

Practical Application of Graded Teaching Mode in College English Major Teaching

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Keywords: Hierarchical Teaching Model; College English Major Teaching; Practical Application

Abstract: Grading teaching is to take full account of the differences between students and arrange the teaching objectives, contents and classes. And according to the actual situation of students to develop targeted teaching programs, so as to improve students' learning efficiency. The adoption of graded teaching mode in college English major teaching can not only meet the individual learning needs of different students, but also improve the pertinence of teaching and promote the rapid progress of students, thus improving the overall teaching level of college English major. This paper analyzes the significance of the application of graded teaching mode in college English teaching and discusses its practical application strategies.

1. Introduction

The hierarchical teaching mode in English major teaching in colleges and universities is a profound manifestation of humanistic teaching concept. In teaching, students should be helped to form a complete knowledge structure. The teaching process should be hierarchical so as to take into account individual differences among students. Therefore, in the teaching of English majors in colleges and universities, teachers should make reasonable use of the graded teaching mode according to the situation of students.

2. Graded teaching

2.1 Characteristics of Graded Teaching

The characteristics of graded teaching are mainly reflected in teaching students in accordance with their aptitude. The English proficiency of students who attend classes together is comparatively close. Teachers can make a reasonable choice of teaching content according to students' learning ability, and choose the best teaching method according to students' English learning situation, so that students can learn more easily. Students with poor English proficiency are organized to study together. Teachers focus on vocabulary and grammar. Only by allowing students to accumulate more vocabulary and master more grammar can students better analyze English articles and improve their writing skills. When investigating the graded teaching in a university, the students agreed that the classroom atmosphere of graded teaching was better. The students in the class can supervise and help each other, and the overall English level of the class has obviously improved. Although students think that the pressure to participate in graded tutoring is relatively great, they are also motivated to learn more English and are more courageous in communicating in English. Teachers, on the other hand, reflect that after the adoption of the graded teaching mode, students' learning enthusiasm is higher and they are more serious in class. Compared with the traditional class, the overall effect of the graded teaching class is much better.

2.2 The Form of Graded Teaching

There are two main types of hierarchical teaching mode, one is the three-part teaching mode, the other is the two-part teaching mode. The former is graded according to the students' English scores. The students with better grades are Grade A or Grade 1, the students with average grades are Grade B or Grade 2, and the students with worse grades are Grade C or Grade 3. In the teaching of English

majors in Colleges and universities, the application of the three-part teaching model is quite common. The students in Grade B are the most, about 60%, while those in Grade A and C are less. Therefore, according to the proportion distribution structure of students, students at different levels have different learning goals and different learning contents. For example, Grade A students mainly specialize in the special eight examination, IELTS and TOEFL, thus improving their comprehensive English level, and being able to use fluent English communication to improve students' English application ability. The main learning goal of C-level students is to master basic English knowledge and achieve the goal of leak detection and compensation through centralized teaching in different sections. On the other hand, the teaching of Grade B students is basically the same as that of the natural class, and their comprehensive English ability is gradually improved, so that they can pass the examination of Grade 4 and Grade 8 by their own efforts. Dichotomy teaching has two methods of grouping. One is to form excellent classes for students who have a good foundation in English. The main purpose is to cultivate their comprehensive English ability so that these students can be more excellent. Another grouping method is to focus on helping students with English learning difficulties so that they can gradually improve.

3. Meaning Analysis

3.1 Favorable to teach students in accordance with their aptitude

Teaching students in accordance with their aptitude is the most remarkable feature of the hierarchical teaching model. By dividing the students whose English proficiency is close to each other into groups, we can not only take into account the actual situation of each student, but also form the characteristics of English teaching in schools. There are differences among students and their interest in English is also different, so there are differences between the teaching mechanism and dimensions. In traditional English classes, teachers have not taken students' interests into account, students' advantages are difficult to effectively play, and students' enthusiasm for classroom participation is generally not high. In the hierarchical teaching mode, the teacher's guidance to students is targeted, which not only reflects the main position of students in learning, but also makes the differences between students get enough respect. For example, when giving English teaching guidance to A-level students, teachers can make a teaching plan according to the syllabus of the special eight examination, and train listening, reading, language knowledge, translation and writing in five parts. In these five parts, students must have both good and bad contents. When teachers guide students, they should focus on their weak links so as to improve students' comprehensive English ability. Through targeted training and guidance, students' English learning efficiency will naturally be improved.

3.2 Meet the individualized learning needs of students

The development of English majors in Colleges and universities is diversified, and the hierarchical teaching model can effectively deal with it. In the same class, the quality of each student is different, and there are still great differences among some students. If the same teaching method is adopted, the learning needs of the students with good grades may not be met, while the students with poor grades will feel the invisible pressure. Over time, the differences between the students in the class will gradually increase, and some students who had better scores may also be affected by poor students, resulting in their English level decreasing. The application of graded teaching mode in college English teaching can effectively solve these problems. Only by making teaching plans according to students' learning needs can the overall level of students be improved. Moreover, the graded teaching mode is perfect in practice. Only when teachers evaluate the teaching effect in actual teaching can they identify the deficiencies and optimize the existing teaching mode, thus making the graded teaching mode more efficient.

