A Study on English Reading Teaching in Senior High School Oriented to Deep Learning

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Abstract: With the advancement of the new curriculum reform of senior high school English, English classroom teaching has adopted many new concepts, which have a significant impact on improving the effectiveness of English teaching. However, there is still the problem of students' shallow learning in English reading teaching, which makes it difficult for students to explore the deeper connotations and meanings of the text and the nurturing value of English learning is often neglected. Deep learning provides new ideas and methods for carrying out high school English reading teaching, which is of great theoretical and practical significance for improving students' shallow and fragmented learning and changing teachers' shallow teaching methods. Based on the concept of deep learning, this paper discusses the ideas of senior high school English reading teaching pointing to deep learning by combining the reading discourses in the high school English teaching materials of the Beijing Normal University Edition, aiming to provide practical assistance for promoting the core competencies in English teaching.

Keywords: Deep Learning; High School English; Reading Instruction; Core Competencies

1. Introduction

In high school English teaching, English reading plays a key role in exerting the nurturing value of the discipline and enhancing students' core competencies. However, in actual high school English reading teaching, there are still problems such as reading fragmentation, routine teaching activities, and shallow text processing, and teachers neglect the cultivation of students' critical thinking and correct values [1]. It is difficult for students to enter deep reading, and their level of thinking stays at the shallow development stage, which leads to the fact that the nurturing value of the English curriculum cannot be realized, and it is difficult for students' core competencies to be developed.

Deep learning attaches importance to students as the main body of learning, constructing the connection between new and old knowledge, utilizing what they have learned to carry out learning transfer and solving problems in real life, pointing to the development of students' higher-order thinking and improving their learning ability. Therefore, teachers should consciously help students realize deep learning in the teaching process, guide students to dig deep into the deeper connotation behind the reading text, explore the meaning of the theme, and, on this basis, help students construct a comprehensive and critical understanding of the reading discourse, and inspire students to apply what they have learned to transfer to the real-life situation, promote the development of students' comprehensive ability, and implement students' core competencies.

2. Connotation of Deep Learning

Bloom divided the cognitive goal dimensions into six levels: understanding, comprehension, application, analysis, synthesis and evaluation, which actually implies that there are deep and shallow levels of learning [2]. American scholars Ference Marton and Roger Saljo conducted a reading experiment with Swedish college students as the research object. The study found that students have different ways and levels of information processing when reading articles. There are deep processing and shallow processing in the different processing levels, and the concepts of deep learning and shallow learning are proposed [3].

Biggs believes that deep learning emphasizes understanding and expression, critical thinking, and the integration of different concepts, while

low-level cognitive processing strategies such as memory and retelling are generally used in shallow learning [4]. He Ling and Li Jiahou put forward that deep learning refers to learning based on understanding, where learners are able to critically learn new ideas and facts and integrate them into their original cognitive structure, make connections among many ideas, and transfer existing knowledge to new situations to make decisions and solve problems [5]. Zhang Hao and Wu Xiujuan believe that deep learning ultimately points to the realization of the learner's comprehensive learning goals and the development of higher-order thinking [6]. The Hewlett Foundation's definition of deep learning points to the development of students' learning competencies, suggesting that deep learning requires learners to master the basic competencies in six dimensions: mastery of core concepts, critical thinking and problem-solving, communication, collaboration skills, learning to learn, and academic thinking [7]. Guo Hua, from the perspective of the learning process, proposed that deep learning is a meaningful learning process in which students are actively involved and fully engaged in teaching and learning for healthy development [8]. This conceptual definition is most widely accepted in the field of primary and secondary curriculum teaching and reform. Scholars have defined the concept of deep learning from different perspectives, and the changes in the definition of the connotation of deep learning actually reflect the development history of deep learning research.

Based on the above research on the concept and connotation of deep learning, this study defines deep learning as the development of critical thinking and the improvement of complex problem-solving skills through active participation in and experience of teacher-designed inquiry activities focusing on thematic meanings based on reading texts under the guidance of competency-oriented learning objectives.

