

Research on blended learning strategies for high school English reading from the perspective of deep learning

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Abstract: At present, with the rapid development of China's economy, comprehensive reforms are being carried out in all fields, among which Internet technology has a huge impact on education. Under the new educational concept, teachers should keep up with the times and apply new technologies in the classroom in order to better enhance their abilities and make the classroom more efficient. With the continuous development of Internet technology, hybrid teaching has become more and more important. This mode is a combination of online and offline, which breaks through the traditional education mode and can adapt to various types of students. In high school English reading courses, this teaching method can be adopted, fully utilizing the advantages of blended learning, making the English curriculum more enriched and better adapted to the individual development of students. Therefore, how to apply blended learning to high school English reading classrooms is a topic worth exploring.

Key words: deep learning; high school English reading; blended learning strategies

1 Introduction

In the context of "network +", along with the Internet reform, a variety of new teaching methods have emerged, such as flipped classroom, blended learning, and admiring lessons. Blended learning is an effective multidimensional learning approach. This teaching model can organically integrate online and offline education, with characteristics such as no time and space limitations, flexibility, and variability. This model not only maintains the advantages of English reading teaching methods, but also ensures the effective learning for students during class, fully making the most of the fun of online education, and achieving the highest level of learning efficiency for students. This teaching method is conducive to promoting the development of students' thinking and scientific qualities, thereby promoting the development of their comprehensive qualities. In the current situation, blended learning organically integrates "online" and "offline", opening up a new path for China's education model reform and accelerating the development of education in China.

2 Definition of blended learning mode

The blended learning model is a new educational approach that integrates traditional education and online education methods, allowing students to learn from simple to deep levels. It is not only a concentrated reflection of educators' educational concepts, but also a concentrated manifestation of students' learning effectiveness. Mixed teaching combines the advantages of traditional education and the Internet. In the whole process of education, it not only shows the leading

position of teachers' guidance and inspiration, but also gives full play to students' subjective initiative in the classroom. Integrating "online" and "offline" education methods can achieve a 1+1>2 effect [1], which is not only beneficial for improving classroom teaching effectiveness, but also conducive to cultivating students' core qualities and promoting the reform and development of high school English reading teaching.

3 Current situation of high school English teaching

3.1 Teaching mode

Currently, many high schools still adopt a "cramming" approach to education, neglecting the applied nature of English. Some teachers overly value the use of traditional teaching methods and neglect the significance of introducing new teaching methods, which is not conducive to mobilizing the enthusiasm of students. The main reasons for this problem are as follows: firstly, teachers adopt more traditional educational methods because teachers lack innovative spirit. Secondly, some teachers lack advanced educational concepts, which makes it difficult to adapt to the needs of various types of students. Thirdly, due to the lack of sufficient educational resources, some high schools find it difficult to provide students with sufficient textbooks and practice time, resulting in a relatively single teaching method for teachers.

3.2 Students' initiative

Hybrid teaching refers to the process of education through the Internet under the Internet environment [2]. However, Internet education is different from the traditional "face-to-face" education. It is difficult for teachers and students to communicate in a virtual environment. In the traditional reading classroom teaching process, teachers are the main body of educational activities, often interacting with various behaviors, expressions, languages, etc. In the online education environment, it is difficult for teachers to grasp the classroom learning feedback of each student, which is not conducive to the control and organization of teaching activities by teachers, nor is it conducive to cultivating student enthusiasm. In addition, in Internet education, students, as the implementer of educational activities, cannot get immediate response and feedback from teachers, which has a great impact on students' academic performance.

