

# The Dilemma and Countermeasures of Online English Teaching Based on the Deep Learning Field Theory

Tingyu Jiao\*

*Department of Basic Education, Luxun Academy of Fine Arts, Shenyang, China*

*\*Corresponding author*

**Abstract:** *In online classroom learning, students' sense of presence and constraint is relatively insufficient. How to promote their deep learning is a key issue that should be considered in teaching design. The explicit goal of achieving deep learning is to construct a deep learning field. This article takes the construction of an online classroom deep learning field as the research goal. Starting from the connotation of the deep learning field, based on the analysis of the elements forming the online classroom deep learning field, it constructs an online classroom deep learning field. Taking college English courses as an example, it analyzes the implementation methods of the online classroom deep learning field.*

**Keywords:** *online teaching, college English, deep learning field theory*

## 1. Introduction

Online classes are online teaching activities carried out through the network platform in the "Internet plus" era, such as MOOC, flipped classes, etc. The online classroom takes into account the personalized learning needs of "being able to learn at all times and everywhere", making online classroom teaching a part of daily teaching. Unlike traditional offline classrooms, students in online classrooms mainly focus on self-directed learning, lacking the constraints of a regular classroom environment [1]. Learners lack a sense of presence and constraint, and learning is easily disrupted by the affairs around them. Especially for courses with strong instrumental nature such as college English, if students cannot immerse themselves in the learning atmosphere, deeply reflect and apply, it is difficult to understand all the knowledge. Currently, how to promote the occurrence of deep learning in online teaching has become a hot research topic, related topics such as the influencing factors of deep learning for online learners, strategies to promote the occurrence of deep learning for learners, etc. The explicit goal of deep learning is to construct a deep learning field [2]. Therefore, in order to achieve deep learning in online classrooms, we should start with constructing a curriculum deep learning field. What is the connotation of deep learning field? How to build an online classroom deep learning field? How to implement deep learning in online classrooms when combined with specific courses? The research on the above issues will become a direct guide for teachers to conduct online teaching, providing reference for teaching and research in online classrooms such as MOOCs and flipped classrooms.

## 2. Deep learning field

Deep learning is a term used to describe students' learning efficiency. It was first introduced into the field of education by scholars Marton and Saljo in 1976, generally corresponding to shallow learning. According to existing research, deep learning should be a proactive and immersive learning process that involves not only simple memory and repetition, but also deep reflection and analysis of the learned content at each stage. Deep learning in online learning is mainly reflected in three aspects: being able to connect with existing experiences and understand new knowledge in cognitive aspects, actively communicating and communicating with online learners in social aspects, and having a high level of satisfaction and interest in the learning process in emotional aspects [3].

Field belongs to the category of sociology, defined by French sociologist P. Bourdieu. It is essentially a relatively independent space composed of various objective relationships, and its

operation is not completely consistent and is constrained by social laws. People and related social activities in the field will have relationships through the field and be reshaped by the unique formal forces of the field. At present, the field has been widely applied in research related to the field of education, and the learning field is one of the important concepts. It is a relatively independent space composed of various objective factors and their relationships that affect learning, and its operational logic is constrained by educational laws [4]. With regard to the field of deep learning, Zeng et al. [5] believe that students can active learning, communicate, collaborate, and reflect in the field of deep learning. Their learning goals, efforts, learning effects, etc. are clearly different from shallow learning. It is a place where forces gather to promote competition among students. He et al. [6] believe that the deep learning field emphasizes the deep interaction between students and learning resources. Compared to the shallow learning field, this field has higher learning goals, higher levels of thinking, stronger learning motivation, and independent learning space; Students have stronger learning initiative, more interactivity and collaboration; Pay more attention to learning reflection and learning effectiveness. Wang et al. [7] believe that the deep learning field is an attempt to explain the deep learning space of learners, and its basic principle of operation is to effectively promote learners to actively, spontaneously, and actively engage in knowledge acquisition and processing, ultimately solving problems. Based on the above analysis, the field of deep learning should be an independent space composed of various objective elements and their relationships that promote the occurrence of deep learning. In this space, students' learning has spontaneity, initiative, reflection, collaboration, and competitiveness. These five characteristics promote students' learning efficiency and self satisfaction.

