

The Practice and Thinking of Junior High School English Situational Reading Teaching Oriented to Deep Learning

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Abstract: It is necessary and urgent for teachers to carry out contextualized English reading teaching to deepen students' learning, which can not only effectively improve students' reading ability, but also promote their thinking ability. In English reading class at junior middle school, teachers should create situations conducive to students' meaningful learning based on contemporary students' personality, characteristics and interests, and focus on the thematic meaning of each lesson, so that students can participate in learning activities actively under meaningful circumstances, thus construct meaningful knowledge in the process of cooperation with others, and eventually realize deep learning in situational classes. Based on a specific case, this paper expounds how to carry out contextualized English reading teaching activities that aim at deep learning in English classroom teaching to promote junior students' deep learning.

Keywords: Deep Learning; Situational Teaching; English Reading

1. Introduction

In recent years, deep learning has become a hot topic in the academic circles. The proposal of deep learning provides a new perspective to solve the problem of not in-depth teaching in English. Deep learning contributes to the implementation of the core quality of English subjects, and is of great significance to the transformation of teachers' ideas and teaching methods, and to the in-depth development of curriculum reform^[1]. Deep learning means that learners learn new ideas and new knowledge critically on the basis of understanding them, and then integrate them into students' original knowledge structure. Therefore, the knowledge can be interrelated, and can be transferred to new situations to solve problems^[2].

A setting of situation in teaching process is conducive to students' emotional cultivation, knowledge formation, and the growth of thinking ability growth. Situational teaching refers to a teaching method in which teachers purposefully create specific scenes with certain emotions, and then organize students to solve problems through communication or other activities to cultivate students' ability in the teaching process. When teaching students to read in English, teachers should create a variety of reading situations to help students gain reading experience, understand the connotation of the text and construct the meaning of the theme. However, there are some problems in the current English reading class of junior middle school, such as superficial reading experience, superficial thinking activities and superficial evolution of communication and interaction.

In order to instruct students to learn deep, teaching English reading in situation means that teachers create reading situations to enhance students' emotional experience, cultivate students' quality of thinking, and promote students' construction of meaning. Therefore, students can think and understand what they have learned deeply, and construct the knowledge orderly. Eventually they can express their opinions in a more significant way.

It is necessary and urgent for teachers to carry out English reading in situation to deepen students' learning, which can not only effectively improve students' reading ability, but also promote their thinking ability. What's more, they will be guided to pay attention to solving problems in real situations. Based on this, this paper will discuss how to teach English reading in situation to deep learning in junior middle school through a case, so as to achieve such a goal: teachers can cultivate students' core

competence of English subject and realize moral education through English lessons.

2. The Approach of Implement English Situated Reading Teaching Oriented to Deep Learning

According to the English Curriculum Standards for Compulsory Education (2021 Edition) [3], students' exploration of the thematic meaning should be the most important thing in the process of English learning. In English class, teachers should regard the exploration of thematic meaning as the core task of teaching by guiding students to explore the thematic meaning. Therefore, students can integrate what they have learned. Thus, Students are led to develop language ability, cultural awareness, thinking quality and learning ability in an integrated way [3].

Therefore, in order to promote students' deep Learning, first, it is very important for teachers to analyze the text to find out the thematic meaning. Second, teachers should design situational reading activities for the purpose of exploring the thematic meaning, so that students can internalize the language and connect what they learn with their actual life in the learning activities.

3. A Case of Situational English Reading Teaching Practice in Junior High School Oriented to Deep Learning

This paper, combined with a specific case, expounds how to carry out situational English reading activities to deepen students' learning in junior middle school, so as to help English teachers understand the teaching method of English reading in situation to promote deep learning.

The teaching material of the case in this paper is from English published by Foreign Language Teaching and Research Press. Specifically, the reading passage is if you tell him the truth now, you will show that you are honest. from unit 2 module 6 for the students in ninth grade.

3.1. Analysis of material

This text belongs to "social relations and interpersonal communication". Steve had a problem and wrote to Diana for help. The theme of this lesson is to be honest about your problems, to ask for advice from others, and to give advice to help others. This text is divided into two letters. One is a letter from a reader asking for help. The other is a reply to give advice in the magazine. By reading this article, students can face problems bravely and help others by giving advice. They should also learn the value of honesty in the process of learning.

3.2. Analysis of students

The students are from ninth grade, and they studied similar topics in eighth grade. In addition, their English is mostly at an intermediate level, and most can extract the main information from the text. In Module 5, students have learned about the adverbial clause of IF condition with imperative sentences. To a certain extent, they can use group cooperative learning strategies to communicate their learning experience and express their views in English. They want to know how to describe the problem clearly and give logical suggestions while solving the problem.

