

Analysis of Junior Middle School English Teaching Videos based on In-depth Teaching Practice Framework

Wenjing He *

Department of Education, Yangtze University, China

* Corresponding author Email: 3230309092@qq.com

Abstract: With the rapid development of The Times, people's understanding of things is no longer limited to the surface, and "depth" has become the pursuit of people's cognition. Many scholars at domestic and foreign have studied in-depth, including teaching field. Now that students are required to learn deeply, and teachers begin to pursue in-depth teaching. But what is in-depth teaching, how to reflect on teaching, especially in junior middle school English teaching how to achieve in-depth teaching, this all we need to think about. Some scholars do not study in-depth teaching deeply enough, and some scholars do not combine the theory of in-depth teaching with curriculum teaching. Some teachers even directly understand in-depth teaching as difficult teaching and in-depth explanation, which is wrong of understanding in-depth teaching. In view of the above problems, this study will first analyze the connotation of in-depth teaching combined with the research of domestic and foreign scholars, and the meaning of in-depth teaching will be extended, so that reader can clearly know what kind of teaching is in-depth teaching. Secondly, in-depth English teaching is a challenge for teachers, especially in junior middle school English. It is more difficult than primary school English, and also the transition of senior high school English. In the information age, there are many excellent junior middle school English teachers. Even if can't go to listen to a good teacher 's lecture in person, watching videos is also a way. Therefore, the author will choose high-quality junior middle school English teaching videos to analyze the teaching video from the three dimensions of knowledge, teacher and students, and carry out from the eleven aspects, key and difficult points, structure, application, guidance, activities, inquiry, classroom participation, development, communication and learning. In this way, showing the process of how the teacher carries out in-depth teaching, and provides a framework for teachers to conduct in-depth teaching.

Keywords: In-depth Teaching; Junior Middle School English; Video Analysis.

1. Introduction

In the era of rapid development, people began to have higher expectations for school teaching, and the current development of the society has put forward new requirements for talents, students only have a variety of abilities can get good development in the society. Therefore, the required school teaching is not only to let the students understand and solve the problem. However, in the current curriculum teaching practice in China, scores are always more important than the others, with special emphasis on students 'reciting knowledge, ignoring students' interest in learning, critical thinking and the development of creative thinking. Even some teachers in order to improve the students 'performance, regardless of the students' original knowledge reserves and understanding ability, only to teach the students the skills to deal with the test. For example, some teachers in order to help students enter a good senior high school, directly let students recite English composition, also do not explain the composition, students may not understand the meaning of the composition, according to the requirements of the teacher, the students always directly write their recite model essay every time, there are a lot of students do not know how to write composition. There is no doubt that such class teaching is meaningless to students, the cultivation of students' ability is completely ignored, and students have become machines for doing questions and taking exams. This superficial teaching does not help students in-depth learning. In addition, with the rapid development of Internet technology, China has entered the era of science and technology. Education is becoming increasingly influenced by Internet technology. First of all, it

is shown that the way that students acquire knowledge changes. In the past, students mainly acquire knowledge through teachers' teaching, but now students can directly acquire the knowledge they need through various ways. Therefore, the main task of current teaching has changed to provide knowledge to students and to cultivate students' ability, integrate and understand critical information, and teachers have also changed from imparting knowledge to guide students to learn. At the same time, the development of The Times needs high-level talents as the power, and the society has also put forward higher requirements for talents. In the future society, only those with innovation ability, continuous learning ability and critical ability can gain a foothold in the society. Therefore, in-depth teaching should not stay in the theoretical stage, but should carry out teaching practice.

First of all, the in-depth teaching for middle school English teaching video analysis provides a different perspective with scholars before middle school English teaching, which let us study the in-depth teaching concept, from the perspective of the current English teaching video analysis, reflecting on the current middle school English class is some shallow teaching phenomenon. Secondly, it is helpful to deepen the depth study of in-depth teaching theory. Although in-depth teaching theory provides a new perspective for educational research, the maturity of educational theory still needs to be constantly improved. The analysis of junior middle school English teaching video under the framework of in-depth teaching is a combination of ideas and practice, which can enrich the theory of in-depth teaching, and also provides a good example for other scholars who conduct teaching video analysis and

research, with reference in teaching. Finally, in-depth teaching and deep learning are mutual. Teachers carry out in-depth teaching, and students carry out deep learning to develop students 'thinking, and promote students' all-round development.

