

Analysis of the English Stratified Teaching Strategy in Application-oriented Universities

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Abstract. English, as an important skill for students to apply for jobs and further develop, which is an important public course in the university. With the reform of education, English stratified teaching appears, which can make up for the differences between different students. Therefore, it is imperative to improve the English teaching level and meet the learning needs of different students. This paper explores the strategies of College English stratified teaching, hoping to provide some feasible suggestions for educators.

Keywords: analysis; stratified teaching; strategy; college English.

1. Introduction

In order to cultivate the high-level talents needed by the society, application-oriented universities have been actively exploring to improve the teaching level on the basis of satisfying the development of students' personality. The traditional teaching mode is mainly large class teaching. This kind of teaching at the same level is mainly based on the teacher's speaking. The students are only passive learning, ignoring the differences between the students, it is difficult to mobilize the students' enthusiasm for learning, does not meet the teaching requirements of College English and the classroom teaching quality is not high. Therefore, in order to realize the students' subjectivity and make the classroom teaching face all the students, the application-oriented colleges and universities have implemented the College English layered teaching, adhering to the educational concept of "teaching according to their aptitude and guiding by classification", further deepening the teaching reform and meeting the English learning needs of the students of all majors.

2. The Positive Significance of Stratified Teaching in College English

2.1 Realize Targeted Teaching and Make up for Students' Learning Differences

College English pays more attention to cultivate students' comprehensive ability and has higher requirements for students' foundation. However, there are differences in English levels among different students. Unified teaching may make students with poor foundation fail to keep up, dampen their enthusiasm and make it difficult for students with good foundation to carry out in-depth learning. Therefore, according to the differences of students, we should carry out stratified teaching, so that students of different levels can obtain the optimal development of classroom teaching mode on the basis of the original, which is in line with the teaching principles of College English. It is conducive to the implementation of practical teaching for undergraduates and the cultivation of application-oriented talents. Under the premise of not breaking the organizational form of class collective teaching, the model can carry out English teaching for the students with good foundation, exercise their listening and speaking English skills, at the same time, it can also teach some in-depth knowledge that students are interested in, or invite foreign teachers to teach, so that students can learn practical things; for the students with poor foundation, bilingual teaching can be carried out so that students have a process of improvement. Based on the comprehensive consideration of students' personality differences, students can be divided into several levels and different teaching methods can be adopted according to the actual situation, which can improve the quality of college English teaching and make students get a comprehensive improvement. Finally, the goal of full development of all students is achieved and in a real sense, "facing all" is realized.

2.1.1 Pay Attention to the Development of Students' Personality and Give Full Play to their Initiative in Learning

Nowadays, the goal of education is to pay attention to the development of students' personality, cultivate their sense of innovation and give full play to their initiative in learning. As a comprehensive subject, college English requires students to master the skills of listening, speaking, reading, writing and translation. Appropriate teaching methods can stimulate students' learning motivation; cultivate students' interest in learning and narrow students' English gap of language level. Stratified teaching is the result of English teaching practice.

2.1.2 Train High-quality Applied Talents with Strong Social Adaptability and Competitiveness

With the expansion of enrollment in colleges and the fierce competition of social talents, students are facing the difficult situation of unemployment after graduation. If students want to go further on the career planning path, they must have certain professional expertise. As one of the strengths of enterprise recruitment talents, students must master certain English skills, such as simple dialogue, English writing, translation, etc. On the one hand, it can make students feel the pressure of competition and stimulate students' learning power; on the other hand, targeted teaching can make students find their own learning methods and improve themselves constantly.

2.2 Problems of English Stratified Teaching in the Application-oriented Colleges

2.2.1 The Standard of Stratified Teaching is not Scientific

The purpose of stratified teaching is to carry out classified guidance, realize the personalized development of students and meet the different learning needs of students, rather than to eliminate the differences between students. But the stratification standard is often based on the score of college entrance English examination. The students are divided into three levels: excellent, medium and poor. Then the teachers make the teaching content, teaching requirements and homework according to these three levels. For the students with good foundation, the teachers often do their best; students will have a sense of superiority. However, for the students with poor foundation, their knowledge understanding is slow and their teaching process lags behind that of fast class, which may lead to students' inner antipathy and sense of being discriminated. Scientific stratification is the key to the realization of stratified teaching. This kind of labeled stratification will inevitably produce negative effects on education. It difficult to achieve the purpose of stratified teaching, or even counterproductive.

