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Exploring the Teaching of Deep Reading in High School English under the View of "Teaching-Learning-Assessment" Integration

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Abstract: The English Curriculum Standards for General High Schools (Revised in 2017 and 2022) puts forward the idea of stimulating and cultivating students' interest in English in the process of English teaching and emphasizes the integration of "teaching-learning-evaluation" in high school English reading teaching. This concept involves teachers' teaching, students' learning and the evaluation of teachers' and students' teaching behaviors. The article explains the significance of the integration of "teaching-learning-assessment" in high school English deep reading teaching and describes the importance of "teaching-learning-assessment" integration in high school English deep reading teaching, and puts forward several feasible paths by combining them. It aims to help the implementation of core literacy in the English classroom, and provides theoretical guidance and practical reference for educators.

Keywords: Deep Reading; High School English Teaching; Integration of "Teaching, Learning and Assessment".

1. Introduction

It is pointed out in the English Curriculum Standard for General High Schools (Revised in 2017 and 2022) that in the process of teaching English [1], it is necessary to stimulate and cultivate students' interest in English, so that they can master the basic language knowledge and skills, and develop the spirit of cooperation and the ability of independent learning. Therefore, in the process of high school English reading teaching, teachers should take students as the main body and develop students' core literacy through the integrated mode of "teaching-learning-assessment". The integration of teaching and assessment under the new curriculum concept is a serious issue because it involves three aspects: teachers' teaching, students' learning and the evaluation of teachers' and students' teaching behavior. At the same time, the integration of "teaching-learning-evaluation" is also a concrete embodiment of large-unit teaching and an organic supplement. With the proposal of core literacy, China's education department has put forward higher requirements for high school English teaching, that is, students should not only master basic knowledge, but also have the ability to read in depth, and reading is an important carrier for the implementation of comprehension skills. Based on this, the article explores the integration of "teaching-learning-assessment" in high school English deep reading teaching, so as to help the implementation of core literacy in the English classroom.

2. Definitions of Core Concepts

2.1. Integration of "Teaching-Learning-Assessment"

The integration of "teaching-learning-evaluation" mainly refers to the effective linking of teaching implementation, teaching design [2], teaching reflection and other contents in education and teaching work to form a more complete teaching system, thus improving the overall quality and efficiency of teaching. A complete teaching activity consists of three aspects: teaching, learning and evaluation. [3] The integration of "teaching-learning-evaluation" in high school English reading teaching means that "teaching" should be based on the implementation of students' English core literacy and the design of reasonable teaching objectives and effective reading activities, which determines the direction and mode of education; "learning" should be based on students' independent and cooperative inquiry learning, and they should acquire new knowledge and skills from the classroom activities under the appropriate guidance of the teacher, develop the ability of transferring and innovating, and cultivate their own comprehensive literacy; "Evaluation" should be based on the premise of constructing the whole teaching system, making reasonable, effective and real feedback on teachers' teaching and students' learning, and then making timely adjustments and optimization, providing the basis and reference for promoting learning and teaching.

2.2. Deep Reading

Deep reading refers to the learning activities based on the intrinsic structure of knowledge and the intrinsic connection of knowledge points, based on students' existing knowledge and experience, and through the sorting and integration of new knowledge, so as to guide students to transform from the mere accumulation of knowledge learning to the construction of thinking, the development of ability, and the sublimation of emotional attitude. Compared with traditional fragmented and shallow reading, deep reading pays more attention to guiding students to explore the intrinsic connection between knowledge, and it involves the process of thinking and interpreting in-depth the details, themes, and viewpoints of the text. Deep reading requires readers to have certain critical thinking and analytical skills, and enables students to realize further development of higher-order thinking during exploration, helping them enter a highly effective immersive learning state in order to better understand and assess what they read. At the same time, deep reading is conducive to the realization of students' diversified synergistic development in

the three dimensions of knowledge, thinking and emotional attitude. The formation of a positive attitude towards learning and correct cultural character. In addition, the core literacy formed by students in deep reading can also be transferred to other aspects of English learning or other disciplines, so that students can smoothly enter the efficient learning state and improve the learning effect of students in all aspects.

