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# A Study on the Problems and Strategies of Deep Reading Teaching in Senior High School English Based on Disciplinary Core Competencies: Taking Unit 4 Journey Across a Vast Land as an Example

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## Abstract

The Ordinary High School English Curriculum Standards (2017 Edition) explicitly identifies language competence, cultural awareness, thinking quality, and learning ability as the four core competencies of the English subject. Travelogue reading texts serve as important vehicles for cultivating these competencies and developing students' higher-order thinking. However, current senior high school English travelogue reading classes are commonly characterised by superficiality, examination-oriented instruction, and fragmented teaching: class time is largely occupied by vocabulary and grammar explanation, with few contextualised language output activities or intercultural critical thinking tasks; low-level information-retrieval exercises dominate, while systematic reading strategy instruction, differentiated task design, and multidimensional process-oriented assessment are generally absent. As a result, the four core competencies can hardly be developed in an integrated manner. Grounded in Bloom's Taxonomy of Educational Objectives and Constructivist Learning Theory, this study takes Unit 4 Journey Across a Vast Land from the PEP Selective Compulsory English textbook for senior high school as the practical context. It identifies the existing problems in current reading instruction and proposes systematic improvement strategies under the deep-learning framework from five dimensions: learner-centredness, tiered activity design, enhanced classroom interaction, holistic unit-based teaching, and diversified assessment. A complete 40-minute deep-reading instructional design is also provided, aiming to help students shift from surface memorisation to deep constructive reading.

## Keywords

Core Competencies; Senior High School English Reading; Deep Reading; Instructional Design

## 1. Introduction

### 1.1. Research Background

The Ordinary High School English Curriculum Standards (2017 Edition) formally introduced the concept of "core competencies of the English subject", defining its four dimensions: language competence, cultural awareness, thinking quality, and learning ability. Guo Baoxian and Zhang Jianzhong (2016) pointed out that reading, as the primary channel of language input and a critical vehicle for developing thinking quality, directly affects the achievement of students' core competencies. In the reading process, students are required not only to master vocabulary, grammar, and discourse structure but also to analyse and solve problems. Fan Xiaojing (2020) further emphasised that whether students can achieve deep reading of a text directly influences the development of their thinking quality.

Xu Ying (2018) criticised the prevalent superficiality in current English reading instruction, noting that the conventional "pre-reading warm-up, while-reading, and post-reading discussion" model tends to remain at a surface level, with inflexible teaching procedures. Teachers often focus on grammar and vocabulary instruction, and most reading tasks are limited to fact-finding questions, which fail to cultivate higher-order thinking. Under the influence of examination-oriented education, instructional designs are mostly textbook-based, with little supplementation of background knowledge or interdisciplinary content. Such practices gradually diminish students' reading interest and hinder their ability to transfer language knowledge or develop advanced cognitive and cultural understanding. Cheng Xiaotang (2022) observed that in recent years, the evaluation content in China's high-stakes English examinations has shifted from purely testing language knowledge to assessing language use ability, no longer emphasising rote learning. To effectively foster students' English subject core competencies, teachers need to transform their classroom teaching strategies and implement deep-teaching approaches. Shi Jiuming (2014) stated that deep teaching aims to enable students, after gaining a thorough grasp of knowledge connotations, to actively construct meaningful knowledge systems and apply them in authentic contexts, while also exploring the underlying significance of knowledge, thereby developing disciplinary knowledge and abilities and effectively promoting the cultivation of subject core competencies.

## 1.2. Research Significance

Theoretically, this study enriches the existing research on senior high school English reading teaching strategies. Most current reading instruction studies focus on common genres such as narratives and argumentative essays, while systematic research on deep teaching of travelogue texts is relatively scarce. By using a selective compulsory textbook text as the vehicle, this study helps fill the gap in deep-reading research on travelogue texts. It analyses the current problems in high school reading instruction and proposes improvement strategies, providing theoretical references for subsequent related studies.

