The Instructional Design of Promoting Reading and Writing in Senior High School English under the Scaffolding Teaching Theory

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Abstract: Under the background of exam oriented education, writing teaching is in an awkward situation, that is, teachers are afraid of teaching and students are afraid of writing. Writing, as one of the five skills of listening, speaking, reading, writing and translation, is not very high, but it is the embodiment of students' learning ability and the key to the cultivation of high-level thinking ability. Based on the scaffolding teaching theory and the case of reading and writing teaching, this paper explores the teaching steps of reading and writing in senior high school English based on scaffolding teaching theory, that is, situational scaffolding stimulates learning interest and target scaffolding points to writing theme; The example scaffolding provides lexical data and the discourse structure scaffolding plans the layout of the text; The question scaffolding assists the writing ideas, and the evaluation scaffolding shares the writing achievements, so as to implement the reading and writing teaching of "promoting writing by reading and leading reading by writing", and improve the students' writing ability.

Keywords: Scaffolding teaching in senior high school English writing teaching

1. Question raising

The English Curriculum Standards for Ordinary High Schools (2017 Edition and 2020 Revision) (hereinafter referred to as the "Curriculum Standards") points out that "language skills include listening, speaking, reading, writing, reading and other skills. Listening, reading and reading are understanding skills, while speaking and writing are expressive skills" (Ministry of Education, 2020). Therefore, writing, as an important language skill, is a comprehensive reflection of students' reading ability, understanding ability, generalization ability, expression ability and thinking ability. Through text teaching, teachers guide students to understand the text from the level of vocabulary, grammar, sentence expression, etc., and obtain input knowledge, so as to use the knowledge information schema obtained in reading for reference to broaden students' writing ideas and serve for the production of knowledge. In the process of integrated teaching of reading and writing, "reading" is the basis of "writing", and "writing" is the deepening of "reading" (Lu Lingli, 2021). Therefore, in the teaching process, teachers should guide students to interpret the text and explore the thematic meaning. On the basis of building a conceptual framework for reading the text, teachers should connect the text knowledge with students' life experience to provide ideas for the content they write.

However, in practical teaching, teachers often take reading teaching as the core, ignoring the importance of writing. Only in examinations can writing teaching be valued. The traditional teaching mode of writing is dominated by teachers' arrangement of content - students' writing - teachers' correction, giving model essays - students' recitation of good words and sentences, which leads to students' inability to transfer the knowledge acquired in reading to writing, narrow writing ideas, poor writing ability, low interest in writing and lack of confidence. In the whole process of reading and writing teaching, teachers pay attention to the analysis of discourse level and the interpretation of long and difficult sentences, but fail to convert the input knowledge they have acquired into the input of language materials for students' writing; Secondly, the reading and writing class has a heavy task. In terms of time allocation, we should give consideration to both reading and writing, which leads to the contradiction of teachers in designing teaching activities and the inability to balance the teaching tasks of reading and writing; Fur-

thermore, students have vague structure, lack of logic, single language form, lack of vocabulary and sentence patterns, and lack of depth in writing. In a word, the root cause of these problems is that teachers separate reading from writing and do not really understand the significance of promoting writing through reading. Reading and writing have strong commonalities in language use and discourse characteristics. Combining reading and writing will help improve students' thinking ability and writing ability (Luo Zhihui, 2017). Therefore, the author believes that the combination of scaffolding teaching theory and reading and writing teaching can effectively reduce the difficulty of writing to a certain extent, and greatly help students improve their learning ability and interest. Lead the students to complete the writing task step by step by building the scaffolding.

2. Scaffold Teaching Theory

Scaffolding teaching is a kind of teaching method that emerged under the influence of the trend of constructivism. It takes Piaget's constructivism and Vygowski's recent development area as the main theoretical basis. According to the relevant documents of the European Community's "Distance Education and Training Project" (DGX III), "Scaffolding teaching" is defined as: "Scaffolding teaching should provide a conceptual framework for learners to construct their understanding of knowledge. The concepts in this framework are needed to develop learners' further understanding of problems. Therefore, complex learning tasks should be decomposed in advance, so as to gradually lead learners' understanding to depth" (He Kekang, 2002). In teaching, teachers return the classroom leadership to students, and individuals, as organizers, collaborators, and instructors, guide and help students build knowledge and give play to students' learning initiative. By building scaffolding, creating problem situations, independent exploration, collaborative learning, and effect evaluation, the dialogue between teachers and students is reconstructed, which avoids the traditional "one size fits all" and "uniform" full classroom teaching, strengthens the interaction between teachers and students, and truly realizes the student centered modern education concept.

