

An Empirical Study on the Reform and Innovation of Graded Instructional Mode of "University English" Course in Tarim University

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Abstract: This article aims to explore the reform and innovation of the graded instructional mode of "University English" course in Tarim University, so as to meet the challenge of students' uneven English level and improve the instructional quality and students' learning effectiveness. This study deeply analyzes the theoretical basis, implementation strategy and application effect of graded instructional mode in practical teaching through multi-dimensional methods. In terms of methods, the theoretical basis of graded teaching is reviewed; This article expounds in detail the practical exploration of Tarim University in the reform of graded instructional mode. Specifically, it includes: according to students' English level, it is divided into three levels: A, B and C, and differentiated instructional contents and methods are implemented; The teacher's role has changed from a traditional lecturer to a guide and inspiration for students to learn English; Assess the reform effect through various ways such as test scores and student feedback. The results show that the graded instructional model can significantly improve students' English level, enhance their learning motivation and interest. Students at all levels can make obvious progress in their own learning environment, teachers' instructional methods are more diversified and individualized, and the teaching atmosphere is more active.

1. Introduction

Under the background of globalization, English is the main language of international communication, and its educational quality and effect are directly related to the international competitiveness and future development of students [1]. As an important higher education institution in Xinjiang, the instructional quality of "University English" has always been the focus of the school [2]. However, with the uneven English level of students, the traditional one-size-fits-all instructional model gradually shows its limitations. Some students find it difficult to keep up with the teaching progress because of their weak foundation, while others with good English foundation feel that the course content is not challenging and their interest and motivation in learning are gradually weakening [3]. Therefore, exploring and implementing the graded instructional mode to meet the English learning needs of different students has become an important direction of the "University English" curriculum reform in Tarim University [4].

The purpose of this study is to explore the necessity and feasibility of grading instructional mode reform by analyzing the teaching status of "University English" course in Tarim University, so as to provide strong support for improving instructional quality and promoting students' all-round development. The reform of graded instructional mode of "University English" course in Tarim University is a beneficial attempt, which can not only solve the teaching problems caused by the differences in students' English level, but also provide an effective way to improve the quality of English teaching.

2. Theoretical basis and present situation of graded instructional mode

Graded instructional mode does not come into being out of thin air, but is based on the profound theoretical foundation of pedagogy and psychology. Among them, Stephen D. Krashen's "language input hypothesis" provides an important theoretical support for graded teaching [5]. Krashen

believes that the key to language acquisition is to provide understandable language input, that is, language materials that are slightly beyond the current level of learners. This theory emphasizes the importance of individual differences in teaching and provides a theoretical basis for the implementation of graded instructional mode [6]. Babanski's theory of teaching optimization also emphasizes that teaching should choose the most suitable instructional methods and means according to the actual situation of students, so as to achieve the best instructional effect.

In the practical teaching of "University English" course in Tarim University, the introduction of graded instructional mode is particularly urgent [7]. Through careful analysis of students' English level, the school found that the English level of students is significantly different, and the traditional instructional model is difficult to meet the needs of all students [8]. Therefore, it is the key to improve the instructional quality to implement the graded instructional mode, divide students into different levels according to their English level, and provide students at different levels with instructional contents and methods that meet their actual level. The analysis of the current situation of graded instructional mode also reveals the problems and challenges existing in the current implementation, such as the rational allocation of teachers' resources and the accurate selection of instructional content, which provide important reference and basis for the subsequent reform practice.

