

Research on the Application of Hierarchical Teaching in College English Teaching mode

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Abstract—Hierarchical teaching method is actually to teach students according to their characteristics and hobbies. In addition, the teaching plan and goal should be developed according to their current English level, so as to help students find their own English learning methods. As a teacher, how to stratify to better improve the teaching level is the first problem we need to solve and one of the topics worth studying. Therefore, this paper expounds the analysis and discussion on the application of hierarchical teaching method in college English teaching, which is only for reference.

Keywords—*Hierarchical Teaching Method, College English, Application*

I. INTRODUCTION

The recent years, China has been paying more and more attention to education, and the scale of universities has been increasingly expanded. However, in terms of the status quo and effect of English teaching, the achievements are not optimistic. Some of the students are quite skilled in basic skills such as listening, speaking, reading, writing and translating, some are barely able to pass the test, and some are even less proficient in basic pronunciation. The traditional teaching method is unified teaching for these levels of different students, which can only meet the needs of some students. Students with good foundation feel that they speak too slowly, while those with poor foundation feel that they cannot keep up with them. Over time, some students' enthusiasm for learning will be frustrated, while others lose their confidence in learning, which makes the polarization more obvious.

The main goal of college English teaching is to cultivate students' language communication ability and establish a multi-level English teaching system with strong adaptability of times and the demand of social development gradually. Hierarchical teaching can better meet the learning needs of students at all learning levels and at all stages. It makes a very scientific and proper solution to the difficult problem of teaching -- the difficulty of talent cultivation. It really makes use of the human text to provide great help for promoting the development of English teaching. Therefore, I want to own experiences of college English courses in colleges and universities, combined with the actual situation of the students learning, and use the curriculum in this school "college English", "new horizon college English" practical teaching experience, for example, such as reference for other colleges and universities teaching mode, especially in foreign language class teaching experience and practice of professional colleges, through a lot of research and practical work, in the selection of teaching materials, teaching content, teaching method and practice teaching and so on a series of reform and exploration, especially through the layered teaching mode, realize from the teacher as the center, simply teach language knowledge and skills of teaching mode, Shift to a student-centered teaching model that focuses on developing language skills and autonomous learning.

II. ANALYSIS OF CURRENT SITUATION

Through the analysis and research of college English teaching, it is quite complex to find the level performance of students. Students in various colleges and universities have different learning motives and interests in learning English during high school, and there is a big gap between their English learning level and academic performance. Therefore, there is a big gap between the students' overall level when they enter the university. After a long period of study, the polarization of students' English scores will be more obvious, and the confidence of students with learning errors will be severely suppressed.

Most college English teachers usually adopt the same teaching method in their teaching. It is impossible to teach students according to their aptitude for different learning situations. In addition, most English teaching in colleges and universities adopts the large-class teaching method. Students of different levels adopt the same teaching method and set the same teaching standards, which eventually leads to poor teaching results and cannot be effectively improved.

In addition to the improvement of the teaching philosophy throughout the whole teaching process, it is also necessary to make a comprehensive analysis of students' English level, individual differences and other teaching related factors, and actively adopt a very scientific and reasonable teaching model to further improve the effectiveness of English teaching. In the application of hierarchical teaching model, students can be taught according to their aptitude, and the specific analysis of specific problems can better promote the development of students themselves.

