

PROMOTING DEEP LEARNING APPROACH IN TEACHING
ENGLISH LANGUAGE

Abdurakhimova Janar Seyda-Axmetovna,
Doctoral student of TIAME NRU,
janaraxmetovna@gmail.com,
<https://orcid.org/0009-0006-0740-2151>
<https://doi.org/10.5281/zenodo.14201136>

Abstract. *The rapid evolution of technology and educational methodologies has brought a shift toward more immersive, student-centered learning environments. In language education, deep learning (DL) has emerged as a promising approach to help students acquire English more meaningfully and effectively. This article explores the concept of deep learning in the context of teaching English as a second language (ESL), providing an overview of its theoretical foundations, practical applications, and implications for language instruction. Through an examination of relevant research, strategies for promoting deep learning in English classrooms are proposed, highlighting the role of active engagement, critical thinking, collaboration, and authentic tasks. The article concludes with recommendations for teachers and educators on how to integrate deep learning practices into their curriculum to foster long-term language proficiency and cognitive development.*

Key words: *deep learning, teaching English language, promoting deep learning approach.*

Annotatsiya. *Texnologiyalar va ta'lim metodologiyalarining jadal rivojlanishi ko'proq immersiv, o'quvchilarga yo'naltirilgan o'quv muhitiga o'tishga olib keldi. Til ta'limida chuqur o'rganish (DL) talabalarga ingliz tilini yanada mazmunli va samarali o'zlashtirishga yordam beradigan istiqbolli yondashuv sifatida paydo bo'ldi. Ushbu maqola ingliz tilini ikkinchi til (ESL) sifatida o'rgatish kontekstida chuqur o'rganish kontseptsiyasini o'rganadi, uning nazariy asoslari, amaliy qo'llanilishi va tilni o'rgatishdagi oqibatlarini haqida umumiy ma'lumot beradi. Tegishli tadqiqotlarni tekshirish orqali ingliz tili darolarida chuqur o'rganishni rag'batlantirish strategiyalari taklif etiladi, ular faol ishtirok etish, tanqidiy fikrlash, hamkorlik va haqiqiy vazifalar rolini ta'kidlaydi. Maqola o'qituvchilar va ustozlarga uzoq muddatli tilni bilish va kognitiv rivojlanishni takomillashtirish uchun chuqur o'rganish amaliyotlarini o'z o'quv dasturlariga qanday kiritish bo'yicha tavsiyalar bilan yakunlanadi.*

Kalit so'zlar: *chuqur o'rganish, ingliz tilini o'qitish, chuqur o'rganish yondashuvini targ'ib qilish.*

Introduction

In recent years, the educational paradigm has undergone a significant transformation, moving away from traditional rote memorization and passive learning models toward more dynamic, student-centered approaches. Among these, deep learning (DL) has garnered increasing attention, particularly in the context of language acquisition. Deep learning refers to an approach that emphasizes understanding, critical thinking, and the meaningful application of knowledge, in

contrast to surface learning, which focuses on rote memorization and short-term recall. In teaching English as a second language (ESL), deep learning can foster a deeper, more intrinsic understanding of the language and its cultural nuances, resulting in long-lasting proficiency.

The importance of promoting deep learning in language education is underscored by the fact that language learning is not just about mastering grammar and vocabulary but also about developing communicative competence, critical thinking skills, and intercultural understanding. As such, deep learning provides a more holistic approach to language education, addressing both cognitive and affective domains of learning. This article explores the theoretical underpinnings of deep learning, examines its role in teaching English, and provides actionable strategies for promoting this approach in the ESL classroom.

Deep learning is grounded in several cognitive and constructivist learning theories. Central to this framework are the works of scholars such as John Biggs and Ference Marton, who distinguish between "surface learning" and "deep learning." Surface learning typically involves passive reception of information, whereas deep learning involves active engagement with the material, critical analysis, and the application of knowledge to new contexts (Biggs & Tang, 2011). In the context of language learning, deep learning encourages learners to make connections between the new language and their prior knowledge, helping them understand the language not just as a system of rules but as a means of communication and cultural expression.

Vygotsky's sociocultural theory further informs deep learning by emphasizing the importance of social interaction in cognitive development. According to Vygotsky (1978), language acquisition occurs most effectively when learners engage in collaborative activities that challenge their thinking and provide opportunities for scaffolding. In ESL classrooms, this means that students should be actively involved in using the language in meaningful ways, not only through direct instruction but also through peer collaboration, problem-solving tasks, and real-world interactions.

Additionally, constructivist approaches to learning (Piaget, 1973; Bruner, 1960) emphasize the idea that learners build their understanding of the world through active exploration, critical reflection, and problem-solving. These approaches align closely with deep learning principles, as both emphasize the importance of meaningful engagement with content and the learner's active role in constructing knowledge.

The shift toward a deep learning approach in ESL education offers several advantages over traditional methods:

1. Deep learning encourages students to engage with the language in a way that is more personal and meaningful, leading to better retention. Learners are more likely to remember and internalize language structures when they understand their underlying principles and can apply them in diverse contexts.