Scaffolding teaching is carried out around "scaffolding" in the process of implementation, so there are many different types of scaffolding, such as problem scaffolding, situational scaffolding, example scaffolding, etc. Teachers shall timely set up or withdraw the scaffold according to the teaching progress and students' knowledge level. In the process of constructing internalized knowledge, students complete learning tasks together with their teachers' peers and share collective thinking achievements. For teachers, it is undoubtedly a new challenge to teachers' ability to give full play to their guiding role, tap students' learning potential and put more emphasis on teachers' role (Zhang Guorong, 2004).

3. Suggestions on teaching design of promoting writing by reading with scaffolding teaching

Teaching design is a learner centered concept of teaching activities and a prerequisite for the implementation of classroom teaching. Reasonable teaching process design can effectively ensure the smooth implementation of classroom teaching activities (Jiang Daohua, 2017). Under the guidance of scaffolding teaching theory, teachers should realize that each part of the teaching plan should combine structure with scaffolding. In the teaching of reading and writing, in order to enable students to read for writing and promote writing by reading, we must build a bridge connecting reading and writing, that is, find the connection point of reading and writing, and lay the foundation for efficient student based interaction (Han Binghua, 2015). Therefore, teachers should design different teaching activities in the three stages before, during and after writing, fully based on the analysis and design of teaching, make it closely linked with the teaching content, and focus on the comprehensive training of students' knowledge, skills, emotions and attitudes. In the teaching process, teachers should make clear the scaffolding teaching link and make good use of scaffolding to help students write. The following aspects should be paid attention to when designing reading and writing based on scaffolding teaching theory:

3.1 Situational scaffolding stimulates learning interest, and goal scaffolding points to the writing theme

Before writing, teachers should build a situational framework based on the discourse context to create a writing background for students' writing; Make the writing theme clear so that students can understand their learning goals more clearly. Situations are the learning background and activity conditions created by teachers for students in the classroom (Li Mingyuan, 2022). Students' learning in the context created by teachers can increase their interest in language learning and improve the chances of language use. By setting up situational scaffolding, teachers not only associate teaching content with students' life experience, but also activate students' previous knowledge and experience, thus stimulating students' interest in learning and broadening their thinking.

3.2 Example scaffolding provides lexical data, and discourse structure scaffolding is used to arrange the text

In writing, the teacher constructs a discourse framework and a model frame to help students write independently and reduce the difficulty of writing due to the lack of words and sentences, vague structure and other problems. In the process of writing, students should not only construct language knowledge, but also clear up writing ideas and layout. Therefore, the analysis of discourse structure can help students to grasp the logical relationship between the texts, help students better understand the text, and provide discourse scaffolding for subsequent writing (Lv Minmin, 2021). In addition, excellent examples are provided to provide students with an intuitive and easy to imitate writing framework by presenting clear structure and concise language, which not only improves the efficiency of students' understanding of the structural characteristics of the article, but also provides students with practical and specific examples for writing activities (Li Mingyuan, 2022).

3.3 Question scaffolding assists writing ideas, and evaluation scaffolding shares writing achievements

Text learning is based on the guidance of a series of problem chains. If you want to produce in-depth writing results, teachers need to guide students to interpret the meaning of the content. The basis of interpretation is that teachers set up progressive questions to stimulate students' thinking inspiration from different angles, so as to improve the quality of writing. In the final stage of writing, evaluate the effect of students' writing texts, so that students can better participate in the process of writing.

4. The Design of Reading to Writing Teaching Activities in Senior High School English Based on Scaffolding Teaching Theory

Taking Unit 2 reading for writing, a compulsory course of high school English in PEP, as an example, this paper explores how to design appropriate scaffolding to help students complete their writing tasks after reading, so as to improve their writing ability. The text is a fable, mainly about a king who wanted to teach his subjects about "responsibility", so he moved a big stone to block people's way and hid a gold coin under the stone, and then he hid in the bushes to observe the reaction of pedestrians. The course type is a reading and writing course, and the output is the feeling of writing and reading. The PWP teaching mode of writing course is adopted, which aims to help students obtain the key information needed for writing in reading and serve the writing content.

4.1 Before writing

By presenting a picture of a stone blocking the road, the teacher created a story situation to guide students to recall the whole fable, and put forward the question: "Do you think review is important for recalling the story?" to lead to the writing theme "Review". At the same time, let the students think about what the moral quality of this fable is, and lay a foreshadowing for the subsequent text interpretation. Before learning, teachers should make clear the writing theme. Students can focus on the key information needed for writing in the reading text, which can help them carry out more in-depth and specific learning.

