

Overall Unit Instructional Design in Senior High School Teaching under the Perspective of Deep Learning—Taking Unit3 the World Meets China as an Example

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How to cite this paper: Long, S. Y. (2025). Overall Unit Instructional Design in Senior High School Teaching under the Perspective of Deep Learning—Taking Unit3 the World Meets China as an Example. *Literature, Language and Cultural Studies*, 1(3), 155–161. ISSN Print: 3079-5095; ISSN Online: 3079-5109.

<https://doi.org/10.63313/LLCS.9051>

Published: 2025-06-24

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Abstract

This paper starts from the meaning of deep learning and explores its characteristics and the connection with the English curriculum standards. Taking Unit 3 The World Meets China of Foreign Language Teaching and Research Press (2019) as an example, it explores the overall unit Instructional design in senior high school teaching based on the concept of deep learning, aiming at establishing a new model of nurturing in the English discipline.

Keywords

Deep learning; English teaching; Overall unit instructional design

1. Introduction

Nowadays, with the implementation of English curriculum standards, the outlook of traditional classroom has been greatly changed from teacher-centered to student-centered style. However, problems still exist, waiting for educators and experts to solve. One of the most crucial problems is the prominent fragmentation, superficiality and labelling in English Teaching, and at the same time, some teachers still neglect the cultivation of students' critical thinking and correct values (Wang Qiang, 2018). Only these problems have been solved can the English education in China bloom successfully.

Under such conditions, deep learning can be used as a perfect way to deal with the problem of fragmentation in English classroom. That is to say, we can take advantage of deep learning to improve the implementation of English curriculum

standards, cultivate students' key competences in English teaching and learning, and innovation of curricular development. Therefore, in order to better permeate the idea of deep learning in English teaching and learning, it's important to avail the overall unit instructional design to conduct the English lessons, which also coincides with insight of scholar Jiao Shiqiang. He believes that overall unit design will greatly help students build connections among separate knowledge points, form systems in mind, help them create and learn more, and finally achieve the deep learning in the classroom (Jiao Shiqiang, 2022).

2. Deep Learning

2.1. the Definition of Deep Learning

Marton and Säljö introduced the concepts of shallow and deep learning by analyzing the different ways in which students acquire and process information when reading prose passages (1976). Then, as time passing by, more researchers keep studying deep learning. In 2014, American Institutes for Research constructed a structure for ability of deep learning base on the research result of The William and Flora Hewlett Foundation. The structure consists of three parts and 6 elements. They are Perception, Interpersonal, and Ego. The perception means that students need to comprehend core knowledge and solve complex problems critically; the interpersonal part means that students learn work cooperatively and communicate with others fluently; the ego means that students learn how to learn and develop academic logic (American Institutes for Research, 2014).

In China, He Ling and Li Jiahou first defined the concept of deep learning, which pointed out that deep learning refers to learners' ability to critically learn new ideas and thoughts and integrate them into original cognitive structures based on the understanding, and be able to transfer existing knowledge to new situations, make decisions and solve problems (2005). Then, most widely accepted definition of deep learning in the field of curriculum and instructional reform in elementary and secondary school in the proposed by Guo Hua (2021). He believes that when deep learning occurs, students will experience a healthy and meaningful learning process, and finally students will become active in learning, resourceful, responsible, innovative, and creative.

2.2. The features of deep learning

Guo Hua summarized five features of deep learning, namely, activity and experience, association and structure, essence and variation, transfer and creation, value and judgment (2021). And based on these features, professor Wang Qiang teased out the connections between deep learning and English curriculum standards (2021). As for activity and experience, it highlights the value of students as the main body of learning and emphasizes the need for students to actively participate in learning activities and actively experience the learning process. As for association and struc-

ture, it requires teachers to focus on the connections among knowledge and help students build connections and systems. As for essence and variation, it points that learners process and think deeply about the learning object to grasp the intrinsic connection and essence of knowledge. As for transfer and creation, it emphasizes the ability of learners to transfer what they have learned to real social situations and engage in the practical process of problem solving. To sum up, these five features are deeply related to the new English curriculum standards. They all emphasize the importance of student-centered learning, fostering the construction of structured knowledge, and grasping the essential meaning of disciplinary content. It promotes deep thinking among students while also focusing on the transformation of knowledge into skills and the development of competencies into broader literacy. Additionally, it highlights the significance of solving real-world problems, with a focus on moral education, all of which collectively contribute to the ultimate educational goal of holistic student development.

3. The Implementation Path of Deep Learning in High School English Teaching

It's extremely hard to achieve deep learning in just one single lesson. Therefore, it's also impossible to achieve deep learning in just one single lesson. In this way, students can't have the ability to transfer and apply new knowledge (Wiggins & McTighe 2005). So, the overall unit instructional design is a panacea for dealing with this problem. Moreover, this paper is going to take senior English Book 7 by Foreign Language Teaching and Research Press (2019) unit 3 The World Meets China as an example to illustrate how to make use of deep learning to form high English instructional design under the guidance of overall unit instructional design.