Practically, for teachers, this study offers concrete instructional design ideas for conducting travelogue reading classes, helping them move away from the traditional model of sentence-by-sentence translation and isolated knowledge transmission, thereby enhancing the comprehensiveness, layering, and inquiry-oriented nature of reading lessons. For students, deep-reading instruction effectively facilitates the overall development of core competencies: instead of mechanically memorising words and passively completing exercises, they accumulate language in authentic discourse contexts, broaden cultural horizons, engage in critical inquiry, and acquire scientific reading methods. For classroom construction, this study helps return high school English reading classes to their educational essence, balancing examination demands with competency-based education goals, and provides a practical reference for reading instruction reform.

### 1.3. Research Questions

This study addresses two core questions: 1.What are the prominent problems in current senior high school English reading instructional design based on core competencies? 2. What strategies can be adopted to solve these problems?

## 2. Core Concepts and Theoretical Foundations

### 2.1 Core Concepts

#### 2.1.1. The Connotation of Deep Learning

The concept of deep learning can be traced back to Bloom's (1956) Taxonomy of Educational Objectives, in which he discussed "cognitive domain objectives" and proposed that learning can occur at different depths. He divided instructional objectives into six levels—knowledge, comprehension, application,analysis, synthesis, and evaluation—and noted that only learning activities involving complex higher-order thinking, such as rational thinking,creative thinking,and problem-solving, can be called deep learning. Marton and Saljo (1976) defined deep learning as a process in which students understand and apply knowledge. Biggs (1979) further described it as learners actively engaging in learning tasks, maintaining sustained curiosity about the content, relying on prolonged concentration, and employing higher-order thinking throughout the process.

Beattie (1997) building on Biggs' framework, expanded the scope of deep learning: it belongs to high-level cognitive activities, not limited to passive memorisation or rote reproduction; the core is learners' ability to connect new and prior knowledge, integrate content, and engage in continuous reflection. Learners critically analyse learning materials, explore the logic and connotations behind new knowledge, thereby upgrading their cognitive structures, expanding existing knowledge systems, and generating innovative understandings. Similarly, Warburton (2003) proposed that deep learning is a key approach to actively extracting meaning from learning content. Chinese scholar Guo Hua (2016) defined deep learning as a meaningful

process in which students, under teacher guidance, tackle challenging tasks and thereby achieve development.

#### 2.1.2. Senior High School English Instructional Design under Deep Learning

Yu Wensen (2017) pointed out that deep learning encompasses learning objectives, content, thinking levels, and the relationship between learners and content, reflecting the requirements of core competency cultivation. Senior high school English instructional design should adhere to a student-centred approach. Under deep learning, reading lesson design requires teachers to conduct comprehensive interpretation of the learning content and design progressively challenging activities to ultimately realise the reading teaching objectives of English subject core competencies. Teachers should create contexts based on real-life scenarios, bridging the gap between text content and students' daily experiences, and promoting multi-level dialogues between students and the text, the author, and their own life experiences. This goes beyond surface information processing and elevates the educational potential of reading lessons. In classroom practice, teachers need to foster a harmonious atmosphere through sincere communication between teachers and students and among peers; on the other hand, they should establish a continuous classroom evaluation system that provides positive feedback and targeted guidance, encouraging students to judge the values behind the text and enhancing their active participation, thereby making reading instruction both cognitively demanding and humanistically warm.

### 2.2. Theoretical Foundations

#### 2.2.1. Bloom's Taxonomy of Cognitive Objectives

The theoretical roots of deep learning can be traced to Bloom's hierarchical classification of cognitive domain objectives. Anderson et al. (2010) revised the original taxonomy, proposing six levels: remember, understand, apply, analyse, evaluate, and create, which more accurately reflect the multi-level demands of learners' cognitive processing.

