Teaching Design of the Junior High School English Reading for Deep Learning

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Abstract: English reading holds a pivotal position in junior high school English teaching, constituting an integral component of the entire educational process. Nowadays, it is imperative for English teachers to transcend the conventional, superficial reading instruction models and adopt a deep learning framework to fashion a profound reading classroom for students. This approach allows students to engage in inductive integration, application evaluation, and internalization and transfer, enabling them to delve into seemingly intricate and challenging texts, exploring them from multiple dimensions, including content, structure, and cultural implications. Ultimately, this fosters the development of students' comprehensive reading abilities and English core literacy. This paper, drawing from the perspective of deep learning and incorporating specific case studies, aims to devise a junior high school English reading instruction design that is both academically rigorous and emotionally engaging, with a focus on enhancing students' English core literacy and overall reading proficiency.

Keywords: junior high school English reading instruction, deep learning, English core literacy

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The English Curriculum Standard for Compulsory Education (2022 edition) (hereinafter referred to as the New Curriculum Standard) proposes that English curriculum focuses on the core qualities, reflect the nature of the course, reflect the curriculum concept and establish the curriculum objectives. Core literacy is a concentrated expression of the educational value of the course, which encapsulates the fundamental values, essential dispositions, and critical abilities that students acquire through the curriculum, aligning with their lifelong personal and

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societal development. The core literacy in English education comprises four interconnected dimensions: language ability, cultural awareness, thinking quality, and learning ability. These aspects interpenetrate, interact, and evolve in tandem, fostering a holistic approach to student development. Moreover, various new concepts such as "core competence" and "financial literacy" have emerged in recent years, which require China to make comparisons and adjustments in education according to China's national conditions (Yue, 2023). Deep learning refers to the learning process of understanding and critically analysing teaching problems and knowledge points under the premise of students' existing knowledge level (Huang, 2023). Reading instruction based on deep learning can effectively promote the development of students' cultural awareness and thinking quality, compensating for the shortcomings of traditional classrooms that solely focus on linguistic knowledge. This approach fosters the comprehensive development of students and enhances their core literacy in English, thereby contributing to their overall academic and personal growth.

English reading is a crucial component of junior high school English teaching, possessing unparalleled advantages in cultivating students' cultural awareness and thinking quality compared to other language courses. However, through extensive exploration, numerous junior high school English teachers have recognized the beneficial impact of various methods, such as group collaboration and information-based teaching, on enhancing students' reading proficiency and learning capabilities. Nevertheless, several issues persist in the realm of English instruction. Notably, some teachers lack a profound comprehension of the new curriculum reform, often leading to a mere formalistic approach to independent exploration and collaboration in the classroom (Yang, 2024). In such "formalistic classrooms," students tend to achieve a superficial learning outcome through various teaching

design activities presented by novel teaching media (Yang, 2024). Additionally, it is often difficult for them to strike a balance between teaching progress, efficiency, and quality, leading to a superficial approach among students in their reading learning (Hong, 2023). Traditional methods of English reading instruction, to a certain extent, overlook students' subjective roles and the importance of critical thinking (Qin, 2023). This superficial approach primarily focuses on linguistic aspects, neglecting the need for a deeper exploration of texts from the perspectives of cultural awareness and thinking quality. Consequently, students may adopt a fragmented approach to learning, becoming passive recipients of information, unable to engage in critical thinking or participate actively in the comprehension of textual content.

Therefore, a thorough understanding of the principles of deep learning in junior high school English, along with effective guidance for students in developing deep reading skills, is crucial for promoting the holistic development of their cultural and thinking abilities. This is an indispensable aspect of contemporary English reading instruction aimed at fostering comprehensively developed students.

