

# English Poetry Teaching based on Deep Learning Theory in Junior High School

Hejin Yuan

China West Normal University, Nanchong Sichuan, 637000, China

## Abstract

English poetry is a special form of language with concise language, beautiful rhythm and profound connotation. In junior high school English teaching practice, English poetry is an indispensable form of discourse. However, in practical English teaching pedagogy, many teachers only focus on the language and structure of English poetry, without digging into the profound meaning of poetry, which is not conducive to cultivate students' key competence. The purpose of deep learning is to promote the development of students' key competence, so that students can construct knowledge and improve their ability of deep thinking. Therefore, this article based on literature research method, from the perspective of deep learning, on the basis of the English curriculum standard requirement to poetry teaching and the practical problems existing in the poetry teaching, combined with the specific teaching cases, explores the junior high school English poetry teaching strategy. It can be concluded as the way that in poetry teaching, teachers need to focus on poetry content from three aspects of language, culture and thought to promote deep learning process.

## Keywords

Deep Learning; Poetry Teaching; Junior High School English.

## 1. Introduction

English poetry is a special form of language with concise language, beautiful rhythm and profound connotation. In junior high school English teaching, English poetry is an indispensable form of discourse. English poetry carries the essence of human language knowledge, which is of great significance for strengthening students' basic language knowledge and improving their pragmatic ability. In addition, English poetry reflects the history and culture of English-speaking countries. Teachers should cultivate students' aesthetic taste, cultural awareness, emotional attitude and values in the process of reading, understanding and appreciating English poetry. In addition, teachers should also guide students in the process of evaluating and creating English poetry, and shape students' higher-order thinking quality, as well as their interest and love for English subject. Therefore, the teaching of English poetry in junior middle school English class is of great significance to the cultivation of students' core English literacy. However, in the actual English teaching class, many teachers only explain the language and structure of English poetry without digging into the profound meaning of poetry, which is not conducive to the development of students' core English literacy. The purpose of deep learning is to promote the development of students' core discipline literacy. By providing students with more opportunities to participate in and experience learning, students can construct knowledge in learning and improve their deep thinking ability. Therefore, this paper explores junior high school English poetry teaching from the perspective of deep learning, based on the literature research method and combined with specific teaching cases.

## 2. The Requirements of Curriculum of Poetry Teaching in English Courses

"Chinese Students' Development of Core Literacy" points out that students should have the basic ability to perceive, appreciate and evaluate beauty; It has healthy aesthetic value orientation; He has the interest and consciousness of artistic expression and creative expression, and can expand and sublimate beauty in life (Wang Ruilin, Du Yue, 2017). The Curriculum Plan for Compulsory Education (2022 edition) (Ministry of Education, 2022) also puts forward the training objectives of English courses in compulsory education: to be good and beautiful, full of imagination, with healthy aesthetic taste and preliminary artistic appreciation and expression ability. We respect and understand cultural diversity, and have an international perspective and a sense of community with a shared future for mankind. The curriculum implementation methods of "learning by doing", "using middle school" and "creating middle school" are advocated. As a classical form of literature and art, poetry condenses the essence of human language and precipitates rich cultural connotations. William Wordsworth, the English lakeside poet, said: "Poetry is the essence of all knowledge; it is the strong expression on the face of all human knowledge (Wordsworth, 1980:422)." Therefore, teachers guide students to perceive, appreciate and evaluate poetry in teaching, so as to cultivate students' correct aesthetic value orientation, form healthy aesthetic taste, and discover, perceive and create beauty in life. In THE process of learning English poetry, students understand the unity of the humanities and the instrumentality of English subject, and finally develop the core quality of English subject, so as to become the builders and successors of the socialist cause with all-round and harmonious development of morality, intelligence, body, beauty and labor.

Therefore, it is one of the tasks of English courses in junior high school to guide students to discover the beauty of language, rhythm, structure and connotation of poetry, improve students' aesthetic ability and develop students' core quality through poetry teaching. In addition, poetry teaching should innovate teaching forms, promote the combination of poetry teaching and students' life experience, and combine the appreciation, reading, creation and evaluation of poetry, so as to realize the deep learning of English poetry.