3.3. Teaching objectives

After learning this lesson, the teacher expects students to achieve the following goals: 1) Students can master the new words and phrases in this lesson. 2) Students can sort out and summarize Steve's questions and Diana's replies. 3) Students can use IF clause to give suggestions. 4) Students can describe their problems clearly. 5) Students have the courage to ask for help and are ready to help others

3.4. Teaching methods

In order to create a pleasant English learning atmosphere, the teacher will use three approaches in my class. The first one is Situation Approach. By setting a scene of having problems as teenagers and inspiring them to find solution, the teacher will apply this method throughout the whole class, which really attracts students' attention and helped them get involved in the passage, and finish the task very actively. The second one is Communicated Approach. In the lesson, students have a lot of opportunities

to communicate and express their own opinions, like a group or pair discussion or the task and so on. The last one is Task Based Language Learning. The teacher will set up a task based on the passage for the students.

3.5. Teaching procedures

3.5.1. Based on the students' knowledge, The teacher can create a situation to introduce the thematic meaning

The arousing of students' emotion and interest are often related to the situation, so the vivid and touching situation can trigger students' pleasant experience. Therefore, teachers should first consider students' feelings when creating situations. By establishing a teaching situation close to life, teachers can stimulate students' motivation to read and students can get a pleasant feeling in reading so as to form a profound reading experience.

Step one is lead-in. After greeting with students, the teacher will play a video about Problems teenagers meet. Before the video is shown, the teacher will ask the students "What problems worry you as teenagers?" And ask them to watch the video with that question in mind.

When students participate in reading teaching activities, they will integrate their own experiences, emotions and thinking. Contextualized introduction can activate students' existing schema, stimulate students' interest in reading, and pave the way for the following reading teaching. By watching the video, the students can fully perceive the problems encountered by the teenagers. Then the teacher can naturally elicit the text topic. This activity can not only activate the students' existing schema, but also stimulate their interest in reading.

After playing the video, the teacher invites the students to share their own problems or the problems mentioned in the video and their solutions:

Q1. Who problems worry you as teenagers?

Q2. If you meet a problem, what will you do?

Then the teacher will instruct the students to think further by asking a question: "Some of you said you would ask others for help. But how can we describe a problem clearly, when asking for help?" which may arouse their curiosity. Next the teacher will introduce Steve, the subject of today's passage, and tell them Steve has a similar experience and they can consult him. Then the teacher will make a simulated wechat call to Steve which makes the situation more realistic.

Creating reading expectation can stimulate students' reading motivation more effectively. What's more, the creation of a real reading situation can lead cognitive dissonance of students which can trigger students' desire to explore. Thus, through a series of questions, this step can not only effectively activate students' background knowledge and improve students' reading efficiency, but also help to enhance students' reading motivation.

3.5.2. The teacher can create reading situations skillfully with guided language to activate students' reading motivation

For students, interest is the catalyst for English learning. In the teaching of reading, teachers' vivid guidance language can construct a vivid reading situation and activate students' reading motivation. Therefore, according to the preparation made in the previous part, teachers use transitional language for guidance to activate students' reading motivation.

Step 2 is pre-reading. In this section, a question "How does Steve ask for help?" is decided to guide the student find the genre and at the same time, to set the scene which can prepare the students for reading the letters.

Step 3 is while-reading. Then in this section, the teacher pointed out that in order to understand how Steve described the problem clearly to ask for help, they should first know what kind of problem Steve met. The direction of the teacher will be "Now, please look at the first letter quickly and find out what kind of problem Steve met." This activity will help the students summarize the whole passage and cultivate their ability of Self-monitoring.

Then, the teacher will set up some reading comprehension questions which helps them get more details. And the teacher will tell students: "if you want to know how Steve describes a problem clearly, maybe you can find the way by answering the following questions." Such guided language which can

stimulate students' thirst for knowledge effectively leads students to understand the article step by step.

3.5.3. The teacher can use mind map to improve students' logical thinking ability within the situation

It is simple but very effective to apply mind maps in a reading lesson. Using mind maps can help students improve their thinking skills, specifically, logical thinking skills, which can unlock the infinite potential of their brains, as well as improve their writing skills. Mind maps can make text information structured and organized clearly, so that students can effectively obtain, store and extract information, which is an important reading skill.