4.2 Writing

First, the teacher shows a sample text that conforms to the writing content and fits the writing framework for students to imitate and participate, and then guides students to analyze the text and find out the key information in combination with the writing framework of the reading experience. In the process of analyzing the model essay, students have constructed the characteristics of the writing framework of the post reading feeling in advance, so that students can have a clearer and deeper understanding of the framework and writing order of the essay. Secondly, the teacher requires students to read the whole text, dividing it into three parts, and guiding students to collect and sort out the answers according to the questions set in each part. Then, under the guidance of the teacher, students summarize the key information to get the writing framework of the reading experience. To teach writing, teachers do not just set up a good writing framework to help students directly transition from fuzzy structure to producing content according to the framework, but to help students transfer structure and content when building the framework. Through the writing teaching of a post reading experience, students can understand the post reading experience, and report writing can also use this framework to write. Finally, through three reading activities (finding the central idea, detailed reading, and thinking), students are guided to deeply interpret the text in a progressive way dominated by the question chain. For example, in thinking activities. The teacher asks "What less did he teach his people?", and provides students with three interpretation angles of text meaning, social meaning and self meaning to discuss in groups. Each angle puts forward a

question. Practice has proved that it is of great significance for teachers to be thought providers in thinking activities for students to think deeply. In the design of reading and writing activities, it is important to reasonably design the reading content. Teachers only need to pay attention to the reading activities related to writing, and the reading information directly points to the required language knowledge.

4.3 After writing

When students finish writing, teachers should evaluate the effect. At present, in the present stage of writing teaching, the evaluation method is single and the evaluation effect is unsatisfactory. Constructivism theory believes that teaching should be learner centered and pay attention to the role of learners as the main body. To become the main body of collaborative evaluation, students should participate in the whole process of evaluation (Jin Hanjun, 2015). Therefore, teachers evaluate writing through students' self-evaluation, student student mutual evaluation, and teacher-student cooperative evaluation. First of all, the teacher explains the evaluation form first, and let the students understand the evaluation by evaluating a student's work. The teacher lets the students exchange writing manuscripts for mutual evaluation. It is mainly evaluated from vocabulary spelling, sentence structure, content fit, text structure and writing. Finally, the teacher summarized the students' contributions, sorted out common problems, and explained them in the next lesson. The students revised their compositions according to the teacher's suggestions, and selected 2-3 excellent compositions for students to learn from.

5. Conclusion and enlightenment

Scaffold teaching focuses on students, but at the same time, it highlights the dominant position of teachers. In the teaching process, teachers, as the constructors of scaffolding, should have the ability to interpret the text, reasonably frame the scaffolding, and design teaching activities; As a guide and facilitator in writing teaching, students should have the ability to guide and organize teaching activities, and guide students to effectively construct the meaning of the knowledge they have learned. In addition, in the teaching process of promoting writing through reading, a variety of scaffolding can help students improve their language use ability and thinking ability, and realize the internalization and transfer of knowledge. In a word, scaffolding teaching is of guiding significance in the teaching of English writing in senior high schools. It can put into practice the teaching of reading and writing that "reading promotes writing and writing leads to reading", and improve students' writing ability. At the same time, the following aspects should be paid attention to when carrying out the scaffolding teaching design of promoting reading and writing:

5.1 The construction of situational scaffolding should be combined with students' life experience

When designing situations, teachers should try their best to fit students' actual life, let learning happen in a natural and familiar situation, and emphasize the real context, which can better help students increase their interest in learning and provide more opportunities for language output.

5.2 Reasonably design reading activities

The teaching of promoting writing through reading focuses more on writing. Therefore, teachers should focus on the key information needed for writing when designing reading activities. As the organizer and leader of the activity, the design of the activity should pay attention to the students' thinking quality and cultural awareness, and pay attention to the students' ability to find and solve problems in Pingyang.

5.3 The erection of supports shall be moderate

The teaching of reading and writing under the guidance of scaffolding teaching theory is to provide students with a sustainable development platform to transfer and apply the knowledge points they have learned. Through the construction of scaffolding, students can span from being unable to write, not positioning key information to being able to write, and transfer and apply the framework they have learned and the method of finding information to other aspects, which truly cultivates students' learning ability. Therefore, the construction of the scaffold is very important. Teachers should not rigidly copy it in order to build the scaffold. Instead, they should design the learning scaffold most suitable for this class based on the analysis of learning situation, the analysis of teaching materials, and the in-depth interpretation of the curriculum standard.

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