3. The Importance of Integrating "Teaching-Learning-Assessment" in High School English Deep Reading Teaching

3.1. Useful for Stimulating Students' Intrinsic Self-motivation

High school English teaching activities based on the integration of "teaching-learning-assessment" promote the development of students' abilities and literacy, and help students maintain their interest and motivation in learning in the future. On the one hand, high school English teaching based on the integration of "teaching-learning-assessment" is based on the existing learning foundation of students, and takes the knowledge level of students as the logical starting point for teaching and creating teaching activities that are conducive to students' comprehension and participation, thus helping students to master basic knowledge. It creates teaching activities that are conducive to students' understanding and participation, thus helping them to master basic knowledge. On the other hand, high school English teaching based on the integration of "teaching-learning-assessment" stimulates students' motivation and interest in learning through inquiry-based teaching methods and extended extracurricular reading, and the formation of such motivation can provide students with a better opportunity for their future learning in both English and English. The formation of this internal drive can provide students with a constant energy for learning by keeping their curiosity and motivation in the future, whether in English learning or other subjects.

3.2. Contribute to the Social Development of High School Students

High school students have been confined to the traditional reading teaching mode, focusing on the Chinese meanings of English vocabulary and utterances in the process of reading, and cutting off the relationship between different vocabulary and utterances in the same text, which also leads to their difficulties in understanding the deep meanings of English discourse. In order to cultivate students' thinking quality as the main goal of English deep reading teaching, teachers are required not only to pay attention to the basic theoretical knowledge and text content, but also to guide students to carry out in-depth exploration around the content of the English text and analyze the deeper meanings of the vocabulary and utterances in the text. In the process of deep reading and exploration, students are naturally able to interact with their teachers and classmates, and are able to use their English knowledge in simulated life and social scenarios and participate in social communication activities. This helps to promote the social development of high school students and improve their English communicative competence.

3.3. Useful for Improving the Quality of Teaching and Learning

Before the concept of "teaching-learning-assessment" was put forward in the New Curriculum Standard (2022 edition), many teachers only symbolically provided students with an assessment scale directly after they finished the comprehensive output activities, so that they could assess themselves and each other accordingly, without giving students the opportunity to study and read the assessment criteria beforehand. Students were not given the opportunity to study and read the assessment criteria beforehand. [4]In this regard, in the "teaching-learning-assessment" integrated English reading teaching, teachers should give full play to the role of the students as the main body of assessment. Only when students truly understand the evaluation criteria can they transfer and apply them to produce meaningful outputs, which can truly promote learning through evaluation, and then teachers can promote teaching through evaluation and improve teaching quality based on students' authentic and meaningful feedback.

4. A Path to Deep Reading Teaching in High School English under the View of "Teaching-Learning-Assessment" Integration

4.1. Integrate Textual Content and Clarify Deep Reading Objectives

Discourse reading texts provide an important context for students to learn language knowledge. For teachers, the first task of reading teaching is to deepen students' learning of language knowledge in context by helping them to sort out the content and language knowledge in discourse texts. [5]Teachers should integrate the content of the textbook with the teaching structure, so that they can break the order of the textbook in teaching design and implementation, sort out and integrate the teaching structure and teaching ideas from the perspective of the subject, textbook, theme, and unit, and clarify the teaching objectives, so that the three activities of teaching, learning, and evaluation can serve the teaching objectives and enhance the efficiency of teaching at the same time. Teachers should first read the material to understand the theme of the article during lesson preparation, which includes identifying the core ideas of the article and the author's viewpoints, as well as the key words and terms mentioned in the article. Secondly, in terms of the structure of the article, teachers should be based on the three elements of what, why and how, in which what corresponds to the theme and content of the text; why corresponds to the deeper meaning of the text, that is, the deeper meaning of the text, which has deeper cultural connotations and emotional ideas; and how corresponds to the characteristics of the text and the skills of grammatical application. This part teachers can guide students to transfer and innovate to realize the development of language thinking. Lastly, Teachers should also pay attention to the details and semantics of the textbook, including the rhetorical devices and the emotional color of the language.

