The Implementation Effect of English Graded Teaching Mode in College

Haiyan Xi
Xi'an peihua university, China.
244885058@qq.com

Abstract. The purpose of this study is to improve the teaching effect of college English. In this study, combining with the teaching principle of individualized teaching, according to the regional and individual differences of students, taking Shanxi Datong University as an example and starting from teaching objectives, teaching objects, teaching contents, teaching methods, teaching evaluation and other teaching elements, a suitable college English graded teaching mode is constructed. By means of literature review method and case study method, the implementation effects of college English graded teaching in ordinary colleges and universities are studied in a deeper, systematic and comprehensive way. The results show that the graded teaching model can effectively avoid the shortcomings of traditional college English teaching and is conducive to the cultivation of excellent English talents. Therefore, this study has certain practical significance and can provide some practical references for colleges to better implement the graded college English teaching.

Keywords: graded teaching; college; English; implementation effect; mode.

1. Introduction

With the continuous improvement of China’s comprehensive strength and international status, the increasingly prominent international competitiveness, and the increasing demand for excellent foreign language talents, college English teaching in China is constantly trying and reforming to cultivate these talents [1, 2]. In the process of economic globalization, the demand for excellent foreign language talents surges. Under the guidance of “college English curriculum requirements” issued by the ministry of education, college English graded teaching emerges at the historic moment. And graded teaching is an important measure to deepen the reform of college English teaching [3, 4, 5].

In addition, with the continuous progress of reform and opening up, the scale of college education is also growing [6, 7]. However, with the development of the expansion of colleges and universities across the country, college English teaching also presents a series of problems. Due to China’s vast territory, large differences in natural and social and cultural environments, different demands for English, and different popularity of English teaching, the starting point of college English learning for students is multi-level [8, 9]. The unified teaching objectives and requirements can’t be applied to the teaching of college English courses where differences exist [10, 11, 12]. Therefore, based on the principle of “teaching students in accordance with their aptitude”, the research and practice of college English graded teaching with full consideration of individual differences of students become very necessary.

In this study, the necessity of the emergence of graded teaching mode is analyzed, the achievements of the existing graded teaching mode of college English in common universities are sorted out and summarized, and countermeasures are proposed for the problems in the implementation of graded teaching. It is expected to make college English graded teaching operational and specific teaching organization systematized, so as to provide research materials for enriching the practice of college English graded teaching.
2. Methodology

2.1 The Principle of Hierarchical Class Classification

The school organizes new students to take the English proficiency test, and then arranges the class according to the test scores of the students. The specific implementation plan is as follows. The specific score section is determined and all students are divided into three classes according to their basic English level, that is, class A, class B and class C. In the process of class classification, one principle is that class A and class C are the minority, and class B are the majority, as shown in Table 1.

<table>
<thead>
<tr>
<th>Department</th>
<th>Overall number of people</th>
<th>Class A (30%)</th>
<th>Class B (50%)</th>
<th>Class C (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Department</td>
<td>243</td>
<td>More than 60 points 74</td>
<td>40 - 60 points 119</td>
<td>40 points or less 50</td>
</tr>
<tr>
<td>Department of Mathematics</td>
<td>185</td>
<td>More than 60 points 54</td>
<td>40 - 60 points 93</td>
<td>40 points or less 38</td>
</tr>
<tr>
<td>Politics and Law Department</td>
<td>129</td>
<td>More than 60 points 38</td>
<td>40 - 60 points 67</td>
<td>40 points or less 24</td>
</tr>
<tr>
<td>Biology Department</td>
<td>118</td>
<td>More than 60 points 36</td>
<td>40 - 60 points 56</td>
<td>40 points or less 26</td>
</tr>
<tr>
<td>Department of Pharmaceutical and Food Science</td>
<td>159</td>
<td>More than 60 points 48</td>
<td>40 - 60 points 87</td>
<td>40 points or less 24</td>
</tr>
</tbody>
</table>

(Note: the full score of the English entrance exam paper is 100 points).

2.2 The Construction Mode of Graded Teaching

Based on the teaching practice of the college, the specific graded teaching mode of college English is summarized. The teaching cycle of college English courses is four semesters, with a total of 240 class hours and 60 class hours per semester. In the graded teaching, class A, B and C have the same total course hours, and the teaching is arranged in different classrooms at the same time. The teaching content and teaching method are different for students of different levels. In this study, the textbook selected for the implementation of college English teaching is the “College English” (third edition) published by Shanghai Foreign Language Education Press.

Class A: the students of class A have relatively good English foundation. They have mastered certain learning methods and can correctly use basic English grammar knowledge, communicate with teachers simply in English. They are interested in English language and have strong autonomy and learning ability. In addition, they are active in thinking and have high pursuits in English learning, such as hoping to learn professional English knowledge, English knowledge for postgraduate entrance examination or preparing for going abroad.

Therefore, the teaching of class A should follow the teaching principle of easy access and gradual progress. The emphasis of each semester is different. The teaching focuses on the first two semesters of the freshman year as the basic entry stage, consolidate English grammar knowledge and help students form good learning habits. The two semesters of sophomore year are the stage of expansion and upgrading, which focuses on the cultivation of English comprehensive ability and the improvement of practical application ability. The main teaching content depends on the teaching...
materials. It should combine different teaching methods and design different teaching activities to achieve the effective connection of the four semesters.