Deep learning aims to cultivate students' higher-order thinking as a means to develop core competencies. Liu Jie (2023) compared deep learning and surface learning based on Anderson's revised taxonomy. Surface learning relies on lower-order thinking, characterised by simple information recognition, rote memorisation, and superficial cognition, only achieving the basic levels of remember and understand. In the context of high school travelogue reading, this means students can only memorise new words and translate sentences literally without exploring deeper textual meanings. Deep learning, in contrast, employs higher-order thinking for rational judgment, innovative design, and problem-solving, corresponding to progressively advanced cognitive objectives of apply, analyse,

evaluate, and create. Students can transfer reading strategies to analyse discourse structures, critically evaluate text viewpoints, and create content based on given materials. Overall, Bloom's taxonomy not only helps teachers set tiered reading objectives but also provides clear operational directions for deep-learning-oriented instructional design, facilitating the development of students' critical thinking and innovative problem-solving abilities.

### 2.2.2. Constructivist Learning Theory

Mo Lei and Zhang Wei et al. (2005) noted that from a constructivist perspective, knowledge is not unilaterally transmitted by teachers; rather, learners actively interpret and construct meaning based on their prior knowledge and life experiences, gradually building their own cognitive frameworks. Successful implementation of this learning process relies on four conditions: authentic learning contexts, interaction between teachers and students and among peers, collaborative discussion and negotiation, and learners' autonomous meaning-making. Guo Hua (2016) stated that deep learning essentially aligns with constructivist logic and belongs to a form of autonomous construction. After participating in various classroom experiences, students integrate fragmented information and knowledge points into coherent and interconnected systems. Guo Hua (2020) further emphasised that teachers should integrate and develop textbook content based on students' life experiences and prior knowledge, making learning more challenging, so as to effectively foster higher-order thinking.

## 3. Prominent Problems in Current Senior High School English Reading Instructional Design Concerning Core Competencies

### 3.1. Language Competence Cultivation Overemphasises Grammar Explanation and Lacks Contextualised Output Practice

Taking the Peruvian travelogue from the PEP compulsory textbook (Book 1, Unit Travel Around) and the Canadian travelogue from the selective compulsory textbook (Book 4) as examples, most instructional designs still focus on knowledge transmission: class time is largely devoted to explaining word meanings, fixed phrases, and complex sentence translations and structural analyses. Teaching activities are mainly limited to factual information retrieval and objective exercises. Teachers often neglect the genre features and expressive functions of the travelogue itself and rarely design output tasks such as retelling, opinion expression, or stylistic imitation based on the authentic travel context. As a result, students can acquire scattered language points and complete basic comprehension questions, but they cannot flexibly use the learned expressions in real communicative settings. Language knowledge fails to transform into transferable and applicable language competence, and the cultivation of language literacy remains at a superficial level.

### 3.2. Intercultural Comparison and Cultural Critical Thinking Are Seriously Undersupplied

The reading text Welcome, Xie Lei! from Selective Compulsory Book 2 authentically portrays the cultural differences and adaptation process experienced by Chinese students studying abroad, containing rich resources on Chinese and foreign campus cultures and interpersonal communication norms. However, in actual teaching, teachers typically only provide brief background information about British campus life, without exploring the implicit cultural conflict details or guiding students to compare differences in learning models, communication concepts, and ways of handling affairs between China and the West. Classrooms lack in-depth interpretation and critical analysis of cultural phenomena; students passively receive fragmented foreign cultural knowledge, making it difficult to form rational and inclusive intercultural understanding, let alone build cultural self-confidence or awareness of cultural dissemination. Thus, cultural awareness cultivation can hardly be truly realised.

### 3.3. Teaching Activities Are Dominated by Low-Level Cognitive Tasks, with Insufficient Higher-Order Thinking Training

In the reading of Living Legends:a text on sports figures from Compulsory Book 1.Most teachers focus on factual information such as time, personal experiences, and event outcomes, corresponding only to the low-level cognitive objectives of remember and understand. Teachers generally lack designs for in-depth exploration of textual connotations; they rarely guide students to analyse the qualities of the figures, evaluate the contemporary value of sportsmanship, or engage in viewpoint comparison, value judgment, or creative expression. Prolonged training in simple information retrieval keeps students' reading at the level of passive reception of surface content, preventing them from developing higher-order thinking skills such as analysing discourse structure, critiquing viewpoints, and interpreting texts critically. The development of thinking quality is thus significantly constrained.

