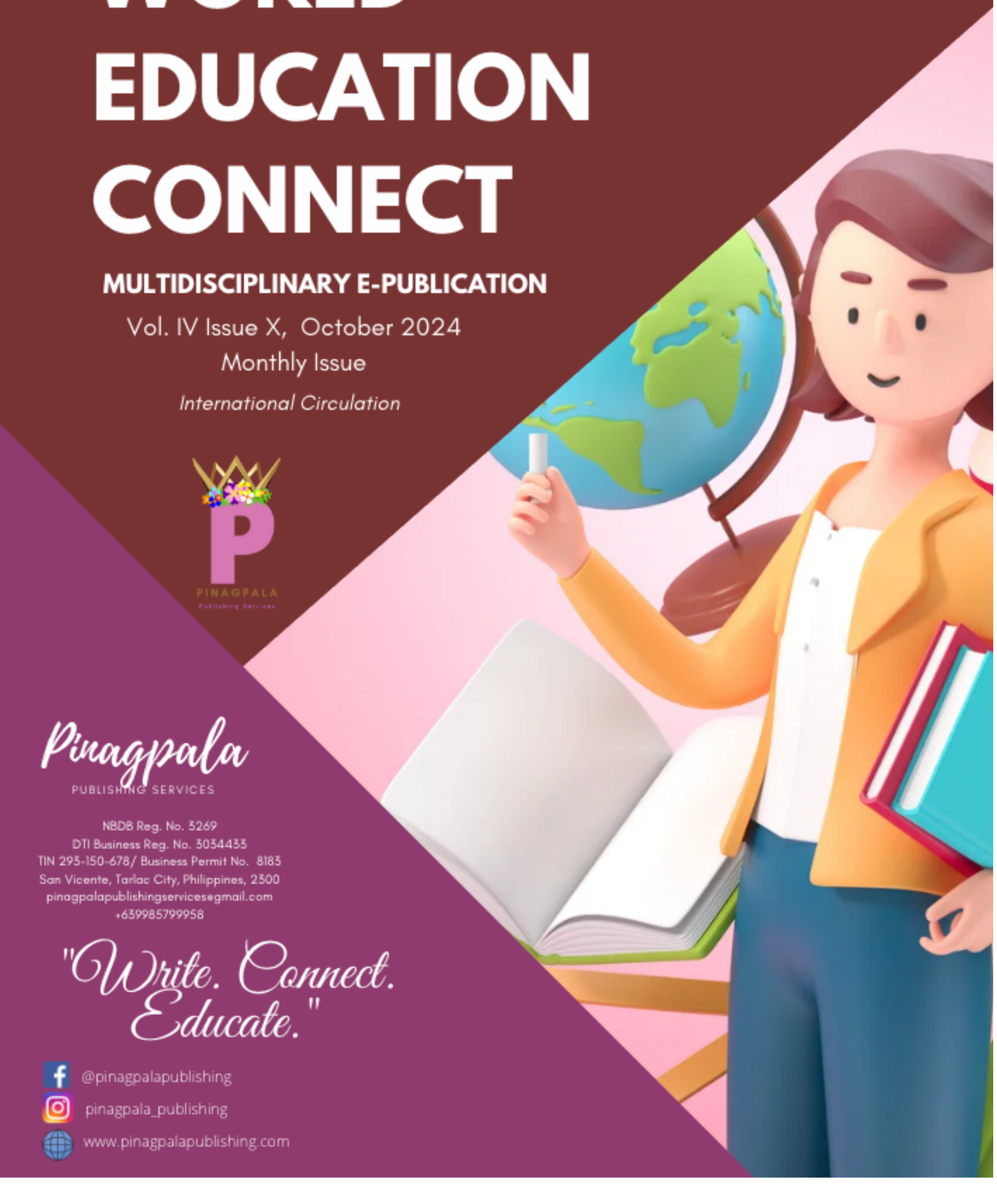
WORLD EDUCATION CONNECT

ISSN (Online) 2799-0842
ISSN (Print) 2799-130X

MULTIDISCIPLINARY E-PUBLICATION

Vol. IV Issue X, October 2024
Monthly Issue
International Circulation



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World Education Connect
Multidisciplinary e-Publication
Volume IV, Issue X (October 2024), p.93- 118, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
Published Online at *www.pinagpalapublishing.com*
Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

Deep Approach Teaching Performance of English Teachers Inputs to Instructional Plan

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Abstract

This study explored the challenges in teaching and learning using a quantitative approach at Youjiang Medical University for Nationalities in Guangxi, China, involving 60 teachers. It assessed English teachers' competency in the deep approach, finding an overall mean score of 3.02 ("satisfactory") for preparation and 3.47 ("practiced") for implementation. While most teachers demonstrated competence, certain areas need improvement. Training frequency significantly influenced teaching performance. Over one-third of teachers reported challenges with classroom management, evaluation criteria, time constraints, and technology limitations. The researcher proposed a two-part action plan to enhance teachers' deep approach practices and support classroom culture, offering a reference for other institutions.

Keywords: *Deep Approach; Deep Learning; Instructional Plan; Educational Management*

I . INTRODUCTION

In the context of exam-oriented education, classroom teaching is still predominantly teacher-centered, with teachers occupying the entire lesson time while students passively receive experiential knowledge. Teachers often neglect the impact of generative knowledge on students' thinking and classroom engagement. As a result, students are exposed to ready-made symbolic knowledge and can easily obtain answers without practice or critical thinking, which does not help develop their cognitive abilities.

Today, the reform of teaching methods has become a common theme of educational reform globally. In 2015, the United Nations Educational, Scientific and Cultural Organization (UNESCO) issued another landmark report titled "Rethinking Education: Towards a Common Global Good." This report underscores that the world is changing, and education must change along with it. "Pervasive social change demands new forms of education to develop the qualities and skills of young students, enabling them to adapt to the evolving social environment (Wang, 2018)." which means that the key role of education in promoting UNESCO's Sustainable Development Goals (SDGs) must be strengthened (Zhu, Zhang, & Kuang, 2023).

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The employment of college students is the most important component of the employment agenda. However, many colleges and universities still prioritize "theory over practice" and place research outcomes as the top priority, placing excessive emphasis on theoretical learning while lacking practical teaching capacity. This results in students having weak practical training abilities, which fails to stimulate their hands-on innovation capacity and potential. Consequently, students exhibit poor competitiveness and are unable to meet the demands of society and corporate employment requirements, ultimately leading to the problem of difficult employment (Zhang, Feng, & Li, 2018).

