Teaching Practice of Middle School English Reading under Deep Learning

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Abstract: With the continuous promotion of quality education, deep learning has become one of the core concepts in the development of middle school education. In traditional English reading teaching, the implementation of teaching work can no longer meet students' current English learning requirements. Based on this, the author will focus on the deep learning method in this article, analyze the current situation of middle school English reading teaching and explore the development path of middle school English reading teaching under the concept of deep learning, providing reference and assistance for the innovation and reform of middle school English teaching.

Keywords: Deep learning; Junior high school English; Reading instruction

1. Introduction

With the continuous deepening of the new curriculum reform, the direction of teaching work is gradually shifting from knowledge education to quality education. As one of the important components of English learning, English reading teaching plays a crucial role in improving students' comprehensive English abilities. In traditional English reading teaching, there is insufficient emphasis on students' classroom subject status, which affects the effectiveness of English reading teaching work. Therefore, middle school English teachers should fully consider how to improve the quality of English reading teaching and actively explore methods to integrate deep learning concepts with English reading teaching, so that students can generate positive thinking in the English classroom. Only in this way can students effectively improve their interest in English learning, help them develop good habits of independent learning and thinking and lay a good foundation for their future development [1].

2. The characteristics of middle school English reading teaching from the Perspective of deep learning

2.1. Emphasize the subject status of students

From the perspective of deep learning, middle school English reading teaching development should fully respect students' classroom subject status. In the classroom, teachers are no longer just transmitters of knowledge but

also guide the development of student learning. Teachers should guide students to actively participate in English reading and classroom interaction, stimulate their learning enthusiasm and improve their self-learning ability through a good classroom learning atmosphere.

2.2. Emphasize deep thinking among students

The core of deep learning is to enable students to engage in deep thinking during learning, no longer relying on rote memorization for learning. In middle school English reading teaching, teachers can create a better English reading environment for students, stimulate active thinking through inspiring questions and reading themes and achieve deep understanding of the article through thinking. With the support of deep thinking, students can achieve a deeper understanding of English knowledge in English reading rather than just searching for answers to questions based on articles. As a result, their reading thinking can be effectively improved [2].

3. Teaching strategies for middle school English reading from the perspective of deep learning

3.1. Determine the theme and integrate the discourse

(1) Dig deep into the content and extract key points

From the perspective of deep learning, the teaching of middle school English reading should be carried out by deeply refining the content of the textbook and clarifying the theme of the article. Only in this way can students be better guided to achieve article reading and understand the main idea of each paragraph in the article. Students need to understand the author's writing intention in the text when reading. Therefore, teachers should help students extract the core of the story, remove the influence of unnecessary details and grasp the key information in the article so that students can clarify the structure of the article. For example, in the new textbook for learners, with the title "Where's my schoolbag?" in Unit 4. In one lesson, the teacher can clarify that the theme of this lesson is personal cleanliness habits and extract relevant vocabulary to help students remember. Teachers can also design some related questions for students to think deeply during reading, helping them identify more knowledge points and form a systematic understanding of the article [3].

(2) Collect extracurricular texts and add supplementary materials

With the support of the concept of deep learning, the development of middle school English reading teaching should also broaden the reading range of students. Therefore, teachers should collect more extracurricular reading materials for students so that they can have access to reading materials with different themes and difficulty levels and broaden their horizons. To this end, teachers can collect English reading books from extra-curricular books, journals, magazines or the Internet and select appropriate English reading materials in combination with students' current interests and learning needs [4]. In short, when conducting reading teaching from the perspective of deep learning, middle school English teachers should help students collect extracurricular reading materials, extract the core of the article, organize the knowledge points of the article, improve the effectiveness of teaching work, reduce the difficulty of learning for students and ensure their learning enthusiasm [5].

3.2. Clever design of problems, triggering deep thinking

(1) Ask interesting questions to liven up the classroom atmosphere

In English reading teaching from the perspective of deep learning, teachers can set more thinking questions for students in reading teaching, be problem-oriented and improve their reading depth. When designing reading teaching questions, if teachers can combine students' current learning needs and interests

to set classroom questions, it can effectively stimulate students' reading interest, improve reading depth and help students understand reading materials more effectively. Through interesting questions, students can also enhance their awareness of independent exploration, allowing them to try to think about the content of the article from multiple perspectives in deep reading and further explore the meaning of the article. For example, when learning Unit 1, with the title "Can you play the guitar?" the teacher can ask the question: What are your hobbies? By addressing issues closely related to students' daily lives, students can stimulate their enthusiasm for interaction and respond positively to teachers by combining their interests and hobbies. Teachers can introduce topics based on student responses, ensuring a smoother teaching process and a more active learning atmosphere in the classroom. Students can unknowingly improve their English reading abilities. It can be seen that the introduction of interesting questions can effectively stimulate students' interest in English reading, laying a foundation for the smooth development of subsequent English reading teaching work [6].

