Jenny said, "I've decided to travel a bit before finding another job."

2.3. The perspective of answering multiple questions

Due to answering many questions, the length of the dialogue material is slightly longer, and the listening material is played twice. Candidates have the opportunity to listen twice, which allows them to more accurately grasp the information conveyed in the context. Let's take questions 11-13 in the 8th paragraph as an example. The answer to question 11 can be directly heard in the text, and it is not elaborated here. In the 12th question "What did the man like to do when he was a child?" in the material, the boy said, "I always like drawing as early as I can remember......" The "a child" in the question corresponds to the time point expressed in the material, which is similar contextual information, It is not difficult to infer that the answer is "A. Drawing". The difficulty of this question lies in understanding the two time points of "when a boy is a child" and "when I remember things". The key to solving the problem is to grasp the consistency of contextual information between the two. This problem-solving approach also appears in question 13. The question is: What inspirations the man most in his work? What is the most inspiring thing for boys at work? The contextual information in the listening material is a question from the male interlocutor, "What is it that always inspires you to create?" The contextual "the most" in the question is consistent with the information implied by "always" in the material, while "his work" refers to the artistic creation of boys, which is consistent with the "to create" in the material. The context is consistent. Based on the logical connections of these questions, select the correct answer in the context of the continuation and development of the material, which is "Nature is the biggest inspiration".

2.4. The question types for answering questions in monologues

Listening materials are in the form of monologues, and candidates need to extract useful contextual information from a piece of material. For example, in the 20th question of the 10th paragraph of the

material, the question is "Where is the speaker?"? The answer option is: A In a park, B In a hotel and C In a shopping center. According to the monologue in the material, "Go and leave your luggage in your rooms." Based on the contextual information of luggage, it is not difficult to determine that the only option that matches the material context is option B. It should be that luggage can only be placed in the room in the hotel. In listening exams, the way candidates successfully solve problems comes from their ability to control the context, to better understand the relevant context in the material, and to sort out the context that is somewhat related to the problem. Candidates need to find the connection between context and another context, identify the trend of context development, and ultimately understand the intention of the text. This involves "marking a certain connection between the current discourse and the previous discourse, providing direction for discourse understanding, guiding and constraining the listener to clarify certain contextual features and effects, and minimizing efforts to find the correlation between discourse and cognitive context or contextual assumptions, in order to understand the speaker's communicative intention."[4]

3. The application of discourse context in reading comprehension

3.1. The discourse context in English reading

Reading comprehension is an important component of English in the college entrance examination, which has been present since the 1952 college entrance examination. In the early stage, the format of answering questions was mainly based on observation, for example, the 1952-1965 college entrance examination English test paper appeared in the form of subjective questions. After the national standardized examination, the format of answering questions gradually changed to objective multiple-choice questions. In recent years, the score for national reading papers has been 40 points, consisting of 20 multiple-choice questions. Since 2011, the reading comprehension question type has consisted of 15 multiple-choice questions and 5 multiple-choice fill in the blank questions, namely "seven out of five". The development of examination forms, the transformation of examination focus, and the changes in question type composition in reading comprehension all reflect the importance of discourse context in English reading learning.

3.2. The discourse context in reading test forms

Since the implementation of standardized exams in 1987, the setting of national reading comprehension questions has been basically objective questions. The focus of objective question setting is gradually shifting, and in recent years, the answer setting has placed more emphasis on students' ability to process and apply language information. The setting of detail and inference questions in reading tests students' ability to comprehensively apply relevant information. The solution to detail problems is to grasp the detailed information in the text, analyze the information, and finally extract the reading context of the information. Matching answers is the process of understanding context, and the selection of answers needs to follow the contextual information extracted from the text. Taking the reading question 21 of the 2017 National Volume IIIA as an example. The title is "Which of the tours is available in March?" Lock the solution information from the text as "San Francisco Winery Tour Running: February 1st through April 30th". The text message states that the San Francisco Winery Tour event will be held from February 1st to April 30th, and the information conveyed in this context matches the context conveyed by the question: "Which event will run in March?". The San Francisco Winery Tour event is held from February 1st to April 30th, so you can participate in this event in March. The processing of detailed question information is actually a process of contextual understanding.