### 3.4. Systematic Reading Strategy Instruction and Differentiated Task Design Are Lacking

The text The Virtual Choir from Compulsory Book 2 is a typical expository text with clear structure and rigorous logic, well-suited for reading strategy teaching. Yet in regular classrooms, teachers often adopt a paragraph-by-paragraph, sentence-by-sentence explanation approach, with little explicit instruction on generalisable strategies such as prediction, summarising, logical organisation, and guessing word meanings. Classroom inquiry tasks tend to be of low difficulty and insufficiently challenging, lacking gradient and differentiation to meet the diverse needs of students at different proficiency levels. Throughout the class, students rely on teacher explanations to understand the text, without acquiring transferable

reading methods. When faced with unfamiliar texts, they still lack independent analysis and autonomous inquiry skills, and their self-directed reading ability remains underdeveloped.

Overall, the current high school English reading classroom suffers from a notable fragmentation of core competency cultivation and the four competencies can hardly be developed synergistically through the same text. In a typical lesson on Welcome, Xie Lei!, language knowledge instruction, cultural background introduction, and reading comprehension exercises are often treated as separate, unconnected segments; language explanation, cultural presentation, and practice drills are disconnected, without constructing an integrated, holistic competency-building task based on the complete discourse. Classrooms lack comprehensive activities that simultaneously exercise language expression, cultural comparison, critical thinking, and collaborative inquiry. Consequently, the cultivation of language competence, cultural awareness, thinking quality, and learning ability becomes mutually isolated, failing to produce synergistic educational effects, and the overall educational value of reading lessons cannot be fully realised.

Moreover, the evaluation methods in senior high school English reading classes are overly simplistic and rigid, ill-adapted to the developmental nature of core competencies. In reading lessons for the Teenage Life unit, teachers usually rely solely on the accuracy of post-reading exercises as the assessment basis, overemphasising final outcomes while ignoring students' performance in discussion, expression, and thinking processes throughout the class. Teachers rarely provide process-oriented feedback on students' reasoning, content, and inquiry procedures. The overreliance on summative assessment makes it difficult to identify students' real difficulties in language output, cultural understanding, and thinking development, nor does it effectively motivate students to engage in deep reading exploration. Such evaluation practices fail to provide positive support for the sustained development of core competencies.

## 4. Improvement Strategies for Deep-Learning-Oriented Reading Instructional Design

### 4.1. Adhere to the Principle of Learner-Centredness in Instructional Design

The essence of deep learning is to guide students to actively participate in various classroom tasks, establishing their central role in the learning process. Therefore, deep-learning-oriented English reading instructional design must implement a student-centred teaching philosophy. The learner-centred principle affirms students as active participants in knowledge construction. Teachers should fully respect and stimulate students' autonomous inquiry willingness, guiding them to discover and construct knowledge through independent thinking, thereby breaking away from passive knowledge-reception modes.

This principle can be implemented through three pathways. First, maintain students' intrinsic learning motivation over time, as adequate motivation is a prerequisite for deep cognitive engagement. Teachers need to understand individual characteristics and current academic levels, connecting the reading text to students' existing knowledge, life experiences, realistic learning needs, and authentic life contexts, thereby creating practical and relevant classroom situations that continuously awaken students' voluntary learning desire. Second, design progressively challenging classroom tasks. Given the diversity of student proficiency, instructional objectives should be arranged from lower to higher cognitive levels, with various types of inquiry tasks that allow students at different levels to develop appropriate competencies. Third, implement continuous process-oriented evaluation throughout the reading class. Teachers should provide practical application scenarios, offer objective and precise feedback indicating directions for improvement, and involve students in peer and self-assessment, helping them gain a sense of achievement and sustain long-term participation enthusiasm.

