

Application Research of Stratified Teaching in Vocational College English Teaching

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Abstract: During the vocational English teaching, stratified teaching places incomparable roles and advantages. Moreover, it has had a profound influence on English teaching in higher vocational colleges, which is highly valued and concerned by many education workers. Strengthen stratified teaching application in higher vocational English teaching has an important means to improve the level of students' English, ensure students' English learning interest and stimulate students' potential then to create good English learning environment. This paper mainly focuses on the application of stratified teaching in vocational English teaching, which aiming at providing some theoretical basis for relevant researchers.

1. Introduction

At present, under the influence of education teaching system reform, new requirements for English teaching in higher vocational colleges have been put forward, and the application of stratified teaching has been greatly promoted. The stratified teaching is one of the new teaching methods. We should respect students' main body differences and set different levels to ensure that all students can grow and improve. In order to guarantee the steady improvement of English teaching in higher vocational colleges, it is necessary to strengthen the stratified teaching application and highlight the main status of students. Furthermore, it can provide more powerful vitality for the development of English teaching in higher vocational colleges.

2. Feasibility factor analysis of stratified teaching application in vocational college English teaching

2.1 Connotation analysis.

For different students, they have great differences in psychological characteristics and personality traits as well as the ability to accept knowledge. Teachers should start from the actual situation of different students, and the setting of teaching objectives should be multi-level and diversified. In the course of teaching, it is necessary to strengthen the flexible application of various teaching methods so as to ensure that all students can make progress and meet the requirements of the new curriculum.

During the stratified teaching, Teachers should carry out in-depth analysis and consideration on students' knowledge level and ability level, so as to clarify the specific methods for students to implement stratified teaching [1]. Then, minimize the level of English proficiency among the students.

2.2 Importance analysis. Highlight the body position of the students.

The stratified teaching is based on the student achievement and learning interest. There is great help for teachers' teaching and students' learning, and it can also reduce the gap between students' learning level. Moreover, it provides great convenience for the communication and interaction between teachers and students, changes the passive situation of students' learning, and ensures that students promote and help each other in English learning. Through the practical application of stratified teaching we can find out, English classroom learning atmosphere becomes thicker. It

creates more frequent exchange and interaction between teachers and students, also greatly improve the students' ability of autonomous learning.

2.3 Confirm to the teaching objectives of individualized teaching.

The stratified teaching highlights the individual differences. According to individual characteristics, a feasible plan is formulated to meet the teaching target. The important parts of individualized teaching is teaching objects and teaching contents. We need to pay attention to the differences among the teaching objects and we should also rationalize the teaching content. In order to guarantee the good effect of stratified teaching during the practice, it is necessary to combine different students' differences, formulate the corresponding teaching plan, respect for the individual students, and laid a solid foundation to achieve the goal of their aptitude [2]. Therefore, it is a practical significance to promote English teaching in higher vocational colleges.

2.4 It can improve students' personalized learning ability.

The traditional English teaching is the centralized teaching method with different students' English learning status. Therefore, there is a great gap between the students' intelligence level and the basic English level. For this reason, we need to combine the individualized development state of students and carry out individualized teaching. Based on the development of English management of English course structure and class classification, it is very helpful for students to improve their English learning enthusiasm and create an English learning environment which is in accordance with the students' practice.

3. Question analysis of stratified teaching application in vocational college English teaching

3.1 Stratified teaching is incompatible with students' professional needs.

In the past traditional vocational English assessment, people pay much emphasis on the study of English knowledge, which means the assessment content is more important than the common English. There is no in-depth understanding on the actual situation of students of different majors, and the students' need for English application ability is not suitable [3]. It is inconsistent with the vocational education. Otherwise, the teachers focus too much on theoretical knowledge and academic knowledge, the assessment content is not closely integrated with students' practice, and it is difficult to meet the students' professional needs.

3.2 Students have different English basic level.

It is well known that the English foundation of higher vocational students is weak. They are seriously lack of good language learning habits. Many students have fewer vocabularies, less sound grammar, low listening and speaking ability. Some students do not pay much attention to English deep learning after they enter higher vocational colleges. Their interest in English learning is not very strong, which has greatly hindered the English teaching in higher vocational colleges, and thus it is difficult to effectively improve students' English proficiency.

3.3 It is difficult to improve students' application ability.

Based on the stratified teaching background, the English teaching of higher vocational colleges has made clear requirements for students' English basic knowledge and professional competence, which is in line with the requirements of the employer's business ability. Therefore, in higher vocational English teaching, we should fully reflect the characteristics of professionalism and practicality. However, at present, we analyze the actual situation of English teaching in most vocational colleges, theoretical knowledge study still dominates the English teaching [4]. The assessment of students' English application ability and professional competence is an indifferent attitude, which seriously affects the improvement of students' English ability.