2.2.2 The Target Orientation of Stratified Teaching is Unreasonable

In the teaching practice, some colleges still adhere to the traditional teaching concept and put their eyes on the CET-4 and CET-6. The students are stratified through the English Grading Test. Although the teaching contents and tasks may be different, the main goal of the colleges is to make the students of all levels pass the CET-4 and CET-6 successfully and improve the passing rate of the students. This kind of examination oriented teaching ignores the cultivation of students' comprehensive ability. It is difficult to be applied in practice. It also gives some teachers excuses to slack off and reduces the requirements for students. Objective stratification is the core of stratified teaching. Whether the understanding and establishment of objectives are scientific or not is directly related to the realization of stratified teaching concept and tasks. The goal stratification should not only reflect the requirements of the syllabus, but also consider the differences of students at all levels to create teaching methods suitable for students at all levels, so that students' good personality potential can be developed continuously.

2.2.3 The Evaluation Method of Stratified Teaching is Improper

Some teachers still focus on teaching knowledge and lack certain innovation in the teaching process; some take students' satisfaction as the evaluation criteria, which leads to the phenomenon that teachers reduce the teaching requirements to meet students, which makes it difficult for stratified teaching to carry out. Improper evaluation methods will affect the quality of teaching and weaken teachers' teaching motivation. The original meaning of education is to promote the

development of human beings, which is not conducive to the comprehensive evaluation of students, and is contrary to the nature of stratified teaching.

2.3 The Improvement Strategy of the English Stratified Teaching in Application-oriented Universities

2.3.1 Scientific Stratification Lead to Achieve Different Teaching

The individual differences among students cannot be eliminated. The purpose of stratified teaching is to make up for the differences among students through individualized teaching, so that students at all levels can develop their strengths. It is necessary to consider all aspects of the students comprehensively, formulate targeted teaching contents, teaching objectives and assignment tasks for the students, so that the students can learn something. In addition, teachers should treat students equally in the process of teaching, adopt the form of heterogeneous groups of different classes to conduct teaching, implement the combination and collocation according to the principle of heterogeneous mutual assistance and progress of the same group, without prejudice to students, and create an equal, harmonious and democratic learning atmosphere for students, so that students can learn knowledge and skills in a relaxed, happy and cooperative atmosphere.

2.3.2 Establish Flexible Stratification Objectives in Line with the Actual Situation

The teaching requirements of college English are divided into three levels: General requirements, higher requirements and highest requirements. The purpose of stratified teaching is to make students obtain more comprehensive development on the original basis and to make middle-level students approach the upper level to meet higher requirements. Students with good foundation are allowed to deepen and broaden to meet higher requirements. The goal of stratified teaching is to the comprehensive development of students, which can not be simply understood to slow down the teaching speed and relax the teaching requirements for low-level students. The teaching objectives of lower level students can be slightly lower than the requirements of the syllabus, and more attention should be paid to strengthen the learning of basic knowledge, laying a solid foundation for future learning, gradually making students master English basic knowledge and skills. In a word, the setting of teaching objectives must be based on the actual situation of the students, so that students at different levels can make common progress and improve the quality of college English teaching.

2.3.3 Choose Different Teaching Methods According to Different Levels

In stratified teaching process, teachers can adopt different teaching methods for students of different levels to maximize their personality. For low-level students, we should pay attention to consolidate the basic knowledge, enrich the vocabulary of students, so that students can adapt to the normal bilingual teaching. In the class, teachers can use situational teaching, translation teaching and other teaching method to give priority to knowledge explanation. For high-level classes, teachers should pay attention to the cultivation of students' comprehensive ability and application skills. They can adopt inquiry teaching, heuristic teaching and other teaching methods, so that students can master the application of certain vocabulary and sentences through the learning of teaching materials, and train students' listening and speaking skills with pure English teaching, encourage students to express their views in English, and increase the interaction between teachers and students.

2.3.4 Adopt Scientific Evaluation Method to Stimulate Students' Enthusiasm

In stratified teaching, stratified evaluation should be carried out. For low-level students, teachers should evaluate the learning process, encourage them constantly and make objective and fair evaluation on students according to their usual performance, including attendance, classroom performance, and task completion and learning achievement, so that students can build their self-confidence. For high-level classes, teachers should give priority to the result evaluation, supplemented by the learning process evaluation. Because the high-level students have a good

foundation, they should give higher teaching requirements, so that students can correctly position themselves and require themselves with high standards.

3. Summary

Stratified teaching conforms to the teaching concept of "teaching students according to their aptitude and guiding students by classification", which can meet the learning requirements of students at different levels. By setting different teaching objectives, adopting different teaching methods to teach students at different levels, and adopting different evaluation methods, we can realize the teaching reform based on students, stimulate students' enthusiasm for learning, and improve the quality of college English teaching.

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