

High School English Reading Teaching Strategies Oriented to Deep Learning

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Abstract: The educational value of English subject is embodied in the core competence of English subject, which can be realized by deep learning based on specific topics and texts. The consistency and integration of teaching and learning determine that students' deep learning needs teachers' deep instruction and guidance. Based on the connotation and characteristics of deep learning, this paper probes into the connotation and characteristics of senior high school English reading teaching oriented to deep learning, and puts forward the corresponding reading teaching strategies.

Keywords: Deep Learning; Reading Teaching; Core Competence; Educating Value.

1. Introduction

According to the English Curriculum Standards for Senior High Schools (2017 edition), the educational value of English is mainly reflected in the core quality of English, which mainly includes language ability, cultural awareness, thinking quality and learning ability, and is gradually realized through the specific language learning process. In this process, students take the initiative to participate in language practice activities based on specific themes and discourses, apply a variety of learning strategies, learn the linguistic and cultural knowledge presented in the discourses, analyze and understand the meaning of the themes, and use the language they have learned to think, express and communicate, and gradually develop the core quality of English (Ministry of Education, 2018).

The essence of this process is students' deep learning. Deep learning is a meaningful learning process in which students, under the guidance of teachers and focusing on challenging learning topics, actively participate, experience success and gain development with their whole heart (Guo, 2016). Wang (2021) pointed out that deep learning attaches importance to taking specific themes as the main line, connecting units or discourses with different meanings, carrying out integrated, structured and essential learning, promoting knowledge transfer, application and problem solving, and pursuing the educational value of disciplines (Tan, 2022).

Deep learning has five characteristics: association and construction, activity and experience, essence and variation, transfer and application, value and evaluation (Guo, 2016). Deep learning requires learners to actively participate in learning activities, deeply understand the connotation of knowledge, actively construct knowledge system and meaning system, transfer knowledge in situations, and apply it to solve practical problems and create new ideas. From the perspective of English reading, Leng (2018) generalized the features of deep learning into text understanding and criticism, the integration and improvement of reading content, the transfer and application of knowledge inside and outside the subject, and the generation and creation of realistic problems, which provides a reference for solving problems such as fragmentation, surface layer and formalization of English reading teaching. It is helpful to promote the transformation of English teachers teaching concepts and methods.

2. Literature Review

2.1. The Connotation of High School English Reading Teaching Oriented to Deep Learning

Teaching and learning have the characteristics of consistency and integration, which determines that students deep learning needs teachers' deep instruction and guidance (Guo, 2019). Therefore, in order to realize students deep learning in senior high school English reading teaching, teachers need to implement deep teaching. Guo (2019) believes that deep teaching refers to the teaching based on the internal structure of knowledge. Through the complete and profound processing of knowledge, teachers guide students to move from symbol learning to deep learning, gain the understanding and mastery of the subject idea and meaning system, and point to the discipline literacy. Guo (2021) pointed out that deep teaching should emphasize on helping students activate existing knowledge, enable students to grasp the backbone and essence of learning content through active input and participation in exploration, form a positive learning experience, gradually transform the learned knowledge into comprehensive practical ability, promote the formation of correct values, and develop core literacy (Bi & Zeng, 2022).

Each module of senior high school English textbook is composed of several units, and discourses of different themes or types form a unit around a specific theme, which is the basic unit for implementing the core literacy of the subject. In order to implement deep learning oriented senior high school English reading teaching, teachers should, based on the unit theme and on the premise of focusing on text research, optimizing course content and elaborately designing learning activities, activate students' existing knowledge and experience, guide students to fully participate in class, explore the culture, value and thinking behind the text, and open up the channel between the text and real life. To enable students to comprehend and analyze subject knowledge in reading, transfer and apply what they have learned in situations, develop language ability and learning ability, enhance cultural awareness and quality of thinking, and establish correct value orientation.

2.2. The Characteristics of High School English Reading Teaching Oriented to Deep Learnings

Reading teaching is a dialogue between students, teachers and texts, and an independent reading practice for students under the guidance of teachers. Based on the connotation and characteristics of deep learning, high school English reading teaching oriented to deep learning has the following characteristics:

(1) Subjectivity

The occurrence of deep learning depends on students' subjectivity, because deep learning emphasizes students' active participation and whole-heartedly experience. Only when teachers empower students and return the classroom to students, can students' independent construction of knowledge and meaning and cultivation of core qualities be realized.

(2) Wholeness

Deep learning attaches importance to integrated and structured learning, and opposes fragmentation of learning content. In order to facilitate students to master the knowledge system and grasp the nature and laws of things, teachers should integrate teaching content and build knowledge networks to implement systematic, networked and meaningful overall teaching.

