

The Construction of Deep Learning in English Newspaper Reading Course under Blended Teaching Mode

Fang Jin

Network Communication College, Zhejiang Yuexiu University, Shaoxing, China

Email: 20042008@zyufl.edu.cn

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Abstract

This paper discusses how to integrate deep learning techniques into English newspaper reading courses in colleges and universities in order to improve the quality of English education. Deep learning can be used to achieve personalized learning paths, multi-modal learning with real-time feedback and assessment, virtual experiments and immersive learning, social learning and collaboration, and encourage lifelong and self-directed learning. The article provides a practical approach to constructing an English newspaper reading course in higher education, including course design, selection of teaching materials and multimedia resources, learning platforms and tools, teacher training and support, and assessment and improvement. These approaches help to improve students' English proficiency and develop their information acquisition and analysis skills to meet evolving needs.

Keywords

Blended Learning, English Newspaper Reading, Deep Learning

1. Introduction

In an era of advancing globalization, where English takes center stage as a global means of communication, the significance of English education in colleges and universities is on the rise. However, we need more compelling and persuasive evidence. Among the myriad facets of English learning, the English Newspaper Reading course holds a special place. It not only enhances students' language proficiency but also equips them with a deeper understanding of international affairs and cross-cultural communication. This paper seeks to provide a thorough exploration of the integration of deep learning technology into English

Newspaper Reading courses within the blended teaching mode. In this context, deep learning technology provides new methods and opportunities for building an English Newspaper Reading course in colleges and universities. The significance of integrating deep learning elements into English Newspaper Reading courses must be emphasized right from the start. This integration has the potential to revolutionize both the teaching and learning experience, leading to enhanced language proficiency and a deeper understanding of global affairs. This potential impact should be highlighted to engage the reader's interest from the very beginning. In this paper, we will discuss how to build an English Newspaper Reading course with deep learning elements in colleges and universities by combining the blended teaching mode.

2. Rationale for the Study

To address the need for a clearer rationale at the beginning, we must first understand the existing challenges in English Newspaper Reading courses. Deep learning technology offers promising solutions to these challenges. By providing a comprehensive explanation of these challenges and how deep learning can address them, we will provide a compelling justification for the study's undertaking.

2.1. Personalized Learning Paths

English Newspaper Reading courses typically include multiple levels of students with widely varying English proficiency. Deep learning technologies can provide personalized learning paths for each student by analyzing their learning history and proficiency level (Tang, 2015). This means that high-level students can be confronted with more challenging material, while beginners have access to more accessible resources. This personalized approach can stimulate student interest and improve learning.

2.2. Multi-Modal Learning

Deep learning also supports multi-modal learning, which is the acquisition of information through multiple sensory channels (Wang & Li, 2020). English newspaper reading can involve text, audio, video and images. Deep learning can help integrate these multimedia resources into a course to provide a richer learning experience (Shi, 2021). For example, students can improve their listening skills by listening to the audio of news reports, understand background information by watching related videos, and improve their reading skills by reading articles (Yuan & Li, 2017). This multi-modal approach is closer to reality and helps students understand information more comprehensively.

2.3. Real-Time Feedback and Assessment

The key to an English newspaper reading course is to understand and interpret English articles. Deep learning technology can analyze students' answers, reading speed and comprehension in real-time to provide immediate feedback. This

helps students understand their weaknesses and adjust their learning strategies in time (Li, 2018a). At the same time, deep learning can support automated assessment systems and reduce teachers' burden of grading, enabling them to focus more on teaching content and student counseling.

2.4. Virtual Experiments and Immersive Learning

Virtual experiments and immersive learning are powerful applications of deep learning methods. Through virtual reality technology, students can simulate participation in a news report to improve their emotional engagement and comprehension (Du, 2017). For example, they can learn about the reasons behind international political issues through virtual experiments or experience firsthand the context of historical events. This kind of immersive learning can stimulate students' interest and make them more willing to learn more about news events.

2.5. Social Learning and Collaboration

Deep learning also supports social learning and collaboration, which is very important in English newspaper reading courses. Students can interact with their classmates and teachers through an online platform to discuss news topics and share insights and opinions. This collaborative approach can develop students' cooperative spirit and teamwork skills (Li, 2018a). Deep learning technology can analyze students' collaborative behaviors and help teachers better understand students' level of participation and contribution, thus providing more accurate assessment and feedback. This helps to encourage students to actively participate in collaborative activities.