4 The application significance of blended learning mode in high school English teaching

4.1 Promoting deep learning among students

At the current stage, it is of great significance to utilize deep learning to enhance students' comprehensive quality and promote the development of high school English education. However, deep learning cannot be completed overnight and requires step-by-step guidance from teachers. The main target of deep learning is students. Therefore, before ensuring that students can enter deep learning, it is necessary to first enhance their interest in learning in order to truly promote their deep learning. Due to the simplicity of traditional education methods, the teaching methods and content in the classroom are very monotonous, which cannot stimulate more learning enthusiasm among students. In this case, a combination of online and offline blended education methods can be achieved, which includes educational theories such as behaviorism and constructivism. Both teachers and students can freely participate and guide, which is very helpful for improving the quality of education. In the process of practice, teachers will innovate educational methods based on constructivism, enrich classroom content, guide students in self-learning, and promote deep learning among students. Meanwhile, through this approach, the educational function of English reading courses can be maximized, reflecting the concept of "combining learning and application", which is conducive to improving students' comprehensive abilities. In this way, not only can it compensate for the narrow scope of knowledge taught in the past, but it can also further improve the new teaching system, encourage students to engage in deep learning, and achieve higher levels of learning objectives.

4.2 Expanding teaching space

In the past, due to limitations in information technology, English teachers could only teach through offline classrooms. In practical applications, online education can break these limitations and provide students with more flexible and convenient learning paths. The hybrid teaching of "online+offline" is adopted to enable students to use Internet resources to carry out self-study outside the classroom or at home. In addition, interactive teaching can be conducted through online platforms, making communication between teachers and students more diverse.

5 Application of blended learning mode in high school English reading teaching

5.1 Using the cloud classroom app for classroom reading

The blended learning model has a positive impact on students' interest and learning habits in English reading. Due to the constraints of exam oriented education, teachers tend to focus a lot of energy on explaining grammar and knowledge points, which may overlook students' interest in reading and learning, causing some students to dislike it and resulting in students' low interest in English reading. And many students encounter difficulties in summarizing the main idea and details of the entire text while reading. After investigation, most students are able to select pre class materials that they are good at according to their hobbies, use the learned discourse knowledge to organize vocabulary in class, and engage in heated debates with team members to practice language expression. Some students can independently combine the preview content with the content in class and the extended reading content outside of class. Students' interest in reading has been greatly enhanced, and the difficulties they encounter in reading have also been alleviated. In English reading teaching, students can deepen their understanding of the context with the help of some cultural background information taught by teacher, better summarize the text with existing knowledge of words and chapters, and interpret the text in the context created by the teacher. Sentences are used in group discussion and open questions, which greatly enhances students' interest in English reading. The implementation of mixed education makes students' vocabulary and reading increase and their humanistic quality improve.

Secondly, students at different levels also have different preferences for using blended learning methods. Most students use the Cloud Classroom APP to complete English reading, and express that in this blended learning, English reading classes are more interesting and can stimulate their strong interest in reading. Traditional reading classes are mainly conducted through "input". Therefore, in the classroom, teacher's teaching method is dull and boring, which to some extent affects the reading level of students. Teachers can use the online resources of the Cloud Classroom APP to lay a foundation for students' academic performance in the classroom, with text context and topics as the center, creating a situational environment that allows students to awaken their existing knowledge and experience, and better understand the central idea of the work and the author's views. Through group discussions, students can strengthen their self-learning and collaborative awareness, stimulating their understanding and application of the content learned in the text, improving their English skills, and also making English reading teaching more effective. For example, questions like "what is the next mainly about" are mainly used to test the candidate's summary of the questions. Through the free questioning of knowledge in classroom teaching, the method of summarizing the main idea of the entire text can be learned and such problems can also be effectively solved.

Finally, in the mixed English reading class, the teacher not only explains the article, but also connects the online materials learned with the existing content, thereby students can gain new discourse knowledge. Through this approach, when conducting extended reading outside of class, students can unconsciously recall the vocabulary and sentences learned in class, achieving twice the result with half the effort, increasing their reading volume, and further consolidating new and old knowledge. Group discussions in the class can encourage students to actively engage in the topic, enable them to fully

utilize existing knowledge and reconstruct new knowledge structures, deepening their understanding of text content, and ultimately improving their learning outcomes.