4. Perfection strategy of stratified teaching application in vocational college English teaching

4.1 Meet the different needs of the students.

Different work require the different English ability. The traditional vocational English teaching focuses on the English improvement of students' basic knowledge. However, different professional jobs have different emphasis on English ability. For example, electronic major has put forward a new requirement for students' English ability. Therefore, it is not suitable for the traditional higher vocational English teaching and modern higher vocational English development trend. In the course of the actual assessment, the vocational colleges should clarify the students' professional nature and determine the corresponding assessment contents. We should add job exchange, skill operation and product introduction during the assessment content. The evaluation index selection should also reflect the practicality and fully reflect the professional teaching profession [5]. Then, it is in line with the requirement of English proficiency.

4.2 Stratify the students.

Students place the main body of English learning. Reasonable stratify the students in the stratified teaching is very important, which has great significance for the smooth development of English teaching in higher vocational colleges. The English teachers in vocational colleges need to respect the student differences and fully consider their learning altitude and enthusiasm during the stratifying. Based on the stratified standard, students' English ability and English foundation can be integrated into two levels: A and B. Students in the A-level are not very receptive to English and have little interest in English learning. Therefore, teachers should constantly improve the students' enthusiasm, and adopt corresponding incentive measures to give full play to the enthusiasm, initiative and creativity of students' English learning. The B-level students, on the other hand, have a strong English learning ability and English foundation. Therefore, we should pay attention to the improvement of students' practical application ability and guide students by means of encouragement.

4.3 Constantly improve students' English application ability.

The stratified teaching mode is mainly based on the employment market, which reflects the main position of students. The core content is to constantly improve the students' professional skills. In English education teaching, higher vocational colleges pay more attention to the assessment of students' English proficiency and focus on the combination of English skills and theoretical knowledge. In addition, the traditional assessment mode should be changed. We should strengthen the flexible application of quantitative assessment indicators, construct a perfect English education teaching system, and comprehensively evaluate students, such as English basic knowledge and learning ability.

4.4 Rationally develop stratified teaching methods and strengthen communication between teachers and students.

In higher vocational English teaching methods, we should pay attention to the cultivation of students' learning ability, flexibly use various teaching methods, create teaching situations and stimulate students' interest in English learning. For example, we can conduct regular English dialogues and English debates. For students from high to low levels, students of level A should study in English dialogue and performance. Students at level B can recite the situation dialogues. Students at level C should fully understand the English situation and pay attention to the improvement of their basic English skills.

Otherwise, we can also use the method of high and low collocation to enhance communication and collaboration [6], then ensuring the overall level of English learning for all students.

In the traditional teaching mode, teacher occupies the dominant position, and the student's dominant position has not been reflected. Therefore, it is necessary to strengthen the stratified teaching application, carry out the smooth transition of the role, and constantly improve the

students' consciousness of autonomous learning. English teachers should create a real English learning environment and pay attention to the improvement of students' ability to learn English. In the practical teaching of English classroom, teachers should encourage students and eliminate the students' anxiety. For example, they can say "You don't worry, I believe you are the best, and believe in yourself, don't be nervous, you should keep calm state of mind and I calm mind."

4.5 Strengthen the stratification evaluation of English teaching.

Teachers to combine all levels of students' practice, such as students' knowledge level and learning ability, then understand their learning progress, stratified teaching, and adopt scientific method to evaluate the evaluation. In the evaluation criteria formulation, the corresponding evaluation scale should be adjusted according to the students' learning level, and the corresponding evaluation mechanism should be constructed to play an incentive role for different students [7]. For students of level A and B, level B has higher level of English. Therefore, the evaluation method of B-level should reflect certain incentive property, improve students' English learning height and depth, and ensure good learning results. For A-level students' learning evaluation, teachers should pay attention to the attitude and the progress change. Moreover, it is important to give the students with good learning and progress the corresponding affirmation and recognition, to the maximum motivate the students to keep up their efforts.

5. Summary

In a word, in the vocational college English teaching, it is necessary to strengthen the application of stratified teaching and highlight the students' dominant position. We should create favorable conditions for the improvement of English teaching level and give full play to the application value of stratified teaching. Therefore, in the application of stratified teaching process, we should fully understand the students' actual situation. Moreover, we should make reasonable layering of students, improve the English learning and practical application ability, and build a batch of high-quality English professional talents.

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