3. Practical exploration on the reform and innovation of graded instructional mode

3.1. Grading standards and hierarchical division

In the reform of graded instructional mode of "University English" course in Tarim University, the setting of grading standards and hierarchical division are the primary links. After in-depth investigation and analysis, the school can scientifically divide students into three levels: A, B and C according to their comprehensive English ability, including listening, speaking, reading and writing. See Table 1 for details:

Table 1 Student English Proficiency Level Classification

Level	Listening Proficiency Description	Speaking Proficiency Description	Reading Proficiency Description	Writing Proficiency Description
A	Able to understand complex English materials such as news, movies, etc., grasping both the main idea and details	Able to fluently and accurately express personal views and ideas in English, with standard pronunciation and correct grammar	Able to read and comprehend high-level English articles, such as academic papers, literary works, etc.	Able to write structured, logically coherent, and linguistically rich English articles or reports
B	Able to understand medium-difficulty English materials such as daily conversations, English broadcasts, etc., with basic comprehension	Able to carry out daily conversations in English, expressing basic views and ideas, with generally correct pronunciation and grammar	Able to read and comprehend medium-difficulty English articles, such as English newspapers, magazines, etc.	Able to write simple English articles or reports, conveying basic meanings
C	Able to understand simple English materials such as basic conversations, slow English, etc., grasping the general meaning	Able to engage in simple daily conversations in English, with some pronunciation and grammatical errors	Able to read and comprehend simple English articles, such as children's books, basic textbooks, etc.	Able to write short English sentences or paragraphs, conveying basic meanings but possibly with grammatical errors

This grading system not only considers the current level of students, but also takes into account their learning potential and development needs, which lays a solid foundation for the selection of

instructional content and methods in the future.

3.2. Reform of instructional contents and methods

For students of different levels, the instructional contents and methods have been completely reformed.

For A-level students, the course pays more attention to depth and breadth, and introduces more original English works, current affairs news, professional English and other materials; Multimedia-assisted heuristic teaching is adopted to encourage students to carry out critical thinking and cross-cultural communication.

B-level students gradually increase the proportion of practical English and academic English while consolidating their foundation; Through interactive instructional activities such as group discussion and role play, the flexibility and accuracy of language application can be improved.

C-level students focus on basic knowledge and skills training, and adopt more intuitive and vivid instructional methods, such as video teaching and game learning, to stimulate learning interest and gradually build learning confidence. At the same time, the combination of formative assessment and summative assessment is introduced at all levels to ensure the timely feedback and adjustment of instructional effect.

3.3. Teacher's role change

Under the graded instructional mode, the role of teachers has undergone profound changes. They are no longer just imparting knowledge, but becoming guides, enlighteners and promoters of students' English learning. Teachers need to design individualized instructional programs according to the characteristics of students at different levels, so as to guide students to explore and grow continuously in autonomous learning and cooperative learning. Teachers need to constantly improve their professional quality and teaching skills to adapt to the new challenges brought by graded teaching, such as how to optimize the teaching process by using modern information technology and how to effectively assess students' learning effectiveness. This role change requires teachers to have higher flexibility and innovative ability, and also opens up a new path for teachers' professional development.

3.4. Assessment of implementation effect

In order to ensure the effective implementation of the reform of graded instructional mode, Tarim University can establish a comprehensive assessment system, as shown in Table 2:

Table 2 Assessment System for Graded Instructional Mode at Tarim University

Assessment Dimension	Assessment Method	Assessment Purpose
Objective Score Analysis	Regular exam score statistics and analysis	Objectively reflect students' progress and deficiencies in English learning, providing a basis for teaching adjustments
	Score comparison (pre-and post-tests, comparisons between different levels)	Assess the effectiveness of graded teaching and identify teaching weaknesses
Subjective Feedback Collection	Student surveys	Collect students' satisfaction and learning experiences with the graded instructional mode
	Forums/group discussions	Gain insights into student needs, collect suggestions for improvement, and enhance teacher-student interaction
	Individual interviews	Obtain more in-depth feedback from specific student groups or regarding specific issues
Third-Party Assessment	Introduction of third-party assessment agencies	Conduct objective and fair assessments of the overall effectiveness of graded teaching
	Teaching effectiveness assessment reports	Provide scientific evidence to guide continuous improvement efforts by the school
	Comparison with industry standards/best practices	Assess the innovation and effectiveness of the graded instructional mode

Through this comprehensive assessment system, Tarim University can comprehensively consider many aspects of graded instructional mode, ensure the effective implementation of reform measures, and constantly optimize instructional programs. This can meet the actual needs of students and promote the continuous improvement of English instructional quality.