Some educators are even reluctant to apply Deep Approach in the classroom or have a narrow understanding of its methods and purpose. They do not utilize classroom culture as the foundation for deep teaching or create a bridge between "learning" and "culture," resulting in students' inability to grasp the true essence of deep learning. Consequently, students fail to achieve genuine deep learning.

In light of the above, this paper deeply analyzes the problems present in the current English classroom teaching in China and conducts experimental research under the guidance of the Deep Approach teaching theory. It proposes teaching practice strategies that are more suitable for university students to enter the state of deep learning from the perspective of teacher instruction. The paper advocates for management to actively implement teacher training based on the Deep Approach to enhance teachers' skills in deep teaching, thereby making a positive contribution to the United Nations' global pursuit of sustainable development.

Statement of the Problem

The research on the Deep Approach can provide guidance and reference for college teachers' teaching practices. At the same time, it can serve as a valuable reference for educational research in other fields. This study aims to investigate the Deep Approach Frequency of attended trainings related to Deep Approach, identify the challenges and opportunities it presents for the teaching performance of foreign language teachers, and propose effective solutions to enhance their teaching strategies.Specifically, this study attempts to address the following questions:

1. How is the frequency with which English teachers are attending training related to the depth approach?

2. How is the Deep Approach in teaching performance of the English Teachers described along the following

   2.1 Preparation for Competence;and

   2.2 Implementing Deep Approach

3. Is there a significant relationship between the Frequency of attended trainings and the Deep Approach teaching performance of the English teachers?

4. What are the problems encountered by the teachers in teaching English using Deep Approach?

5. What instructional plan could be proposed to address the problems encountered in Deep Approach?

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Significance of the Study

The significance of this study is to assess the correlation between Frequency of attended trainings based on survey results and teaching performance through Deep Approach. It aims to demonstrate the positive role that the Deep Approach plays in supporting teachers' professional development. This research will aid those in academia and education-related professions in developing and promoting in-depth teaching activities across various contexts.

For Teachers, the Deep Approach requires teachers to possess high professional competence and a solid theoretical foundation. Through continuous learning and professional development activities, teachers can consistently update their knowledge base, enhance their teaching skills, and advance their professional growth.

For students, this research method is characterized by its practicality. By establishing project-based learning activities and employing a classroom teaching format that encourages teacher-student co-negotiation, it enhances students' sense of interaction and their ability to co-construct courses. This approach fosters their innovative potential and implicitly helps students strengthen their in-depth learning and self-management skills, thereby laying a solid foundation for their future social practice.

For curriculum planners, the Deep Approach encourages teachers to enhance teaching and learning through deep learning practices. It guides educators in developing a multidisciplinary teaching model and provides a framework for designing single-discipline instruction. This approach has far-reaching practical significance in improving the effectiveness of classroom teaching as well as fostering meaningful interactions and exchanges between teachers and students.

For researchers, who can benefit from this study as it provides essential real-world data feedback for further research and offers guidance for related studies. Additionally, it will present factual evidence for colleagues interested in this area of study and instill confidence in more researchers aspiring to engage in this endeavor.

Ⅱ. LITERATURE REVIEW

Deep Approach is a trans-disciplinary field of education and is one of the most advanced educational philosophies in the world today. Dr. Francois Victor Tochon (2016), a pioneer of this philosophy and a world-recognized leader of the new revolutionary movement in foreign language education, published his own book in 2014: Help Them Learn A Language Deeply: Deep Approach to world Language and Cultures. Deep Approach to world Language and Cultures, which is a profoundly holistic approach to language and culture learning. According to Tochon (2016), the Deep Approach combines language education policy with the design of an open curriculum that focuses on values and the ability to act creatively rather than on imposed pedagogical effects, an approach that puts the learner in the position of curriculum builder. It is not a simple shift in pathways or methods; it is a paradigm shift. As Feng (2018), a researcher in depth education, says depth teaching does not refer to a specific teaching method, teaching method and teaching strategy, but to a philosophy of teaching that is truly above all else.

Tochon states that language Deep Approach refers to deep reflective language learning that emphasizes reading and writing prior to listening and listening, promotes project-based teamwork or peer collaboration, and views students as curriculum builders based on their intrinsic motivation. Tochon truly articulates for the first time in a systematic way why Deep

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Approach should be practiced in language and culture teaching, how to implement the Deep Approach, Deep Teaching, etc. The concept of Deep Learning, which belongs to the field of machine learning, has found that its theories can be applied to other disciplines. Similarly, Deep Approach is not only applicable to the field of language learning, as many cases have demonstrated that action-based Deep Approach can sensitize students to the historical context of human beings and the role of education in the construction of a better society, as well as the positive role of Deep Approach principles in internationalizing students' thinking and constructing peace. The Deep Approach process focuses on the growth-oriented development of students, the development of their inner emotional richness, the cohesion of concern for the growth of students' lives, and the pursuit of the developmental quality of classroom teaching, which points the way to the future direction of classroom teaching.

Change of Learning Evaluation Mode

In order to address the contradictions inherent in outcome-based theories, the Deep Approach advocates for a process-oriented curriculum that prioritizes individualized learning processes over general task performance in evaluations. This perspective recognizes that learning is predominantly a natural developmental journey determined by students themselves and should not be constrained by externally imposed predetermined goals. To address the limitations of result-based theories, the Deep Approach emphasizes process-oriented learning, where evaluations focus on individual learning journeys rather than general task performance. It views learning as a natural developmental process largely driven by students themselves, rather than being confined by externally imposed, predetermined goals.

Student-constructed Curricula

Deep Approach, in order to help students learn deeply, highly matches external program negotiation with internal programs, providing students with self-expressive Supportive opportunities. Students were supported to be able to choose their own preferred topics and content, teachers and students negotiated elements of task organization, no order of learning was imposed, individualized peer collaborative learning and project-based group learning were encouraged, and more attention was paid to cultural content and social behavior. In this way students scaffold their own learning. In their own way ultimately reaching their own clearly set goals, and finally they discover their true selves. It is a process of personal branding that helps learners create intrinsic motivation and helps them clarify who they want to be. This training may lead to lifelong self-directed learning and teaches students ways to construct their own identity, and even later in life when dealing with their own affairs, students may use the methods learned in the training process.

Task domain organization principles

Deep pedagogy is based on common guiding principles (thematic, pedagogical, or experiential), and builds the IAPI model task domains by establishing core programs through language input and output.