The problem-solving approach for inferential questions is to judge the development of context based on the processing of contextual information in detail questions. Taking the 2017 National Volume III as an example, we will take the reading of 27 sub questions in Part B. The title is "What can we infer about the audience?" The alternative options are: A They are disappointed with Bradford, B They are sad to part with the old weather C. They are supportive of the city offices And D They are eager to have a shopping center. We cannot find contextual information that matches A, C, and D. However, based on the second paragraph's "most of the 250 seats were filled tier tea tea ear audience waiting to say good eye to the old building", we can infer the audience's sadness towards the old cinema from the context of "tearful", which is consistent with the contextual information of "Sad" in option B. Although "tearful" and "sad" texts are completely different, they contain the same contextual information.

In the process of answering detailed and inferential questions, grasping the feedback information of

discourse context becomes the key to exam answering. In recent years, these two types of questions have occupied most of the world in reading comprehension, highlighting the importance of understanding discourse context.

In addition, other types of questions with a smaller proportion also require contextual information processing, especially word meaning guessing questions. We take the 2017 National Volume III as an example, reading 29 questions in Part C. The title is "What did the underground word 'displayed' in paragraph 2 mean?" Based on the extracted information from the second paragraph of the text, it can be inferred that the development of the context is "driven away by human development". The information "Grey wolves were once ubiquitous in Yellowstone National Park, but were... due to human development". The matching answer is option C "Forced out", option A "Tested" and option D "Tracked down" which do not match the context development, while option B "Separated" does not have "Forced out" which better demonstrates the context of human development's impact on the survival environment of gray wolves.

3.3. The discourse context in question structure setting

The importance of discourse context in reading comprehension can be seen from the perspective of question structure setting. Starting from 2011, the national reading volume has added a "seven out of five" question type as the second part of the reading. The total score for reading comprehension remains unchanged at 40 points. The setting of the "Seven Choice Five" question type highlights the language proficiency requirements for students in the college English entrance examination. This type of question requires students to grasp the discourse structure and clarify the interrelationships between contexts. The selection of transitional sentences and detail sentences is a common question to be tested in the "Seven out of Five" approach. Transitional sentences should be able to correctly grasp the structural relationship between the sentence and the preceding and following contexts, and clarify the logical connection between the sentence and the context.

Taking the 36th and 40th questions of the 2017 National Volume III "Seven Choice Five Essays" as an example. The context conveyed in the previous sentence of question 36 is "The key to easy morning wake up lies in resetting your body clock", while the context conveyed in the following sentence is "Here's how to make one" (here we teach you how to set one). After analyzing the context, it can be inferred that transitional sentences between two contexts arise between option C: A better plan for sleep can help and option D: And consider setting a second alarm. Combining the context of "body clock" in the previous sentence and "one" in the following sentence, it can be concluded that the transitional sentence aims to express "setting the biological clock". So, the sleep plan for option C is more in line with the development of the context than setting a new alarm for option D. In the 40th question, the context conveyed in the text before the transitional sentence is "evaluate your own method in a week", and the last sentence is "if you haven't done it for a week, try another method". Obviously, the transitional sentence should be relevant to the context of "making a record". Choose option E: If the measure works, persist. In solving detailed sentences, it is also necessary to adhere to the combination of the context before and after the text. For detailed questions, it is necessary to deal with the A context and B (detailed sentences) or B (detailed sentences) and C context, and find corresponding sentences that conform to the logic of contextual development before and after. For example, in 2017, the 38th and 39th questions of the "Seven Selections and Five Essays" in National Volume III. Question 38: Based on the logical relationship between B (detail sentence) and C context, the information in C context is: That's a quarter hour more you could be sleeping if you want a coffee maker with a timer If you want to sleep for an extra 15 minutes, you can buy a timed coffee machine. Then detail B should be G: Reconsider the 15 minutes you spend in line at the cafe to get coffee (Reconsidering the 15 minute wait in line at the coffee shop). According to the logical relationship between context A and B (detailed sentence), the previous context A in question 39 is "You cannot change your plan on weekends, otherwise it will affect your next plan." Therefore, the development of the context should be option F: No matter which day, please go to bed and wake up on time. "Seven out of five" problem-solving requires students to "infer from the repeated words in the context; clarify the content structure and relationships of the article." Grasping the contextual information in a discourse is the fundamental strategy for doing a good job in the "seven out of five" approach, and it is also an aspect of testing exam problem-solving abilities. [5]

4. The application of discourse context in cloze test

4.1. The process of word selection

Clarifying the process of discourse development and mastering the contextual information presented by words and sentences is the focus of cloze testing. It meets the requirements of the Curriculum Standards for testing students' comprehensive knowledge application ability and is the way and strategy for candidates to cope with cloze testing. The cloze test is set to fill in 20 words from a short text of around 250, requiring candidates to choose the best word from the options and fill it in the blank to make the article smooth and complete. The selection of 20 words in the article is based on the understanding and grasp of the contextual connections between words, words and short texts, and short texts throughout the entire discourse.