3. Deep Learning-Oriented Senior High School English Reading Teaching

Using the reading teaching design of Unit 2, Lesson 1, "The Underdog," this paper discusses the specific operation path of deep learning in English reading teaching in senior high school from three aspects: teaching objectives, teaching activities and teaching evaluation.

3.1 Analyzing the Reading Text and Determining the Teaching Objectives

Deep learning advocates the multi-dimensional integration of content and storage of knowledge in an integrated and contextualized manner [9]. The integration of learning content is based on the overall analysis and deep understanding of the text. An in-depth study of discourse requires teachers to clarify the theme, sort out and integrate scattered and fragmented information, refine the structured knowledge of discourse, capture the main points of discourse, deeply explore the meaning of the theme, and explore the educational value contained in the discourse. An in-depth study of reading texts requires teachers to grasp the text's theme, content, structure, language characteristics and other aspects.

From the discourse theme and content perspective, "The Underdog" is the second unit of reading discourse, which belongs to the human and social theme context. The sub-theme is "sports spirit", which aims to help students build a correct view of sports health. This article narrates the story of Paul, the author's basketball teammate. Paul is short but loves basketball. He has always been active in training under the influence of idol spirit. Paul, who never had the opportunity to play, seized the opportunity at a critical moment and finally brought victory to the team and won the game. From the text structure analysis, this article is a narrative style, and the structure is described in a progressive way. The text has two main lines: the storyline, which starts from the cause, process, climax and ending of the event. Another is the character's emotional change line, which describes the change in the coach's emotional attitude during the development of the event. Part 1 of the text is about the introduction of Paul so that students can understand the basic situation of Paul. Part 2 is mainly organized in the form of dialogue. The author, "I", was injured and could not play the game. The players persuaded the coach to let Paul enter the game as a substitute. Then Paul proved himself with his outstanding performance, won the affirmation of the coach, and realized the transformation from underdog to big guy. From the author's point of view, this paper aims to analyze and understand the

reasons for Paul's reversal from underdog to big guy through reading and learning, explore the spirit and quality of the movement, pay attention to the changes in the emotional attitude of the characters in the process of storytelling, and think about how to realize the transformation from underdog to big guy in life.

Based on the above analysis, the following teaching objectives are determined: By the end of the class, students will be able to: (1) Obtain basic information about Paul and sort out factual information on the development of discourse events. (2) Analyze and judge the change in the coach's attitude in the process of Paul's transformation. (3) Analyze and summarize the reasons for Paul's success, connect with reality, and think about how individuals can overcome their shortcomings and give full play to their advantages to achieve self-breakthrough.

The design of the teaching objectives needs to give full consideration to the in-depth study of the discourse, based on the exploration of the meaning of the theme, pointing to the deep thinking of the students, reflecting the characteristics of deep learning, and reflecting the synergistic development of the four dimensions of the core competencies. The above teaching objectives reflect the characteristics of in-depth learning, such as connection and construction, transfer and application. They are closely integrated with the requirements of developing students' core competencies, pointing to developing students' higher-order thinking and cultivating students' in-depth learning ability.

3.2 Creating Problem Situations and Designing Layered Activities

Deep learning emphasizes the creation of contexts that are close to students' reality so that students can use the knowledge they already have in their cognitive structure to participate in learning activities and help them better reach an understanding of what they have learned. Before reading, the teacher summarizes the characteristics of basketball players by asking students to think about basketball players they know well to make a good preparation for reading. Students read the article's title, The Underdog, and the teacher creates a question based on the title: What does "the underdog" mean? Encourage students to

answer through reading. Creating the problem situation stimulates students' interest in reading, always keeps reading suspense, cultivates students' reading motivation, enhances students' reading concentration, and lays the foundation for in-depth reading and learning development.

