Original Article

Deep Learning-Based Listening Teaching Strategy in Junior Middle School

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Abstract - Deep learning is an idea proposed by Ference Marton and Roger Saljo. Based on the theory of deep learning, this paper takes junior middle school English listening as an example to analyze the characteristics of English listening teaching, integrate the current problems of junior middle school listening teaching, explore the connotation and characteristics of deep learning, and put forward relevant suggestions on the existing problems of listening teaching. This research has certain theoretical significance and provides effective suggestions for junior middle school English teachers to improve students' English listening by combining the concept of deep learning in junior middle school listening teaching.

Keywords - Deep learning, English listening, Suggestions, Unior school student, Teaching methods.

1. Introduction

English listening is an important part of English teaching. In How to Teach English, British teaching expert Jeremy Harmer(2000) demonstrated the necessity and importance of English listening classes and proposed how to carry out listening teaching. He Linsong (2010) pointed out that English learning requires students to have listening, speaking, reading, and writing skills, among which listening ability is the most important. According to The English Curriculum Standards for Ordinary Senior High Schools (2017 Edition, 2020 Revision) (2020), the development of students' English subject core literacy is the specific embodiment of ordinary senior high school English curriculum, and attention should be paid to the cultivation of skills such as identifying theme, details, intention, and attitude in listening training. In the first level of academic quality, students are required to grasp the general idea of discourse in daily life, obtain the main facts, opinions, and cultural background, understand the meaning and attitude of the speaker, and notice information conveyed by pictures and symbols, tables, etc. The Compulsory Education English Curriculum Standard (2011) pointed out that English courses undertake the task of cultivating students' basic English literacy; that is, students master basic English language knowledge through English classes, develop basic English listening, speaking, reading, and writing skills, and form the ability to communicate with others in English, among which listening skills are the most basic. Thus, listening in learning cannot be ignored. The role of listening in the English language is self-evident. When a person learns a language, they can only speak it and use it when they understand it.

The characteristics of listening teaching differ from other teachings, and it has four significant characteristics: first, the listener can not control the audio playback speed, content difficulty degree, etc. Secondly, the listening materials are often one-way and irreversible. Students are asked to choose their answers within a short time. They are not allowed to go back and listen again, even if they do not hear clearly. In addition, speakers' pronunciation, intonation, and rhythm in listening materials vary from person to person and are quite special, including the use of incomplete speech in informal speech. Finally, the noise in the listening materials and the noise in the classroom will also affect students' English listening, resulting in unclear or incomplete words or sentences.

Junior middle school is the best period for developing and cultivating students' skills in all aspects, which is very important for students' future studies. From the above four characteristics of English listening teaching and influences on students, we can see that these characteristics and other uncontrollable factors greatly impact students' listening learning. Therefore, combined with the problems and characteristics of junior middle school English listening teaching, this paper puts forward some suggestions on junior middle school English listening teaching based on the concept of deep learning and focuses on how teachers should design and arrange English listening teaching materials based on the perspective of deep learning.

2. Problems Existing in Listening Teaching in Junior Middle School

According to the observation of some English teachers' classroom teaching and reading literature related to English listening teaching, it can be seen that there are still some problems in junior middle school English listening teaching, mainly manifested in the following aspects:

2.1. Students Lack Listening Imitation Practice

With the progress of science and technology, multimedia and other methods play an important role in classroom teaching, and teachers' teaching methods have diversified. However, there are also some problems in the era of rapid information development. Zhang Feng (2018) proposed that the lack of listening imitation practice in listening learning is one of the existing problems in listening teaching for junior middle school students. In English listening teaching, imitation is the basis of learning English and an effective way to learn pronunciation and intonation. However, many teachers play the audio once or twice, following the instructions of the teaching material or materials in the listening class and then explaining the answers and content without giving students the time and opportunity to imitate the listening audio. In junior middle school, students are changing both physically and mentally. Lack of listening imitation, students of words and sentences, stress and sentence breaks, and other problems. The lack of practice makes students less and less willing to imitate, creating a vicious circle.

2.2. Teachers cannot Integrate Materials

Compulsory Education English Curriculum Standard (2011) made it clear in the advice to teachers. It proposed that teachers adjust measures to local conditions, creatively use and develop English learning resources in real life, and actively use audio and video, radio, television, books, newspapers, magazines, and Internet information to expand the channels for students to learn and use English. However, some teachers still randomly select listening materials from books or test papers without considering the development of students. Zhang Feng (2018) believed that the current English teaching in junior middle schools emphasizes the completion of teaching content and neglects to listen and speak training. She proposed that some teachers cannot integrate teaching materials according to the local learning situation and teach students according to their aptitude. As a result, it is difficult for students to develop good spelling habits and have proper pronunciation ability during the whole middle school period of learning English. This problem is also an important reason students in middle school listening skills are relatively weak.