(2) Present inspiring questions to guide divergent thinking

The so-called inspiring questions refer to questions that enable students to think from diverse perspectives. This type of question usually does not have a clear answer and students can answer the question from multiple perspectives. Therefore, students should fully utilize their own thinking and creativity in thinking about problems. Students can think about problems from different perspectives, which helps them to have different perspectives on the same problem. This requires students to effectively integrate the content of the text and sort out the core content of the article. During this period, students need to go through a learning process of collecting, analyzing and organizing in order to achieve in-depth exploration of the text and excavate the deeper connotations of the article. For example, when learning Unit 1, "Can you play the guitar?" in the role-play the conversation section of a lesson, due to the fact that the dialogue involves the interests and hobbies of the two protagonists, students are prone to confusing their words during rough reading, resulting in unclear differentiation of their interests. For this, teachers can set some inspiring questions for students to read with the purpose of exploration to improve their reading effectiveness of the article [7].

(3) Present hierarchical questions and explore language use

Compared to traditional superficial problems, hierarchical problem posing can make English reading teaching more guiding. Teachers can use hierarchical problems to strengthen students' ability to apply textual information, combine their own mastery of English basic knowledge to analyze problems, help students gradually develop deep thinking and maintain a deep learning state [8]. As an information carrier, text contains the most basic forms of language expression. English teachers can help students develop a deep understanding of stable vocabulary and grammar by asking students hierarchical questions in reading instruction. By analyzing these language elements, students can also better understand the basic logic of English sentences, making their English professional knowledge more solid [9].

For example, in the teaching of "Mom Knows Best" in Unit 7 "Teenagers Should be Allowed to Choose Their Own Clothes." During the lesson, teachers can ask students: "What changes have the protagonist's views on the various restraining behaviors of their mother gone through?", "What are the reasons for these changes?" By raising hierarchical questions, students can deeply contemplate the core of the article and integrate their thinking with their daily lives. Through deep thinking, students can gain a deeper understanding of the love their parents give them in their daily lives, integrating English education with moral education and meeting the requirements of quality education for middle school teaching [10].

The article involves a large amount of language knowledge. Therefore, when conducting reading teaching, teachers can ask students questions about sentence tense, verb and adjective usage, etc., so that students can judge this usage as the past continuous tense from "was crying." In summary, the application of hierarchical questions is an essential aspect of English reading teaching from the perspective of deep learning [11].

3.3. Comprehensive summary and in-depth sorting

(1) Draw a mind map and organize the text structure

Mind maps, as an efficient learning tool, can be applied in English reading teaching to visually present text to students through graphics, enabling them to have a clearer understanding of the context of the article and improving their English reading learning effectiveness. In drawing mind maps, students can understand the article's basic structure and quickly understand the connection between the various segments and the theme of the article. Through the application of mind maps, students can quickly break down and reorganize the information in the article, achieve knowledge interconnection within the formed framework, broaden their English thinking, and help them understand the text more deeply. In addition, using mind maps can help students accurately identify the key points of an article, presenting key information in the form of graphics in front of students and making it easier for them to review relevant information while thinking. Taking the lesson in Unit 7, "Teenagers Should be Allowed to Choose Their Own Clothes" as an example, teachers can use "Mom's Love" as the framework center, diverge from the surrounding mind map and extend the events that demonstrate Mom's love for the protagonist through the content of the article. By identifying the keywords and information of these events, students can quickly review the core content of the article through the mind map and naturally improve their efficiency in problem-solving [12].

(2) Assign writing tasks to promote knowledge transfer

As a crucial aspect of language learning, reading has always been closely related to writing. Therefore, teachers can achieve knowledge transfer by assigning homework after class, allowing students to internalize the knowledge they have learned quickly. Writing tasks require high language comprehension from students and by assigning writing tasks, students can improve their level of text comprehension. In addition, when conducting writing training, teachers should create a more realistic writing context for students to help them better complete the combination of reading and writing. Through the effective combination of writing and reading teaching, students can more flexibly apply the knowledge learned in the classroom. For example, after studying the lesson "Mom Knows Best," the teacher can play some video materials that can express the greatness of maternal love for students, deepen their understanding, create a warm atmosphere within the class, and organize students to write an article related to their own life with the topic of maternal love. In this task, students can deeply reflect on the knowledge learned during the reading stage and integrate it with their daily lives [13].

Through this targeted writing training, students can improve their reading analysis and language expression abilities, and their logical thinking can also achieve rapid improvement during this stage. The development of writing is not simply about retelling and summarizing things but about expressing one's own views. Therefore, with the assistance of writing tasks, students can effectively improve their innovative abilities in reading and learning [14].

4. Conclusion

In short, conducting middle school English reading teaching from the perspective of deep learning can effectively improve students' reading and logical thinking abilities. Interesting teaching content and diverse teaching methods can effectively stimulate students' learning enthusiasm, allowing them to maintain higher participation in the classroom and achieve deep thinking in learning. In addition, teachers also need to create a good learning atmosphere for students and guide them to think deeply about the text content in order to improve the comprehensive cultivation of students' problem analysis ability, independent exploration ability and team collaboration ability. By integrating teaching content with students' daily lives, educators ensure that the implementation of teaching can meet their learning and development needs and organically integrate it with other subjects, helping students build a complete framework of junior high school knowledge and contributing

to the development of junior high school English reading teaching [15].

Disclosure statement

The author declares no conflict of interest.

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