IAPI is an acronym for the words Interpret, Analyze, Present and Interact. The model combines different types of tasks. Students rely on "Interpret" (students read, observe, and listen to gain interpreted information) and "Analyze" (students think analytically by "focusing on language") for the language input component. The output part of the language includes "presentation" (students present the "presentation" part through writing, speaking, recording, etc.) and "interaction" (interpersonal communication in the classroom and interaction resulting from collision of ideas). Interaction (interpersonal communication and collision of

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ideas within the class). Students balance the four skills (interpret, analyze, present, and interact) in content-based projects so that they complement each other and align well with the 5Cs.

Thus oral interpersonal communication opens a window for community building, intercultural interactions and exchanges, and comparisons. Experienced teachers are able to combine and alternate different tasks. The integration of concepts from different instructional domains forces students to use comparative strategies and enables them to transfer knowledge from one task domain to another (e.g., focusing on language, taking notes, and communicating), and the program's task domains are linked by common strategies to generate momentum.

Trans-disciplinary

Trans-disciplinary including guidelines for single discipline integration and organizing multiple disciplinary strategies. It gathers and transcends the first two levels as it relates to a holistic learner under a contextualized realization that is simultaneously cognitive, socio-emotional and psychomotor (Tochon, 2016:118), which is in line with the integrative goals of education. Trans-disciplinarity has its own dynamics, which gives meaning to the academic life in a deep knowledge flow, allowing knowledge to gain creative purpose and developmental dynamism at a deeper level, which will ultimately produce a self-realized human figure.Deep Approach allows classroom action to be aimed not only at the disciplinary content itself, but also at ethical and other trans-formative factors, which is what distinguishes it from other pedagogical paths or pedagogical approaches.

Invest in the Identity Principle

Learning is a product of self-determined development and a project-based human activity. Projects cannot be predetermined, they can only be the product of negotiation. In a negotiable holistic program, students can be guided to construct perceptions of content, socio-emotional and interpersonal enactments, which can foster reflection, proficiency and experience in social contexts. Thus, in allowing students to construct their own curriculum, they are primed for a new and reflective construction of their own identities.

Here, the author would like to focus on adding Deep Approach's apprenticeship and 5Cs concepts. Deep Approach's apprenticeship synthesizes projects to stimulate various forms of interaction and social activities. The apprenticeship style is a fresh creation of knowledge and the project is about the application of the new knowledge. Instead of training students to develop general strategies from existing research, this application is designed to guide students in discovering their own strategies. This approach is somewhat similar to the Chinese cultural teaching of "teaching a man to fish".

Related Literature and Studies

Deep learning is a concept introduced from abroad relative to shallow learning, which was first proposed by Ference Marton and Roger Saljo (1976) of the University of Gothenburg, Sweden in 1976. They proposed the concepts of deep learning and shallow learning according to the different ways of acquiring and processing information adopted by students when reading, and explained them in detail in the article "The Essential Difference of Learning: Results and Processes." In 2004, the American Society for Educational Communication and Technology (ASCET) redefined the definition of educational technology, highlighting the ideology of deep learning, and taking the promotion of deep learning as the direction of the efforts of educational technology to enhance students' ability to learn. In 2004, the American Educational Communication and Technology Association redefined the definition of

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educational technology, highlighting the idea of deep learning and making the promotion of deep learning for students an important goal of educational technology (Liu, 2004).

In China, the concept of deep learning was first proposed in 2005. He and Li (2005) mentioned, in their article "Promoting Deep Learning for Students," that "Deep learning refers to a process in which learners understand what they have learned, enabling them to critically acquire new knowledge, form their own ideas and viewpoints, and integrate these with their existing knowledge structure. It allows learners to make connections between various knowledge areas and apply their learned skills to new social situations for effective decision-making and problem-solving."

In 2010, East China Normal University translated and published the Chinese version of the book Seven Powerful Strategies for Deep Learning, which put forward a road map for deep learning and summarizes 45 deep learning strategies with perfect cases and operational guidance, providing theoretical and practical support for the research of deep learning. Beijing Open University translated and published the New Media Consortium Horizon Report: 2014 Basic Education Edition, in which it mentioned "pursuing deep learning" in the recent trend of key trends driving the application of educational technology in schools, which promotes the understanding of deep learning in China, and at the same time arouses the attention of domestic education experts to deep learning. The report mentioned "pursuing deep learning" among the key trends driving the application of educational technology in schools, which promoted domestic awareness of deep learning abroad and aroused domestic education experts' attention to deep learning.

Relevant literature and research on deep teaching are discussed as follows. The promotion of deep teaching is mainly based on the research of deep learning. Canadian scholar Egan (2010) carried out a project called "Learning in depth (LID)," which explicitly explored the methods and principles of deep learning, expanded the research object from students to teachers, and pointed out that deep learning has a positive impact on both students and teachers, students' deep learning is linked to teachers' deep teaching, and teachers' guidance is conducive to changes in the depth of classroom teaching. It is pointed out that deep learning has a positive impact on both students and teachers, that students' deep learning is related to teachers' deep teaching, that teachers' guidance is conducive to changing the depth of classroom teaching, and that it is difficult for students to realize deep learning if there are no relevant conditions created by teachers for students in deep teaching (Chen, 2023).

In China, the concept of deep teaching was first proposed by Guo Yuanxiang. He pointed out that deep teaching does not mean an unlimited increase in the difficulty of knowledge and the amount of knowledge, not superficial learning, surface learning and performance learning of knowledge (Guo, 2015). Emphasizing that knowledge consists of three elements: "symbolic representation," "logical form" and "meaning system," and from the perspective of the profundity of knowledge, he proposes that deep teaching is a kind of symbolic teaching which crosses the surface of knowledge and shifts from shallow symbolic representation teaching to the unity of logical form and meaning system teaching (Guo, 2009).

The word "deep" should be understood as continuity, not as the opposite of "light" or "superficial (Tochon, 2016: 240)." So-called Deep Learning or Deep Teaching is more like a deep dive at the level of strategies, which may be personalized or contextualized and evolve over time. Their relationship to skills and processes is assumed, so we do not know how these strategies guide cultural learning and skill development over time. The Deep Approach aims

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to develop the skills that students will need in their future work and life, so it requires students to be involved in the program as curriculum builders from the beginning, giving them a platform and initiative to make decisions about the program, or Deep Approach "teaches" from the beginning to "not teach." In other words, from the very beginning, Deep Approach "teaches" in order to "not teach," and transforms mass teaching into deep personalized learning according to the interest and motivation of learning.