English learning is a challenge for many people, and students need to take exams, so the teaching purpose of many teachers is to help students get high marks. As everyone knows, in the rapidly developing 21st century, with the deepening of people's research on deep learning, it has gradually shifted to in-depth teaching, leading to higher requirements for teachers and students: students' deep learning and teachers' in-depth teaching. However, many teachers have a wrong understanding of in-depth teaching, and they do not know how to conduct in-depth teaching. In view of this, this research will analyze two middle school English teaching videos under the framework of in-depth teaching theory: 1) (Hubei Teacher Wu Nan yao) the 13th middle school English Quality class Unit 5 Do you want to watch a game show? 2) (2019) (Zhejiang Sheng Qian) the third national basic education English class teaching reform high-end BBS and "Jiangsu Beijing-Guangzhou" teacher English reading and writing effective teaching view seminar BBS Subway hero (2019), provide reference example for teachers 'depth teaching, let teachers realize what kind of teaching is the depth teaching, promote the teachers' professional development. The quality class mentioned here is relative to the general class. Successful quality courses should not only reflect the teaching situation of general courses, but also have exemplary, guiding and exploratory teaching for general courses, and their quality and efficiency are relatively high [1]. Therefore, we can know that quality courses are more analytical than ordinary classes. For individual teachers, it is more meaningful to watch quality lessons, the demonstration effect is good, and teachers can see the gap between themselves and excellent teachers. It is not advisable for teachers not to devote themselves to teaching blindly. By watching high-quality teaching videos, we can reflect on the problems existing in my teaching, observe ourselves in the framework of in-depth teaching, and then realize my own shortcomings. The teaching video analysis framework based on in-depth teaching can provide a practical tool to help teachers to constantly reflect on their own classroom teaching process, and then constantly improve their own teaching quality. For individual teachers, they can observe the class videos of excellent teachers by observing themselves in the in-depth teaching observation system to realize their own shortcomings.

2. Literature Review

2.1. Foreign Research Status

In the foreign research on in-depth teaching, only a few scholars study on in-depth teaching independently. Most of them discuss teaching strategies from the perspective of students, based on students' deep learning, and present the transition from deep learning to deep teaching through the research of deep learning. The earliest foreign research on deep learning is not found in the field of education, but in the field of computing science and artificial intelligence. It was proposed by Professor Hinton of the Department of Computer Science at the University of Toronto. Later, in 1976, Marton F and Saljo R first proposed the concept of "deep learning" in the field of education, pointing out that deep learning is a

process of knowledge transfer, which can help learners improve their ability to solve problems and make decisions. Since then, some scholars have combined in-depth teaching with information technology. Deep Learning for a Digital Age: Technology's Untapped Potential to Enrich Higher Education, published by Weigel, integrates information technology with higher education, arguing that the task of education is to lead students to explore and innovate, and discusses deep learning in distance education. Wilson R in 2003 proposed "in-depth teaching". The team led by Professor Smith demonstrated the necessity of in-depth teaching after a long period of empirical research. The "deep learning" project led by Professor Egan (2010) took a more direct step towards systematic research on in-depth teaching. Bryan M. Dewsbury (2019) proposed that the five key abilities of in-depth teaching mode are self-awareness, empathy, classroom atmosphere, pedagogy, and network lever.

To sum up, the development of in-depth teaching is roughly divided into three stages: In the first stage, the concept of deep learning first appears in the field of computer and artificial intelligence. This stage is only limited to deep learning, and no scholars have studied in-depth teaching. In the second stage, the concept of deep learning attracted the attention of educators such as Marton and Saljo, who divided the learning process into deep learning and shallow learning, and began to make some progress, and studied and distinguished deep learning. In the third stage, the representative character Egan guides the gradual transition of deep learning to in-depth and in-depth teaching. Scholar Smith and others have a certain degree of research on in-depth teaching.