### 4.2. Diversify Teaching Activities to Strengthen Practical Engagement

Deep learning emphasises activity and practice, enabling students to generate experience, gain understanding, and achieve an integrated development of knowledge, ability, and value. Zhong Qiquan (2021) also stressed that teaching is not a mere procedural routine but a well-designed joint inquiry activity that creates a climax of teaching. To achieve deep-learning objectives, classroom activities can be designed along five directions. First, employ basic comprehension tasks to help students sort out key content and summarise text frameworks, fulfilling the requirement of associative construction of structured knowledge. Second, arrange practical inquiry tasks that engage students in analysing discourse structures, internalising knowledge, and exchanging viewpoints, allowing them to grasp the essence and flexibly apply it. Third, design extended creative tasks that guide students to solve real-life problems using what they have learned, fostering knowledge transfer and innovation. Fourth, integrate multidimensional evaluation throughout the learning process through teacher comments, peer feedback, and self-reflection, enabling students to refine their cognition and shape positive values through continuous review. Fifth, fully mobilise students' initiative in overall class operation, involving them in every classroom phase and achieving deep learning through direct experiential engagement.

### 4.3. Enhance Classroom Interaction Quality and Foster an Equitable Dialogue Atmosphere

At the implementation level, teachers can improve classroom interaction from two aspects. On one hand, accept students' diverse reading interpretations—even when their understandings differ from conventional views—encouraging them to express

their ideas confidently, making them feel that their perspectives are valued. Teachers should engage in discussion as equals, creating an open and inclusive environment that hones students' deep thinking and oral expression skills.

On the other hand, when students give incorrect answers, remain silent, or provide incomplete responses, teachers should not immediately offer the correct answer or call on another student to complete it. Instead, they should provide immediate and specific guidance through heuristic questions that prompt students to retrace their reasoning—for instance, asking them to find textual evidence for their claims or reread certain paragraphs for additional information—thereby helping them reorganise their thoughts and deepen their understanding. This interactive approach protects students' participation willingness, attends to their psychological needs, and assists them in overcoming cognitive obstacles.

### 4.4. Connect Teaching Content with Students' Prior Knowledge and Experience

In practical teaching, teachers can optimise design through two approaches. First, design classroom activities by integrating students' prior knowledge and daily life experiences, creating lifelike scenarios based on the text theme. Materials can be drawn from familiar everyday examples, current social issues, or relevant cultural background information, prompting students to compare personal experiences with the text and engage in deep interpretation. Second, transcend the single-text perspective by adopting a holistic unit-based approach to reading instruction, linking new and old knowledge. At the beginning of the unit, teachers can present an overall knowledge framework illustrating the logical connections among different sections. Teaching the text from a macro-unit perspective helps students fully grasp the main ideas of the discourse and incorporate new knowledge into existing cognitive structures, deepening their understanding of both the individual text and the unit theme.

Furthermore, deep-learning-oriented English instructional design should be grounded in the unit theme, carefully analysing the discourse content, and designing progressively challenging activities revolving around thematic meaning exploration. Teachers should employ formative and developmental assessment to provide timely and reliable feedback, and gradually guide students to conduct self-assessment and peer assessment.

## 5. Deep-Learning-Oriented Instructional Design: Taking Unit 4 Journey Across a Vast Land as an Example

The reading text for this lesson is a travelogue. The target students are in their second year of senior high school, and the lesson lasts 40 minutes. The following content analysis is presented from the What, Why, and How dimensions.

From the What dimension, the text follows the spatial progression of the journey,

recounting the protagonist Li Daiyu and her cousin Liu Qian travelling by train from west to east across Canada. Along the route, they pass through the Rocky Mountains, Lake Louise, the prairie provinces, and Toronto, covering descriptions of natural scenery, geographical and cultural information, and expressions of personal feelings. The surface layer presents the travel itinerary, while implicitly containing the emotional evolution of the protagonists from awe and admiration to reflection when facing the vast landscape.