3.3 Can improve students' comprehensive learning ability

The teaching mode will affect the teaching effect of English majors in colleges and universities.

To improve the teaching effectiveness of English majors, the integrity of teaching factors must be ensured. If students can internalize what they have learned into English knowledge, their learning efficiency will naturally improve. Graded teaching mode can enhance the interaction between teachers and students, thus making the teaching process more smooth. Graded teaching mode helps students to decompose learning objectives and tasks, while teachers can formulate more targeted teaching objectives and tasks, thus improving students' comprehensive learning ability. By completing various teaching indicators, students will have different understandings when analyzing the same English article, and the learning effect will be different. For example, in the teaching of A Successful Student, teachers can ask questions in advance about the content of the article, and let the students find the answers to the questions in the process of reading the text. Based on the questions raised by the teachers, students can clarify their learning goals and strive to achieve their goals and improve their overall ability in the process.

4. Strategic Analysis

4.1 The teaching methods are designed in different levels.

In the college English major, the graded teaching mode is adopted. According to the English basic level and learning ability of different levels of students, different teaching methods can be flexibly selected to achieve the best teaching effect. For example, the A-level students have a solid English foundation and a strong English expression ability. In the teaching process, they can focus on textual teaching and communicative teaching. When explaining English texts, it mainly guides students to grasp the content, structure and subject matter of the article as a whole, and pays attention to the cultural background knowledge involved in the article. It is necessary to pay attention to cultivating students' cross-cultural communication awareness and to learn more and more. Improve students' intercultural communication skills. For this part of the students, teachers can use English teaching throughout the course to create an English environment for students to exercise their English language skills. In addition, teachers can give full play to students' subjectivity and improve their autonomous learning ability through classroom discussions, debates and role playing. B-level students have general English foundation and application ability, and can be taught by task teaching, grammar translation and other methods. When analyzing the text of the textbook, some new words should be added appropriately, and relevant questions should be put forward in the way of combining Chinese and English, so as to guide students to gradually complete their learning tasks and improve their English ability. Grade C students have a weak foundation in English and often lack interest in learning English. Therefore, teachers can use multimedia teaching, situational teaching, game teaching and other methods to stimulate students' interest in learning English, create a relaxed learning atmosphere for students and reduce students' psychological burden.

4.2 Grading design for examination and assessment

When testing the students' English learning effect, it is mainly conducted in the form of examination. When adopting the graded teaching mode, the examination examination should be designed in a graded way. When designing the examination content, the graded teaching teachers should reasonably design the examination content according to the teaching objectives, teaching contents and teaching requirements of different levels of students, with moderate difficulty degree, and grade the examination questions. For example, in the examination questions for A-level students, 30% should come from textbook knowledge and 70% from extracurricular knowledge. The focus of the examination should be on the students' language proficiency. When assessing a B-level student, the content of the test should consist of 60% of the textbook knowledge and 40% of the extracurricular knowledge. The textbook knowledge should be examined to supplement the students' ability to apply English knowledge. The examination content of C-level students should be selected from the textbooks, mainly to test students' mastery of English basic knowledge. When formulating the level conversion standard for grades, it is necessary to make a vertical comparison

of the students' English proficiency, and to compare the students' learning situation with the previous natural classes.

4.3 Improve the basic qualities of teachers

In the graded teaching mode of English majors in Colleges and universities, the role of teachers is very important. Teachers should not only correctly understand the graded teaching mode ideologically, but also possess the ability of graded teaching. First of all, teachers should have a comprehensive understanding of the differences between students. At present, most of the English majors in Colleges and universities adopt the mode of popular education, and many teachers do not pay attention to the differences between students. The hierarchical teaching model is based on students' differences, which requires teachers to have a sufficient understanding of students, not only to master the students' comprehensive English learning situation, but also to understand the students' needs in English learning. Secondly, teachers should pay attention to the psychological guidance of students, so that students can accept this teaching mode from their hearts. For example, students in Class C may think that teachers have given up on themselves and do not attach importance to themselves, thus causing psychological resistance to graded teaching. Therefore, teachers should enlighten these students so that they can realize the benefits of graded teaching. In actual teaching, teachers should also stimulate students' enthusiasm for English learning through various teaching methods so that students can actively participate in English learning.

5. Conclusion

To sum up, the application of graded teaching mode in college English teaching is the practice of teaching students in accordance with their aptitude, which can meet students' individualized learning needs and improve students' comprehensive English learning ability. Therefore, when adopting the graded teaching mode, the teaching methods and examination should be graded, and the comprehensive quality of teachers should be improved, so as to improve the graded teaching quality and promote the comprehensive English level of students.

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