2.2. Domestic Research Status

After the search and review of relevant documents, the author found that the in-depth teaching in China lags behind foreign countries. Through the search of "in-depth teaching" in the CNKI China Academic Journal Network Publishing General Library, there were a total of 1,715 documents by 2021. Since 2005, He Ling and Li Jiahou first proposed that "the so-called deep learning means that on the basis of understanding and learning, students can internalize the knowledge, develop critical thinking, and transfer their own knowledge to new situations as a learning method of decision-making and problem solving". This is the early systematic introduction of deep learning theory in China, which makes domestic scholars have a good example of deep learning research, and later scholars can learn it. In 2009, the domestic Guo Yuanxiang, professor Yao Linqun "depth teaching", refers to the "teachers with certain activity situation lead students beyond the surface knowledge symbol learning, into the logical form and meaning of knowledge, mining knowledge connotation rich value, fully realize the value of knowledge teaching for the development of students". In addition, Professor Guo Yuanxiang also proposed that in-depth teaching is the unified of "symbol teaching, logic teaching and meaning teaching". In her master's thesis "In-depth Teaching Research", Zhang Weina believes that "the connotation of in-depth teaching is reflected in four aspects: knowledge depth, thinking depth, subject depth and relationship depth". Li Ping believes that "deep learning requires learners to think critically and encourage learners to actively explore, reflect and create, which is an understanding-based learning rather than repeated memory". It can be seen from Li Ping's research that he is opposed to mechanical memory knowledge and encourages creation

more. "In-depth teaching cannot be separated from teachers' deep exploration of the curriculum is more inseparable from teachers' deep interpretation of the curriculum, teachers' curriculum deduction ability is the key starting point of teachers' in-depth teaching, is teachers' deductive power of the curriculum value is the top priority to reflect the curriculum value" is the key of in-depth teaching. Jiang Guosheng, different from other scholars, chose a novel Angle and proposed that the key to in-depth teaching is the course deduction power. Fan Yanjun classified in-depth teaching and pointed out that "the research on the implementation of in-depth teaching in specific teaching practice can be divided into two categories. One is the method of exploring the in-depth teaching practice in theory, and the other is the practical research in the specific classroom teaching.". The latest research on depth teaching by Gu Zijing, Cheng Ling two scholars, they pointed out that "depth teaching is based on the internal structure of knowledge, guide students to complete processing of knowledge, touch the knowledge core, is the depth of knowledge learning, to promote the development of students' richness, cultivate the ability of lifelong development".

In general, China's in-depth teaching research still lags behind foreign countries, although many scholars begin to pay attention to in-depth teaching. But most scholars or educators are based on theoretical research, or are related to disciplines. Few related to teaching video analysis, the author in literature search is only found scholars Ding Xiaojuan research on depth teaching starts from teaching video, we should more from the teaching, provide more practical support for theory, make the depth of teaching concept can be better used in teaching, promote the development of education in our country.

3. Overview of In-depth Teaching

3.1. In-depth Teaching Connotation

Depth, there are two explanations in the dictionary. One is the degree of things developing to a higher stage, and the other is the degree of touching the essence of things. Teaching, teachers' teaching and students' learning together form a bilateral interactive activity. It can be seen that in-depth teaching is not only about teachers to guide students to learn, but also about students to participate in the teaching process. In addition, the subject knowledge structure is complete, forming a "knowledge group". In a word, in-depth teaching is not a teaching method or mode, but a teaching theory, which provides a theoretical framework for us to conduct in-depth teaching research. Wu Honglin, a domestic scholar, proposed that the teaching that promotes students' deep learning is called "deep teaching". That is, teachers' in-depth teaching is conducive to students' deep learning. If it is difficult for students to achieve deep learning by self-study, many times they can only think of individual aspects, and this time requires teachers' in-depth teaching. In-depth teaching can help students touch the essence of things, develop students' thinking, form critical thinking, and sublimate students' emotions.

3.2. In-depth Teaching Denotation

What we talk about in-depth teaching is multifaceted, not to say that in-depth explanation of knowledge. "The goal of in-depth teaching is to facilitate the development of higher-order thinking and promote the comprehensive development of

students". In-depth explanation is easy to ignore students' ability to accept, excessive entanglement of those unimportant knowledge points, the knowledge points are often students do not need to master, which increases the burden of students' learning, knowledge lack of integrity, does not develop students' thinking, but leads to students' thinking is limited. In the teaching process, teachers are the guide of students' learning, not the imparting of knowledge, in the teaching process to students to point out the direction of study, students to explore themselves, only students to find the essence of things in the process of exploration, it is of great significance to students. In-depth teaching does not mean that teachers explain knowledge in depth. Students should be able to actively participate in the class under the guidance of teachers, and have their own opinions on knowledge, not mechanically passive acceptance. Students under the leadership of teachers actively explore and mobilize students' learning initiative. Teachers are important, but they cannot tell the students what we have learned, which is equivalent to direct indoctrination, and then that loses the meaning of teaching. In-depth teaching needs to constantly develop knowledge, and students participate in teaching. Teachers should also constantly break through themselves, not only teaching, but also to achieve the desired effect.