2.3. Students are Weak in English listening and have a Small Vocabulary

Students' weak listening foundation is also one of the problems. Many students' English pronunciation and listening abilities are poor. The basic knowledge of the English language is not solid, resulting in listening training that can not identify the correct words. Xiang Jiazhen (2017) pointed out that students can understand single words, but their inability to understand sentence meaning and text meaning also cause poor listening performance. At the same time, the vocabulary of books in junior middle school is small, and most students memorize words by rote, so they cannot understand the specific use of words. After class, there are no other ways to accumulate words and expand vocabulary. When listening, it is inevitable to hear some new words, leading to students not understanding the material.

2.4. Students Lack Knowledge of Chinese and Western Cultural Background

Zhu Zhimin (2010) also proposed that students lack relevant cultural background knowledge and understanding of the cultural differences between China and the West, which will inevitably affect the effect of listening comprehension. They may misinterpret, misunderstand or simply fail to fully understand the real information of the material, resulting in their inability to understand the meaning of words and sentences when listening to the material. Some colloquial expressions in English, such as "couch potato," are often difficult for students to understand when interpreted literally.

2.5. Students Lack Confidence in Listening and are Prone to Panic

English Curriculum Standards for Compulsory Education (2011) indicate that English courses in compulsory education are instrumental and humanistic. However, most English teachers pay more attention to the instrumental nature of listening teaching, ignore the cultivation of students' interest, and fail to mobilize students' enthusiasm to learn English listening, directly affecting the effect of listening teaching and leading to students losing confidence in listening learning. The listening materials for junior middle school are more difficult than those for primary school, with a longer length and more questions. The language expressions are more authentic and more in line with the expressions of English countries. When students just touch the listening of junior middle school, they will also feel unconfident and depressed because they think they cannot understand anything. In addition, some students often mechanically or word by word to try to spell understanding or pay attention to the English sound; the result is not keeping up with the speed of the reading material until they are more confused or more nervous. Also, the students' listening training is often under the pressure of the answer. When the content of the listening material is long, the playing time is short, and the problem is many, it will make the students panic when listening, at a loss to respond. It is difficult to concentrate, so they are afraid of listening training. They will lack confidence in hearing.

To sum up, the research on junior middle school English listening teaching in China started later than in foreign countries and has not been paid attention to for a long time. Most of the suggestions and strategies put forward are at the theoretical level. In addition, some scholars put forward similar suggestions for the problems existing in listening teaching, with no new ideas. Their articles mainly focus on describing problems, and their suggestions are often generalized and not strong in practicality. Because of this situation, this paper will solve some shortcomings and

problems in junior middle school English listening teaching according to the theory of deep learning.

3. The Connotation and Characteristics of Deep Learning

Deep learning is a theory proposed by American scholars Ference Marton and Roger Saljo. In the mid-1950s, they began conducting experimental research on students' learning processes. In the 1970s, they put forward the concept of Deep learning and Surface learning in an article titled Essential Differences in Learning: Results and Processes. When studying deep learning, Junco R Cotten et al., a famous educator, pointed out that deep learning is a process of building a knowledge system, which plays an important role in cultivating people's independent thinking ability and can help people effectively deal with some problems in reading and life.

In China, Guo Hua (2016) defined deep learning in this way. She proposed that "deep learning refers to a meaningful learning process in which students, under the guidance of teachers, participate fully and actively, experience success and achieve development around challenging learning themes. In this process, students master the core knowledge of the subject, understand the learning process, grasp the nature and thinking methods of the subject, and form positive internal learning motivation, advanced social emotion, positive attitude and correct values. To become independent, critical, creative, cooperative and well-grounded excellent learners, to become the masters of future social and historical practice. (P27)"