## 3. Present Problems of English Poetry Teaching

Through literature review and classroom observation, the author found that there are many problems in poetry classroom teaching, which mainly focus on the design of poetry teaching methods, teaching content and classroom activities.

### 3.1. Lack of Poetry Cultural Connotation of Mining

An important purpose of English poetry teaching is to cultivate students' interest in learning English literature and intercultural communication awareness by comparing Chinese and foreign cultures, so that students can feel the beauty of poetry, love Chinese traditional culture more, enhance the consciousness of the motherland, and cultivate national self-confidence (Yan Zixin, 2021). However, due to the heavy workload of students and the great teaching pressure of teachers, the profound cultural connotation of poetry has become a neglected aspect. In traditional poetry teaching, teachers seldom pay attention to the cultural background of poetry, fail to assist poetry teaching with cultural contrast, so they ignore the exploration of poetry theme meaning, and the development of students' higher-order thinking is not promoted. Teachers should guide students to compare the parts of Chinese and English poetry, so as to taste the cultural implication of poetry, understand the cultural history of English-speaking countries, compare cultural similarities and differences, and strengthen cultural confidence.

### 3.2. Poetry Teaching Methods Lack of Particularity

Poetry is a special form of writing. "Compulsory Education Curriculum Standards" clearly stipulates the knowledge and ability requirements that students should achieve in poetry learning. There are special chapters in the current junior middle school textbooks that require students to appreciate poetry. For example, Unit 8 Reading Poems about pets Unit 7 Reading A poem about the seasons. The rhythm, rhythm and artistic conception of these poems constitute their subtlety. In the traditional junior middle school English teaching, the teacher will read poetry to some extent, is equal to other forms of text reading, pay attention to the words, sentences, grammar, the interpretation of such knowledge ignored the guide students to appreciate the rhythm of English poetry and poetry in the long evolution in the formation of the unique aesthetic, make teaching lacks pertinence and particularity (Peng Dejing, 2021). Teachers in the teaching of equalizing poetry readings, and analysis its grammatical structures and vocabulary collocation, only from the surface of teaching poetry, makes the fragmentation of knowledge, is bad for students to experience the beauty of the poetry implication, over time, the students also lost interest in the learning of English poetry, unfavorable to the cultivation of students' comprehensive ability.

### 3.3. Teachers Lack the Corresponding Cultural Literacy

English poetry has a strong literary color, which requires teachers' teaching quality. If teachers lack relevant professional knowledge and skills training, poetry teaching will inevitably bring some obstacles. Many teachers lack the understanding of the cultural background knowledge of poetry, and will separate the poetry itself from its cultural connotation in the teaching. Teachers lack the corresponding literary quality, it is difficult to master a wonderful poetry class.

## 4. English Poetry Teaching Strategies based on Deep Learning

According to the review of previous research literature, it can be concluded that the concept of deep learning can be used in junior high school English reading teaching. Based on the concept of deep learning, the deep meaning of poetry is explored in teaching, so that students can realize deep learning of poetry connotation, culture and emotion in the process of reading poetry rhythm, appreciating poetry words and creating poetry. Under the guidance of the concept of deep learning, teachers can construct English poetry reading teaching strategies from three aspects: before, after and after reading.

### 4.1. Before Reading: Introduce the Topic, Stimulate Interest

In English classroom teaching, topic introduction is the first link. Teachers can help students quickly get familiar with the target topic and understand the learning objective of this lesson by introducing the topic and creating the scene. In the introduction link before reading poetry, teachers can introduce new lessons from two aspects: one is the form; The second is the content. Firstly, in terms of form, teachers can use multimedia audio and video to introduce topics, trigger students' multi-dimensional sensory experience, and stimulate students' interest in reading poetry. Secondly, from the perspective of content, teachers can choose topics and texts that are similar to the content of English poetry in this lesson as the import. For example, related Chinese poetry, free topics, etc. In order to stimulate students' corresponding background knowledge, it lays a foundation for the deep learning of English poetry in reading.