The process of word selection includes two types: first, inferring word options from one context in the context; The second is to infer word options from two or more contexts in the context.

4.2. The inference of options from a single context

We discuss the process of directly inferring word options from a single context, which is a relatively simple and direct problem-solving process. Taking the cloze test of 2017 National Volume III as an example. In question 42, the sentence that was hollowed out is... Miller King, who was the best 42 at our school. The options are given to A: coach, B: student, C: teacher, and D: payer. In the context of the sentence "When I was 13 my purpose was to become the star on our school football team." infer the option, which is football team→player. In question 43, the sentence that was hollowed out is I carried my football everywhere for 43. The options are A: practice, B: show, C: comfort, and D: pleasure. Based on the context presented in the previous sentence "... all summer long I worked out", the option can be inferred, which is "worked out→ part". In questions 44, 45, 47, 49, 50, 51, 53, 54, and 58, options can be inferred from one context within the context.

4.3. The inference of options from two or more contexts

We discuss the inference of options from two or more contexts. Taking the 2017 National Volume III as an example, the 41st sentence is "That mean 41 Miller King, who was the best..." with options A: cheering for (cheering) B: beating out (beating) C: relying on (relying on) and D: staying with (together). To infer this void, we rely on two contexts in the text: "my purpose was to become a star on our football team" and "Miller King, who was the best player at our school" to infer that only by "beating out" Miller can I become a star. Question 46: That reason, I 46 all of Miller's record, with options A: hold, B: break, C: set, and D: try. Based on context one "Miller lost his arm in a car accident" and context two "I worked hard to practice", it can be inferred that I broke Miller's record. The same applies to questions 48, 52, 55, 56, 59, and 60. Difficult situations require understanding three or more contexts, such as Question 58: Damaged but not Defeated, He was 58 ahead of me. The options are A: still, B: also, C: yet, and D: just. The answer option is A: still. We need to judge the author's admiration for Miller based on three contexts: "Miller was an excellent player before his injury", "Miller thanked me with his belly", and "Miller is a leader without arms". Therefore, "He is still ahead of me".

From the above text analysis, it can be seen that the whole discourse of cloze is composed of multiple contexts, each of which is interdependent with one or more logically connected contexts. Understanding the context of the discourse is crucial for solving cloze problems. [6] The cloze test format is in line with the goal of improving students' abilities to obtain, process, analyze, and solve information in English, as outlined in the Curriculum Standards for General High School English. The transformation from a single type of word test to a focus on testing students' comprehensive processing of discourse context indicates that the English test for China's college entrance examination is more scientific and effective, and also reflects the comprehensive language and logical thinking abilities of future college entrance examination candidates in China. [7]

5. Other types of contextual information processing

5.1. The application of discourse context in grammar filling in the blank

Grammar fill in the blank has been appearing in national papers since 2011, replacing the previous

single item fill in the blank questions (i.e. questions 21-35) that tested grammar foundations. The examination of grammar fill in the blank actually goes beyond the examination of grammar foundation. It is more difficult to answer than the "four choice one" multiple-choice question of single item fill in the blank, and its answer method is to subjectively complete the 10 blanks in the discourse. Single item fill in the blank questions consist of 15 sub questions. Although they consist of 15 sub contexts, they focus more on the examination of basic grammar knowledge. At the same time, the objective setting of one out of four also improves the success rate of answering the questions. On the contrary, the focus of the grammar fill in the blank test is on students' control of the entire discourse context, and their understanding of each context in the text, just like the grammar foundation, becomes an important part of the test.

Taking the 65th and 70th questions of the 2016 National III Grammar Test as an example. The problem-solving process for question 65 utilized contextual inference and grammar knowledge points. The title is Over time, 65 population grey, people being cutting food into small pieces so it would cool more quickly. Candidates need to infer the sentence as an adverbial clause based on the context "In order to cope with population growth, people chop up food to quickly cook it", and fill in the question as or when according to the knowledge points. In addition, the standard answer given to "as" and "when" is given to both situations that meet the requirements of contextual development. The 70th question is In India, for example, people tradionally eat 70 their hands. According to the context, Indians use their hands to eat and the usage of the preposition "with" in grammar knowledge points to complete the fill in the blank. The problem-solving process of the 63rd and 69th questions in the 2017 National III Grammar Test also requires understanding the context and combining grammar points. The question 63 is "Sarah 63 (tell) that she could be British's new supermodel, earning a million dollars in the next year.". According to contextual information, tenses refer to actions that occurred in the past, and can also be understood as verbs that are still influenced to the present. Additionally, the relationship between Sarah and the verb tell is passive. Therefore, the answer is in line with contextual development in both cases, and can be either a past action "was held" or a past action that has had a lasting impact on the answer "has been held" until now. Question 69, But at the moment, school 69 (come) first. Based on the verb tenses of "My dad thinks......" and "I don't......" in the context, it can be inferred that verbs in the same time period in the missing space are in the simple present tense, so the answer is "comes".