On this basis, Guo Hua (2019) summarized and refined five characteristics of deep learning: 1) Association and structure; 2) Activities and experiences; 3) Essence and variant; 4) Migration and application; 5) Value and judgment. According to Guo Hua's interpretation of the definition and characteristics of deep learning, Wang Qiang, Sun Weiwei, Cai Mingke, et al. (2021) believed that the proposal of deep learning provides a new perspective for solving the problems of English teaching fragmentation, surface layer, and labeling. It is of great significance to implement the core literacy of English subjects, change teachers' ideas and teaching methods, and promote the development of curriculum reform in depth. Combining the five characteristics of deep learning proposed by Guo Hua, analyzing its characteristics, and applying them to teaching can improve teaching classes from different aspects. For example, Zhu Yonghai (2021) proposed a systematic design of mixed teaching from the perspective of deep learning from "teaching process-resources-content," combined deep learning with mixed teaching and put forward suggestions and approaches for English teaching reform. Wang Xuepeng (2020) applied deep learning to English writing teaching in English teaching. He found that teachers should conduct deep teaching in writing, dig deeply into reading texts, and achieve the goal of promoting writing by reading. At the same time, the internal relationship between thematic meanings of units is sought to achieve the effect of unit integration. Luo Yonghua (2021) put forward the construction strategy of deep learning in high school English classrooms by analyzing the theoretical basis, connotation, and principles of deep learning. Therefore, deep learning in English teaching plays a positive role in improving English teaching. When reading literature on deep learning and English teaching, I found that most applied deep learning in English reading and writing. However, there is still a lack of research on the application of deep learning in listening teaching, let alone the research on junior middle school English listening teaching. Combining deep learning and listening teaching in junior middle school will greatly help teachers' teaching.

By summarizing the domestic and foreign research on deep learning, it can be concluded that the main purpose of deep learning is to cultivate students' independent thinking, critical, creative, and cooperative abilities. The concept of deep learning promotes the development of teachers and students. It puts forward more diversified goals and contents for students in the new era and more stringent requirements and standards for teachers' teaching. Therefore, combining the problems and characteristics of junior middle school listening teaching with deep learning, it is significant to explore the strategies of junior middle school English listening teaching.

4. Deep Learning Based on Junior Middle School English Listening Teaching Strategies

4.1. Deep use of Multimedia, More Intuitive Listening Training

Because of the lack of listening imitation practice in listening training, it is required that teachers in the new era should change the single and traditional teaching methods and use novel and flexible teaching methods. Guo Hua (2019) explained the characteristics of deep learning, pointing out that students are not ignorant but always come with existing experience. These experiences need to be awakened with the help of teachers. Due to the change in learning activities, students in junior middle school are in the transition stage from image thinking to abstract thinking, and abstract thinking has been rapidly developed and gradually dominated(Sun Xiting, 2003). Teachers can flexibly use multimedia, with the help of pictures, videos, and other forms, through imitation after listening, listening to distinguish sounds, listening to recognize things and other activities so that students not only listen to the material but also read sentences, look at pictures, watch videos, deepen the overall impression of listening materials, and strengthen listening to imitate practice. Such teaching activities help promote the formation of abstract thinking in junior middle school students and train students to listen in various ways.

4.2. Deep Processing of Listening Materials, Enrich Learning Forms and Content

Junior middle school students are in adolescence, with individual differences in their development; some students' memory is better, while some students' thinking is relatively jumping, fluctuating, and forgetting. In addition, the dispersion of listening materials and unsuitable situation requires teachers to strengthen the ability to integrate materials and choose some materials close to students' daily life. Because of the teaching materials in the listening material, the teacher in the usual classroom listening activity, and then put it aside to the listening material cannot be heard ignore, dealing with the listening material deep processing, appropriately expand and enrich the content of listening material, can undertake to sort through the theme of the same material, the content of the same material together to let the students listen to together. According to Guo Hua (2019), the characteristics of activities and experiences of deep learning should also be enriched for students to truly participate in activities and truly understand the content of materials. Teachers can also carry out a series of activities according to the materials in listening teaching. For example: after listening to the material and finishing the exercise, students can draw a mind map about listening materials and deepen their learning and training of students on listening materials. Such activities deepen students' impression of the material and let students deeply participate in the listening activities, and strengthen students' ability to sort out and conclude.

4.3. Develop a Deep Understanding of the Questions Posed by the Material and Expand Vocabulary

The traditional English listening teaching mode mainly aims at helping students understand the meaning of listening questions and choose the correct answers according to the materials. However, this method is more mechanical and rigid, and if students cannot understand the question's meaning, they cannot fill in the answer. Teachers should realize that students are evolving individuals. Junior middle school students began to observe things with a stronger purpose during this period. Their level of thinking ability continues to improve, and their way of thinking is more advanced. Teachers should seize this characteristic and guide them to learn to find variation in essence. Teachers should guide students to understand the material and improve their listening skills deeply. For example, teachers can guide students to analyze the tense and voice of the question and preset the material and answer by combining the upper and lower questions. Take from the top to the bottom of the learning method so that the students themselves are inductive, find the problem and the special place of the option, and listen to the material from different angles. In many ways, more skilled listening materials make the students analyze and understand the material. In addition, aiming of the problem of students' vocabulary is small. Zhang Xueshun and Cui Guangjin (2020) in the depth of vocabulary learning methods in the compilation of depth of vocabulary learning materials

strategy is put forward, such as "etymology story series," "root story series," and other forms of learning made up for the inadequacy of vocabulary material, These strategies could make up for the lack of vocabulary materials, and at the same time encourage students to carry out creative learning and expand their vocabulary. Teachers can carry out creative learning according to the keywords in the textbook and guide students to learn different forms of word deformation and collocation.

