

## *Original Paper*

# English Reading Teaching in Senior High School from the Perspective of Deep Learning

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Received: December 27, 2023

Accepted: January 6, 2024

Online Published: January 15, 2024

doi:10.22158/eshs.v5n1p1

URL: <http://dx.doi.org/10.22158/eshs.v5n1p1>

### ***Abstract***

*The introduction of the concept of deep learning has led to a change in the way of learning, and a new teaching concept has been constructed from the aspects of learning content and overall understanding. In English, students must construct a comprehensive, detailed and systematic knowledge structure when reading and master language under the premise of deep thinking, and then absorb and internalize it through dialectical thinking. Practice shows that the combination of deep learning and senior high school English reading teaching conforms to the law of English teaching development, and is also an effective strategy to optimize and upgrade English reading teaching. Therefore, on the basis of summarizing the connotation and characteristics of deep learning, the author put forward targeted suggestions according to the existing problems.*

### ***Keywords***

*deep learning, senior high school, English reading teaching*

## **1. The Connotation and Features of Deep Learning**

Deep learning is a kind of students' learning in teaching, rather than students' self-study. It emphasizes students' active understanding of knowledge, the cultivation of higher-order thinking such as critical reflection, and the improvement of learning ability such as problem solving. Students need to master the subject knowledge, extract the essential core and thinking methods of the subject. High internal learning motivation and correct values have consistency with the core quality proposed in the current education.

As for the features of deep learning, firstly, it is highly engaged. Learning engagement is the prerequisite and condition for deep learning. True deep learning can only be achieved when the learner is highly engaged, actively engaged, and even selfless. Deep learning requires students to actively

participate in learning. Some studies have pointed out that students' learning engagement has a positive impact on knowledge, ability and value acquisition. Secondly, it emphasizes information integration, which emphasizes associating new information with known concepts and principles and integrating them into the original cognitive structure, so that the understanding of new knowledge and information can be maintained over the long term and the knowledge can be applied to reality. Thirdly, it is purposefully transferred and applied. It requires learners to have a deep understanding of the learned knowledge, judge and grasp the key elements of it, and be able to apply the learned knowledge in different contexts.

## **2. Current Problems in English Reading Teaching in Senior High Schools**

### *2.1 Lack the Specific Textual Interpretation*

Reading teaching is different from memorizing words and learning grammar, and there is no specific method for reading teaching. Students' classroom learning mainly relies on teachers' guidance. Some teachers set too broad teaching goals in the teaching process, for example, the following words and sentences need to be mastered through the study of this article. In that case, this goal is too stereotypical and does not specify what knowledge and skills should be mastered through learning and how to apply what is learned to actual reading. There is also a lack of operability in the setting of teaching objectives. Some teachers set "improving students' reading ability" as the teaching objective, but there is no clear explanation on the way and method to improve reading ability and which part of reading ability to improve. The teaching goal lacks the exploration to the theme meaning of the article, so that students cannot dig out the deep meaning behind the article, which can help students obtain the emotional experience of the article.

### *2.2 Question Design Lacks Cognitive Order*

Teachers will use a variety of teaching methods in the process of teaching. They ask questions in class, which sometimes deviates from students' basic understanding. For example, when they use the keyword humour before the class, some teachers ask as follows: "Do you know some kind of humour?" Such questions is superficial, which is a common sense problem and lacks teaching logic. In addition, questions related to details also need to be carefully considered before students answer them. In real teaching, however, some questions lack hierarchy and progression, and deep-seated questions require students to understand the logic of the article before they can be answered. The setting of such questions makes the steps of classroom questioning unable to play a role effectively, and only ask students questions in a cramming way. Although the basic teaching steps have been completed, they have not played a practical role.

### *2.3 Lack the Guidance of the Topic of Text*

In the process of reading teaching, some teachers tend to explain meanings of paragraphs one by one. The explanation process is often based on the translation of the article. The explanation of each

paragraph is not coherent, and there is a lack of main line awareness in the setting of questions and the selection of keywords. For example, in the lesson named *Reading A Master of Nonverbal Humour*, the teacher sets different teaching objectives for different paragraphs, sorts out the time line in the second paragraph, and puts forward key words such as “in 1889” and “by his teens”. In the third paragraph, students are guided to extract Chaplin’s character, including appearance, experience, etc. The fourth paragraph focuses on the restoration of film scenes, which can be carried out by asking questions. Such teaching link setup deals with each paragraph, but it is not coherent in terms of wholeness and systematism, and lacks the guidance of article theme. Students’ learning stays at the stage of extracting paragraph information, which affects deep learning.