III. RESEARCH TECHNOLOGY ROADMAP

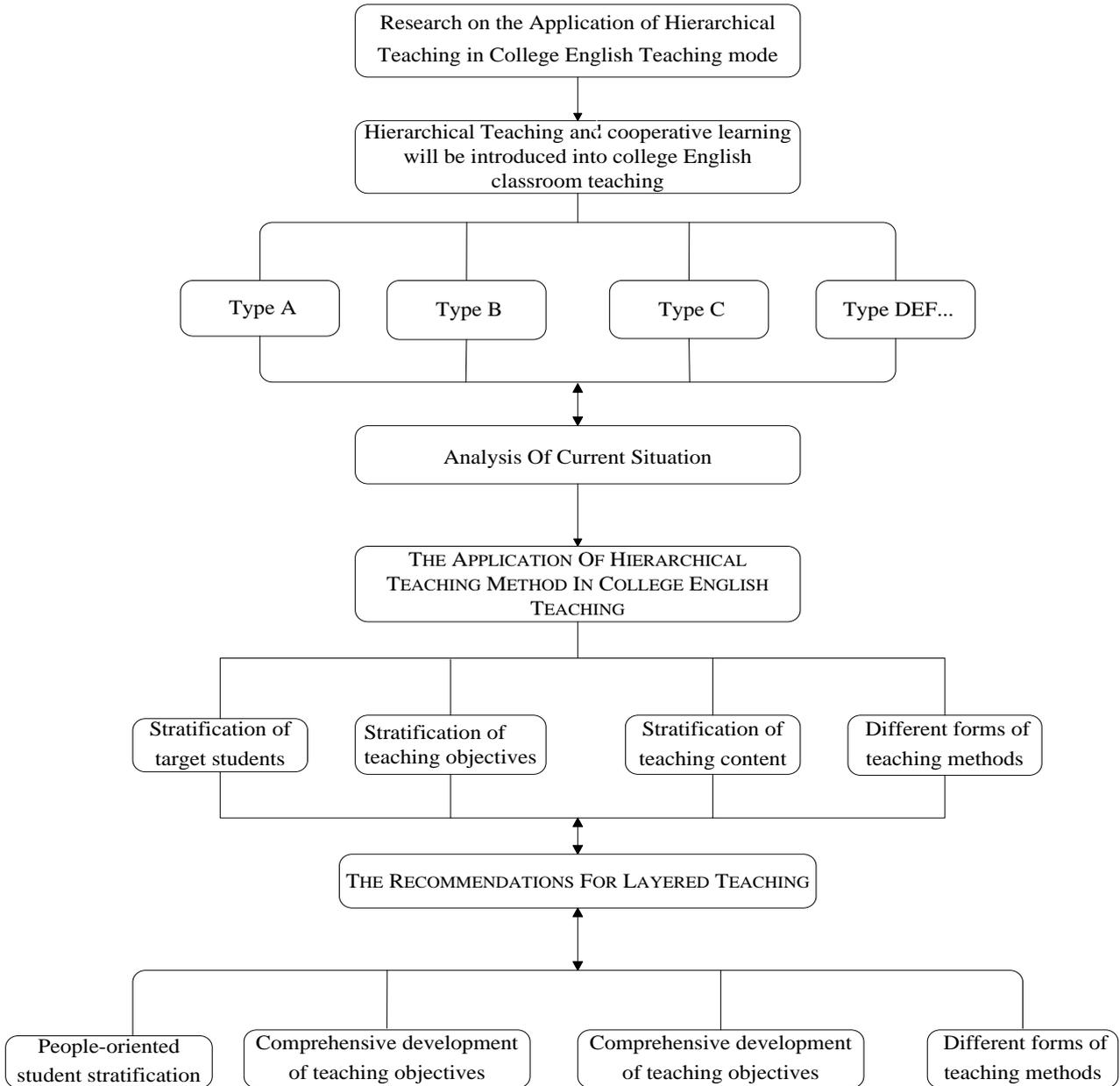


Fig.1 Conceptual framework

IV. THE APPLICATION OF HIERARCHICAL TEACHING METHOD IN COLLEGE ENGLISH TEACHING

A. Stratification of target students

This teaching method is an education teaching method, which helps teachers play a leading role in teaching, to help improve students' enthusiasm for learning. Moreover, this kind of teaching method emphasizes the development of students' personality and self-satisfaction, and it can improve students' interest and motivation in learning English, so as to achieve the goal of helping students to learn and improve the teaching effect. Therefore, from the beginning of students entering the campus, the school must divide students into multiple levels according to their personality differences and actual English level, and conduct targeted teaching. For example, we can first divide some students with good grades, solid basic knowledge, strong independent learning ability and strong receptivity into group A. And for some students who have high interest in learning, lack of solid basic knowledge, and generally accept the ability, as long as the teacher carries out timely supervision and supervision, students who will make rapid progress will be divided into group B. Students with low self-learning ability, poor basic knowledge, weak receptivity and no interest in learning, and students who need teachers' constant supervision in learning, were divided into group C. in this case, we can divide the students at these 3 levels into one group, so as to the students in group A can supervise and urge the students in the rest groups and help them in some difficult problems. Also it can then be adjusted in a timely

manner according to the development of the group. In this way we can not only improve students' initiative in learning, but also stimulate students' internal potential of some high overall teaching level.

B. Stratification of teaching objectives

Through some investigations, it is found that students with good academic performance and enterprising spirit have set goals for learning, while some students with poor academic performance and no interest in learning have no corresponding goals. Therefore, we should set specific teaching and learning goals according to students at different levels, and help students provide direction for learning, so that students are enthusiastic about learning.