2.6. Lifelong and Self-Directed Learning

Deep learning methods can promote the concept of lifelong and self-directed learning. By providing a wealth of online resources and learning tools, students can learn to read English newspapers anytime and anywhere, not just limited to classroom time. This helps to develop students' self-directed learning skills and enables them to continue to improve their English proficiency continuously after graduation.

3. Deep Learning and English Newspaper Reading

Deep learning is an artificial intelligence technology that mimics the way neurons in the human brain work to process and analyze data through multi-level neural networks. (Goodfellow et al., 2015) Deep learning is an approach to education that emphasizes that students should not only learn knowledge, but also think deeply, inquire actively, and develop innovative thinking and problem-solving skills. It encourages students to participate actively, ask questions, improve the quality of learning through critical thinking and comprehensive understanding, and pursue deeper knowledge understanding and ability development. (Guo, 2016) At the heart of deep learning is the development of stu-

dents' interest and autonomy in learning, equipping them with the ability to continue learning and adapting in an ever-changing knowledge society. This perspective emphasizes the critical role of deep learning in education to develop more holistic thinking and learning skills in students to adapt to changing knowledge needs and complex societal challenges.

In the English Newspaper Reading course, deep learning can be applied in several ways to improve the quality of education and student experience.

4. The Application of Blended Teaching Mode in English Newspaper Reading Course

The blended teaching mode combines traditional face-to-face teaching and online learning, which is an ideal choice for building English newspaper reading courses in colleges and universities.

4.1. Combining Classroom Teaching and Online Learning

The blended teaching mode combines traditional classroom teaching with online learning, which provides more flexibility for the English newspaper reading course (Xu & Li, 2020). In the classroom, teachers can guide students to analyze English articles in-depth and engage in real-time discussions and interactions. The online learning component can include reading materials, multimedia resources and self-test exercises. This combination can take full advantage of deep learning technologies, such as personalized learning paths and real-time feedback. Students can discuss and solve difficult problems in class, while online learning provides more practice and study materials to accommodate students with different learning paces.

4.2. Developing a Blended Learning Program

The blended teaching model requires a clear plan to ensure the combination of classroom teaching and online learning (Li & Li, 2017). First, teachers need to clearly define the goals and tasks of online learning, including the selection of reading materials, the preparation of multimedia resources, and the topics for online discussions. These tasks should be coordinated with classroom teaching so that what is learned can be discussed and applied more deeply in class.

4.3. Utilizing Online Resources

The success of the blended teaching model lies in the effective utilization of online resources. English newspaper reading courses can provide a multi-modal learning experience with the help of deep learning technologies, including text, audio and video resources. These resources should be of high quality and rich in diversity to meet the needs of students with different learning styles (Yin, 2017).

4.4. Encouraging Self-Directed Learning

The blended learning model encourages students to engage in self-directed

learning. Students can access online learning resources outside the classroom, choose their own learning materials, and learn at their own pace (Yang & Li, 2018). This helps to develop students' independent learning skills so that they can continue to improve their English continuously after graduation.

4.5. Classroom Interaction

The classroom remains the centerpiece of the blended learning model because it provides opportunities for teacher-student interaction and peer interaction. In the classroom, teachers can guide students to read and discuss English texts in depth, answer difficult questions, and promote cooperation and collaboration. This interaction can help students better understand and apply what they have learned.

5. Practical Methods for Constructing Deep Learning in English Newspaper Reading Courses

5.1. Course Design

Building a deep learning-supported English newspaper reading course requires redesigning the course content and structure. First of all, teachers need to clarify the learning objectives and desired outcomes of the course. to ensure that students will acquire the required language skills and cross-cultural understanding. In addition, the course should focus on developing students' ability to acquire and analyze information so that they can make sense of news reports and move in real-life situations.

Teachers then also need to select appropriate reading materials and multimedia resources according to students' English proficiency and interests (Zhao & Hu, 2009). These resources should include articles on different topics, difficulty levels and stylistic styles, ranging from international news to cultural reports, to meet the needs of different students.