For the recognition and implementation of Deep Approach, the Guilin University of Electronic Technology (GUET) dared to be the first to invite Dr. Tochon to give lectures at the GUET, and even sent a group of post-doctoral fellows, such as Long Xiang and Xiao Jianfang, to the University of St. Wisconsin-Madison in the U.S., with the ambition to retrieve the "true experience" of the Deep Approach. After a systematic and in-depth study, GUET took the deep foreign language education as the core or the main line, edited and published an open focus series of "Foreign Language Deep Approach to Education Series," which is the gospel of the foreign language education sector, and even more so of the whole education sector. From then on, a systematic view of learning and teaching in the field of Deep Approach was established.

Ⅲ. METHODOLOGY

This chapter delved into the complex framework of the study, outlining the methodology and data sources based on the Deep Approach guide to foreign language teaching in Chinese universities. Specific steps implemented by the researcher in the research process are described.

Research Design

This study adopted a quantitative research design, which involves the method of quantitatively analyzing data using tools such as mathematics, statistics, and computer science.

Descriptive research is one of the most important projects in this thesis, which refers to the investigation and research on the different factors faced, different aspects of the current situation, and its information data collection and recording focuses on the static description of the objective facts.

Correlation analysis is to study whether there is interdependence or mutual restriction between things or phenomena, predict the future trend of the two things or phenomena based on the law, direction and degree of correlation, and put forward suggestions to promote the positive trend and control the negative trend (Li, 2018).

Research Locale

The researcher collected data in Baise, Guangxi, China. Specifically, the researchers chose Youjiang Medical University for Nationalities.

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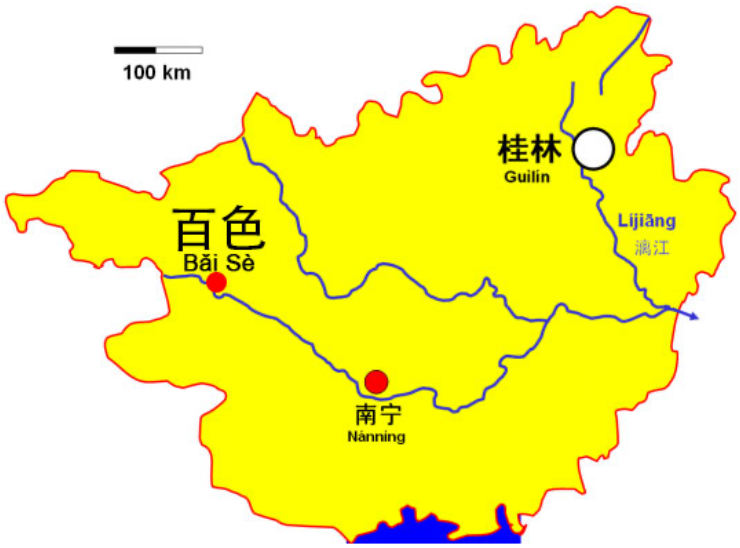

Figure 1. Research Locale

Research Participants

This study focuses on all English linguistics teachers in the College of Education at Youjiang Medical University For Nationalities in Baise city, Guangxi Zhuang Autonomous Region. The university is a full-time general undergraduate institution directly under the Guangxi Zhuang Autonomous Region and has been established for 66 years. The total number of English teachers in this college is 60.The survey respondents were the population of teacher of English linguistics, and all 60 of them participated in the project experiment.

Data-Gathering Procedure

In order to collect data effectively, the researcher will go through three processes: preparation, data collection, and data analysis. In the preparatory phase, the researchers applied to the college dean's office of the Youjiang Medical University For Nationalities to conduct this study, which included the researcher shadowing classes as a teaching assistant to observe the classes, as well as the distribution of online questionnaires and consent forms. It will also involve the development of a structured survey instrument to address the research questions. Also, communicating with experts in the field of educational administration to review the validity and reliability of the questionnaire.

Data Analysis

The data collected throughout the study will be categorized and deployed independently to fully describe the objectives of the study. The following are the analytical procedures that will be used by the researcher to fully understand the overall context of the study.

Percentages. Percentages enable a direct comparison between data of different sizes or orders of magnitude.

Ranking. The rankings allow visualization of how teachers are performing in teaching and facilitate the identification of gaps.

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Means. The mean value serves as a comparative benchmark for teacher competency descriptions and is used to compare data across the different descriptive dimensions.

Pearson product moment correlation coefficient (PPMCC). The algorithm will be used to determine the correlation between Frequency of attended trainings and teaching performance.

Ethical Considerations

Respondents had a broad understanding of the research questions and research procedures. The researcher did his best to explain to them the complete procedure of data collection and endeavored to adhere to ethical principles and guidelines and to safeguard the rights and interests of all participants. Respondents were also given the opportunity to ask any questions about the study.

1.Consent. Participants' participation was entirely voluntary and they were free to withdraw at any time. If a subject requests to withdraw from the study, all their data will be deleted and discarded.

2.Privacy and confidentiality. Participants' names were marked as anonymous. The researcher assured the security, privacy, and confidentiality of the data collected in this study with tools that ensured that all issues were appropriately and effectively addressed prior to requesting their participation.

Ⅳ. RESULTS AND DISCUSSIONS

This chapter presents, analyzes and interprets the data relevant in addressing the problems posed on this study. Figures shown in tables were the analyses and interpretations of the data collected through the utilization of the data-gathering tools.

Training Frequency

Carrying out systematic training is an important way to improve teachers' instructional design ability, and the essence of teacher training is teacher learning, which enables teachers to update their professional knowledge, improve their professional skills, enhance their comprehensive quality, and obtain a higher degree of professional identity. Table 1 gives a description of the frequency of Deep Approach-related training for the participants.

Table 1 Training Frequency

Variable	frequency	percentage
Training frequency	36	60%
	12	20%
	4	6.7%
	8	13.3%

As shown in the data in Table 1, 36 teachers, or 60%, attended Deep Approach trainings regularly; 12 teachers, or 20%, reported that they attended trainings "sometimes"; one participant, or 6.7%, rarely attended; and eight teachers, or 13.3%, reported that they had

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never attended a Deep Approach training. This reflects the fact that most practitioners actively participate in the training. This reflects that the majority of practitioners actively participated in training, indicating that they valued their professional development and the need to improve their professional skills. However, there are still some personnel whose participation in training is low due to work responsibilities, family commitments, qualifications, and other factors, which may hinder their professional development.

Performance of Deep Approach Teaching

This section demonstrates a teacher's Deep Approach instructional performance, including the teacher's preparation for competencies and the Implement Deep Approach.

Preparation for Competence

The implementation of Deep approach teaching requires teachers to have various abilities and qualities. High-quality teachers can continuously provide strong talent guarantee and intellectual support for English teaching and promote the sustainable development of university education.