### **3. Construction of a deep learning field for online teaching of college English**

College English has different implementation methods based on the characteristics of the curriculum, including the design of learning resources, interactive activities, and learning evaluation. In online teaching of college English courses, due to the strong logical and theoretical nature of the course content, students often lack learning motivation for self-study, and can learn video explanations [8]. However, they cannot integrate and transfer knowledge, nor can they raise effective questions about resources, and it is even more difficult to extend and connect knowledge. Therefore, the following key points should be paid attention to in teaching practice.

#### ***3.1 Enhance students' awareness and ability to utilize online resources for self-directed learning***

College students are the backbone of future economic development and social progress. Cultivating the ability to learn independently and cultivating a lifelong learning awareness is the core content of college students' comprehensive quality, and it is also an essential quality for their long-term development in the future [9]. Therefore, in the information age of college English teaching, teachers should actively cultivate students' awareness and ability to use online resources for autonomous learning. Firstly, teachers should provide training on students' information retrieval skills, guiding them to master the methods of using English online resources, which is the foundation and prerequisite for autonomous learning. Faced with a massive amount of online resources, teachers should guide students to search and retrieve relevant online resources based on the knowledge points taught in class, and then scientifically utilize them to improve students' learning ability and efficiency in utilizing online resources. In the process of online learning, teachers should provide students with learning planning and guidance, strengthen supervision of the learning process, and provide timely feedback and evaluation of students' online learning situation. Secondly, teachers should recommend excellent online resource platforms to students based on talent cultivation goals, such as English websites and English learning apps, so that students can independently search for and collect information outside of classroom learning, and organically combine online and offline learning, allowing students to independently choose learning methods and content based on their personal learning and development needs. Once again, teachers should consciously design exploratory learning tasks in their teaching, allowing students to integrate and utilize online resources according to the task objectives. They should enhance their self-learning and exploratory abilities through problem-solving, data retrieval, and summarization, so that the integration and utilization of online resources can effectively meet students' diverse learning needs.

#### ***3.2 Fully leverage students' subjectivity***

To carry out blended online and offline teaching, it is necessary to adhere to the principle of "student-centered", play the role of students as the main body, and mobilize their learning autonomy. In the teaching process, teachers should encourage students to participate in teaching arrangements and

design, achieving the goal of "teaching for learning". During the learning process, students' learning methods and progress can be independently decided and adjusted based on their own learning status. Teachers should encourage students to supplement and expand learning related background materials on online learning platforms, encourage students to communicate, brainstorm and work together, truly make students become demanders, suppliers, and evaluators of learning resources, thereby continuously expanding students' knowledge and meeting their learning needs, enhance students' understanding of language and culture.

### ***3.3 Focus on increasing the integration and utilization of online English listening and speaking resources***

With the increasingly frequent political, economic, and cultural exchanges between China and various parties around the world, the application of English in people's work, study, and life is becoming increasingly widespread. Especially listening and speaking ability is the core of English communication ability, and it is also a weak point in many college students' English learning. Therefore, increasing the construction of online English listening and speaking resources and improving the English listening and speaking abilities of college students is crucial the important task of learning English teaching. Firstly, teachers should increase the utilization of professional English website resources, such as BBC, VOA, China Daily, CCTV9, TED speeches, etc. College students can listen to authentic English news, current affairs, economy, culture, and other content on these websites and multimedia platforms, which is very effective in improving their English listening and oral communication skills. Secondly, English teachers should increase the integration and utilization of interesting listening and speaking resources, fully utilizing online resources such as English songs, videos, and movies to enhance students' interest in learning, so that students can effectively improve their listening and speaking abilities while listening or watching. Thirdly, English teachers should scientifically use the interactive function of the network to improve students' oral ability. Teachers can encourage students to communicate and collaborate on the English online learning platform. In addition, there are many online resources that provide guidance to help students practice speaking and correct pronunciation. College students can use these resources to continuously practice and correct, and improve their oral communication skills.