Depth, the extent of touching on the essence of things. Difficulty, the difficulty of completing a job or reaching a certain standard. From the meaning of depth and difficulty, it is not difficult to see that depth is not equal to difficulty, and in-depth teaching is not difficult teaching. In-depth teaching is difficult to some extent, and it is a challenge for both students and teachers. In-depth teaching touches on the essence of things, and the difficulty of teaching lies in the difficulty of knowledge. In-depth teaching is to guide students to learn actively and experience the joy of success. Difficulty teaching will increase the difficulty of knowledge mastery and frustrate students' enthusiasm for learning. Some teachers in the explanation of knowledge are far more difficult than the scope of students, students do not understand what the teachers said, some even decisively do not listen. Students cannot come to understand, most choose to give up. When the teacher explains the knowledge and ignores the teaching depth and pays attention to the difficulty, the teacher does not grasp the focus of teaching, pays too much attention to the difficult points, and makes the difficulties more difficult. This is obviously very different from in-depth teaching. Students actively learn and explore knowledge from their own exploration, and also touch the essence of things through the teacher's guidance, such teaching is meaningful.

4. Analysis of Junior Middle School English Teaching Videos Based on In-depth Teaching Practice Framework

"Teaching video analysis pays attention to the real class teaching behavior in the class teaching situation, and strives to start from the real teaching behavior, quantify and analyze it carefully, to help teachers find teaching problems, deepen the understanding of the teaching process, so as to promote the development of teachers' teaching ability". In the teaching process, many teachers will choose to watch quality teaching videos and improve themselves, which is a very good way. There are many excellent teachers around the world, but most teachers cannot go to the scene to watch and learn, so the

teaching videos are a good solution to this problem, especially in English teaching. For many Chinese students, learning English is a big problem, after all, it is a second language. Many teachers do not have a good grasp of teaching methods, teachers have teaching difficulties, and students also have learning difficulties. English teaching involves listening, speaking, reading, writing, vocabulary and grammar. This study will study reading this type of teaching video. Wang Qiang believes that reading is a process of communication between teachers and students, students and students, students and passage. According to Bloom's cognitive goal classification, Wang Na divided the deep learning in the reading class into three aspects: "analysis, evaluation and creation". The basic elements of teaching activities mainly include educators, students and teaching content. In this study, the corresponding elements are subject knowledge, teacher teaching and students' learning. In view of this middle school English in-depth teaching can be explained from these three perspectives. From different perspectives, taking in-depth teaching as the framework, the author selects two high-quality teaching videos from three dimensions: subject knowledge, teacher teaching videos and student learning.

4.1. Discipline Knowledge Dimension

The content of junior middle school English knowledge is much simpler than that of junior high school English. "In-depth teaching of junior middle school English class" is for teachers to guide students to explore the essence of English knowledge. In in-depth teaching, teachers can accurately understand and grasp the key and difficult points in teaching, the essence of English knowledge, connect knowledge, so that the knowledge students learn is complete, and guide students to explore the essence of knowledge, help students internalize knowledge and become their own knowledge. After this goal is achieved, students can transfer knowledge and use knowledge flexibly. So as to achieve the depth and integrity of teaching.

4.1.1. Grasping the Key and Difficult Points

Teacher Wu Nanyao guides the students to ask questions from the introduction Why Mickey became so popular? And How Mickey became so popular? The whole class revolves around these two questions. Let the students read the first paragraph, circle the time words and draw out the events about the Mickey. What kind of cartoon character is Mickey? And why ordinary, not lucky, little people can be popular? The last paragraph explains the current status quo of Mickey. An interpretation to guide students to know the history of Mickey and the process of becoming popular cartoon characters. When the expert pointed out that the knowledge focus of this lesson is Why Mickey is the symbol in America cartoon culture? And teachers interpret the teaching focus wrong, understood as Why Mickey become so popular? And How Mickey become so popular? More focus on the reasons why Mickey is popular and how Mickey becomes popular. Wu neglected to suggest that cartoon characters are part of American culture in the first paragraph of the text, and cartoon runs throughout the text. Ms. Wu should pay more attention to cartoon than how Mickey became popular and why it became popular, ignoring that Mickey is a symbol of American cartoon culture, making students always say wrong when heading the article.