### 4.2. While Reading: Content Focus and Deep Learning

This part of reading is the core of English classroom teaching, and the design of reading activities directly affects the quality of the class. Due to the particularity of English poetry

content, teachers should design reading activities from three aspects, so as to realize the deep learning of English poetry, namely language, culture and thinking.

First of all, in terms of language, teachers should guide students to taste the beauty of rhythm and the beauty of rhetoric in English poetry. Teachers can guide students to perceive the harmonious and melodious rhythm of English poetry through various forms of reading, look for the rhyme of English poetry, sketch the rhyming words, and feel the beauty of rhythm and rhythm of English poetry with light reading stress along with the background music. The rhythm of English poetry can also be compared with Chinese poetry, so that students can perceive the similarities and differences. In addition, in the teaching of English poetry, teachers should guide students to pay attention to the rhetorical expression of poetry, understand the art of choosing words and sentences in poetry, and appreciate the richness and vividness of poetry language. For example, use synonyms to replace key words in a poem and guide students to see which expression is better.

Secondly, in the aspect of culture, teachers should guide students to combine their own life reality, perceive the image of poetry and connect with Chinese culture in the process of appreciating and analyzing poetry. Only when poetry is connected with children's life can children feel the beauty of it and thus feel the beauty of life (Yin Weijuan, 2018). Poetry also belongs to literature and is full of individuation. Different people will have different understandings when reading the same poem, because people combine poetry with their own life experience. Teachers should excavate students' life experience as teaching resources, so that students can integrate poetry with their own feelings. In addition, poetry is an image symbol system, and the images in poetry must be presented in readers' minds through their imagination and experience (Zhou Liping, 2021). Teachers should guide students to develop association and imagination by asking questions and inspiring them to understand and appreciate the image of poetry. In the teaching of poetry, teachers should raise questions related to the theme of the work, trigger students to explore the relationships between people and nature, society, others and themselves, explore the similarities between themselves and the emotions and values presented in the work, and express them (Luo Juan, 2015). Finally, attention should be paid to students' cultural awareness and humanistic cultivation in English teaching, which puts forward new requirements for the imparting of cultural knowledge. That is, the learning of cultural content is not only the accumulation of knowledge, but also the expansion of knowledge. Through multi-level multi-language practice activities, cultural experience can be enriched and excellent culture can be appreciated. Strengthen cultural confidence (Medeming, Wang Qiang, 2018). Teachers can guide students to feel the essence of Chinese culture through the comparison of Chinese and English poetry, so as to enhance national cultural identity and cultural confidence.

Finally, in the aspect of thinking, poetry is the product of human thinking, and reading poetry is also a process of active thinking. Teachers should guide students to have a diversified appreciation of English poetry, have a dialogue with the text of poetry, and build individualized thinking experience. Therefore, in reading, teachers can skillfully ask questions and cultivate students' divergent thinking. Poetry teaching can't just scripted by teachers based on the teaching material and teaching design explanation and analysis, and should pay close attention to students emotion generated in poetry appreciation, let the student fully express their own understanding, discussion and debate, even in the poetry teaching to guide their own appreciating the beauty of poetry (Chen Xiaoyun, 2019).

#### **4.3. After Reading: Expand Your Mind and Try to Create**

After in-depth analysis of poetry, students should create and apply what they have learned, so as to internalize language knowledge and improve their language expression ability and depth of emotional experience. Teachers can encourage students to use rhymes in English poetry to

create English poetry. The selected theme should be in line with the reality of students' life, so that students can have something to say and complete the real writing task.

## 5. Teaching Cases

the author takes Seasons of the Year as an example to illustrate the teaching practice of English poetry in junior high school based on deep learning. The thematic context of the poem is man and nature, and the whole poem consists of four stanzas, each corresponding to a season. The teaching objectives of this lesson are as follows: (1) to find out rhyme, rhythm and rhetoric by reading and reading poems with light stress; (2) To comprehend the poetic imagery, and to understand the meaning of harmonious coexistence between man and nature in connection with real life; (3) Compare Chinese ancient poetry to understand the mystery of Chinese culture; (4) Create English poems based on their own experience.

### 5.1. Before Reading: Introduce the Topic, Stimulate Interest

#### 5.1.1. Lead in

Watch the video, and answer the question: What is the video about?