Class B: the number of students in class B accounts for the largest proportion of students in graded teaching. It is usually taught in large classes with 60-80 students in each class. B-level students have medium English proficiency and master certain learning methods, but their learning efficiency is not high and their learning initiative is not very strong. Some students have strong learning interest and hope to study in class A with A-level students as the target. For the students of class B, the basic knowledge is redundant, but they can’t accept too much expansion. The reasons are as follows. First of all, students are not as interested in learning as A-level students. The vast majority of students take the pass of College English Test Band-4 (CET-4) and College English Test Band-6 (CET-6) as the main goal of college English learning. Secondly, in the aspect of emotion, some students are frustrated in learning enthusiasm and lack of self-confidence due to their failure to be admitted to the a-level class. In addition, these students’ comprehension abilities are not as good as the a-level class.

The teaching of class B is still based on the teaching materials, and the teaching guiding ideology is still from the shallow to the deep and step by step. The teaching focus of each semester is different from that of class A, and the four semesters keep effective connection. In addition, in view of the characteristics of a large number of students in class B, the teaching mode of class B emphasizes cooperative learning with learning groups as the unit, which can not only improve the teaching quality of large classes, but also reduce students’ anxiety for not being able to complete the learning tasks independently, and cultivate their ability of unity and cooperation. At the same time, teachers should stimulate students’ interest in learning and mobilize their enthusiasm. Therefore, the effective combination of in-class and after-class knowledge has become the feature of the B class teaching mode of class B, which enables students to learn English in an enriched and happy classroom atmosphere, and finally achieves the goal of cultivating their comprehensive English application ability.

Class C: students of class C have a weak English foundation, low English proficiency, poor comprehension, strong dependence, low learning efficiency, low vocabulary, and low oral and listening communication. The basic knowledge of English needs to be further consolidated and strengthened. Emotionally, their interest in learning is not strong, and their ability to learn independently is low. In particular, some students feel inferior, ashamed, or even self-abandoned for being assigned to class C, and lack confidence in English learning.

The teaching content of class C is still from shallow to deep. Each semester also has its own emphasis, and the fourth semester maintains effective connection. According to the investigation and research, emotional filter barriers have a great negative impact on students. Therefore, the teaching content of class C is different from class A and class B. The teaching principles focus on emotional “care and recovery” and “consolidation and improvement” in teaching. Emotional “care and recovery” refers to that in the six months to one year of college English teaching, teachers should encourage the students of class C who lack self-confidence to walk out of the shadow of low self-esteem, shame and other emotions as soon as possible and restore their confidence in learning English. “Consolidation and improvement” in teaching means that teachers should effectively combine the consolidation of high school English basic knowledge of class C students with the improvement of college English learning ability to achieve ideal teaching effect. In addition, the focus of teaching is to stimulate students’ interest in learning and reduce the difficulty of learning. The traditional grammar-translation method is the main teaching method and other teaching methods should be taken into consideration.
3. Results and Discussion

3.1 Analysis of CET-4 Scores of Class A

![Graph showing English skills improvement in Class A]

In class A, the passing rate of the two CET-4 exams is 74.2%. In the four English skills of listening, reading, comprehensive and writing, students’ scores have improved. The English skills with the largest improvement range to the smallest improvement range are comprehensive 84%, listening 73%, writing 69% and reading 68% respectively, as shown in figure 1.

3.2 Analysis of CET-4 Scores of Class B

![Graph showing English skills improvement in Class B]

As can be concluded from figure 2, the skill with the largest increase in scores is the reading part. In addition, generally speaking, the English foundation of students in class B is not very good. In CET-4, the reading part accounts for the most points. Therefore, teachers attach great importance to the cultivation of students’ English reading ability in class B, but this does not mean giving up the cultivation of students’ other English skills. The feasibility of this teaching strategy is shown in figure 2. The number of students whose scores increase in listening, comprehensive and writing skills accounts for more than half of the total number of students, which indicates that the graded English teaching mode is very suitable for class B students and is popular.
3.3 Analysis of CET-4 Scores of Class C

![Graph showing the percentage of students in class C whose English skills have improved.]

Figure. 3 The percentage of students in class C whose English skills have improved

The pass rate for students in the two CET-4 exams is 12%. The English skill with the largest increase in score is reading (71%), followed by comprehensive (57%), writing (55%) and listening (49%), as shown in figure 3.

Through the analysis of the scores of CET-4, it can be concluded that all the English skills of the students as the objects of study have improved under the guidance of graded teaching.

4. Conclusion

As a new type of teaching organization, college English teaching at different levels has attracted extensive attention. In this study, through the theoretical study and practical exploration of college English graded teaching in ordinary colleges and universities, the suitable college English graded teaching mode is constructed from teaching objectives, teaching objects, teaching contents, teaching methods, teaching evaluation and other teaching elements. Questionnaires are distributed among students, and the implementation effect of college English graded teaching is analyzed and summarized based on relevant data. The results show that the graded teaching model can effectively improve teachers’ teaching quality and students’ scores, so as to better promote the teaching reform of college English. However, there are still many shortcomings in this study. Only one general undergraduate college is selected as the case study object, its research scope has certain limitations, and the practical value of its promotion needs to be verified. Therefore, in the following work, more cases should be selected for further study.

Acknowledgements

The authors acknowledge the National Natural Science Foundation of China (Grant: 111578109), the National Natural Science Foundation of China (Grant: 11111121005).

References


[8]. Kearney, P. E., Hayes, P. R., & Nevill, A. Faster, higher, stronger, older: relative age effects are most influential during the youngest age grade of track and field athletics in the united kingdom. Journal of Sports Sciences, 2018, 36(1), pp. 1.