In the practice of high school English teaching, scientific and reasonable learning objectives play an important role in guiding the development of teaching activities, which can provide a basis for teaching, learning and evaluation. Before carrying out the integrated "teaching-learning-assessment"

model, teachers need to clarify the overall learning objectives, including the specific levels of students' reading skills, the specific aspects of cultural awareness and the different dimensions of their thinking ability, etc. At the same time, teachers also need to take into account students' specific learning needs. At the same time, teachers also need to take into account the specific learning conditions of students and formulate individualized learning objectives to meet the different needs of students and enhance their learning motivation. Therefore, teachers can design high-quality reading teaching objectives based on students' specific reading outcomes and the content of English reading teaching to create opportunities for the integration of assessment. In addition, in the process of integrating "teaching-learning-evaluation", teachers should go deep into the teaching materials, explore the learning objectives and directions between units, integrate the learning objectives and directions between units, integrate the key and difficult elements between units, and realize the integration of the teaching materials as a whole. The deep integration of the content makes the teaching content more systematic and comprehensive, and ensures the high efficiency of the reading teaching classroom. For example, in the process of learning "The Monarch's Journey" in FLTRP(Foreign Language Teaching and Research Press), book 1, Unit 5, teachers should first make it clear that the thematic context of this unit is "human and animal" in "human and nature". By showing the natural migration of the monarch butterfly over the years, it will help students to understand the habits of animals, characteristics and other related language knowledge, and guide students to think deeply about the relationship between human beings and animals, and ultimately to form an understanding of the importance of caring for animals and the relationship with them. It also guides students to think deeply about the relationship between human beings and animals, and ultimately to form a sustainable development concept of caring for animals and living in harmony with them.

4.2. Creating Authentic and Appropriate Contexts around Large Unit Themes

The integration of "teaching-learning-evaluation" reading teaching should not only pay attention to the students' existing learning situation and the expected goals, but also pay attention to the position of this reading lesson in the whole unit teaching. In other words, the integration of "teaching-learning-assessment" is carried out in conjunction with the 2022 edition of the standard, which is an organic supplement and a concrete embodiment of the teaching of the large unit. The big unit and the big concept are the axles, which are the main core, while the tasks of the rest of the parts are the wheels, which enable them to be connected but not detached from the central theme of the whole unit. Under the large unit teaching, the language information input is systematic, which can provide a certain foundation for students in learning comprehension afterwards, and can also facilitate students' content sorting of a particular thematic unit, and stimulate the connection and transfer of knowledge between them. Specifically, teachers can create a living reading situation, highlighting the connection between the text and real life, so that students can understand the text with the help of living things and life experiences.

Teachers can greatly enhance students' interest and participation in learning by creating good learning situations in English reading teaching. These situations not only allow students to enter the learning state more quickly, but also improve their learning effect, so as to better master the English reading skills. Therefore, in the process of "teaching-learning-assessing" integrated English reading teaching, teachers must actively create a good reading context, lead students to explore the mysteries of reading in English, and then feel the cultural heritage of English from the reading content and deepen their understanding of the content of the textbook in the reading context. In the reading context, teachers can deepen their understanding of the content of the textbook and strengthen their sense of real life. Specifically, teachers can create contexts by combining students' physical and mental characteristics, connecting with real life and basing on the content of the textbook. For example, in the process of learning "The Monarch's Journey" in FLTRP(Foreign Language Teaching and Research Press), book 1, Unit 5, teachers can first play a BBC video about the monarch butterfly for students to understand this beautiful creature. Then create a situation to tell the class that they have received a letter from a United Nations voluntary organization calling for the protection of the monarch butterfly. In order to reply to the letter, the students first need to learn about the monarch butterfly, and finally find out how to protect them through the perspective of the monarch butterfly.

4.3. Incorporating Inquiry-based Activities to Promote the Development of Thought and Emotion

Based on the background of core literacy, in the process of integrating "teaching-learning-assessment" in high school English reading teaching, teachers must incorporate inquiry-based reading activities to strengthen the students' subjective position and improve their practical ability and thinking quality. First of all, when designing and selecting inquiry activities, teachers should focus on the theme of the unit and select activities that are suitable for the thematic context and that can utilize the new knowledge learned and combine with the existing knowledge and experience, and that are close to the reality of life. Secondly, in the process of exploratory reading activities, teachers can guide students to work in small groups, through interaction, discussion and sharing, to complete the learning and in-depth exploration of the reading content. Finally, under the integrated teaching mode of "teaching-learning-assessment", teachers can assess students according to the performance of the exploratory activities, which refers more to the evidence set than the final evaluation results. Through good teaching feedback, we can realize the overall progress and growth of students, and at the same time promote the improvement of teachers' teaching level and help them to make timely improvements in teaching design and implementation.