3.1. Integrating the Content of the Unit, Determining the Unit's instructional Objectives

The thematic context of this unit is human and society. The teaching text is shown in the table 1

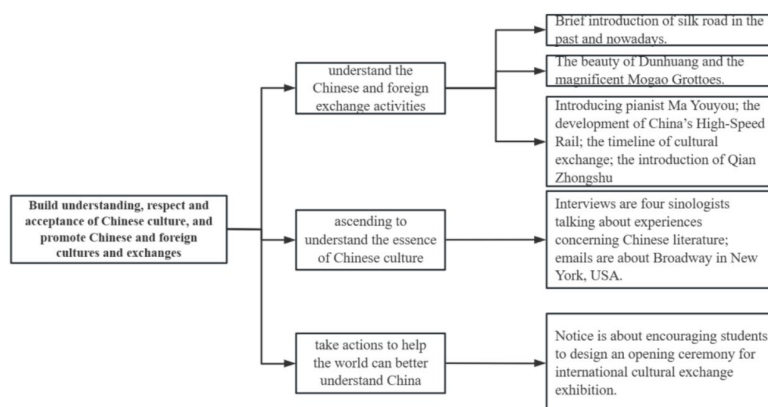
Table 1. Teaching text in The World Meets China.

Text	Text type (skill)	Text content	Text subject
Strating out: The Silk Road	Video discourse (Listening and viewing)	Brief introduction of silk road in the past and nowadays.	The history and present status of silk road.
Understanding Ideas: Welcome to Dunhuang	Tour commentary (Reading and speaking)	The beauty of Dunhuang and the magnificent Mogao Grottoes	The Duhuang's glamor.
Using language: Adverbial clauses	Description (Integrated skills)	Introducing pianist Ma Youyou; the development of China's High- Speed Rail; the timeline of cultural exchange; the introduction of Qian Zhongshu.	The power of unique Chinese culture.
Developing ideas:	Interview and Email	Interviews are four sinologists talking about experiences con-	The importance of cultural exchange

Reading China	(Reading and writing)	cerning Chinese literature; emails are about Broadway in New York, USA.	among countries.
Presenting ideas School Committee Notice	Notice (Speaking)	Notice is about encouraging students to design an opening ceremony for international cultural exchange exhibition.	The role of action in cultural exchange and promotion.
Reflection Writing tips	Questions (Writing)	Require students to consider the questions and write down the reflections.	Reflection about unit learning content.

Therefore, based on the analysis of teaching text, unit teaching objectives are as follows. They are respectively to understand the Chinese and foreign exchange activities, ascending to understand the essence of Chinese culture, and take actions to help the world can better understand China. The detailed information is shown in figure 1.

Figure 1. Unit teaching objectives in The World Meets China.



3.2. Designing Lesson Objectives and Thematic Meaning-seeking Activities

In order to achieve the overall unit objectives under the idea of deep learning, achieving every single lesson's objective is a first step to success. Therefore, this paper takes part understanding ideas Welcome to Dunhuang! as an example to discover how to realize the deep learning in English text teaching.

3.2.1 Analysis of Teaching Text

First of all, what is the teaching text will be presented. This lesson is chosen from senior English book7 by Foreign Language Teaching and Research Press (2019). The teaching content, Welcome to Dunhuang, is selected from unit 3-The World Meets China. The thematic context of this unit is Human and Society. The whole text is about a tour guide introducing the Dunhuang's splendid history and prosperous reality, which involves details about Dunhuang's location, significance, history and caves in Mogao Grottoes including murals, statues and paintings. Since the tour

guide is guiding their visitors to better enjoy the magnificent power of Mogao Grottoes, in teaching process, students will have a vivid understanding of Mogao Grottoes in Cave 16 and Cave 17 by learning the passage and appreciating the language. They will also find out why Dunhuang is so mysterious and why Mogao Grottoes is so attractive.