The knowledge focus of this lesson is to let the students understand the definition of a hero, and what kind of person can be called a hero. Teacher Sheng Qian through the Wesley

Autrey, the process of saving the man who fell down the track: see the man fell, the train is about to come, Wesley Autrey do not hesitate to jump off the track, and save the man, both are safe. There are also the emotional changes of the protagonist and the passengers on the platform: panic, fear, calm. Finally guiding students to draw the truth: If you keep doing right thing, you should keep yourself safe. also make students understand what kind of person is a hero. Teacher Sheng Qian made no mistakes in her understanding of the key and difficult points, and never deviated from the key and difficult points in the teaching process.

4.1.2. Focusing on the Connection Between Knowledge

The teacher attaches great importance to the connection between knowledge. Before teacher Wu Nanyao starts the new class, she asks the students how much they know about Mickey to explain the new word character and mobilize the students' background knowledge. In the first period of learning, teacher and students find out the development time line of Mickey, which is closely related to history. In the second paragraph, asked the question What kind of life did common people have? Instead of just asking students to find answers to questions from the article, they link English with the history of the time (the Great Depression 1929-1933), providing historical background to students, people were in urgent need of a job to support their family, and Mickey has the same experience as people at the time, knowing that people are not easy, helping students understand why Mickey can be loved by people.

This lesson teacher Sheng Qian first shows the students two lines, asked the students to guess what will be, the students give different answers, which laid the foundation for the story, many students think of street / highway... Finally, the teacher showed the word track. The teacher guided the students to feel the emotional changes of the hero, paving the way for the understanding of Wesley and Autrey jumped off the track to save people. The design is very clever. Teacher Sheng Qian asks the students to choose the end of the article, based on the understanding of the article, let the students give the reason to choose, which makes the students to connect what they have learned. Not only is the whole class closely related, students can also connect knowledge.

4.1.3. Transferring and Applying

Although English teaching is different from other subjects, knowledge can also be transferred and applied in many times.

4.1.3.1 Transferring and Applying the Words

Teacher Wu Nanyao has been paying attention to the content of the article. At the beginning, the teacher showed students the word character, only let the students know the meaning of the word.

Teacher Sheng Qian used a guessing game to guide students to understand the word platform. In addition, the word behind asked students' demonstration to help students to understand the meaning of words, but do not teach students how to use words flexibly, such as sentence making.

4.1.3.2 Transferring and Applying the Knowledge

Teacher Wu Nanyao has transferred and applied her knowledge in class. When explaining why Mickey is popular, she has provided a newspaper to her students. The newspaper was during the Great Depression, when Americans were forced to lose their jobs and live hard lives. It is just similar to the author's experience and helps the students to understand the article. The idea of combining historical knowledge with English learning is very novel.

Teacher Sheng Qian did not transfer and apply knowledge in her class. Not all the content of learning requires the transfer and application of knowledge.

4.2. Teachers' Teaching Dimension

Junior middle school English is to lay a foundation for students to develop comprehensive language use ability, and to create favorable conditions for students to continue to learn English. "In-depth teaching in junior middle school English classroom" means that teachers can through the class problems, constantly guide students, not the teacher constantly speaking, students passively accept. Promoting students to internalize the class knowledge, can conduct knowledge transfer and reasonably make a good use of knowledge. Teaching activities are carried out in an orderly manner, and each activity is properly arranged, so that students can learn from it. Teachers set scenarios according to the specific teaching content, and some classroom teaching does not need to set scenarios. In class, there are not only independent thinking links but also group cooperation links.

4.2.1. Guiding the Students

In the teaching process, teachers are extremely important to guide students with different methods to help students learn.

4.2.1.1 Problem-driven

The whole class, teacher is with questions to guide students, from a class question What do know about Mickey mouse? The questions raised step by step, each question is paving the way for the next question, to help students understand the article. Last, what kind of life did people have? It is the sublimation of the whole article. Teachers' teaching design is very good, and every step is right.

The whole class is about the teacher guiding the students, and the questions raised are closely related to the story. Every problem is to pave the way for the next step of teaching, interlinked.