Table 2 lists English teachers' descriptions of "competency preparation" for Deep Approach teaching.

Table 2 Preparation for Competence

Item	Mean	Adjectival Rating	Ranking
Affinity	4.13	Very Satisfactory	1
Rigorous thinking and expression	4.07	Very Satisfactory	2
Lifelong learning and perseverance	3.9	Very Satisfactory	3
Teaching implementation skills	3.87	Very Satisfactory	4
Develop students	3.8	Very Satisfactory	5
English expertise	3.72	Very Satisfactory	6
Teaching knowledge about Deep Approach	3.48	Satisfactory	7
Core evaluation principles of Deep Approach	2.23	Unsatisfactory	8
Pay attention to the trend of higher education reform	2.2	Unsatisfactory	9
Student development oriented	2.13	Unsatisfactory	10
Instructional design skills	1.594	Unsatisfactory	11
Be knowledgeable	1.13	Poor	12
Total Grand Mean	**3.02**	**Satisfactory**	

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As shown in Table 2, the mean score of English teachers on the Teaching Competency Preparation panel is 3.02, which is rated as "Satisfactory." This indicates that the teachers in the sample possess a sufficient foundation in teaching competency preparation for the Deep Approach; however, there is significant room for improvement. Notably, the mean score for the erudition item is quite low at 1.13, ranking 12th, which suggests a significant deficit in teachers' interdisciplinary knowledge or broad knowledge base.

In terms of personal traits, the mean score for Affinity is 4.13, ranking first, with an adjectival rating of "Very Satisfactory." Similarly, Critical Thinking and Expression received a mean score of 4.07, ranking second, also rated as "Very Satisfactory." These scores indicate that teachers generally exhibit strong professionalism and interpersonal skills.

Lifelong Learning and Persistence has a high mean score of 3.9, ranking third, with an adjectival rating of "Very Satisfactory," indicating that most teachers maintain a positive attitude towards continuous learning and self-improvement. Instructional Implementation Skills scored 3.87, ranking fourth, also rated as "Very Satisfactory," which reflects that most teachers have the capability to implement instruction, though there remains room for enhancement. Finally, the mean score for Developing Students is 3.8, ranking fifth, with an adjectival rating of "Very Satisfactory," suggesting that while most teachers are effective in promoting student development, there is still room for growth.

Additionally, the mean scores for English professional knowledge and pedagogical knowledge related to the Deep Approach were 3.72 and 3.48, ranking 6th and 7th, respectively, both with a "Satisfactory" adjectival rating. This indicates that most teachers possess a certain degree of professional knowledge regarding the Deep Approach, though there remains room for improvement in these areas. Some teachers may require further development in these aspects. Furthermore, the average score for the core evaluation principles of the Deep Approach is relatively low at 2.23, ranking 8th, with an adjectival rating of "Unsatisfactory." This suggests that teachers face challenges in understanding and applying the evaluation principles associated with the Deep Approach.

The average scores for the aspects of "Concern for the Trend of Higher Education Reform" and "Student Development Orientation" are notably low, at 2.2 and 2.13, respectively, ranking 9th and 10th, with both receiving an adjectival rating of "Unsatisfactory." This reflects that teachers' attitudes toward education reform and their self-perception are not sufficiently positive. Furthermore, the mean score for "Instructional Design Skills" is relatively low at 1.594, ranking 11th, also classified as "Unsatisfactory." This indicates a significant need for improvement in teachers' competencies in instructional design.

Implementing Deep Approach

"Implementing Deep Approach," which covers 12 specific topics. Table 3 gives the performance of English teachers in "Implementing Deep Approach."

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World Education Connect
Multidisciplinary e-Publication
Volume IV, Issue X (October 2024), p.93- 118, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
Published Online at *www.pinagpalapublishing.com*
Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

Table 3 Implementing Deep Approach

Item	Mean	Adjectival Rating	Ranking
Focus on the development of learning ability	4.3	Much Practiced	1
Form multidisciplinary values	4	Much Practiced	2
Developing Competent Citizens of the World	3.97	Much Practiced	3
Apprenticeship: allowing students to self-construct the curriculum	3.95	Much Practiced	4
Teachers are proficient in the core principles of the depth approach	3.92	Much Practiced	5
Attention to language skills	3.83	Much Practiced	6
To promote student reflection	3.76	Much Practiced	7
Focus on the development of cultural awareness	3.37	Practiced	8
Teachers reflect on themselves	3.14	Practiced	9
Not based on task results	2.64	Practiced	10
Focus on thinking development	2.61	Practiced	11
Focus on students' experience of the learning process	2.17	Less Practiced	12
Total Grand Mean	**3.47**	**Practiced**	

By analyzing the mean and ranking of each question item, we can draw the following conclusions:

The total mean score for implementing the Deep Approach is 3.47, with an adjectival rating of "Practiced." This indicates that the teaching performance of the sample group in this area is at a medium level. While they demonstrate some ability to teach using the Deep Approach, there remains significant room for improvement.

Focusing on the development of students' learning ability has the highest mean score of 4.3, with an adjectival rating of "Much Practiced," ranking it No. 1. This indicates that teachers generally recognize the importance of fostering students' learning abilities and prioritize it as a key component of their daily teaching.

The mean scores for "Forming Transdisciplinary Values" and "Developing World-Competent Citizens" are 4 and 3.97, respectively, both receiving an adjectival rating of "Much Practiced" and ranking 2nd and 3rd. This indicates that teachers place significant importance on cultivating global perspectives and transdisciplinary values in their students.

"Apprenticeship: Allowing Students to Self-Construct the Curriculum" and "Teachers' Proficiency in Several Core Principles of the Depth Approach" received mean scores of 3.95 and 3.92, respectively, both earning an adjectival rating of "Much Practiced" and ranking 4th

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World Education Connect
Multidisciplinary e-Publication
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and 5th. This suggests that teachers are capable of applying the core principles of the Depth Approach in their teaching while encouraging students to learn independently and construct their own lessons.

The mean scores for "Attention to Language Competence" and "Attention to Cultural Awareness" are 3.83 and 3.37, respectively. Both received adjectival ratings of "Much Practiced" and "Practiced," ranking 6th and 8th. This indicates that teachers place a significant emphasis on language proficiency and cultural literacy.

The mean score for "Exercise Promotes Students to Become Expert Curriculum Builders" is 3.76, with an adjectival rating of "Much Practiced," ranking 7th. This indicates that teachers are emphasizing students' ability to construct curricula; however, there is a need for additional strategies to enhance this capacity further.