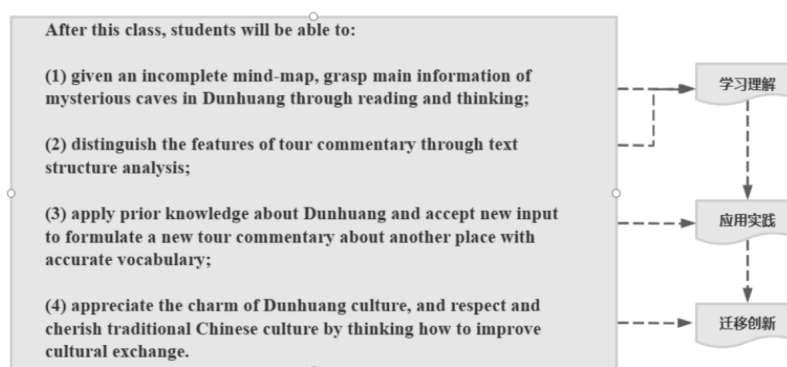
Secondly, why students need to learn this text is analyzed. The educational value of this text is to help students learn how to introduce a location, especially tourist attraction for someone else in reality. That is to say they can enjoy the charm of Mogao Grottoes and know how to use English to introduce it. And at the same time, students will know how to introduce other places. Moreover, students will appreciate traditional Chinese culture and gain the power of Chinese culture through learning the charm of Dunhuang, gradually building the culture confidence.

Finally, let's us analyze how the text is organized. For Structure, this tour commentary follows a space order and then it introduces location, the significances of Dunhuang and the caves in Mogao Grottoes including statues, murals and paintings. For Language features, the text belongs to practical writing and as a tour commentary, it uses first-person and second-person narrative style to convey the speaker's intention. At the same time, informal language usage makes people feel at ease when visiting the Dunhuang.

3.2.2 Teaching objectives and teaching activities

Welcome to Dunhuang is about Dunhuang's glamor and the overall unit teaching objective waiting to be achieved is to understand the Chinese and foreign exchange activities. So, according to the activity-based teaching approach, teaching objectives for this lesson is presented in figure 2.

Figure 2. Teaching objectives of *Welcome to Dunhuang*.



Now, based on these teaching objectives, teaching activities are designed as follows.

Activity 1: Reviewing

Ask students to look at the picture of the silk road map and review what they've learned in last lesson.

Activity 2: Enjoy a short video

Show a short video about Dunhuang, including its location, custom, and famous tourist attractions, etc. Then ask students “What aspects this video cover when it introducing Dunhuang?” “What other aspects do you want to include if you want to introduce Dunhuang for us?” Then, tell students to find out in the passage.

Activity 3: Reading for Structure

Ask students to read the whole text for the first time and ask them to answer “Where can you possibly read a text like this?” Then invite them to analyze the whole structure of the text and answer the question.

Activity 4: Reading for information

Ask students to read the text for the second time and finish the mind-map (from cave16 to cave17). Then ask students to check their predictions. For example, which aspect this tour guide mentioned?

Activity 5: Reading for Thinking

Invite students to ask questions and encourage them to answer them one by one. For example, questions might be Q1: How to introduce a location for people? Q2: How to protect Dunhuang culture? Q3: Why is so important for us to protect the Dunhuang?.....

Activity 6: Group Writing

Give word bank and sentence structures for students and inform them what is a tour commentary and how to write a tour commentary. Then, ask students to write a short tour commentary in small groups.

Activity 7: Role Play

Based on the tour commentary and relevant information, ask students to role play it. One student will be a tour guide and other group members will be tourists. These activities enable the students to learn better, thus furthering the objectives of the lesson. At the same time, the question chain of this lesson are as follows: Question 1: What does this lady describe about Dunhuang in the video? Question 2: If you were a tour guide and you were to introduce Dunhuang, what aspects would you introduce? Question 3: In this post, how does this tour guide introduce Dunhuang? Please find some sentences to support your ideas Question 4: Why was the Mogao Grottoes (cave 17) damaged by people? Question 5: Why do the Dunhuang and Mogao Grottoes still attract so many people today? Question 6: As high school students, what can we contribute to the conservation of cultural relics? Question 7: How can we introduce a site for others?

Evaluation is an essential part of deep learning. Therefore, self-evaluation list is designed for students to check their learning effect and informing teachers and improving teaching and learning

Table 2. Self- evaluation list of Welcome to Dunhuang.

Things I'm able to do	Evaluation				
I can grasp the whole structure of this tour commentary.	1	2	3	4	5
I can describe the Mogao Grottoes for my friends.	1	2	3	4	5

I can finish mind-map fluently.	1	2	3	4	5
I know the importance of cultural exchange.	1	2	3	4	5
I want to keep learning more about Chinese culture.	1	2	3	4	5

4. Conclusion

Deep learning provides a new perspective for English curriculum reform in primary and secondary schools, and offers a new solution to the problem of fragmentation and superficiality in English teaching. In deep learning, teachers need to integrate the unit teaching content, formulate the unit teaching objectives, and then delineate the objectives of each lesson based on the unit objectives, so as to enable students to obtain the systematic knowledge system before and after, and construct the relationship between the knowledge. This paper explores the overall unit instructional design of high school English under the idea of deep learning, aiming to provide a reference for better high school English teaching. At present, there are fewer high-quality and high-caliber related researches, which need to be deepened in the future.

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