2. Deep learning emphasizes the development of higher-order thinking skills, such as analysis, synthesis, and evaluation. In ESL contexts, this means that students not only learn how to use English but also how to think critically about language use, cultural differences, and communication strategies.

3. By focusing on real-world application, deep learning fosters practical language skills. Students are encouraged to use English in authentic contexts - such as problem-solving tasks, debates, and group projects - where they must negotiate meaning, adapt to different communication styles, and respond to complex challenges.

4. When students see the relevance of the language they are learning and can connect it to their own experiences, they are more likely to be motivated and engaged. Deep learning activities tend to be more stimulating and engaging because they are often connected to students' interests and real-world issues.

5. Deep learning supports a more student-centered approach, which empowers learners to take ownership of their language development. This autonomy encourages lifelong learning, as students are more likely to continue seeking out opportunities to use and improve their English after formal instruction has ended.

Strategies for Promoting Deep Learning in the ESL Classroom. To promote deep learning in the ESL classroom, teachers must move beyond traditional, teacher-centered methods and create learning environments that encourage active engagement, critical thinking, and real-world application. The following strategies have been shown to be effective in fostering deep learning in language education:

Project-Based Learning (PBL) is an instructional strategy that requires students to work on complex, real-world projects over an extended period of time. In an ESL context, projects might involve tasks such as producing a short film, conducting a survey, or creating a presentation on a social issue. These projects require students to use English to solve problems, collaborate with peers, and engage with authentic materials, all of which promote deep learning.

Encouraging students to work together in pairs or groups on language tasks fosters interaction, negotiation of meaning, and shared problem-solving. Collaborative activities, such as role-playing, debates, or peer reviews, not only provide students with opportunities to practice English but also help them think critically and engage in reflective dialogue.

Task-based learning focuses on using language to accomplish meaningful tasks rather than practicing isolated language structures. Tasks might include activities like planning a trip, writing a letter, or creating a marketing campaign. By completing real-world tasks, students learn to use English more naturally and authentically.

Teachers can encourage deep learning by designing activities that require students to think critically about language and culture. For instance, students might analyze the language of a news article, compare cultural practices, or debate a controversial issue. These activities promote higher-order thinking and deepen students' understanding of the language and its social context.

Technology can be a powerful tool for promoting deep learning, offering students access to authentic materials, interactive exercises, and opportunities for global communication. Tools such as language learning apps, video conferencing, and collaborative platforms can enhance students' exposure to the language and provide them with opportunities for authentic language use.

Reflection encourages students to think about their learning process and identify areas for improvement. Teachers can incorporate reflective exercises such as journals, self-assessments, or group discussions to help students develop metacognitive skills and take responsibility for their language learning.

For ESL educators, the promotion of deep learning requires a shift in teaching practices and classroom management. Teachers must adopt a facilitative role, guiding students through active learning experiences rather than delivering information in a lecture-style format. This requires careful planning, an understanding of student needs, and an ability to design tasks that challenge students cognitively while being aligned with their proficiency level.

Furthermore, teachers must be prepared to scaffold learning, providing support when needed while gradually allowing students to take greater responsibility for their learning. The integration of deep learning practices also requires a shift in assessment, moving away from traditional exams that focus on memorization and instead using more formative, authentic assessments that measure how well students can apply their language skills in meaningful contexts.

Finally, professional development is crucial. Teachers must continuously engage with new research, teaching strategies, and technological tools to stay informed about best practices in promoting deep learning.

Conclusion

Promoting deep learning in ESL classrooms offers numerous benefits, from enhanced language retention to improved critical thinking and communicative competence. By adopting strategies such as project-based learning, collaborative tasks, and the integration of technology, teachers can create dynamic, engaging, and meaningful learning environments that foster long-term language proficiency. As the demand for effective language teaching methods continues to grow, the deep learning approach provides a robust framework for meeting the diverse needs of English language learners and preparing them for success in a globalized world.

References:

1. Biggs, J. B. (1979). Individual differences in study processes and the quality of learning outcomes. *Higher Education*, 8, 381–394. <https://doi.org/10.1007/BF01680526>
2. Biggs, J. B. (1999). What the Student Does: Teaching for enhanced learning. *International Journal of Phytoremediation*, 21(1), 57–75. <https://doi.org/10.1080/0729436990180105>
3. Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University* (4th ed.). Open University Press.
4. Bruner, J. (1960). *The Process of Education*. Harvard University Press.
5. Entwistle, N. (2000). Promoting deep learning through teaching and assessment: Conceptual frameworks and educational contexts. *Higher Education Academy*.
6. Li, Y. B., Su, D. R., Li, Q. Y., & Ren, Y. G. (2018). Development of a deep learning scale for university students in a blended learning environment. *e-Education Research*, 39(12), 94–101.
7. Piaget, J. (1973). *To Understand is to Invent: The Future of Education*. Viking Press.
8. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.