"Reflection Promotes Teachers to Become More Experienced Practitioners of the Depth Approach" has a mean score of 3.14, with an adjectival rating of "Practiced," ranking 9th. Although this score is reasonable, there remains room for improvement, indicating that teachers need to enhance their reflective practices concerning teaching and learning.

In contrast, the average score for those who do not use task results as evaluation criteria is lower at 2.64, with an adjectival rating of "Less Practiced," ranking 10th. This suggests that current teaching evaluations may rely too heavily on task outcomes, highlighting the need for more diversified evaluation criteria and methods.

The relatively low mean score of 2.61 for "Focus on Thinking Development"—with an adjectival rating of "Practiced" and ranked 11th—suggests that teachers in this group need to strengthen their content and strategies for teaching thinking skills.

Furthermore, "Focusing on Students' Learning Process Experience" received an even lower mean score of 2.17, with an adjectival rating of "Less Practiced," ranking 12th. This indicates that teachers should pay more attention to enhancing students' learning processes and overall learning experiences.

Correlation of Training Frequency and Deep approach Preparation for Competence

Teacher training refers to the learning activities that teachers engage in after they enter their positions. The term "training" in this study refers to pedagogical training. Teaching training, as the main part of teacher training, focuses mainly on teaching. It mainly refers to "training for teachers with the main purpose of promoting their deep teaching ability. (Zhao, 2008)."

Table 4 shows the correlation data between training frequency and teachers' teaching ability preparation using Deep Approach.

Table 4 The frequency of training correlates with Preparation for Competence

		Training Frequency	Knowledge	Personal Attributes	Skills	Attitude
Training Frequency	Pearson correlation	1	-.417**	-.724**	-.485**	-.450**
	Significance (two-tailed)		.001	.000	.000	.000
	No. of cases	60	60	60	60	60

** At level 0.01 (two-tailed), the correlation was significant.

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Table 4 shows that all the correlation coefficients are significant at the 0.01 level (marked **), which indicates that these correlations do not occur by chance, but are real. Range of correlation coefficients: the values of correlation coefficients are between -1 and 1. Positive values indicate a positive correlation and negative values indicate a negative correlation. The closer the absolute value is to 1, the stronger the correlation; the closer it is to 0, the weaker the correlation.

With knowledge category (| r | = -0.417, P≤ 0.01): a moderate negative correlation exists, suggesting that the fewer participants in Deep approach training, the lower the level of Deep approach knowledge category is likely to be. With personal traits (| r |=-0.724, P ≤ 0.01): a strong negative correlation exists, suggesting that the fewer people who participate in Deep approach training, the less salient the Deep approach-related parts of their personal traits may be. With the Skills category (| r |=-0.485, P≤ 0.01): a moderate negative correlation exists, suggesting that people with low training frequency may perform less well on Deep approach-related skills. With the Attitude category (| r |=-0.450, P≤ 0.01): a moderate negative correlation exists, suggesting that those with low training frequency may have a more negative or low priority attitude toward teaching Deep approach.

Correlation between Training Frequency and Implementing of Deep Approach

Table 16 shows that the correlation between training frequency and all Implementing Deep Approach items is at the significant level with the following:

Table 5

		Training Frequency	Teaching goal	Teaching content	Teaching process	Teaching evaluation	Teaching reflection
Training Frequency	Pearson correlation	1	-.379**	-.532**	-.487**	-.299*	-.539**
	Significance (two-tailed)		.003	.000	.000	.020	.000
	No. of cases	60	60	60	60	60	60

** Significant at ≤ 0.01 level (two-tailed).

* Significant at ≤ 0.05 level (two-tailed).

There is a moderate negative correlation with Instructional Objectives (| r | = -0.379, P ≤ 0.01), suggesting that those with a low frequency of training may not have been clear enough or paid enough attention to the setting of instructional objectives. There is a strong negative correlation with teaching content (| r | = -0.532,P ≤ 0.01), suggesting that those with low training frequency may not be sufficiently selective or well-prepared in terms of teaching content. With teaching process (| r | = -0.487, P ≤ 0.01): a moderate negative correlation exists, suggesting that those with low training frequency may have problems with the organization and management of the teaching process. A weak negative correlation exists with teaching evaluation (| r | = -0.299, P≤ 0.05), but it is still statistically significant, suggesting that the frequency of training may have an impact on the way teaching is evaluated and the results of the evaluation, but the extent of the impact is relatively small. There is a strong negative correlation with reflection on teaching (| r | = -0.539, P ≤ 0.01), suggesting that those with low training frequency do not do a deep enough job of reflecting on teaching.

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In addition, the interviews for question 1 show that due to the frequency of attending too few trainings, teachers do not have enough knowledge about the concept of in-depth teaching and do not have a deep understanding of its connotation, characteristics, meaning, requirements, etc. 60% of the interviewees believe that in-depth teaching refers to the teachers' in-depth explanations of certain knowledge in the classroom teaching to help students better understand and master it, and 70% of the interviewees believe that in-depth teaching refers to the teachers' giving the 70% of the respondents think that Deep Approach means that teachers give students some relevant extracurricular knowledge in the classroom to increase students' interest, broaden their knowledge, and cultivate more and more comprehensive English skills. It can be seen that the participants' misunderstanding of Deep Approach inevitably leads to deviations in the implementation of teaching objectives, teaching contents and teaching process.

Deep Approach to Problems Encountered in Teaching

Deep Approach started late and developed slowly in China. How to realize the deep education of language and culture is inseparable from deep learning, deep teaching and other related activities. However, learning content with insufficient experience, focusing on forms and superficial learning methods will inevitably lead to the learning results of delayed thinking development and low problem-solving ability of students. Institutional obstacles, ineffective implementation of policies, slow improvement of the quality of the teaching force, and the influence of "parental extraneous factors will also make the teaching of the deep approach much less effective (An, 2014)."

Through the interviews, we summarized eight items of problems encountered by English teachers in Deep Approach teaching.Table 6 gives the description and analysis of the problems encountered by teachers when using Deep Approach in English teaching.

Table 17 Description of problems encountered

Item	mean	Adjectival Ratings	ranking
Evaluation criteria	4.01	Often	1
Time Management	3.86	Often	2
Instructional design	3.72	Often	3
Parents cooperate	3.68	Often	4
Teaching and training effect	3.58	Often	5
Equipment or technical support	3.55	Often	6
School policy	3.52	Often	7
Degree of student autonomy	3.13	sometimes	8
Total mean	**3.63**	Often	

As shown in Table 17, the total mean value of the problems encountered is 3.63, "Adjectival Rating" is "Often," which indicates that the participants frequently encountered these problems in English teaching under Deep Approach.