Overview of deep learning theory

Deep learning is a learning mode that responds to the demands of the times and points to core literacy. The concept of "deep learning" firstly was represented in On qualitative differences in learning: I-Outcome and process, written by Marton & Säljä, in 1976 (Wang, 2023). In China, professor Li Jiahou of Shanghai Normal University proposed the concept of deep learning for the first time in his paper Promoting Deep Learning for Students, which he co-wrote with He Ling. He argued that deep learning was a process in which learners, upon grasping fundamental knowledge, engaged in critical learning of new concepts and generation of novel ideas. Building on Bloom's taxonomy of educational objectives, which comprised remembering, understanding, applying,

analyzing, evaluating, and creating, he and He Ling further proposed that deep learning encompassed comprehension and criticism, association and construction, as well as transfer and application (He & Li, 2005). Deep learning could be regarded as a sustained and profound exploration of specific educational themes. Through this process, students were able to transcend superficial understanding and attained a deeper comprehension of relevant topics or content. In this endeavor, students' core literacy in English was comprehensively and systematically enhanced (Zhou, 2023).

Here were some researches on the application of deep learning in reading teaching about deep learning. Wang Hongjuan said: "Reading was a complex and highly comprehensive process in language learning. The first and most necessary step of this process was the teacher's in-depth interpretation of the discourse. Deep study of text helps teachers multidimensional analysis discourse, it could also help teachers figure out the meaning of the text theme, style, language characteristics and value orientation, analyze the implied meaning of the text, the theme of cultural information and improve the quality of students' thinking, finally the language learning and meaning to explore, realize deep learning (Wang, 2023)." The first step to realize the combination of deep learning and English reading is to study the teaching materials and grasp the logical starting point, which is conducive to the subsequent deep processing and meaning construction.

In terms of learning strategy, Liu Lanxin pointed out: "It was an effective educational form for high school English reading class to ask students with questions through the form of question chain. In the process of thinking and answering questions, students constantly processed information and thought deeply about the reading content (Liu, 2023)." The integration of English reading with the format of question chains is conducive to guiding students

from shallow to deep understanding, proceeding in an orderly and step-by-step manner, and achieving deep processing. Chen Ling, a teacher from Chengdu Experimental Middle School, pointed out: "With the help of thinking diagram to design teaching activities, teachers could build a learning support to achieve the purpose of deep thinking (Chen, 2023)." On the foundation of graphical learning scaffolds, students can systematically develop their thinking capabilities and enhance their quality of thinking through autonomous, collaborative, and investigative approaches during ongoing English reading activities, thereby attaining the objective of deep thinking. At the same time, Xie Hewei believed that designing and applying the "information gap" language learning task of multi-sensory participation in junior middle school English classroom teaching was an important way to cultivate students' critical thinking, problem solving ability, knowledge transfer and integration ability, and enable them to realize deep learning (Xie, 2022). The "information gap" activity could stimulate students' internal motivation, encourage the collision of their thoughts, and facilitate continuous progress, thereby encouraging students to actively engage in deep exploration and achieve deep learning. Also, the improvement of achievement motivation could contribute to the increase of academic performance (Shi, 2022). In the terms of the reading content, Qian Fang pointed out, "Junior high school English textbooks contained numerous excellent texts that embodied valuable educational messages. Teachers should explore these moral education elements in their teaching, utilizing knowledge as a vehicle to appropriately infuse emotional education into the classroom (Qian, 2023)." Therefore, by relying on the thematic significance of the articles and enhancing their educational value, teachers could effectively guide students to engage in deep thinking and learn to adopt correct attitudes and make value judgments.

As for how to develop students' English reading

ability in deep learning, Huang Yuanzhen pointed that in-deep reading was a reading way with height, depth and affection. When it came to the height, students could analyze the text from different angles and understand the meaning of the text. When it came to the depth, students could question, answer and raise personalized viewpoint. When it came to the affection, students could understand the inner feelings and meanings of the text, and gain ideological enlightenment, aesthetic pleasure and cultural precipitation (Huang, 2017). Based on the perspective of deep learning, teachers should analyze, generalize, reason, innovate and transfer existing texts, and combine relevant reading strategies to guide students to discover the height, depth and affection of the reading materials, experience the inner emotional expression, improve cultural awareness and thinking quality, achieve real deep reading and improve English reading ability, so as to achieve the goal of developing the four core qualities of English. Consequently, junior high school English instruction designs grounded in deep learning theory should encompass several stages: understanding text, analyzing text, applying text and creating new text.