4.2.1.2 Scene-setting

Through the creation of the situation, let the scene resonate with the students, stimulating students' thirst for knowledge.

Wu Nanyao teacher's class about Mickey Mouse this article, there is no appropriate scene setting, and Wu Nanyao teacher also did not set the scene, the article is relatively simple, the teacher speaks transparent, students can understand.

Teacher Sheng Qian did not set the scene for the students at the beginning of the class, but when helping the students experience the changes of Hopper's feelings, let the students beat the table according to the content. As the train approached, the students beat the table faster and faster. This is the scene set by the teacher to let the students feel the emotional changes of the characters, which is much better than the teacher directly telling or let the students find out the answer in the article. The students put themselves into the situation and feel it really.

4.2.2. Teaching Activities

For in-depth teaching, students under the leadership of the teacher to understand the deep meaning of the textbook, internalize the knowledge, understand the beauty of English, master the English language expression, and stimulate the students of learning English. At the same time, various teaching activities can also train students to study independently and jointly, which not only helps students to broaden their thinking of learning English, and cultivate students' learning ability, but also helps students to form a team spirit.

4.2.2.1 Studying Independently

Teaching activities in class are reasonably arranged, and most of the time is students studying independently. Students are the main body of the class, and the teacher just guides the students. From the beginning to the end of the class, the teacher asks questions and the students answer, did not let the students discuss, the questions raised by the students think independently, so that the students can develop independent thinking ability.

Teaching activities arrangement is reasonable, importing the small game causes students' curiosity, which let the students choose the end of the article. Firstly, teacher gives the students independent thinking space, ABCD four options are possible. Then teacher let the students express their ideas freely, four options are chosen by students. Finally, the teacher Sheng Qian let the students say the reason for the choice playing a good role of students' independent thinking.

4.2.2.2 Group Cooperation

At the end of the class, Teacher Wu Nanyao asked the group to introduce Chinese cartoon characters. He first learned how the author could introduce American cartoon characters, and then introduced Chinese cartoon characters. At this time, students have had a method, each member of the group will share their understanding of Chinese cartoon characters, each member will know more.

Teacher Sheng Qian at the end of the class to discuss: Do you think you also a hero? Through the teacher's explanation, students have their own views on the definition of hero in their hearts and combine their actual situation. After discussion, many students think they are heroes, and although they are ordinary people, they always insist on doing the right things.

4.2.3. Exploring Class Content

No matter what subject, class inquiry is very important for the development of students' thinking. In-depth teaching requires students to explore according to the teaching content.

4.2.3.1 Independent Inquiry

Junior middle school English teachers will pay more attention to the language and cultivate students' comprehensive language application ability. The class is not deep enough, so the students can understand the article when reading and teaching. Wu Nanyao did not ask exploratory questions, students did not according to their own thinking, teacher became the leader of the classroom.

There is inquiry in Teacher Sheng Qian' class, but not group, just students independent thinking. Teacher let students choose the end of the article, different students have different choice of the end, and the teacher gives students think space. Teacher also let the students choose first, then gives students answer, not stay in the knowledge level. In addition, the teacher asked the students to discuss: Do you think you also a hero? Students have explored what kind of people can be called heroes, then giving their own answers.

4.2.3.2 Cooperative Inquiry

Teacher Wu Nanyao asked questions, the students answered questions, no teachers and students to explore together, and teachers did not ask inquiry questions.

Teacher Sheng Qian has inquiry problems, but not by teachers and students, but by students independently. In addition, he said, and the teacher asked the students to discuss Do you think you also a hero? Teachers and students explore what kind of people can be called heroes, and students give answers according to their own understanding.

4.2.4. Sublimating Students' Emotional

In-depth teaching not only refers to the content, but also the sublimation of students' emotions. Students in junior middle school are slowly forming the right cognition, and teaching can just help students.

Teacher Wu Nanyao's class at the final group discussion, let the students introduce the Chinese animation, on the blackboard gives a few pictures of Chinese animation, points out that there are Mulan, black cat sheriff, it has educational significance for them, also can have more understanding of Chinese animation, and understand the Chinese spirit.