(3) Situationality

Deep learning is situation-based learning, emphasizing knowledge transfer and meaning creation. Context can effectively stimulate students' interest in learning and trigger their emotional resonance and active participation. Only in situations can students transfer their knowledge and skills and improve their ability to analyze and solve problems.

(4) Depth

Deep learning is not limited to the surface of knowledge, but pays more attention to the deep meaning contained in knowledge. Only by fully exploring the wisdom significance, cultural significance and value concept behind the text, and pointing to the spiritual world and value world of students, can teachers promote the development and improvement of students' core literacy of the subject.

(5) Progressiveness

Language learning is a gradual process, and students' thinking ability is also gradually developed from a low level to a high level. Teachers should adhere to the principle of progressive step by step, and design a series of comprehensive and interrelated learning and thinking activities from learning and understanding to application and practice to transfer and innovation, so as to promote the coordinated development of students' language ability and thinking ability.

(6) Cultivate students' humanity

Deep learning not only focuses on advanced cognition and higher-order thinking, but also points to virtuous cultivation of human beings (Zheng, 2022). Reading teaching, as an important class type in senior high school English teaching, is naturally the main position of subject education. Teachers should fully tap the educational elements contained in the text, strive to unify the instrumental and humanistic qualities, promote the development of students' core qualities, and cultivate new people with Chinese feelings and international vision, ideals and responsibilities.

3. The Teaching Strategies of High School English Reading Oriented to Deep Learning

Deep learning attaches importance to the deep processing of knowledge, emphasizing the breadth, depth and correlation of knowledge processing. Through real or simulated learning experience and communication and interaction, students can realize understanding and criticism, connection and construction, transfer and application, generation and creation of knowledge, and promote all-round development of knowledge, emotion, intention and action.

3.1. Arrange Discourse Teaching Based on Unit Theme

The effective integration of teaching content can promote the efficient implementation of students' deep learning (Leng, 2018). The textbook unit contains multiple discourses around the unit theme, and the teaching goal of each discourse should serve to achieve the overall goal of the unit. When designing teaching, teachers need to shift from a single discourse to a unit as a whole, study the discourse based on the unit theme, clarify the educational value carried by each discourse and the thematic significance delivered, determine the teaching focus according to the actual level and learning needs of students, and coordinate the teaching of each discourse, so as to make the teaching content more relevant and the knowledge more constructive. The teaching goal of discourse should be set based on the overall goal of the unit, and be focused on according to the actual needs of teaching, so as to avoid the presentation in a way that is divorced from the thematic meaning or fragmented (Ministry of Education, 2018).

For example, the context of the theme of Unit 4 Wildlife Protection in compulsory 2 of the Human Edition of English (the same below): Man and Nature -- Protect wild plants and animals, and live in harmony with nature. This unit mainly presents its contents through four chapters:

(1) The Warming Up part, A Report on Some Endangered Wildlife in China, shows China's efforts and achievements in wildlife protection in the form of graphics;

(2) The Reading passage, How Daisy Learned to Help Wildlife, describes a wonderful flying carpet trip in Daisy's dream, during which Daisy had conversations with Tibetan antelopes, elephants and monkeys. The passage guides students to think about measures to protect wild animals and plants;

(3) In "Using Language" part, the reading passage "Animal Extinction and The Dodo's Story" are presented in a combination of virtual and real ways, enabling students to deeply understand the shock and sadness of the extinction of dinosaurs and dodo birds.

Through discourse study and meaning correlation analysis, the main line of meaning exploration can be extracted, and the teaching order of the discourse is adjusted as follows: Animal Extinction and The Dodo's Story (Importance and Urgency of conservation) --How Daisy Learned to Help Wildlife -A Report on Some Endangered A: Wildlife in China. B: All the efforts and results.

Based on the main line of unit theme and meaning exploration, the author sets specific teaching objectives for each text:

Discourse 1-2: Students can realize the importance and urgency of wildlife conservation work and learn lessons from animal and plant extinction cases.

Discourse 3: Students can understand the living situation of Tibetan antelope, reflect on human greed, and propose protection measures to prohibit illegal hunting; by understanding the past and present living conditions of elephants, students can realize that the contradiction between protecting wild animals and developing local economy must be solved; by learning about the way monkeys repel mosquitoes, revealing the coexistence between humans, animals and rainforests, and realizing that protecting wild animals and plants should start with protecting their habitats.

Discourse 4: Students can learn about China's efforts and achievements in the protection of wildlife, discuss which wild animals and plants around us need to be protected, and put forward protection methods and suggestions.