For example, in the process of learning "My First Day at Senior High" in FLTRP (Foreign Language Teaching and Research Press), book 1, Unit 1, first of all, we should guide students to grasp the teaching objectives of this unit, and talk about the topic of "A New Start" with students' real personal experience. In the post-reading section, for the comprehension of the last paragraph of the article "Well begun, half done", by watching two videos about the entrance and graduation of domestic and foreign universities, students can summarize the two key words, and then guide students to talk about the two topics The students were then guided to have a group discussion on whether the two topics were "bitter before sweet" or "bitter after sweet" to develop critical

thinking skills. Another example, in the process of learning "The Monarch's Journey" in FLTRP(Foreign Language Teaching and Research Press), book 1, Unit 5, teachers can design a round-table conference in the post-reading session, through which different members of the group discuss about how to protect monarch butterflies on the topic of this unit with different perspectives, using the knowledge and information they have equally and fairly. Students will be able to deepen their reading comprehension and at the same time fully discuss and share their views within the group in cooperative reading.

4.4. Designing High-quality Assessment to Guide Students to Deepen Reading

Under the background of curriculum reform, in the process of "teaching-learning-assessing" integrated English reading teaching, teachers must first improve the basic principles of the traditional evaluation process. The traditional evaluation process refers to the teacher's evaluation of students' preparation, classroom performance and quality of homework, usually in a more direct way (scores, grades) to provide feedback. Teachers can also utilize the task-based teaching model to provide opportunities for students to participate in activities and evaluation feedback. First of all, teachers can provide evaluation feedback based on the tasks that students have completed in class, and provide guidance and explanations based on the problems that students have shown in the activities. Teachers should emphasize on encouraging and motivating evaluation methods to reduce students' psychological pressure. Secondly, when designing evaluation scales, teachers should adopt different types of evaluation activities according to the different levels of knowledge, ability, literacy or thinking required for students to accomplish the learning objectives. For example, when evaluating simple comprehension tasks, they can use a multiple choice scale; when evaluating deeper comprehension tasks, they can use a short-answer, summarizing approach, and so on. Finally, in the process of improving the evaluation process, teachers should fully reflect the students' subjective position, guide students to evaluate and feedback their learning independently, so that students can experience the fun of feedback results in English reading, which is conducive to improving the self-efficacy of English learning. For example, when students complete the exploratory activities and show the class the results of group exploration, in the evaluation of each group, the teacher can guide the students to carry out mutual evaluation, self-assessment and scoring, so that the evaluation is not only limited to a mechanized form, to help students to make up for the shortcomings, and objectively recognize their own strengths and shortcomings or the strengths of other students.

After evaluation, teachers can use appropriate and reasonable extracurricular reading to deepen the limited in-class reading when assigning extracurricular assignments. Extracurricular reading is an extension of "teaching-learning-evaluation" integrated teaching. [6] Extracurricular reading ability does not depend on the formation of a large number of mechanical reading in a short period of time, but combined with the content of the class, provide students with a variety of different texts for them to read, appreciate, and thus cultivate their good reading habits, improve reading comprehension ability, and broaden their reading horizons. Extracurricular reading can cultivate students' reading interests and reading habits. When students actively choose to read and enjoy the process of reading after school, they will gradually develop the habit of continuous reading. This positive reading attitude and habit will motivate them to work harder and concentrate more in in-class reading. Reading outside the classroom also develops students' critical thinking and creativity. By reading texts that are related to but different from the content of the text, students can learn to analyze, compare and evaluate the author's ideas and arguments. At the same time, they can draw inspiration from them, broaden their knowledge and cultural horizons, develop their creativity and make breakthroughs in writing and expression, thus achieving the core qualities of enhancing the quality of thinking and cultural awareness, as well as the effects of reading for thinking and reading for writing.

5. Conclusion

In a word, the key to deep reading in high school English in the perspective of "teaching-learning-assessment" integration lies in teachers' teaching design and implementation. The article emphasizes the importance of the integration of "teaching-learning-assessment" in high school English deep reading teaching and proposes a series of methods and strategies that teachers should adopt. Teachers should aim to help students realize deep reading and promote their core literacy skills, create a series of hierarchical, integrated and organically related inquiry activities based on authentic situations, attract students to actively participate in classroom teaching activities, and ultimately solve the problems in authentic situations by constructing new knowledge structures and forming critical thinking skills through various learning methods such as independent and cooperative learning, and finally through comprehensive assessment and extracurricular extension.

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