#### *2.4 The Major Points Deviate from What-they-should-be in Reading Teaching*

English reading learning is a process of continuous accumulation. Through reading learning, students’ interest in English learning can be stimulated. At the same time, the vocabulary accumulated by reading learning. However, in the specific teaching process, teachers pay more attention to the improvement of students’ scores and distinguish students’ learning ability according to their scores. Some teachers pay attention to the explanation of words and grammar in class and unable to pay attention to the differences in different students’ learning levels. Some students with poor English foundation can only memorize grammar and words in reading class. In the long run, these students may think that reading classes are irrelevant to the abilities they should be improved by reading and that they can improve their scores by simply reviewing vocabulary and grammar. Some students even have a reverse psychology in reading class, which affects the overall teaching of English subjects.

### **3. Teaching Strategies**

#### *3.1 Create Reading Situations and Improve Language Skills*

The development of students’ language ability from the perspective of core English literacy not only refers to the basic ability of students’ English listening, speaking, reading and writing, but also emphasizes the need for students to develop diversified and comprehensive language ability in social situations. In order to ensure the establishment of senior high school students’ English language awareness and good language sense, English teachers in senior high school should use more flexible and diversified methods to create three-dimensional and intuitive reading situations for students based on the text content in English textbooks, and better guide students to dig deeper into the text content, so as to comprehensively perceive and understand the text connotation. To express and apply the English language independently and consciously, so as to realize the comprehensive improvement of language ability.

#### *3.2 Explore the Subject Deeply and Solve Real Problems*

It is important in reading teaching that form a clear structure of the text and explore the topic of the article. Students can use the mind map which is provided by teachers to intuitively grasp the structure

of the article. Students can mark the keywords and main content of each paragraph according to the structure and content of the article. Based on mind maps and key words, students can have a clearer understanding of the main topic of the text and improve their ability to process the text. Teachers should start from the theme of the text to help students sort out the structure of the article and summarize the style of writing and language skills. Most importantly, understanding the theme of the article is a great way to help students build the overall context of the article and deepen the depth of students' understanding to this article. Teachers should excavate the topic according to the content of the article to improve students' language knowledge, learning ability and so on, which can improve their comprehensive consciousness.

### *3.3 Cultivate Students' Cross-cultural Awareness and Improve their Cross-cultural Ability*

As an important way for students to learn cultural knowledge, English reading is also a key part to cultivating their cross-cultural awareness. In high school English reading teaching, teachers should pay attention to cultivating students' cultural literacy, strengthen the comparative teaching of Chinese and Western cultures, so that students can broaden their horizons in the process of learning, enrich cultural knowledge, learn to treat different cultures dialectically, and enhance their sense of identity and inheritance of Chinese traditional culture. On the one hand, teachers should make full use of the introduction of the cultural background in the reading text to help students better understand the text and get an in-depth discussion and learning. On the other hand, teachers should design the links of situational communication according to the specific text, so that students can feel the cultural similarities and differences in the context. Only through deep learning of the stories behind them can students have a deep understanding of the writing intention and educational value of the text. This kind of cultural literacy training based on deep learning can not only maximize the practical communication ability of students, but also promote the improvement of their core English literacy.

### *3.4 Pay Attention to Continuous Evaluation and Perfect Deep Learning*

Continuous evaluation and timely feedback are effective ways to guide students to deeply reflect on their learning status and timely adjust learning strategies to achieve deep learning. Timely feedback of students' natural growth points to promote the natural generation of in-depth classroom requires teachers to pay attention to students' learning progress and give timely feedback. The New Curriculum Standard also suggests that feedback should pay attention to meaningful interaction between teachers and students and among students, and promote the development of high-level thinking and cultural awareness of students. Self-evaluation form is used to promote the reflection of learning effect and highlight students' main position in evaluation. Deep learning is student-oriented learning. According to the New Curriculum Standards, to highlight the principal position of students in evaluation, students should be encouraged to carry out self-evaluation and mutual evaluation, strengthen the interactive exchange of evaluation information among students and between teachers and students, and promote self-supervised learning.

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