The overall arrangement of discourse teaching based on the unit theme can effectively formulate the discourse teaching objectives, and carry out serialized and structured reading teaching activities with related content and clear hierarchy, which is an effective way to promote students' deep learning and develop the core literacy of the subject (Zheng, 2022).

3.2. Stimulate the Learning Enthusiasm Based on the Real Situation

The situation must be real and derived from the reality of life and production. Real situation can connect knowledge learning with real life, effectively stimulate students' associative power, encourage students to go beyond the original experience level and form a new brain cognitive structure (Zeng & Zeng, 2022), actively engage in behaviors and emotions, understand the real world, and acquire the literacy to solve complex problems in the real world in the future.

In deep learning-oriented English reading teaching, teachers should attach importance to the creation of real situations, so that students can think and do things in real situations and feel the significance and value of knowledge learning. When creating the real situation, the material can come from the students' daily life, the corpus or video reflecting the real world in the Internet, and the new achievements in the field of science and technology. Teachers can integrate and process the materials according to the teaching goals, combined with students' existing knowledge structure and interests, so as to give the situation and the theme more compatible connotation, so that students can be immersed in the situation and promote students deep learning.

For example, A Trip on Unit 5 Canada -- "The True North" is a travel story about two girls who travel across Canada by train. After reading the passage, the author designs the following activity situation: four people make a group, one person acts as a tour guide in Canada, select the three places in the passage, and introduce them to the three Chinese tourists. The role of tour guide is close to students' life, which can stimulate students' learning enthusiasm and emotional experience. In the process of discussion and introduction, students internalize the knowledge of Canadian language and culture, and promote the integrated development of language ability, learning ability, cultural awareness and thinking quality.

Luo (2017) believes that allowing students to learn with emotion and interest can not only deepen students' understanding of the discourse and promote students' exploration of meaning, but also allow knowledge to enter students' inner world, and promote students to change their ideas and form ideals and beliefs.

3.3. Pay Attention to the Connotation of the Text and Dig into the Theme of the Discourse

Discourse carries language and cultural knowledge on the surface, and cultural connotation, value orientation and way of thinking on the deep. The level of text interpretation determines the depth of reading teaching (Jiang, 2019). Whether students can really achieve deep learning of the text depends on the teacher's deep interpretation and analysis of the text, as well as the deep excavation of the theme meaning and goal positioning. English reading teaching oriented to deep learning requires teachers to lead students to in-depth interpretation of the text, fully tap the cultural and educational value in the text, and help students develop their language ability while promoting the improvement of their thinking quality and the formation of correct values.

(1) Cultural immersion can improve students' literacy

Language and culture coexist, and language teaching is essentially a process of cultivating students' cultural awareness (Dai, 2019). Cultivation of cultural awareness helps students enhance their sense of national identity and feelings of family and country (Ministry of Education, 2018). In high school English discourse, the cultures of English-speaking countries, non-English speaking countries and Chinese culture are interwoven. Teachers should strive to integrate cultural knowledge teaching into language learning organically, guide students to explore its meaning and connotation, and enrich students cultural experience (Ministry of Education, 2018).

For example, the text Festivals and Celebrations in Compulsory Three Unit 1 Festivals around the World are expository texts that introduce the origin of ancient festivals, Day of the Dead, festivals commemorating celebrities, harvest festivals and spring festivals. Based on students' understanding of the basic knowledge of festivals and the impact of festivals on people's lives, the author designs the following two questions:

Q1: Why does the author provide native and foreign examples for each festival?

Q2: Why does the USA hold a festival to honor Columbus, who was from a different culture?

Through thinking and discussion, students can enhance their cross-cultural understanding, learn to correctly understand and evaluate other cultures, identify with excellent cultures, and form a global vision of cultural awareness and the value orientation of each beauty, beauty and sharing.

(2) Value-leading permeates moral education

Deep learning emphasizes the cultivation of values (Zhou & Sun, 2022). Socialist core values are the cultural card of socialism with Chinese characteristics, the ideological and theoretical basis for the Chinese nation to stand in the forest of the world, and a powerful spiritual force to achieve value self-improvement and cultural confidence. English teachers should do a good job in classroom moral education in terms of socialist core values, dig moral education elements from the content of textbooks, and infiltrate moral education in the teaching process. Carry out emotional edification of moral education in language activities, and truly achieve the integration of morality and intelligence and seamless penetration (Yang, 2022).