Teaching design of English deep learning reading in junior middle school based on deep learning theory

Taking Section 2A-3B in Unit3 Is this your pencil, the first volume of junior high school English published by People's Education Press, as an example, this paper designs junior high school English reading teaching from the perspective of deep learning theory. With the discourse study as the logical starting point, the author will deeply interpret and analyze the text. In teaching, students are guided to read with height, depth and affection through teaching strategies, such as diagram, problem chain and internalization transfer, so as to comprehensively improve students' core English literacy.

Studying the text to grasp the starting point of

reading teaching logic, and carry out deep processing and meaning construction.

The New Curriculum Standard points out that teachers should take discourse study as the logical starting point to carry out effective teaching design. We should fully understand the important role of discourse in conveying cultural meaning, leading the orientation of introducing value, promoting the development of thinking, and serving language learning, meaning understanding and expression. The subject context of this article is the category of "people and society", involving good interpersonal relationship and interpersonal communication.

What: The article shows four notices on the school bulletin board. Three of the notices were lost and found, each trying to find the owner of a laptop, a watch and some keys, and described the location and contact information of the items. There was also a notice that Tom had lost his student ID card. He had to find it, and wrote down his contact. All four students write notices to find lost items or return others' items.

Why: The two notices help students learn the language expression and basic structure, inspire them to master new methods to solve the problems of losing goods in daily life and returning the lost goods to the owners, and cultivate the value orientation of returning lost things and the consciousness of keeping and cherishing their own goods.

How: The four articles are the typical Lost and Found notices, which describe the necessary basic information, structure and linguistic expressions of notices, including item information, location (in the school library, in Classroom 7E), and ownership of items (Is it yours? Are they yours?), contact information (ask the teacher for it, call me...at, email me...at) and polite language (thanks), etc., complete details.

Use the illustration to cultivate students' ability of analysis and generalization, and improve the height of reading.

The illustration is a graphic way to illustrate a phenomenon or fact. In the teaching of reading, illustrations can help students intuitively clarify the main content and basic structure of the discourse. It also can transform the complex discourse into a clear and easy framework to understand and recognize the essence of things, and finally pave the way for the subsequent application migration. For students, it is usually different for students to establish illustration by themselves. Therefore, it is teacher's responsibility to lead students to build illustrations. Teachers need play an exemplary role in providing students with the angle and direction to analyse discourse information and sorting out the general and detailed information of the text and clarifying the inherent logical relationship and necessary words of the text.

In this class, firstly, from a macro perspective of the analysis, the teacher asks students to read these four notices quickly and find the theme words of the illustration: Lost and Found. Then leading them to categorize them reasonably into find notices and lost notices according to the main idea of the four notices. Then, read the four notices carefully and scan all items which are mentioned in the passage, after finding all items, students should judge whether the item is lost or found. According to the results, students can establish a preliminary understanding of the discourse.

Then, from the microscopic point of view, students should focus on the basic structure and necessary information of the two types of notices which should be explored and summarized. First, the teacher chooses one of the lost and found notices to demonstrate, and marks different types of information with different colors, so as to guide students to summarize the overall context of the notice step by step and discover the necessity of marking information, and develop students' summing-up and logical ability. Teachers guide students to summarize the structure of the first text (see Figure 1).

For the other three articles, the teacher guided the students to conduct group discussions. In group discussion, students made the corresponding illustrations together to figure out the basic structure and framework of the notification. In the process of cooperative learning, students' interests in learning can be improved and the awareness of cooperation can be enhanced. At the same time, in the process of communicating with peers, their generalization ability and expression ability can be improved. Finally, the teacher invited several groups to show their illustrations, compare them, and choose the most appropriate ones.