4. Assessment of reform effect

The effect of grading instructional mode reform is remarkable, which is reflected in many dimensions, as shown in Table 3.

Table 3 Table of the Effects of Graded Instructional Mode Reform

Dimension	Sub-dimension	Specific Manifestations
Enhancement of Students' English Proficiency	Language Fundamentals	Significant increase in vocabulary; More accurate use of grammar; Improved reading comprehension abilities, enabling students to read more complex texts
	Listening, Speaking, Reading, and Writing Skills	Faster and more accurate listening comprehension; More fluent and natural oral expression; Enhanced writing skills, allowing students to write structured and logically clear essays; Increased reading speed and deeper understanding
	Learning Confidence and Interest	Boosted learning confidence among C-level students after foundation reinforcement; Stimulated interest in learning, leading to active participation in class activities; Laid a solid psychological and skill foundation for subsequent learning
	Breakthrough Progress	Notable advancements in specific areas (e.g., business English, academic English) for B-level students; A-level students able to participate freely in international academic exchanges, demonstrating high-level language proficiency
Qualitative Leap in Teaching Quality	Innovation in Instructional Methods	Teachers actively adopt multimedia-assisted instruction to enhance classroom interaction; Project-based learning encourages students to explore proactively and cultivates teamwork skills; Flipped classroom and other modern instructional methods promote student autonomy in learning
	Enriched Classroom Formats	Diversified instructional activities, such as role-playing, group discussions, debates, etc.; More vibrant classroom atmosphere with high student engagement
	Improved Instructional Efficiency	Clearer teaching objectives with highlighted key points; Enhanced learning efficiency and significant learning outcomes for students
	Harmonious Teacher-Student Relationships	Teachers' role shifts from transmitters to guides and supporters; More equal, harmonious, and smooth communication between teachers and students
	Optimized Instructional Environment	Created an open and inclusive learning environment that encourages students to express their opinions; Provided abundant learning resources to cater to students' diverse needs

It can be seen that students' English level has been significantly improved. Students at all levels have made remarkable progress in mastering the basic knowledge of language and using listening, speaking, reading and writing skills. In particular, C-level students' learning confidence and interest are obviously enhanced after the foundation is strengthened, which lays a solid foundation for the follow-up study. B-level and A-level students have made breakthroughs in their respective fields, and many students can express themselves freely in international academic exchanges, showing a high comprehensive language use ability. At the same time, the instructional quality has achieved a qualitative leap. Graded teaching urges teachers to constantly explore and innovate instructional methods, and the wide application of modern instructional methods such as multimedia-assisted teaching, project-based learning and flipped classroom greatly enriches classroom forms and improves instructional efficiency.

5. Conclusions

After a series of practical explorations, the reform and innovation of graded instructional mode of "University English" course in Tarim University has achieved initial results. Looking back on the whole process, every step embodies the wisdom and sweat of educators, from the initial formulation of grading standards and hierarchical division, to the comprehensive innovation of instructional content and methods, and then to the fundamental transformation of teachers' roles. It is found that the graded instructional model not only effectively alleviates the polarization of students' English proficiency, but also greatly stimulates students' learning motivation and interest. Through scientific stratification, students can grow up quickly in a learning environment suitable for them, and teachers can teach more accurately, so as to learn from each other. The valuable experience accumulated in practice, such as how to balance instructional resources among different levels, how to design instructional activities that meet the needs of students at different levels, and how to effectively assess the effect of graded teaching, has provided important reference for the subsequent deepening of reform.

There is no end to the reform. In the future, we need to continue our efforts in the dynamic adjustment of hierarchical teaching standards, the continuous support of teachers' professional development, and the further improvement of the assessment system, so as to ensure that the hierarchical instructional model can continuously meet the needs of educational development and contribute to the cultivation of high-quality talents with international vision and competitiveness.

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