For example, Unit 1 Women of Achievement takes some women who have achieved remarkable achievements as the topic, and discusses the value and contribution of women to

society and mankind. After teaching *A Student of African Wildlife* and *Why not Carry on Her Good Work*, the author designed the discussion activities to penetrate the core values of love, dedication, integrity and kindness. The questions and answers between teachers and students are as follows:

T: What did Lin Qiaozhi and Jane Goodall have in common, which led them to make such great achievements?

S1: Devotion to their work.

S2: Hard work and determination.

S3: Kindness and responsibility.

Teachers should rely on the discourse, capture the emotional elements of moral education, timely seize the ideological education opportunities that may appear in teaching, construct the time and space of educating people, penetrate the socialist core values and other moral elements into the specific classroom, cultivate students' fine quality, make students firm cultural confidence, and promote the healthy growth of students.

(3) Questions should enlighten and develop thinking

Higher-order thinking is the core feature of deep learning (Dai, 2022). Language and thinking are inseparable, and developing thinking through English learning is especially important for Chinese students (Cheng, 2021). The cultivation of thinking quality helps students to observe and understand the world from a cross-cultural perspective, make correct value judgments on things, and improve their ability to analyze and solve problems (Ministry of Education, 2018). In the classroom, questions are the most direct and effective tool to enlighten students thinking. In the teaching of reading, teachers should be good at starting from the age characteristics and cognitive level of students, propose hierarchical questions from understanding to application, from analysis to evaluation, inspire students to think and discuss, encourage students to express their views, and guide students' thinking to develop steadily from low order to high order (Ministry of Education, 2018).

For example, *The Puzzles in Geography* from Unit 2 of *The United Kingdom* is an explanatory text that introduces the formation and development of the United Kingdom, with the author's personal views and emotional attitudes mixed in. In the second paragraph, the author asks four questions:

Q1: What does Great Britain refer to?

Q2: What's left out in the Union Jack? Why?

Q3: Why doesn't the writer use "became independent" instead of "broke away" in Sentence 7

Q4: What does the writer imply by using happily, however and only in this paragraph?

The above four questions, from easy to difficult, from shallow to deep, from the surface to the inside, guide students through analysis, discussion and evaluation, to achieve the docking with the connotation of the text and the collision with the deep thinking.

4. Connect with Real Life and Raise the Theme of the Chinese Text

Deep learning focuses on students' return to the practical problems of life, highlighting from life to life (Leng, 2018). In the process of language learning, students establish a deep connection with the world, which can promote the cultivation of emotions, attitudes and values (Ma, 2022). In reading teaching, teachers should not only focus on the understanding of the text, but should examine the connection between the text, real life and the world from a higher

dimension and a larger perspective, learn to bring the world into the classroom, connect the classroom with life, and improve the theme of the Chinese text. For example, teachers can regularly integrate the thinking and discussion of global issues and problems, or create exploration activities in connection with students' actual life, guide students to reflect and judge, enrich students' emotional experience, help students develop thinking quality and improve comprehensive literacy while internalizing language.

For example, *A Sad Love Story* in the Using Language section of Unit 1 *Festivals around the World* tells a love story about a couple of modern young people. The article interspersed the ancient Chinese fairy tale of *Cowherd and Weaver Girl* and the *Begging festival* which evolved from them. Nowadays, many young Chinese are keen to celebrate the Western Valentine's Day. In contrast, the traditional Chinese Valentine's Day with strong local flavor, the Chinese people's own day -- *Qiqiao Day*, is relatively quiet. For this reason, in the teaching after reading link, the author arranged a discussion activity: What is the difference between the *Qiqiao Festival* and *Valentine's Day*? How do you celebrate them? Why? The content of the discourse is extended to real life, prompting students to think deeply: in the realization of cross-cultural communication, how should we stick to the traditional Chinese festival culture, maintain their own advantages, and strengthen cultural confidence.

The real life is the context in which language functions are exercised. In English reading teaching, teachers should stand in the perspective of students, identify the interconnection between discourse and students' life experience, trigger students' thoughts and feelings, and promote students' deep learning.

5. Conclusion

The development of students' discipline literacy cannot be separated from teachers' teaching and guidance, and students' construction of meaning should be based on teachers' in-depth instruction and guidance, reflecting the consistency and integration of teaching and learning (Wang, 2022). In the teaching of reading, teachers should base on the whole unit, study the text in depth, give full play to their creativity, actively explore effective teaching and learning methods, strive to practice the concept of English learning activities that point to the development of subject core literacy, and implement in-depth reading teaching according to the topic context, discourse type, stylistic structure and language characteristics (Ministry of Education, 2018). Guide students to grasp the essence of knowledge through deep processing, transfer the learned knowledge in real situations, generate creative strategies to solve practical problems, achieve deep learning and develop core competence.

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