Skilfully use the problem chain to cultivate students' ability of reasoning and understanding, and promote the ability of text knowledge application.

Teachers should be good at raising hierarchical problems from understanding to application, from analysis to evaluation, and guide students' critical
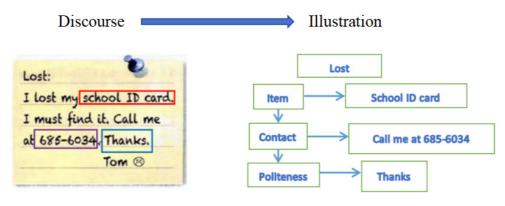

Figure 1

thinking and value attitude to develop steadily from low order to high order. The teaching strategy of "problem chain" refers to teachers, according to students' knowledge and classroom objectives, transform the knowledge in textbooks into hierarchical, systematic and logical mathematical problems in view of the questions and puzzles that students may have in the learning process (Gao, 2023). In the teaching of reading, the problem chain is used to lead students to gradually go deep into the text gradually, explore the content of text, discriminate the text language, explore the meaning of text from the low level to the high level, improve the quality of critical thinking, and help realize the core quality of English subjects (Zhang, 2023).

In the process of pre-reading, the teacher created a situation that sister lost her school ID card which was very important for her and she must find it. The teacher also showed a picture that contained the weeping expression of the sister and let students guess sister's feelings. It was easy for students to know teacher's sister felt sad. Then the teacher asked students to guess the problem her sister might have. After guessing, the teacher told students the answer that she lost her school ID card. Based on this question, students can brainstorm and connect with their own experience to think about solutions. It can activate students' interests and prior knowledge. Then, the teacher represented a picture of "Lost and Found" to give students clues of new methods and led in today's new topic. Making use of the problem chain, the teacher layered upon layer of guidance, to help students to guess, and cultivate students' reasoning ability.

Q1: How did my sister feel? (to know there is a problem)

Q2: What problems might my sister have? (to know what the problem is)

Q3: How can my sister solve the problem? (to know how to solve the problem)

In the process of while-reading, the teacher led students to discover the cultural vale, feelings and attitude behind the discourse and then to understand the discourse's depth. In the process of answering the questions from low level to high level, students can experience the sad feelings and attitude of the person who lost his or her valuable things and have a deeper understanding of keeping their own things carefully and cautiously. It can also help students enhance their awareness of returning others' things in time on their own initiative and do not take possession of it furtively. After analyzing the basic structure of the notices, the teacher asked the following two questions:

Q1: Why does Tom write "I must find it."? How does he feel?

Q2: What should we do when we find lost items? And why?

The first question can lead students to realize Tom's sorrowful, regretful, impatient feelings when he lost important things. For the second question, it can let the students understand and feel the owner's sad and anxious mood, and then better motivate the students to realize that when picking up others lost items, they need find wise and effective ways to return them in time. Because the owners may need their lost items very much, and they truly need our help. At the same time, this question is about the solution of finding lost items and it is related to the question in pre-reading (that is How can my sister solve the problem?). So to some extent, the answers of this question can teach students new ways to find lost items and deepen their understanding. In general, these two questions can help students to find the deep meaning and moral value behind the discourse, that is, we should cherish and keep their own goods and we should have the spirit of returning others' belongings. When students eventually realize the deep meaning of these four notices, the teacher started to share two sentences with all students, "We should cherish our own things.", "'Not pocket the money one picks up'

is a good virtue.". It is a good and effective way to make use of old sayings to boost the development of students' critical thinking ability and accumulation of cultural knowledge. Furthermore, it can deepen students' understanding of the meaning of the theme and finally deepen the level of reading.