Step 4 is the post-reading of the first letter, the teacher will ask students to draw a mind map to show how Steve describe his problem. And the tip is they can go back to the questions they have answered. Actually, No.1 and No. 2 questions belong to the background of the problem. No.3 and No. 4 question are the events. And the last one is related to Steve's feeling. And then the teacher will invite some groups to share their mind map in front of the class and welcome different kinds of mind map. Then the teacher will show them a mind map for reference, and ask students to retell Steve's problem and describe their problem with the structure. In this part, the teacher does not provide any framework, so that the students can exert their imagination and innovation ability according to the text information and "draw" by themselves, so as to grasp the development of the whole story and reveal the deep meaning. Also, this step will strengthen the students' logical thinking ability. Meanwhile, they will get the way to express their problem which is the teaching key point.

Step 5 is the part of reading the second letter. First, the teacher will ask the students to complete the mind map of the reply. Then, the students are guided to observe "If-clause" sentences in the reply and to use it to give one more suggestion. At last, the teacher will instruct them to analyse the structure of the reply with the help of the mind map. In this part, the teacher shows the framework of the mind map, and shows the key words of the first two layers, namely the topic of the article and the main idea of the paragraph, and asks the students to complete the third level information according to the information of the article.

Through this activity, students will have a deep understanding of the reading text. At the same time, this activity will not only cultivate students' ability to analyze, understand, summarize and acquire information but also improve their logical and creative thinking ability and get them know the usage of "If-clause".

3.5.4. Teachers should use questions to promote students to think and understand so as to cultivate their correct values

In the teaching process, teachers should, on the basis of full analysis of students and material, find out the combination of knowledge teaching and moral education, and carry out moral education in English reading class.

Step 6: After reading the two letters, students will be asked to discuss "What lesson can you learn from Steve?". In this part, the teacher will guide the students to realize the importance of honesty, and enhance their awareness to ask for help when in trouble.

3.5.5. By creating a task situation, students can transfer what they have learned

In a reading class, teachers should create task situations on the basis of in-depth text interpretation. Then students can improve their creative thinking ability by carrying out the extended tasks.

Step 7 is to set up a consulting company in the class. The students can be the consultants to give advice or customers to tell their problems if they want. Through setting a situation, students can not only apply what they have learned but also improve their communicative ability. Meanwhile this task may enhance their awareness to help others in trouble. If lucky, some students' problem can be solved in class.

In an English lesson, teachers should create situations based on the theme and the teaching content to activate students' existing knowledge and experience and give students chances to apply the new knowledge to solve problems. Deep learning emphasizes that students should actively internalize external knowledge. That is, through interaction and communication and other output activities, students can transform external knowledge into internal one that can be understood and expressed by themselves, and then be used to solve new problems in real situations.

3.5.6. Reflection on the teaching plan

At the beginning of the lesson, a video about teenagers' problems is easy to resonate with students, and students will project the roles in the video to themselves. So the teacher quickly attract students' attention and achieves the purpose of introducing the theme. The teacher further guided the students to think about how to ask for help by clearly describing their own problems, which causes the cognitive dissonance of the students and stimulate the students' need to learn from the protagonist of the article Steve. Thus, the real situation of asking for help is established, and the students would read the article in a demand.

In post-reading, the teacher set up a consulting company scene. This activity presents a real language learning and application situation, giving students opportunities to relate knowledge to real life, explain problems and obtain solutions. At the same time, it can also guide students to experience and explore the thematic meaning of "honestly facing their own problems, seeking advice from others, and giving advice to others to solve the problem" from multiple perspectives in the process of participating in the activity. Thus, students can realize deep learning.

In general, the whole teaching design is progressive and interlinked. The teaching objectives are clear, the activity forms are rich, and the situations set are close to the real life of students, which makes it easier for students to get involved.

However, some activities are demanding for students, for example, the activity of drawing a mind map. If students have no similar experience before, the teacher should give some mind maps for reference and give more supports before the activity. In addition, in this teaching design, the teaching of words and phrases are integrated into the process of article, which requires students to preview words before class. Otherwise, dyslexia will be formed.

4. Conclusions

On the basis of text analysis and learning situation analysis, teachers should create leading-in situations, draw out thematic significance, and guide students to carry out a series of reading activities such as acquiring, sorting out and integrating information around the thematic significance. Such teaching design can enable students to acquire profound activity experience, generate the connection between new knowledge and old knowledge, achieve in-depth understanding and analysis of texts, acquire and internalize problem-solving methods, and effectively and creatively transfer to real life scenes, so as to realize deep learning in situational classrooms.

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