From the Why dimension, this unit falls under the theme of "human and nature," with the core intention of guiding students to reflect on the significance of long-distance travel for personal cognition and spiritual growth, rather than merely acquiring tourist information. For core competency cultivation, the text contains abundant authentic expressions describing scenery and emotions, providing high-quality models for vocabulary accumulation and imitative writing. At the same time, Canada's geographical reality of vast land with sparse population profoundly shapes its people's attitudes towards nature, offering rich material for cross-cultural comparison. The text conveys the author's value judgments through the intertwining of scenery and feelings, requiring students to analyse and evaluate rather than passively accept.

From the How dimension, the text unfolds in geographical sequence, linked by temporal markers to form a clear dual-structure of time and space. Scenery description and emotional expression are closely interwoven; sentence length is moderate, and vocabulary difficulty is within the current level of senior high school students, providing authentic opportunities for using skimming to extract information and guessing word meanings from context. Overall, the text is well-structured, rich in meaning, and linguistically comprehensible and imitable, making it suitable as a vehicle for deep learning and core competency cultivation.

Based on Bloom's Taxonomy of Cognitive Objectives, tiered instructional objectives are set. At the remember and understand level: students should identify the travel route, main scenery, and cultural highlights, and grasp the narrative structure of the travelogue. At the apply and analyse level: students should recognise the linguistic devices used to describe scenery and express emotions, and analyse how the two are integrated. At the evaluate and create level: students should compare Chinese and Canadian attitudes towards nature, form their own views on "the meaning of long-distance travel," and produce short language outputs drawing on the text.

Teaching focus: guiding students to sort out the travel route and on-the-way observations and to understand the dual narrative structure. Teaching difficulty: analysing how the author conveys emotional changes through scenery description and forming personal value judgments through cross-cultural comparison.

Class Introduction (5 minutes). The teacher presents two pictures: one of a train journey through the Canadian Rocky Mountains, and the other of vast natural landscapes in Northwest China or the Qinghai-Tibet Plateau. Two open-ended

questions are asked: Have you ever taken a long-distance train journey? How did you feel? and What might you expect to see and feel when travelling across a vast land? Students share their experiences freely; the teacher does not judge right or wrong but summarises and refines their responses, leading to the core inquiry question of the lesson: "How does scenery affect people's inner feelings?" This stage aims to activate intrinsic motivation, establish connections between the text theme and personal experiences, and clarify the direction of deep inquiry from the very beginning, preventing passive knowledge reception.

Basic Text Comprehension (10 minutes). This section abandons sentence-by-sentence translation and phrase highlighting. Students are asked to use skimming to quickly identify the travel route and mark the main stops (Vancouver → Rocky Mountains → Lake Louise → Jasper → Edmonton → Winnipeg → Toronto) and corresponding scenic features on a simplified map template provided by the teacher. While reading, they are encouraged to guess the meanings of unfamiliar words from context. After independent reading, students check their maps with desk mates, supplementing missing details, while the teacher circulates to observe. Finally, one student presents the complete route on a large wall map, and the class confirms it together. The teacher then highlights the dual time-space structure using temporal markers (e.g., the next morning, after another day, when they finally reached) to help students build a schematic framework for travelogue reading. This stage shifts away from teacher-centred transmission and enables students to acquire general methods for interpreting travel texts, laying a solid foundation for deep understanding.