5.2 Explanation during reading

In high school English reading teaching, explanation during reading is the most important part. Teachers guide students in interpreting the texts, which can help them better understand the content of the text and also cultivate their reading skills. During the reading process, multimedia technology can be used to give students an illusion of being immersed in it and make them better understand the content of the article.

In the *How Daisy Learned to Help Wildlife* reading teaching section, the teacher explains the structure and content of the text based on guide words, but there may also be some students who are not interested in the knowledge being taught and unable to concentrate [3]. If teachers encounter such problems, multimedia can be used to encourage students to re-enter their learning. When playing the recording, the teacher can set questions, such as "what is the main idea of this text" "what do you think of this suggestion" "if you don't agree, then how do you think we can better protect wildlife" while providing necessary guidance to students and pointing out the key points of this article. At the same time, teachers can also focus students' attention on the text through photos, videos, and other means to make them gain a basic understanding of the text and lay a solid foundation for future learning. In fast reading, the teacher should ask students to read the beginning and the end of the paragraph first, and then summarize the ideas to quickly and accurately find the central idea of the entire text. In addition, students can also explain the structure of the article on the platform through group collaboration. In detail reading, teachers can ask students to use corresponding tools to draw mind maps, which can help students better understand the content and structure of the text. After forming a mind map, the teacher can organize students to actively engage in group discussions, incorporating key and difficult knowledge into the discussion, allowing students to first use group discussions to identify and understand a knowledge point in English. Teachers can provide more supplementary explanations during communication with students, allowing them to gain more thinking space during the reading process. In addition, blended learning can also enable students to actively explore, share, collaborate, communicate, demonstrate, and experience the feeling of success during the learning process.

5.3 Offline communication and management through multiple channels

In high school, many parents equip their students with electronic devices such as mobile phones, computers, and tablets, making it more convenient for them to master English knowledge. When implementing hybrid teaching in English reading course of senior high school, we should give full play to the convenience of the Internet and strengthen the online and offline communication and interaction with students. Students can search online for English articles, novels, news, etc., that are suitable for the learning needs of high school students, and spread them to classmates through WeChat groups, QQ groups, and DingTalk groups to broaden the scope of English reading. In view of the rich online English teaching resources, and students' poor English ability, teachers need to spend a lot of energy in the teaching process to help students find suitable teaching content and improve students' efficiency [5]. Teachers can also strengthen communication and interaction with students, change students' fear of teachers in traditional teacher led teaching models, and create an equal, harmonious, and friendly communication atmosphere. For example, teachers can explain English movies and songs to students in class groups, or watch English movies together to let students express their opinions. Teachers should also guide them purposefully, so that they can relax and master English knowledge while watching English movies. Finally, teachers can assign tasks and send materials through online channels, allowing students to break free from the constraints of time and space and gain a deeper understanding of relevant reading knowledge. If students encounter any areas they don't understand during learning, they can also have direct communication with the teacher in the communication group.

Both teachers and students can receive positive feedback from each other, allowing the teacher to make appropriate modifications to their educational strategy and methods. Students can also improve their reading methods. Admittedly, the Internet is a "double-edged sword", which facilitates the education of teachers and students, but it also threatens to make them dependent. Therefore, when using online communication, teachers should also guide students to use the Internet reasonably, making it an important means of learning [4].

6 Conclusion

In summary, based on blended learning, teaching high school English reading is an important way to ensure teaching quality and improve student learning efficiency, which should receive high attention from educators. In the process of carrying out blended learning, it is necessary to start from the actual learning situation, be based on different learning objects and methods, and effectively implement various methods to continuously consolidate the learning ability of English reading. Therefore, after understanding the value of blended learning, educators need to further explore and refine teaching plans in order to ensure teaching quality and the comprehensive development of students.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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