

Research on English Reading Teaching in High Schools from the Perspective of Deep Learning

-- Taking the 2022 Zhejiang Provincial Reading Teaching Open Course as an Example

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Abstract

Reading is an important part of high school English teaching and an important way to improve students' subject literacy. Deep learning is based on the learning method of student subjects, which provides the possibility for the landing and growth of core literacy of subjects. High school English reading teaching from the perspective of deep learning requires students to critically accept the views, thoughts, emotions, etc. in the text on the basis of understanding the general meaning of the text, integrate new knowledge with old knowledge, transfer it to practical application and solve problems. The teaching of English reading under the concept of deep learning can improve students' English ability, so that their cultural character, thinking quality and learning ability can be developed. This paper analyzes the current situation of deep learning in high school English reading courses, summarizes the connotation of deep learning, explains the teaching strategies of high school English reading to achieve "deep learning", and explores the teaching practice of high school English reading courses under deep learning based on teaching cases.

Keywords

High School English; Teaching Reading; Deep Learning; Core Competencies.

1. Introduction

The General High School English Curriculum Standards (2017) states that language learning is a meaningful thematic inquiry activity. It advocates students-oriented, interrelated activities such as learning and understanding, applied practice, transfer and innovation, and gradually integrating language, culture, and thinking. Realize the cultivation of logical, critical and innovative thinking in students. Implement discipline education. The activity design of English subjects should aim to promote the development of students' core English literacy.

1.1. Status/Background

that "Deep Learning High School English Classroom" advocates that English learning is a complex and actively created activity that integrates language learning, mental development, and emotional experience, not only taking deep learning as the perspective of classroom construction, but also advocating the construction of "Deep With the development of information technology, the transformation of learning styles is attracting more and more attention. Some scholars pointed out that contemporary pedagogical research should focus on learning behavior and achieve a strategic shift in research perspective. To shift from focusing on teaching behavior to focusing on learning behavior, the study of learning behavior should become the foundation and important part of pedagogical research. Xiang Sunflower, Chen Youqing (2013) pointed out that deep learning is also translated as deep learning, which is

relative to shallow learning, the former means that on the basis of understanding learning, learners can understand and criticize, connect and construct, transfer and apply, while the latter means that learners often learn by rote, isolated and passive. He Ling and Li Jiahou (2005) proposed that deep learning is an inevitable choice and demand for teaching reform in the information age, which conforms to the basic principles of learning science and is an important means for teaching improvement based on core literacy. Liu Yuexia (2018) pointed out that although there is a combination of online and offline classroom teaching environment, traditional teaching methods combined with educational information technology, and group cooperative English learning activities, there are still teachers who pay more attention to their own monologue and indoctrination teaching, and neglect to organize autonomy, cooperation and inquiry learning activities. There is shallow learning characterized by "full classroom" of teaching content and "fragmentation and mechanical training" of learning content, and many students still adopt the English learning method of "rote memorization" and "brushing questions and brushing scores".

Deep learning provides new perspectives for high school English classrooms. Based on the essential characteristics of English learning and multiple educational values, English courses can promote students' all-round development from different perspectives, including the development of cognitive ability, emotional attitudes and values. Cheng Xiaotang, Zhao Siqi (2016) pointed out Learning High School English Classroom" itself; It not only faces the current difficulties faced by the English classroom, but also responds to the future needs of students' development, with humanistic care, language nature, and the characteristics of the times. It embodies humanistic education thought, cognitivist learning theory and foreign language teaching theory, and has a rich academic and practical foundation.

1.2. The Connotation of "Deep Learning" High School English Classroom

The concept of deep learning has not been uniformly interpreted by the academic community. In the mid-50s of the 20th century, Ference Marton and Roger Saljo conducted experimental research on deep learning, and first explained the concept of deep learning and shallow learning in their article "The Essential Difference of Learning: Results and Processes" in 1976 (Zeng Xingxing and Li Guiping, 2016). Marton and Saljo believe that deep learning is an active, highly engaged, memory-comprehensible, high-order thinking involved, and highly transferable learning outcomes. Australian scholar Biggs continued the research of Marton and Salcho, and finally focused the learning process on the two levels of "deep" and "shallow", believing that "in shallow learning, students do not need to spend a lot of effort to complete the learning task, it mainly completes the task through memory, and does not associate concepts and ideas with previous experience"; And "deep learning aims to understand and seek meaning, and strives to guide students to connect prior knowledge with existing experience and critically accept new knowledge" (Biggs et al., 2022).