In-depth Classroom Inquiry (14 minutes). This is the core distinguishing part of the lesson, completely discarding low-level tasks like identifying place names or landscapes. Three progressively challenging group discussion tasks are set. Task 1 (language expression analysis): groups work together to identify scenic descriptions and emotional statements, discussing which words and sentence patterns the author uses to convey emotions such as awe, calmness, and reluctance (e.g., awesome, literally took their breath away). Groups briefly report, and the teacher summarises key expressions. Task 2 (intercultural comparison): the teacher poses the discussion question: How might Canada's vast land and sparse population influence Canadians' attitudes towards nature? What similarities or differences exist when compared to attitudes towards nature in regions like Northwest China or the Qinghai-Tibet Plateau? Groups discuss without seeking a single correct answer, aiming to extend from textual information to cross-cultural perspectives and build objective and inclusive intercultural awareness. Task 3 (value judgment): the teacher asks: Do you think a long train journey across vast land is just sightseeing, or does it mean something more? Do you agree with the author's feelings? Groups deliberate on the deeper significance of long-distance travel, encouraging students to propose views different from the author's. They then select representatives to

present their opinions, while other groups may question or supplement. The teacher only provides logical guidance and does not offer standard answers. The three tasks correspond to apply, analyse, evaluate, and create levels of cognition, guiding students step by step from surface to deep interpretation of the text and systematically exercising higher-order thinking.

Transfer Output and Lesson Summary (11 minutes). This segment addresses the common problem of overemphasising input and neglecting output in traditional classrooms by designing contextualised, thematic integrative language practice. The teacher first extracts key sentence patterns from the text for describing vast landscapes and expressing travel feelings, providing scaffolding for students. Students then write a short English paragraph (3-4 sentences) on "a journey that broadened my horizons," integrating scenery description and personal reflections. Three to four students are randomly selected to share their paragraphs orally or via projection, and the teacher gives on-the-spot feedback, attending both to language accuracy and creative personal expression. Finally, the teacher guides a review of the learning path: what we read (text content) → how we read (skimming strategies and time-space structure) → what we gained (relationship between scenery and emotions, cultural comparison, personal judgments). This helps students consolidate the overall approach to travelogue reading.

After-class Extended Tasks. Instead of mechanical assignments like copying words or completing objective reading exercises, tiered autonomous exploration tasks are provided. Students may choose one based on their level: a basic task is to write a short English passage introducing a vast natural landscape in China; an advanced task is to research cultural materials about Canadian wilderness travel and write a short reflective response containing personal critical thoughts. Both tasks aim at sustained extension of language use and cultural thinking.

The lesson adopts diversified process-oriented assessment throughout, incorporating individual participation, group collaboration, demonstration of critical thinking, and quality of language output as core evaluation dimensions, with after-class exercise results as auxiliary reference. Three assessment modes—teacher feedback, peer evaluation, and self-reflection—are simultaneously implemented in class. All feedback not only indicates correctness but also clearly identifies strengths and areas for improvement in students' expression and reasoning, using sustained positive feedback to drive active engagement in deep textual inquiry.

The entire instructional design integrates the four subject core competencies into a coherent learning process for the same discourse. Each stage is interconnected and progressively deepened—from basic text organisation to critical inquiry, and then to authentic language production—effectively overcoming the traditional classroom shortcomings of competency fragmentation, superficial activities, and monotonous training, and substantially realising the deep-learning-oriented educational goals of

travelogue reading.

## 6. Conclusion

Implementing deep teaching in senior high school English reading instruction helps overcome the superficial learning drawbacks of mechanical memorisation and fragmented interpretation prevalent in traditional classrooms. On the one hand, deep teaching promotes students' higher-order critical thinking, intercultural inquiry, and language transfer practice, effectively developing their critical thinking and authentic English expression abilities, broadening international cultural horizons, stimulating intrinsic motivation for independent exploration, and systematically fostering the four English subject core competencies. On the other hand, deep teaching adopts a holistic unit perspective to organise knowledge and, together with formative multiple assessments, optimises classroom feedback mechanisms, helping teachers move beyond the examination-driven single instructional model. Students are no longer confined to completing exercise tasks; through deep inquiry into thematic meanings, they form transferable reading strategies and achieve sustained improvement in overall English competence. However, this study only analyses a single travelogue text, limiting the scope of the sample. Future research could extend to different genres and different grade-level travelogue texts through long-term classroom practice to further validate and refine the implementation pathways of travelogue reading teaching from the deep-learning perspective.

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