Use the "information gap game" to cultivate the ability of internalization and transfer, and harvest a new lesson.

Through learning the technique of the problem chain, students have gained some understanding of the educational value contained in the discourse. Therefore, the teacher need to seize the opportunity to make good use of the moral factors in the discourse, take the knowledge as the carrier, timely and appropriately permeate the emotional education in the teaching, in order to let students explore the affection hided in the reading materials.

In the teaching design of deep reading, the teacher adopt the strategy of internalization and transfer. It not only internalized the basic structure and information of the four notices in the textbook, but also explored and figured out the internalized educational value behind the notices. Then the teacher designed an interesting game which required all students to take part in it. In a relaxed and pleasant atmosphere, students can transfer what they have learned to solve the problem in the real situation when they lost their own items and help the people in need who lost their valuable items. It was also a competition that can push students apply what they have learned in short time. In an emergency, what people do is usually what they really think inside. Therefore, it was a good time to evaluate students' learning results. Then the teacher will give students some minutes to reflect their performance when they finished the task. Through deep reflection, students can reach the effect of internalized migration, and feel the meaning and affection of the text.

Specific methods: the teacher first guides students to complete the exercises in the textbook to consolidate and internalize the structure and content of the notice they have learned, and pave the way for the next activities. In the process of innovation transfer, the teacher designed a card information difference game, and the students got a card at random, so they needed to write their names on the card. There are three kinds of information on the card: contact information, lost items and found items. Students need to compete in groups, communicate sentence patterns in English or write notices to help them find lost items and return them in the shortest time. The teacher shows related sentence patterns on PPT, links up the content of last class, and shows two notices, providing language support for students and helping them internalize and transfer. During the activity, the teacher observes students' performance in time, help students solve problems, and instill the value of educating people. For students' performance, teachers can further evaluate the formation of students' core literacy, and at the same time, students and students can also evaluate each other, influence and help each other. The students who can finish the task in the shortest time can transfer and innovate the knowledge they have learned, understand the educational value, gain a sense of accomplishment and satisfaction, promote the integration of "teaching-learning-evaluation" and increase the affection of reading.

Real reading is not to provide students with texts or interpret texts, but to enable students to obtain information, construct knowledge, connect with their own lives and solve problems in life. In the process of the game, students can effectively combine the reality of life, solve their real problems in the real environment, transfer the knowledge they have learned. In conclusion, the activities can help students establish correct values, gain ideological enlightenment and understand the warmth behind the reading material.

Conclusion

Reading is a process of interaction between

language and thinking (Liu, 2020). Deep learning-based reading instruction is characterized by its height, depth, and warmth. Teachers can utilize various teaching strategies to guide students in learning and reflecting on texts from multiple dimensions such as content, structure, and cultural connotations, ultimately cultivating their comprehensive reading abilities and core English literacy.

Firstly, teachers can utilize graphic organizers to cultivate students' ability to summarize, visually presenting the structure and linguistic features of the text and discovering the height of reading. This approach helps students gain a bird's-eye view of the text, understanding its overall framework and key points.

Secondly, teachers can employ problem chains that progressively guide students from lower-level thinking to higher-level thinking, enhancing their thinking qualities and reflecting the depth of reading. By posing questions that require critical thinking and analysis, teachers can challenge students to delve deeper into the text, exploring its underlying meanings and implications.

Lastly, teachers can adopt information gap activities that facilitate internalization and transfer, helping students establish correct values, cultivate cultural awareness, and apply creative thinking to solve real-life problems, experiencing the warmth of reading. These activities encourage students to engage actively with the text, drawing connections between the content and their own lives, and fostering a sense of empathy and understanding.

By adhering to these three dimensions of height, depth, and warmth, teachers can effectively utilize deep reading to enhance students' core English literacy. This approach not only improves their reading comprehension skills but also fosters their critical thinking, cultural awareness, and creative problem-solving abilities, laying a solid foundation for their future academic and personal growth.

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