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World Education Connect
Multidisciplinary e-Publication
Volume IV, Issue X (October 2024), p.93- 118, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
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Publisher: Pinagpala Publishing Services
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Among these problems, the evaluation criteria (mean 4.01, rank 1, "Adjectival Rating" is "Often") is the weakest link. Teachers are unable to give timely and accurate assessment of students' performance because they have previously relied on a single, rigid assessment method for a long time, or because of untimely feedback and unquantifiable indicator systems. The deep learning process, defined as the apprenticeship phase, can enable a variety of unanticipated outcomes. "Evaluation should therefore be open and focus on creative work (Long, 2019)."

Time Management (Mean 3.86, Adjectival Rating is Often,Rank 2). It indicates that time management constraints are a frequent challenge for teachers and is one of the issues that need attention.

Instructional Design (Mean = 3.72Adjectival Rating is Often,Rank 3). Indicates that instructional design that embodies the Deep Approach

Deep Approach is a flexible method to the curriculum, so the instructional design should be flexible and evolve in accordance with the classroom context.

Parent cooperation (Mean 3.68, "Adjectival Rating" is "Often," Rank 4). The results show that parents' cooperation is good, but there is still some room for improvement. Deep Approach is a holistic approach to teaching and learning, which requires not only the cooperation of the institution's leadership, teachers, and students, but also the support of parents.

The effectiveness of teaching and training (Mean 3.58, "Adjectival Rating" is "Often," Rank 5) is good, but it needs to be continuously improved and upgraded. Schools need to develop effective strategies to promote the effectiveness of teaching and training.

Equipment or technical support (Mean 3.55, "Adjectival Rating" is "Often," Rank 6), these data indicate that teachers often have anxiety in equipment or technical support. This includes difficulty in integrating technology, stability and security issues, speed of technology updates, digital divide issues, and financial costs.

School policies (Mean 3.52, "Adjectival Rating" is "Often," Rank 7), indicating that there is a lot of room for improvement in school policies to support Deep Approach teaching and learning, which cannot be achieved without the support of school policies, including licensing of pedagogical orientations, funding, time management, and teacher training.

Student autonomous participation (Mean 3.13, "Adjectival Rating" sometimes, Rank 8), although the mean value is not high, there are some potential factors that lead to the low level of autonomous participation of some students, which will affect the overall teaching effect of Deep Approach.

Instructional Plan of Deep Approach

Deep Approach teaching has a significant contribution to education reform. It can not only improve the quality of education, promote educational equity, cultivate innovative talents and promote the development of lifelong education, but also enhance teaching flexibility and student engagement. Moreover, the majority of teachers and students have positive attitudes towards Deep Approach teaching. All these can provide strong support for the development of education reform.

Regarding the problems encountered by participants in Deep Approach teaching,the details of action plan were presented below:

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Table 18 Instructional plan of Deep Approach

Problems	Objectives	Strategies	Activities	Persons Involved	Time Frame	Expected Outputs
Evaluation Criteria	Strengthen teachers' ability of diversified teaching evaluation	The introduction of process evaluation, project evaluation, self-evaluation and other evaluation methods ; Evaluation content synthesis; The evaluation method is flexible	Teacher exchange demonstration class; Special lecture;Case study method;	Deep Approach teaching experts and teachers	It happens once a month during the fall semester	Gradually master the core evaluation principles of Deep Approach
Personal Quality	Promote knowledge sharing and updating among teachers;	Organize academic seminars regularly; Interdisciplinary training and learning;	Online lectures, Offline exchange sessions; Recommended reading books	Deep Approach teaching experts and teachers	Second week of each semester	Broaden the scope of knowledge and enhance the erudite level of teachers

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Problems	**Objectives**	**Strategies**	**Activities**	**Persons Involved**	**Time Frame**	**Expected Outcome**
Instructional Design	Improve teachers' teaching design and implementation skills	Learning advanced instructional design concepts and methods ; Strengthen teaching observation and reflection;	Instructional design workshop; Teaching observation class; Communication teaching reflection blog;	Teachers	Lasts all fall semester	Teachers' teaching design and implementation skills have been improved
Teaching Training Effectiveness	Improving the effectiveness of training	Increase investment to establish a long-term mechanism, innovate training methods and strengthen assessment and evaluation	Setting up a special fund for teacher training; Link training results to professional titles; Training with real teaching cases;	School administrators, teachers , training experts;	Each term	Effectively improving the frequency and quality of teacher training
Attitude Class	Promote lifelong learning for teachers	Provide diverse learning opportunities; To recognize and reward teachers who have made significant progress;	Holiday Advanced Seminar ; Short-term intensive training; Progressive teacher commendation	School administrators, teachers	At the end of each term; Summer Holidays, Winter Holidays;	Teachers develop lifelong learning habits

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			Conference;			
Problems	**Objectives**	**Strategies**	**Activities**	**Persons Involved**	**Time Frame**	**Expected Outcome**
Educational Content	Improve teachers' ability to cultivate students' thinking	Increase the teaching content of thinking development	"Case Studies", "Application of Thinking Tools", "Debate and Speech", "Reflective Writing"	Teacher, student	For the new semester, activities alternate weekly	Teachers master more in-depth teaching strategies to promote the development of students' thinking
Teaching Process	Enhance student engagement	Optimize students' learning experience; Promote students' curriculum building ability ;	Self-Directed Learning Workshops ; Personalised Learning Pathways; Infiltrating Deep Approach into Classroom Culture;	Teacher, student	Throughout fall semester	Improved teachers' skills in implementing project-based instruction;
Time Management	Optimize Deep Approach time management	School policy permits;	Set a flexible curriculum;	School administrators, teachers	First week of each semester	Teachers get the time management rights of in-depth teaching
Home-school Co-operation	Strengthen home-school cooperation	Introducing themethodology of Deep Approach to encourage	Organize regular parent meetings and	Teachers, parents	Fourth week of fall school	Form a good way of home-school

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		parents to be actively involved in the student's learning process.	parent training			cooperation
Problems	**Objectives**	**Strategies**	**Activities**	**Persons Involved**	**Time Frame**	**Expected Outcome**
Equipment or Technical Support	Strengthen equipment and technical support	Provision of technical training for teachers and, students and parents ;	Teaching technology innovation competition; Training sessions on technology applications conducive to home-school co-operation ; Teaching and research activities based on technological support;	Teacher, student	The fifth week of the fall semester	Teachers and students can effectively use modern educational technology to teach and learn respectively.
School Policy	Seeking support for school policies	Enlisting the support of schools with regard to funding, time and teaching space ;	Submission of lesson plans on Deep Approach ; Application for a	Fellows, school leaders, leaders of government educati	Per term	Supported by various school policies

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			research project on Deep Approach ;	on structures		

V. CONCLUSION

Below are the findings written in summary:

1. 36 (60%) teachers said they attended teacher training "often"; 12 teachers said they attended teacher training "sometimes"; and 4 (6.7%) said they attended teacher training "rarely". "4 teachers (6.7%) said that they seldom participated in teacher training, and 8 teachers (13.3%) said that they "never" participated in teacher training.