To realize the deep processing of information in the discourse requires the design of multilevel reading teaching activities. (1) Through essential reading, students can sort out the basic information about Paul. Shallow learning is the basis for realizing deep learning, and students need to sort out the factual information of the discourse through reading first. In this part, students need to read Part 1, read and understand the main idea of the first part of the text to get the key information that Paul, as a member of the basketball team, has been insisting on active training, but due to his short statue, he does not have the opportunity to show that he is not valued, and so on, so that students can initially perceive the meaning of the title of the text, and initially understand the article. (2) To guide students to pay attention to Paul's quality and then predict the story's development. It guides students to predict the direction of the story with the formation of group discussion from the aspects of Paul's quality and attitude of loving basketball, cultivates students' divergent thinking and reasonable prediction ability, continuously maintains the suspense of reading, lets students have reading expectation, and prepares for entering the second part of reading. (3) Read Part 2 to summarize the development of this part of the storyline in key sentences. Story reading is divided into Part 1 and Part 2; through these two parts of the reading, students understand the complete story of the chain of this article; the whole event has a sure grasp of the need for further reading to achieve the text of the hidden information of the depth of excavation. (4) Through analytical reading, students are guided to analyze and judge the change in the coach's emotional attitude and to use analytical speculative skills to process the implied information in the text. In the process of reading Part 2, students use the dialogue between characters as a clue to analyze and speculate on the change in the coach's attitude. (5) Through experiential reading, let students participate in the emotional changes of the story characters. The design of this link

embodies the characteristics of "activity and experience" of deep learning. Deep learning emphasizes that students are the main body of learning; that is to say, students need opportunities to participate in experiential activities wholeheartedly. After obtaining the relevant information, such as the storyline and the change in the coach's attitude, the students play the role of the dialogue in Part 2, go deep into the story situation, feel and understand the psychology of the characters, and let the students think about whether they will make the same choice as the coach if they are the coach. (6) Through evaluative reading, students can think about what leads Paul to the final victory, evaluate the story characters, and dig deep into the theme. In the form of group discussion, students are asked to evaluate the characteristics and personality of Paul and think about the reasons for Paul's success. Teachers should guide students to discover the bright spots that lead the protagonist to success through judgment and speculation, deepen their understanding of the thematic meaning of the text, and experience the value orientation contained in the text. (7) Students will be asked to think about overcoming their shortcomings and realizing self-transformation in the light of their realities. In order to realize the deep participation of students in deep learning, it is important not to detach from the actual life of students. Deep learning serves the realization of the value objectives of curriculum nurturing, it is necessary to guide students to contact the actual situation, learning and reflection, and ultimately realize the "internalization" of knowledge based on the understanding of learning.

3.3 Reasonable Evaluation to Drive In-Depth Teaching and Learning

3.3.1 Utilizing positive feedback and building a good learning culture through evaluation

Deep learning evaluation emphasizes the autonomy, authenticity, process and feedback of evaluation [10]. Therefore, the English deep learning classroom should be open and inclusive, and positive feedback should be used throughout the teaching. Teachers should choose appropriate evaluation methods to assess students' learning performance and collect feedback information for adjusting teaching and promoting deep learning. Positive feedback means that teachers should give responses and guidance in students' deep learning, relevant cooperation and communication between teachers and students, creating a positive learning atmosphere, experiencing learning and realizing deep learning in an upward learning culture environment.

3.3.2 Conducting diversified evaluations to realize assessment for teaching and assessment for learning

Teachers should carry out diversified evaluation methods in teaching, and the evaluation content should be balanced and directed to achieve teaching objectives. Teachers can carry out self-assessment and mutual assessment activities based on the framework of deep learning competence to enhance students' self-knowledge through practical assessment and help them actively adjust their learning strategies, pointing to meaningful deep learning and developing core competencies.

4. Conclusion

Teachers should actively carry out reading teaching practice activities oriented to deep learning based on the theme of discourse, deeply study the discourse, explore the meaning of the theme, and explore the value of education. Teachers should rely on discourse study design various forms of progressive reading teaching activities so that students can realize the connection and construction of knowledge in understanding activities, realize personal participation and feeling in experiential activities, realize the internalization of knowledge in situational activities, and realize the development of students' profound learning ability. Teachers should reasonably carry out teaching evaluation, give full play to the role of evaluation in promoting learning and teaching, help teachers and students to reflect on themselves, cooperate to create a positive learning culture, and create a suitable environment for deep learning. Reading teaching oriented to deep learning is significant to breaking through the current dilemma of English teaching and promoting the implementation of English core competencies.

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