[ Design Intention ] The teacher presents a short film about the change of seasons, and asks the students to watch the short film with questions and guess the theme of the lesson, so as to stimulate the students' interest and enthusiasm in learning.

#### 5.1.2. Say Some Features of Poems

Do you know some Chinese poem depicted for seasons? How do the poem sounds? Can you find their rhyme?

[ Design Intention ] The teacher guides the students to pay attention to the rhythm of the poem and find out the rhyme. Also introduce the core word "rhyme" to the students based on their previous knowledge so that they can understand the meaning of the word "rhyme".

### 5.2. While Reading: Content Focus and Deep Learning

#### 5.2.1. Read and Circle the Seasons of the Year

[ Design Intention ] the teacher first guides the students to read the English poems in this class, then inspires the students to follow the previous rules to find the rhythm of Seasons of the Year, and finally reads the poems again with music, so that the students can feel the beauty of the rhythm of the poems imperceptibly, and improve their aesthetic ability and literary accomplishment.

#### 5.2.2. Group Work

(1) Read Seasons of the Year again then find the beautiful sentences and talk about your reasons.

(2) What words make the sentences beautiful? Can you change it? Why?

[ Design Intention ] Students find out the beautiful sentences in poetry through teamwork, and give their own reasons, so as to cultivate students' teamwork ability, appreciation ability and rhetorical awareness. By comparing the diction of poetry, students can understand the subtlety of diction of poetry.

#### 5.2.3. Read and Answer

(1) What images does the poet writes?

(2) Why does the poet write human images?

[ Design Intention ] The teacher inspires the students to find out the description of human activities in the poetry, and guides the students to feel the image of poetry, and experience the beautiful picture of harmony between human and nature. Then stimulate students to protect nature, take good care of nature awareness of environmental protection.

#### 5.2.4. Free Talk

Read the poem again and share personal experiences about seasons.

[Design Intention] Teachers guide students to speak freely according to their own experiences, activate students' thinking, and improve students' language expression and emotional expression ability. Starting from the students' life experience, it will inspire students to revisit the beautiful memories of the four seasons, and then sublimate to the students' feelings about life, and stimulate students' positive and optimistic attitude towards life.

#### 5.2.5. Sharing and Translation

Suppose you have a pen pal and you want to share him or her a beautiful Chinese poem about seasons with him or her, please translate the Chinese poem about seasons you like into English and write to your pen pal.

[ Design Intention ] The teacher guides the students to transition from the study of English poetry to the sharing of ancient Chinese poetry, so that the students can compare the similarities and differences between Chinese and western poetry; Create situations and guide students to translate Chinese poetry, so as to enhance students' understanding of Chinese excellent traditional culture, enhance national pride and establish the awareness of spreading Chinese excellent culture. Make students become talents with national vision and international feelings.

### 5.3. After Reading: Expand Your Mind and Try to Create

#### 5.3.1. Write a Short Poem

Write a short poem to introduce your favorite season. Don't forget the "rhyme".

[ Design Intention ] Teachers encourage students to create English poems by using the learned rhymes, provide students with practical opportunities, promote students' language internalization, improve students' comprehensive language application ability and emotional expression ability, and comply with the concept of deep learning.

#### 5.3.2. Share the Poem

Students read their poem product in front of the class, and vote for the top five.

[ Design Intention ] Because different students have different perception of the topic of the article, so each student's poetry works are also different. The teacher provides a platform for students to show, promote students to communicate their feelings and check for omissions.

## 6. Conclusion

Poetry is the essence of human culture, embodies human pursuit of art, is the poet's true expression, from the poet's life experience. Therefore, poetry teaching should be combined with the reality of students' life, so that students can understand the spiritual connotation of poets. Through the analysis of the above teaching cases, it is found that the concept of deep learning can guide the teaching of junior high school English poetry, which is mainly reflected in the middle and the end of reading. During the reading session, teachers guide students to deeply analyze the text, understand the theme and meaning of poetry, and improve their language ability, cultural awareness and poetry appreciation ability. In the post-reading section, the teacher inspires the students to create poems in combination with the actual situation, so as to improve the students' knowledge application and transfer ability.

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