Teacher Sheng Qian guide students to learn the text, let students have different understanding of hero, hero is not how much, he is ordinary people, do oneself think right things, and ensure their own safety: know yourself well and keep yourself safe. Through classroom learning students realize to do the little things in life, and insist on doing the right thing, can become a hero. Last question: Did you think Ms. Autrey a subway hero? It is the sublimation of students' emotions, and students have their own judgment, at this time, students know what kind of people can be called a hero.

4.3. Students' Learning Dimension

Students are the main body of the classroom. "In-depth English classroom teaching" advocates student-centered, classroom teaching fully considers students' interest, emotion, attitude and thinking ability and so on. Teachers do not directly tell students the answer, nor to instill their own knowledge to students, but to guide students, students learn to learn, actively participate in the classroom, and the classroom atmosphere is active, show interest in the teacher's explanation. Actively express their ideas in class, and finally students sublimate their emotions and critical thinking through learning.

4.3.1. Participating in the Class

Quality class is different from other classes, the students are probably not their own students, so the teacher and students do not know. However, from the video, we can find that teachers and students cooperate well, and students are highly motivated in class. Teachers are good at guiding students with problems and arouse students' interest in learning, especially Mickey mouse, a well-known cartoon character. Brainstorm: What do you know about Mickey? This question is enough for the students' attention to answer directly. Not only the one question, but the rest.

Teachers and students do not know each other, but it can be seen in the video, every question student is actively thinking about, 90% of students in class participate in answering questions from the first question: What happened in the story? to the last question: Do you think you also a hero? Every question has a lot of students raise their hands to answer, the students are very active, and the class activity is various.

4.3.2. Developing Students' Thinking and Ability

Students' learning is a process of continuous development, in this process, can develop thinking and cultivate a variety of abilities. Critical thinking, in particular, is very important for students, with this thinking, students can view things in many aspects. In addition, learning English is to cultivate students' independent thinking, teamwork and other skills. As a student, without any learning ability, learning is a painful thing for him.

4.3.2.1 Developing Critical Thinking

Teacher Wu Nanyao keeps guiding the students to learn. All the questions are put forward by the teacher. students dot

not put forward their own questions and interpret the text in place, and there are no critical questions, most of the time is teachers introducing and explaining.

Teacher Sheng Qian at the beginning of the class, showing the students with two lines, let the students guess what will be, different students have different ideas, some students say road / high speed road / street... Although this is an open topic, but opens the students' mind, followed by the end of the choice article, what was he think about at that time? Students 'thinking is opened to a greater extent, each outcome is possible, students also make different choices according to their own views, most of the students chose B. They will be ok with no serious injuries. and D. Autrey is killed by the train. A few students chose A. They will be ok without getting hurt. C. They are both killed by the train. In this process, students' critical thinking was developed.

4.3.2.2 Developing Students' Abilities

Teacher Wu Nanyao's class students' summary ability has been developed. Question: What kind people was Mickey? And why this common, unlucky, little man become so popular? There are many more in the article cannot directly find out the answer, such questions need to summarize their own summary, students summarize the answer is very correct. In Wu Nanyao's class, many problems need to be summarized by themselves, and students' summary ability has been developed.

In teacher Sheng Qian's class, students' independent thinking ability and perception ability have developed. The small game clap the desk, which makes students perceive the emotional changes of Autrey, is better than telling students directly. In class, the teacher asks a lot of questions about What is about Autrey's feeling ... Let students think independently, and exercise students' independent thinking ability.

4.3.3. Focusing on Communication

In English class, communication between teachers and students will open up students' thinking and provide students with ideas to solve problems in class. The communication between students and students is a process of resource sharing. Students can know what they do not know from others, and give students who dare not express themselves an opportunity.

4.3.3.1 Communicating Between Teachers and Students

In Teacher Wu Nanyao's class, has a lot of communication between teachers and students. Most of the practices are teachers' questions, students answered, and students have no chance to exchange ideas. At the end of the class, group discussion introduces Chinese animation.

In Teacher Sheng Qian's class, has a lot of communication between teachers and students. Teachers have become the main body of the classroom, and students' autonomy is not strong. There is almost no communication between students, but there are several questions that give students a lot of autonomy.

4.3.3.2 Communicating between Students and Students

In teacher Wu Nanyao's class, has no opportunity to exchange ideas. At the end of the class, group discussion introduces Chinese animation, so students have the opportunity to communicate. Wu Nanyao gave students a lot of time to communicate. Teacher Sheng Qian's class have almost no communication, but there are several questions that give students a lot of autonomy. The questions are open, and students have the opportunity to express their views.