C. Stratification of teaching content

The stratification of teaching content refers to the stratification of the difficulty of teaching course content. Mainly divided into the following categories, first of all, is the foundation of knowledge, for example, some new words, new phrases in each course, everyday are routinely use these new content must request each level students must grasp, and then for some more focus on knowledge, language points to speak, just like every day course in some relatively new, important knowledge, it is necessary to require students in group A and group B in A timely manner to master, digestion, so some of the students of group C asking them to make A general understanding of as long as you can. Finally, in terms of the teaching of some key and difficult knowledge, we do not require the students of group C, but require the students of group B to understand and accept in general, and require the students of group A to break through the difficult points and master them, which can help lay A solid foundation for future study.

D. Stratification of students homework

English teaching is the same as that of other courses. Students cannot rely solely on the content in class, and it is difficult for them to master the knowledge points taught. Students of different levels are often given the same homework. Therefore, the application of stratified teaching should be stratified for students' homework. The amount and difficulty of homework given should also be treated differently and chosen appropriately so that each student's learning can be consolidated and developed in the best way. Stratified exercise and stratified examination of homework after class are helpful for teachers to correctly grasp students' learning situation, carry out individual teaching activities, and improve teaching quality in a large area.

V. THE RECOMMENDATIONS FOR LAYERED TEACHING

A. People-oriented student stratification

The theory of multiple intelligence reveals the principle that everyone can be talented, but the methods needed are different from those of talents. This requires our college English teachers to have confidence in students. To achieve a layered teaching of students in the true sense. The first is that teachers organize students to conduct a unified test, determine the actual level of each student, and prepare for follow-up teaching. Secondly, discover the students' learning ability and learning potential. This is mainly based on the students' learning habits and attitudes. At the same time, some students, although they have poor academic performance in the short term, have a serious attitude and will make rapid progress. In the end, they should make reasonable adjustments to the level of teaching based on the dynamic learning situation of students. Guarantee the rationality of stratification.

B. Comprehensive development of teaching objectives

The teaching goal is the guidance of the whole teaching process, and also the ultimate goal and destination of the teaching. The stratification of teaching objectives should be based on the principle of "facing the whole and taking care of both ends", starting from strengthening basic development, cultivating individual abilities, and comprehensively improving overall quality, and formulating goals that meet the needs of students at all levels. First of all, for students with good grades of English students, they should focus on cultivating their knowledge points ,develop their ability to comprehensively apply knowledge and expand their knowledge and vision. Secondly, students with intermediate English should listen. Speaking of reading and writing, to achieve the mastery of knowledge points; finally, students with poor English scores, the focus should be understand English knowledge, especially word recognition and sentence understand mastering grammar. The stratification of teaching objectives avoids the one-size-fits-all situation of traditional teaching, enhances the learning confidence of middle and lower level students, and realizes their self-positioning.

C. Layering the teaching content from shallow to deep

Traditional English teaching pays much attention to students' test scores, especially the test-oriented education. The teaching content is basically started from the test sites, and rarely involves students' study skills, skills, ideas, and even personal behavior. College students are in a critical period of life development, and they have more spare time. If they are not interested in English learning, it is difficult to learn English by themselves, which makes the English performance decline. The stratification of teaching content under the new curriculum reform requires a certain degree of gradient, and at the same time guides students' development potential. For example, in the teaching of English essay reading, you can first set a certain

teaching situation, you can also use the multimedia video and pictures to introduce the text, and use the questioning method to read the short text; secondly, for the students with poor grades, just ask questions yes Or no, but the students in the middle and upper reaches need to raise more difficult problems. The best questions can reflect a certain level of listening and language skills. Finally, students can cooperate with each other, that is, students with better grades. Middle school students ask questions, middle school students ask questions to downstream students, etc., while cooperating with each other, deepen the impression of each student and improve teaching efficiency.

D. Different forms of teaching methods

The so-called teaching method refers to the special teaching activities that teachers take to complete certain teaching goals. At this stage, teachers mostly use analytical methods, situational simulation methods, etc. Some teachers also use the college entrance examination as the sole guide, and adopt the teaching methods such as “full house irrigation” and “one sentence hall”, which leads to the passive learning process of students. The stratification of various forms of teaching methods first requires teachers to improve their comprehensive quality, including professional knowledge and personal accomplishment, and establish the concept of lifelong learning to better master modern teaching methods and shorten the gap with students. Teaching students from the perspective of students. Secondly, teachers should be good at using modern teaching methods such as multimedia. After all, college students have their own electronic devices such as mobile phones and computers, and they can make good use of them to improve their English scores. For example, students with better English scores can encourage them to use their amateur English videos to try to translate themselves; students with poor English scores can encourage them to listen to more English words and sentences, which could enhance your confidence.

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