

# A Study on the Instructional Design of English Reading for Writing Class in Senior High School Based on Text Analysis

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doi: 10.56397/RAE.2022.08.05

## Abstract

Taking Textbooks for Senior English of People's Education Press (2019 edition), Book one, Unit one, Teenage Life, Reading for Writing section as an example, this article intends to explore an instructional design in the light of text analysis put forward by *General Senior High School English Curriculum Standards (2017 Edition)*. It is aimed at helping students better comprehend the text and improve the teaching effect of English reading for writing class.

**Keywords:** text analysis, instructional design, reading for writing class

## 1. Introduction

According to *General Senior High School English Curriculum Standards (2017 Edition)*, "Texts are the basic resources for English teaching. In language learning, texts provide themes, situations, and contents. Texts organize and present information by using unique internal logical structures, stylistic devices, and language forms, serving the expression of thematic meaning". (Ministry of Education of the People's Republic of China, 2020) Therefore, it is of great importance to analyze the text in depth before conducting an instructional design. In this article, an instructional design about a reading for writing lesson is provided in the light of text analysis.

## 2. Related Concepts

### 2.1 Text Analysis

According to *General Senior High School English Curriculum Standards (2017 Edition)*, teachers are advised to answer three basic questions. First, what are the theme and content of the text? This is a question of "what". Second, what is the deep meaning of the text? In other words, what are the author or speaker's intentions, emotions, attitudes, and value orientation? This is a question of "why". Third, what kind of stylistic feature, content structure and language feature does the text have? In other words, what kind of stylistic form, text structure, and rhetorical device did the author choose in order to properly express the thematic meaning? This is a question of 'how' (Ministry of Education of the People's Republic of China, 2020).

### 2.2 Instructional Design

As Smith, P. L., & Ragan, T. J. (2005) noted, "Instructional design refers to the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources, and evaluation. (Smith, P. L., & Ragan, T. J., 2005). In addition, according to Lu Ziwen (2008), "From the perspective of teachers' teaching practice, instructional design can be regarded as a modern educational technology on the basis of modern learning theory. Besides, it is the process of teachers' preparation for teaching by designing teaching objectives, teaching processes, teaching strategies, teaching techniques, evaluation and feedback in the light of the analysis of learners' characteristics and other learning needs". (Lu Ziwen, 2008).

## 3. An Example of Instructional Design

Taking Textbooks for Senior English of People's Education Press (2019 edition), Book 1 Unit 1 Teenage Life, Reading for Writing section as an example, this article intends to explore an instructional design concerning a reading for writing class based on text analysis. It mainly includes three steps. The first step is to analyze the text thoroughly and identify teaching objectives. The second step is to design learning activities based on the content of text analysis. The third step is to apply learning activities to finish the writing task.

### **Step 1: Analyze the text thoroughly and identify teaching objectives**

Based on the method of text analysis in the *General Senior High School English Curriculum Standards (2017 Edition)*, the author will analyze the text in the following aspects: what, why and how.

Firstly, it focuses on analyzing the theme and content of the text. It deals with the question of "what". To be specific, the thematic context of this text belongs to "human and self". Besides, the thematic cluster is "life and learning". Furthermore, this text is a letter of advice. It was written by Susan Luo, an adviser for teenagers. In the letter, Susan Luo showed her understanding of a teenager's worries first. Then, Susan Luo provided some useful suggestions for the worried friend.

Secondly, It is about analyzing deep meaning of the text? In other words, what are the author's writing intentions or attitudes? This is a question of "why". This text intends to help students acquire basic structure and language feature of a letter of advice. What's more, it is aimed at encouraging teenagers to ask for help when they face some worries or problems.

Thirdly, it mainly deals with the analysis of stylistic feature, content structure and language feature. That is to answer the question of "how". This text belongs to practical writing. To be specific, it is a letter of advice, which has a clear structure. On one hand, it includes some basic elements, such as date, greeting, body, close and signature. On the other hand, the contents mainly consist of two parts, namely, showing understanding, making suggestions and giving reasons. Besides, some expressions about making suggestions are presented in the text, such as "I recommend that...", "I think you should.....", "Why not...." and so on.

After analyzing the text thoroughly, teaching objectives of this lesson are identified, which can be listed as follows. At the end of this lesson, students will be able to know the structure and language feature of a letter of advice and learn some words and expressions about making suggestions, such as "I recommend that...", "I think you should.....", "Why not...." etc. Besides, they will be able to use some reading skills to understand the contents of a letter of advice deeply, such as skimming, scanning etc. Furthermore, they are required to write a letter of advice with clear structure and proper language.

### **Step 2: Design learning activities based on the content of text analysis**

Activity 1: Conduct a free-talk. In this activity, students are guided to talk about this question freely, that is, "If you meet challenges in your daily life, what would you like to do?"

Activity 2: Present a writing task. In this activity, the teacher provides the writing task for students, that is, they are required to write a letter of advice. Following that, they are guided to think about how to finish it.

Activity 3: Read for the main idea of the letter. In this activity, students are guided to read a letter of advice in the textbook. After that, they need to conclude the main idea of the letter.

Activity 4: Read for the structure of the letter. In this activity, students need to read the letter again and find out basic structure of the letter. After that, the teacher helps them summarize elements of a letter of advice.

Activity 5: Read for the language feature of the letter. In this activity, students are encouraged to conclude language feature of a letter of advice. Then, they are required to read the letter again and find out some expressions about making suggestions. In what follows, the teacher guides students to think about more expressions of making suggestions.

### **Step 3: Apply learning activities to finish the writing task**

Based on the above learning activities, students are guided to finish the writing task that is presented at the beginning of the class. Before that, an outline is provided for students to finish the first draft. After finishing it, students are asked to evaluate their first draft based on the checklist. For instance, Are all the elements of a letter of advice mentioned? Have you used some cohesive words in your writing? Is there any grammatical error? Then, students need to exchange their drafts with their partners and conduct peer-evaluation. At last, the teacher evaluates students' overall performance. At the end of the class, students are guided to review the structure of a letter of advice. Furthermore, they are asked to polish their first draft after class.

## **4. Conclusion**

With regards to instructional design of English reading for writing class in senior high school based on text analysis, teachers can study the text in depth from the following aspects: theme, main content, text structure, language feature, writing intention and so on. Besides, teachers can identify teaching objectives and design

learning activities based on the content of text analysis. These can help students better comprehend the text, so as to transfer the text content and achieve the objective of reading for writing. In the long term, it will improve the teaching effect of English reading for writing class.

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