4.3.4. Learning to Learn

In-depth teaching also includes students to master knowledge, develop ability, and solve problems independently under the guidance of teachers.

Teacher Wu Nanyao has knowledge transfer in class, which also helps students improve their ability and let students learn to learn. Students learn the development process of American cartoon character Mickey Mouse. At the end of the class, let students write Chinese cartoon characters. After learning, students use them in time. This method enables students to consolidate their knowledge and learn how to learn. When speaking words, students are not allowed to draw inferences from other examples, and rely on the teacher's guidance of the teacher. The most important thing is that the teacher mistakes the key and difficult points in teaching, leading to the deviation of the students' final understanding.

Teacher Sheng Qian's class also improves students' ability, including the independent thinking ability and perception ability mentioned above. In the process of learning, these two abilities are very important. If students cannot think independently, it is difficult to make progress. Perceptual ability is an essential ability for students to experience emotional changes. Teachers guide the students throughout. The key and difficult points in teaching are not wrong. Finally, the protagonist of the article rises to the students themselves, so that the students have different views on the knowledge learned.

5. Conclusion

From the above analysis of the author, we can see that even in high-quality courses and famous teachers, there are many places that do not do in-depth teaching, and many places are not suitable for in-depth teaching, especially in English classes. In-depth teaching is difficult to a certain extent. Then you can think about the usual class is not as good as Wu Nanyao teacher and Sheng Qian teacher. In fact, in-depth teaching is a big challenge for many teachers, the author analyzes the two teachers teaching video from three dimensions, eleven aspects, providing a good example for the teacher teaching. When the teacher teaching reflection can start from the author mentioned several aspects, it is clear. Junior middle school English teaching consolidates primary school language knowledge, and lays the foundation for high school learning. Therefore, the in-depth teaching at this stage is particularly important. Through the above analysis, we can know that it is not easy to carry out in-depth teaching in junior middle school English. It is extremely easy for teachers to make a mistake on the key and difficult points, and do not give students the opportunity to develop their thinking and ability. Now we advocate the cultivation of critical thinking and the transfer and application of knowledge. Although teachers will guide students, in most cases, teachers' problems cannot guide students to express their opinions on problems. There are many communication opportunities between teachers and students, but students rarely communicate. We advocate in-depth teaching, but we should also know that every class is not suitable for in-depth teaching. If we always force ourselves to do in-depth teaching, we will fall into the trap of in-depth teaching. Sometimes you can consider in-depth teaching, sometimes you cannot. According to the specific situation of the teaching arrangement, teaching should also have deep and shallow, from shallow to deep. No matter how good the teaching method or idea, the most important thing is to be moderate. To carry out in-depth

teaching, but also to carry out shallow teaching, the two teaching ideas are mixed, to achieve a balance, more conducive to teaching. There is no good and bad difference between deep teaching and shallow teaching itself, which cannot pay attention to in-depth teaching, but ignore shallow teaching. If this is the case, it may lead to a decline in the quality of teaching, and students cannot learn knowledge. Deep teaching is also based on the basis of shallow teaching can play a good role, shallow learning and deep learning are not opposite, shallow learning is the basis of deep learning, just like shallow teaching and depth teaching. We should not conduct in-depth teaching in all classes. In addition, we should also recognize the difference between in-depth teaching and difficult teaching and in-depth explanation. In-depth teaching is the teaching that can make it difficult and complicated and simple. Difficult is relatively speaking, difficult knowledge after in-depth teaching may be easy, can be known by students, so in-depth teaching is not said difficult teaching. In-depth teaching and problem teaching itself does not necessarily exist a related connection. Difficulty teaching may not be in-depth teaching. In-depth teaching is not difficulty teaching, and problem teaching is not become in-depth teaching, mainly conformed to the depth of teaching mode. Problem teaching can become in-depth teaching. Easy teaching can also be in-depth teaching, which is not only in-depth explanation, but in-depth explanation is not in-depth teaching. The teacher grasps the degree of teaching, and take in-depth teaching as the framework to promote English in-depth classroom teaching, and balance in-depth teaching and shallow teaching, deep learning and shallow learning. Finally, these behaviors can improve the quality of English teaching, develop students' thinking and ability, and make students internalize the knowledge of what they have learned.

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