2. It was found that the overall mean of the subjects' Deep Approach Teacher Competency Preparation was 3.02 and the Adjectival Rating was Satisfactory. among them, the mean value of the Knowledge category was 3.14 and the Adjectival Rating was Satisfactory; the mean value of the Personal Attributes was 3.11 and the Adjectival Rating was Satisfactory; Skills category mean 3.088, Adjectival Rating is Satisfactory; Attitude category mean 2.743, Adjectival Rating is Satisfactory; and the total mean of 3.47 on Implementing Deep Approach. Verbal Description is Practiced, in which the mean value of Instructional Objectives is 3.985, Adjectival Rating is Much Practiced; the mean value of Instructional Content is 3.527,Adjectival Rating is Much Practiced; the mean value of Instructional Process is 3.346, the Adjectival Rating is Practiced; Teaching Evaluation mean value 2.64,Adjectival Rating is Practiced; Teaching Reflection mean value 3.18,Adjectival Rating is Practiced.

3. Correlation analysis between training frequency and Deep Approach competency preparation: moderate negative correlation with Knowledge category (r=-0.417); strong negative correlation with Personal Traits (r=-0.724); moderate negative correlation with Skills category (r=-0.485); and moderate negative correlation with Attitude category (-0.450**). The correlation analysis between the frequency of training and the aspect of Implementing Deep Approach: there is a moderate negative correlation with teaching objectives (r=-0.379); a strong negative correlation with teaching content (r=-0.532); a moderate negative correlation with the teaching process (r=-0.487); a weak negative correlation with teaching evaluation (r=-0.299) ; a strong negative correlation with reflection on teaching (r=-0.539).

4. Problems encountered in the implementation of in-depth teaching and learning centered on instructional design, time management, evaluation criteria, school policies, equipment or technical support, effectiveness of instructional training, and parental cooperation/student autonomy.

5. Teachers need support from the school, students, parents, and specialists to implement Deeper Teaching. To help teachers acquire effective Deep Approach competencies and skills to respond to their Deep Approach teaching needs. Based on the findings, a plan for a teacher development program was proposed. The action plan includes a range of activities and strategies that can address Deep Approach teaching. The program will be more conducive to the promotion and implementation of Deep Approach teaching, as well as to deepening pedagogical reform.

6. In response to the multiple problems of Deep Approach teaching, this study suggests that teachers should overcome or minimize these teaching problems with the help of

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educational experts and school administrators. In addition, there is a need for continuous reflection on teaching and learning, active building of Deep Approach competencies, self-motivation, Deep Approach training, workshops and lesson observations. The education sector should pay due attention to the problems encountered by the teachers participating in this study, and need to come up with proven improvement strategies in order to realize true Deep Approach teaching and lead the education reform.

Based on these findings, the following conclusions were drawn:

1. Frequency of training are important factors affecting the subjects' Deep Approach teaching performance.

2. subjects had good teaching performance in both Deep Approach competency preparation and practice.

3. Frequency of training has a significant and significant relationship on teachers' Deep Approach teaching performance. Therefore, maintaining a certain frequency of training is a guarantee of Deep Approach teaching performance.

4. Teachers have the following problems in teaching Deep Approach: inconsistent evaluation criteria, the original class schedule is not conducive to Deep Approach, teachers' instructional design skills need to be improved, parents' cooperation is low, the effectiveness of instructional training is unsatisfactory, equipment or technical support is difficult, and it is not possible to obtain strong school policy support.

5. Teachers need in-depth teaching support measures. In order to improve teachers' teaching performance, special teaching plans conducive to Deep Approach must be set up.

6. This study suggests that teachers should overcome or minimize these problems in their teaching practices with the help of educational experts and school administrators.

Recommendations

1. Promote gender-neutral teaching strategies:

Organize gender equality education training for teachers to enhance their awareness of gender equality. Encourage teachers to adopt gender-neutral methods and materials when formulating teaching strategies to avoid gender bias.

2. Enhance the frequency of training:

Educational administrative departments, schools and teachers work together. Through the implementation of measures such as increasing investment, establishing a long-term mechanism, innovating training methods and strengthening assessment and evaluation, the frequency and quality of teacher training can be effectively improved, which in turn promotes teachers' professional development and Deep Approach teaching ability.

3. Enrich and innovate teaching content:

Encourage teachers to pay attention to the latest educational research results and teaching resources, and introduce diversified teaching contents. Organize teaching experience sharing sessions among teachers to promote the exchange and innovation of teaching contents. Adjust the teaching content flexibly according to students' interests and needs to make it more attractive and practical.

4. Focus on the effectiveness and relevance of teaching strategies:

Teachers are encouraged to conduct teaching experiments and attempts to explore teaching strategies that suit students' characteristics and teaching needs. Establish an

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World Education Connect
Multidisciplinary e-Publication
Volume IV, Issue X (October 2024), p.93- 118, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
Published Online at *www.pinagpalapublishing.com*
Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

evaluation mechanism for teaching strategies, regularly assess the effectiveness of the implementation of teaching strategies, and make adjustments and optimization based on the assessment results. Emphasize the concept of student-centered teaching, pay attention to students' learning experience and feedback, and adjust teaching strategies in a timely manner.

5. Strengthen teaching reflection and continuous professional development:

Establish a teaching reflection system to encourage teachers to reflect on teaching regularly and record the gains and losses in the teaching process. Provide diversified professional development opportunities, such as attending academic conferences, workshops, online courses, etc., to help teachers continuously update their teaching concepts and methods. Establish teacher learning communities to promote exchanges and cooperation among teachers to jointly enhance their teaching abilities and strategies.

6. Strengthen technical support and resource building:

Schools should introduce advanced educational technology tools and platforms to support teachers' Deep Approach teaching practices. Build a rich teaching resource library, including teaching cases, courseware, teaching videos, etc., to provide teachers with diversified teaching resources. The implementation of these teaching programs can help teachers better cope with the problems encountered in using Deep Approach to teach English and improve the quality and effectiveness of teaching.

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DOI 10.5281/zenodo.13962126

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