### ***3.4 Expanding the construction of English online resources***

In the construction and integration of English online resources, English teachers must possess long-term and systematic thinking, making the integration and utilization of online resources and teaching practices more scientific and effective, continuously extending the scope of construction and integration of online resources, and effectively meeting the diverse cultivation needs of students' English cultural literacy. The construction of online English resources should meet the needs of cultivating and developing students' English communication skills. The construction of online resources should not be limited to exam taking resources and exercise resources. On the basis of fully understanding social needs, the number of online learning resources should be increased, and excellent newspapers, literary works, news, audio-visual materials, etc. should be integrated from online resources to serve as resources and materials for college students' independent learning, providing students with various genres online resources of various types and contents help broaden their horizons and broaden their horizons. The construction of online resources for English teaching should keep up with the pace of the times, constantly optimize and update the content structure of online resources, keep up with current events, and achieve significant learning results in students' mastery of English thinking and improvement of learning efficiency.

### ***3.5 Strengthen supervision and management of online resources***

In college English teaching, to ensure the full utilization of online resources, the primary task is to ensure the quality and safety of online resources. If online English resources are poor and often contain unhealthy content, then online resources not only cannot play their due role in English teaching, but also will affect the English learning effectiveness and physical and mental health of college students [10]. Therefore, universities must take measures to increase the supervision and management of English online resources. Firstly, it is necessary to establish a sound English online resource management mechanism, comprehensively supervise the source, quality, and application of online resources, and ensure the quality and safety of online resources. Specifically, a supervision and screening mechanism should be established from the source, and a supervision and screening program should be set up on the campus website to intercept unhealthy information and websites. Secondly, teachers should regularly check the sources of online resources for students, guide them to choose healthy, formal, and high-quality resource websites, ensuring that online resources meet teaching needs

while also ensuring the safety and health of resources. Once again, universities should attach importance to establishing their own online learning platforms. Teachers should upload screened resources to the platform through shared technology to ensure the quality and security of online learning resources, and effectively expand students' English learning resources.

### 3.6 Pay attention to improving teachers' information literacy

In the information age, the mode, content, and methods of college English teaching have undergone changes, and higher requirements have been put forward for teachers' information technology level. English teachers should actively take measures to improve their own information technology level. First of all, English teachers should change their educational concepts, update their educational technology concepts, establish the concept of lifelong learning, constantly improve information literacy, and specifically enhance the development and application of online resources. Secondly, colleges and universities can organize special training to improve English teachers' information literacy and online teaching guidance ability, guide teachers to master information technology, learn to use information technology to innovate teaching content, methods and processes, use information technology to communicate and interact with students, give full play to the role of online teaching interaction and collaboration, explore and innovate online learning evaluation mechanism, and strengthen the supervision and management of the learning process. Once again, teachers should actively learn the latest network information knowledge and technology in their daily life and teaching, obtain more teaching materials and methods through online resources, and continuously improve their English teaching level.

## 4. Conclusion

In short, to promote the occurrence of deep learning, the teaching process in online classrooms is not only a process dominated by students' autonomous learning, but also a "dual subject" process in which teachers create a deep learning field and students follow suit. In order to form a deep learning field for online classrooms, teachers first start by improving their own quality, delving into the course content, having a comprehensive understanding of the knowledge foundation and expansion, paying attention to and understanding students' learning behavior, and adjusting teaching design appropriately based on students' learning situations; In the design of interactive activities, three main lines are to promote emotional participation, action participation, and cognitive participation, and to carry out teaching activities that are suitable for the learning situation; In addition, teaching evaluation should be consistent throughout, and its accuracy is an important driving force for students to learn. Teachers should be patient.

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