4.4. Deeply Combine Listening and Speaking Training to Exercise the Comprehension Ability of Meaning and Context

Listening and speaking are very common teaching forms in English teaching. This point is based on the characteristics of transfer and creation in deep learning by Guo Hua (2019). Guo Hua proposed that "transfer and application" solve the problem of transforming knowledge into students' individual experience, that is, to transform the learned knowledge into students' comprehensive practical ability. The best way to check students' understanding of listening materials is to let them express, practice by themselves, exercise their ability to use language in specific situations and add cultural background knowledge. In addition, Luo Yonghua (2021) put forward a strategy to link language learning and life based on the construction of deep learning in high school English classes, emphasizing the connection between communication learning and life and broadening students' vision of language learning. After understanding the meaning and context of the material, students will further understand the relevant cultural background knowledge and learn the language and the culture behind it. This strengthens the students' listening and speaking abilities and enriches their cultural background knowledge. Thus, students will have a better understanding of the culture of English and its differences from Chinese. Take the listening materials for Section B, unit 7, Volume 1, Grade 8, for example. This material uses the simple past, present, and future tense to have a simple conversation about past, present, and future events. After listening to the material and completing relevant after-class activities and exercises, students can describe what the protagonist is talking about, see their understanding of tenses and voice, and experience the expressions and habits of English. At the same time, students can also discuss their past, present, and future events and practice their ability to express and understand in a specific context. In addition, after class, teachers can play some documentaries about the culture and development of English-speaking countries to help students further understand the development of English-speaking countries and relevant cultural background knowledge.

4.5. Deeply Introduce Extra-Curricular Listening Materials to Improve Self-Confidence and Cultural Literacy

Students' lack of confidence in listening will also affect listening teaching to a certain extent. Choosing listening materials suitable for students' physical and mental

development is very important and in line with their emotions, attitudes, and values. Listening materials directly determine the students' confidence and interest in listening learning. The most prominent change in junior middle school is the development of teenagers' self-awareness, reflected in the staggering behavior of independence and dependence, self-consciousness and naivety (Sun Xiting, 2003). When their independence in self-awareness gradually matures, non-intellectual factors also begin to develop, mainly reflected in self-esteem enhancement. They begin to have their ideas and pay more attention to their interests. In the listening class, teachers should encourage students, give them positive psychological hints, and reduce their psychological burden on students. The listening training into the usual practice so that students get rid of the high pressure of listening anxiety and unease. After appeasing the students' bad emotions about listening, teachers should also pay attention to the positive guidance of students' value orientation and improve students' cultural literacy by cultivating their self-confidence. Luo Yonghua (2020) proposed that the goal of classroom education should be implemented, and the "height" of the classroom should be improved. English Curriculum Standards for Compulsory Education (2011) also pointed out that the primary purpose of English courses in compulsory education is to lay a foundation for students to develop comprehensive language ability and create favorable conditions for them to continue learning English and choose their future careers. At the same time, English courses help students experience the cultural differences between China and foreign countries, enrich their way of thinking, enhance international understanding and improve their humanistic qualities. Therefore, in junior middle school, teachers should introduce extra-curricular materials so students can form a good quality. Materials can be introduced from two aspects: first, choose listening materials that junior middle school students are interested in. For example, choose the audio material they like. Secondly, introduce materials that can improve students' cultural literacy, expand the pattern and enhance the height. For example, teachers can select related to the social development of real-time events and materials, such as national development the new career development, to make the students understand the international and national events at the same time for their future learning and development have certain planning and understand what they want to be, cultivate their learning and positive values. Listening to learning improves students' self-confidence and cultural literacy, shaping students' correct worldview, outlook on life, and values.

5. Conclusion

With globalization and educational reform development, more and more attention has been paid to students' education, especially the problems related to foreign language teaching. The concept of deep learning pointed out a direction for teachers to teach and students to learn better. A series of abilities proposed by deep learning, such as cultivating students' independent thinking ability, critical ability, creative ability, and cooperative ability, are exactly the requirements of society in the new era for the all-round development of quality talents. This paper mainly analyzes the problems and characteristics of junior middle school English listening teaching and combines the connotation and characteristics of deep learning. To change the traditional listening teaching, cultivate students' language ability and comprehensive ability, and promote the effective combination of English subject literacy and all-around development of people.

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