Grammar fill in the blank cannot escape the examination of grammar knowledge points, but it is not feasible to discuss grammar foundations without context. We should not only focus on the form of discourse, but also on the function of language, so that learners can better establish the connection between form and meaning. [8]

5.2. The use of discourse context in correcting errors

Before 2011, the error correction requirement for a short article was to identify and correct 10 grammar errors in a text of about 100 words. The questions were set to be 76 to 85 sub questions, which helped students narrow down the scope of their mistakes and cut the text into ten sub contexts that were not significantly related in content.

In the correction of the 2016 National Volume III, the first sentence reads: The tea year from 13 to 19 were the most diverse time for me. The context "13 to 19 years old" is 6 years old, so "year" is singular and does not follow the logic of context development. According to the rules of singular and plural nouns, change "year" to "years". In the third sentence, "I think I know everything and could make decisions by myself." We are in favor of the context in the sentence, "I will rely on myself for everything in the future." It is not difficult to judge that "by yourself" is not in line with the logic of contextualized development. Therefore, we have changed "yourself" to "myself.". They always tell me what to do and how to do it. Based on the context of "my parents didn't..." and "I even felt...", infer that it is an action that occurred in the past, and the action of "tell" should also be an action that occurred in the past. Change "tell" to "hold". From the problem-solving approach of these sentences, context judgment is an important step in problem-solving, requiring no less than mastery of grammar basics. Taking the 2017 National Volume III Error Correction as an Example. In the third sentence of the short article, "I entered my second year of high school and became a new member of the school music club." Based on the context of "entered" in the previous text, it is determined that the verb occurred in the past, and the verb "become" during the same time period should also conform to the continuity of contextual logic. Therefore, "come" is changed to "come". In the last sentence, this picture often brings back to me many happy memories of your high school days. The previous context is "photos bring me memories", and the following context is "your happy high school days". The two contexts cannot be connected into a logical sentence structure. In addition, the previous context is "picture of mine", so it can be inferred to change your (yours) to my

(mine). From this perspective, correcting errors in short texts is no longer the focus of testing grammar foundations, as "the ability to test paragraph by paragraph errors goes beyond the scope of grammar." [9]

5.3. The examination of discourse context in written expression

The setting of written expression also reflects the importance of discourse context. According to the "Curriculum Standards for Ordinary High School English", the goal of "writing" in Level 8 of language skills is "1. to be able to paraphrase or write abstracts based on the article read; 2. to write short articles or reports based on information provided by text and icons; to write coherent and structurally complete short articles, describing things or expressing opinions and attitudes; 4. to achieve standardized writing style and fluent sentences." [2] The scoring standard for the best grade (fifth grade) in the national high school entrance examination scoring standard mentions that the task specified in the test question has been fully completed; Covering all key points of the content; Effectively utilizing the connecting elements between sentences to make the entire text structure compact; Effectively using connecting elements to make the entire text structure compact. [9] Candidates are required to fully consider the coherence between contexts and the contextual logic of the discourse in their expression. When evaluating essays, we should "not be overly limited to the use of vocabulary and grammar, but should pay more attention to the candidate's communicative ability at the entire discourse level." [10]

6. Conclusions

From the above discussion and analysis, it can be seen that grasping the discourse context has become an important part of the college entrance examination English test, and should be given attention in teaching. Of course, emphasizing the importance of discourse context here does not deny the fundamental role of vocabulary, grammar, and syntax learning in English learning. In English teaching, both aspects should be taken into consideration, and one should not overly emphasize one aspect. The article extensively discusses the use of discourse context in various middle school entrance examination questions, aiming to draw attention to it in high school English teaching. The scope of the article's discussion is relatively broad, and it was not able to delve into a single point to conduct research. In future learning, in-depth discussion of discourse context in a specific question type is of certain value, such as the division and linking of discourse, phonetic stress, and the relationship between linking and discourse context in listening learning; The relationship between discourse context and grammar foundation in grammar fill in the blank, error correction in short texts, and so on.

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