Domestic research on deep learning started late. An Fuhai (2014) interprets deep learning from the aspects of knowledge learning, learning content, learning process, post-learning transfer and application, he believes that deep learning is a kind of comprehension learning based on the development of higher-order thinking, with the characteristics of focusing on critical understanding, emphasizing content integration, promoting knowledge construction, and intentional transfer movement, which not only requires students to actively participate, but also requires teachers to establish teaching goals for higher-order thinking development, integrate meaning-connected learning content, and create real situations that promote deep learning. Choose an evaluation method that continues to pay attention to actively guide; Zhang Shiya (2017) believes that deep learning is a learning method based on understanding and transfer, which mainly means that learners can critically learn new ideas and facts, integrate them into the original cognitive structure, be able to make connections between many ideas,

and transfer existing knowledge to new situations to make decisions and solve problems. Combined with Bloom's classification of teaching objectives, shallow learning is mainly for simple knowledge acquisition and memory, while deep learning is a continuous learning process with higher-order thinking as the main cognitive activity.

Deep learning can not simply be understood as the depth and difficulty of teaching content, but the depth and height of students' learning activities, even if it seems relatively simple content in the text, so that students understand deeply and feel thoroughly, it is also a kind of deep learning. Deep learning is not only an active learning state, but also a learning process that requires the participation of high-order thinking, emphasizing the structure, breadth, depth, correlation, transfer application and value construction of knowledge, and can leave a deep trace. Li Hailin (2019) believes that deep learning is in line with the evolving information age's demand for talents, aiming to require students to learn knowledge construction, problem solving, and advanced thinking, and use critical thinking to solve challenging learning tasks.

Experts from the comprehensive group of "Deep Learning" project of the course center proposed a deep learning teaching practice model. At the same time, it is pointed out that deep learning in English has the following six characteristics: activity and experience, association and structure, essence and variation, internalization and communication, migration and creation, value and judgment.

1.3. Practice

Different genres of articles have different ways of planning articles, and during the pre-reading activity, students already know that the article is a travel diary, so let students summarize the characteristics of the travel diary in the reading session to help students understand the characteristics of the genre in a top-down way. Scaffolding for students' subsequent reading.

T: So according to the format, we could find that the text is written in a diary form. It is written in a time order. How about the person and tense?

T: Which is usually written in a travel journal?

Through the above questions, the teacher leads students to sort out the structure of the text, as well as the characteristics and content of the text genre, this article is a travel diary, and the characteristic of the travel diary is that the writing is in a diary format, in chronological order, in the first person and in the past tense. The content of the writing is mainly the route, activities and feelings of Li Lan's travel. So as to grasp the context of the overall development of the article.

Mind map can help students sort out the content of the text, this article is a travel diary, according to the time to record Li Lan's travel experience in San Francisco, on the basis of combing and extracting the basic information of the text, so that students can form a clear text development context, build a text development framework.

T: I would like to invite one of you to be the tour guide, to show us where did she go? When did she go? And what did she do? and how did she feel?

2. Conclusion

All in all, when teachers carry out high school English reading teaching, they should base on the three links of pre-reading, reading and post-reading to carry out in-depth teaching, from the perspective of reading, by creating a good reading atmosphere, stimulate students' interest in reading, broaden their reading thinking horizons, and at the same time adhere to the learning principle of learning from the past and learning the new, before learning new knowledge, they must first lead students to consolidate old knowledge and achieve the combination of new and old knowledge; From the perspective of reading, mind maps can be used to help students sort out the direction of reading texts, develop clear and orderly divergent thinking, and at the same time set up problem situations to stimulate thinking vitality and develop good reading habits;

From the perspective of reading, guide students to apply the knowledge they have learned in practical learning, deeply interpret the cultural connotation value of reading texts, enrich personal reading cultural emotional experience, etc., so as to guide students to read from shallow to deep, achieve deep learning, and ultimately promote the development of students' cultural literacy.

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