To personalize learning pathways, deep learning techniques can be applied to develop learning plans to ensure that each student is able to learn according to his or her needs and level (Li, 2018b). This means that high-level students can be confronted with more challenging material, while beginners have access to more accessible resources. This personalized approach helps to improve learning and motivate students.

5.2. Textbooks and Multimedia Resources

The effectiveness of an English newspaper reading course relies heavily on the choice of textbooks and multimedia resources. These resources should have high quality and diversity to meet the needs of students with different learning styles (Liu, 2018). Deep learning techniques can be used to access and integrate a variety of resources, including newspaper articles, news videos, listening materials, and online discussions.

To increase multi-modal learning opportunities, English newspaper reading

courses can utilize deep learning technologies to provide rich resources including text, audio, and video. These resources can enable students to comprehend information more fully and improve their listening, speaking and writing skills. Audio and video resources can mimic real contexts and provide a more vivid learning experience.

5.3. Learning Platforms and Tools

The blended teaching mode requires appropriate learning platforms and tools to support the organic integration of online learning and classroom teaching. Students can access course materials, participate in online discussions, complete self-test exercises and receive real-time feedback through online platforms such as Wisdom Tree, MOCC and Mosoteach.

Deep learning techniques can be used to develop and improve these tools to provide a better learning experience by making it easier for students to access course content, interact with the instructor and their peers, and learn independently.

5.4. Teacher Training and Support

Teachers play a key role in deep learning, and as such, they need to receive relevant training and support. The success of deep learning technologies and blended learning models relies on teachers' proficiency and effective use.

1) Training includes Fundamentals of deep learning technologies: Teachers need to understand the fundamentals of deep learning technologies, including neural networks, machine learning algorithms, and so on. They should understand how to use these technologies to analyze student data and provide personalized learning support.

2) Use of online learning tools: Teachers need to master the use of online learning tools such as online platforms, virtual classroom tools, and online discussion platforms. They should be able to effectively organize and manage online learning resources, interact with students, and provide real-time feedback.

3) Course Design and Resource Integration: Teachers need to understand how to design a deep learning-supported English newspaper reading course, including how to select appropriate textbooks and multimedia resources, how to develop personalized learning pathways, and how to integrate multimodal learning resources.

4) Student data analysis: Teachers should be able to analyze student data, including learning progress, question answering, and engagement, in order to provide targeted feedback and support.

Teacher training programs should be provided by schools and educational institutions and updated regularly to reflect evolving educational technologies and deep learning methods. In addition, schools can provide teachers with technical support teams to address technical issues with online learning tools to ensure a smooth teaching and learning process.

5.5. Evaluation and Improvement

Deep Learning-supported English newspaper reading courses require regular assessment and improvement to ensure the effectiveness of the course content and methodology. This includes an assessment of the course objectives, materials, multimedia resources and learning tools.

1) Assessment.

a) Student Learning Performance: Teachers can use deep learning techniques to analyze student learning performance, including question answering, progress, and engagement. This data can be used to assess student learning outcomes.

b) Teaching methods: Teachers and educational institutions can collect feedback to understand the effectiveness of teaching methods. This can be done through student questionnaires, teacher feedback and observations.

c) Online learning tools: Educational institutions can assess the performance and usability of online learning tools. This includes the stability, ease of use and security of the tool.

2) Improvement.

a) Adapting courses based on student data: Schools can adapt course content and methods to meet the needs of different students based on the analysis of student data. This may include modifying learning pathways, changing materials, or adding more multi-modal resources.

b) Update textbooks and resources: Schools should regularly review and update textbooks and multimedia resources to maintain their quality and currency. This could include finding new newspaper articles, news videos and listening materials.

c) Improve online learning tools: Schools and educational institutions can improve the performance and functionality of online learning tools based on user feedback and technological evolution to provide a better learning experience.

6. Summary

Building a deep learning-supported English newspaper reading course requires careful planning and implementation, including course design, teaching materials and multimedia resources, learning platforms and tools, teacher training and support, and assessment and improvement. Deep learning technologies and blended learning models provide powerful tools to meet the changing needs of students and improve the quality and effectiveness of English newspaper reading courses. With continuous improvement and innovation, we can create a more dynamic and modern English newspaper reading program to meet the needs of future students.

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Conflicts of Interest

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

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