

## Study on Implicit Stratification Teaching of Spoken English in Higher Vocational Colleges

Wang Xin

Liaoning Mechatronics College, Dandong, Liaoning, 118009, China

**Keywords:** Higher vocational English; Oral teaching; Recessive stratification teaching; Application path

**Abstract:** English, as the main language of international communication, has become a key course in language education in various countries. To further strengthen the ties between China and the rest of the world, the training of practical English talents has become an important goal in English teaching in Chinese colleges and universities. However, the present situation of English teaching in higher vocational colleges in China is not ideal, and there is an awkward situation in which students have rich knowledge of English theory and weak ability to use it in practice. By studying the present situation of oral English teaching in higher vocational colleges, the paper discusses the application effect of hidden layered teaching method in oral English teaching in higher vocational colleges, aiming at improving the overall level of spoken English teaching in higher vocational colleges.

### 1. Introduction

Since the 21st century, vocational education has developed rapidly, and the number and scale of higher vocational colleges have gradually increased. The Ministry of education has made it clear that the main responsibility of higher vocational colleges is to train skilled professionals. The goal of higher vocational education should be combined with the demand type of market talents, and a large number of talents should be sent to the development of socialist market economy. English major is the key content of higher vocational teaching. The purpose of English teaching in higher vocational colleges is to improve students' comprehensive English literacy and cultivate more practical English talents. Expressing the concept and connotation of recessive stratification, it points out the three teaching modes of recessive stratification and their status in oral English teaching, And discuss the countermeasures of recessive layered teaching of spoken English in higher vocational colleges.

### 2. A theoretical study on implicit stratification teaching method

As the most widely used language in the country, English has become an international language. If China is to further enhance its international competitiveness and influence, it must pay attention to the study of English language and cultivate a group of people with a cross-cultural awareness of English. As early as 2004, the Ministry of education made it clear that English teaching in higher vocational colleges should be based on the cultivation of comprehensive and practical English talents. We will encourage higher vocational colleges to make bold innovations and reforms in English teaching methods, contents and courses, so as to make them more in line with the needs of the development of talents in socialist construction. But in actual English teaching, the effect is not ideal. On the one hand, the basic knowledge of English of higher vocational students is weak, and most students are afraid of English learning. So lacking enthusiasm and initiative in English learning, Low efficiency in English learning; On the other hand, the teaching method of English in higher vocational colleges is not correct, and teachers still adopt the traditional test teaching mode in the English teaching curriculum of higher vocational colleges, paying attention to students' knowledge of vocabulary and grammar. He said that the students' theoretical knowledge is far higher than their practical ability to use English. Can not meet the community's demand for English

talent [1].

Combining the existing problems in English teaching in higher vocational colleges, domestic education experts actively seek countermeasures from the angle of psychological characteristics and cognitive law of higher vocational students. To learn and draw lessons from foreign language teaching theory and practical experience, so as to explore a teaching method suitable for Chinese students' second language learning. The introduction and application of stratified teaching method have improved the common problems in English teaching in China to a certain extent.

At first, the theory of stratification was mainly applied to the class students, that is, according to the students' comprehensive English ability and exam results, although students with different levels of learning can be distinguished. However, it is also obvious that students' ability to learn English has not been assessed, and they are unable to carry out targeted teaching activities to help students strengthen and consolidate their weak links. After years of research and improvement, the implicit stratification method effectively makes up for the shortcomings of the traditional stratification method. It provides scientific teaching methods for improving the efficiency of English teaching in higher vocational colleges. In contrast to the implicit teaching method, the dominant teaching method refers to the systematic and organized teaching activities carried out by teachers to instill and transmit knowledge to students. The implicit teaching law is relatively implicit, and by guiding students to learn and master certain learning skills, students will improve their ability to learn independently and cultivate their confidence in learning. Meet students' different learning needs [2].

### **3. Application of implicit stratification method in oral English teaching in higher vocational colleges**

Speaking English is an important course in English teaching in higher vocational colleges, which requires students not only to have a rich vocabulary and grammar knowledge, but also to have a high cross-cultural consciousness. Be able to express your ideas and ideas in English fluently in your life and work. The introduction and application of implicit layered teaching method in oral English teaching in higher vocational education is an important way to improve the level and efficiency of classroom teaching. According to the basic concepts and characteristics of the implicit stratification teaching method, it can be divided into the following three types:

First, the recessive stratification method of teaching subject. The object of implicit stratification teaching method is mainly students. Since most students have a strong sense of self-awareness and self-respect, teachers should take euphemism measures if they clearly classify students. Students at different levels of learning and learning are taught according to their aptitude. In the division of oral English teaching in higher vocational education, Teachers should take into account the students' oral English ability, learning ability and acceptance ability, and coordinate the students' English ability in all aspects, so as to improve the students' oral English learning ability.

Secondly, the hidden hierarchy of teaching objectives. The implicit stratification method of teaching objectives is to combine the learning needs of students at different levels and formulate different teaching objectives for them. Before setting teaching objectives, English teachers in higher vocational colleges need to test the oral English mastery of the whole class and guide the students to set the correct learning goals and directions according to the test results. At the same time, in actual classroom teaching, Teachers should carry out English teaching activities at a level based on teaching objectives and always pay attention to the changes in students' oral English expression ability and adjust teaching objectives for students in time. Help students deepen and consolidate the foundation of spoken English [3].

Third, teaching content recessive stratification method. The English teaching materials in higher vocational colleges are rich in content and have strong practicality, such as business English, English communication, grammar knowledge and applied English writing. It is also the English skills that students need to master. The implicit teaching method of spoken English requires teachers to construct an adjustable teaching mode of oral English content according to the different teaching subjects and teaching objectives. It will help students to strengthen the weak links in oral English learning and improve their overall level of spoken English.

#### **4. Study on the teaching value of oral English recessive stratification method in higher vocational colleges**

The implicit stratification teaching method of spoken English in higher vocational colleges has the following advantages:

First, the implicit layered teaching method can improve the level of classroom teaching. In traditional oral English classroom teaching, teachers are deeply influenced by the idea of examination oriented education, have less interaction with students, and the classroom teaching atmosphere is dull, and it is difficult to stimulate students' interest in learning. The efficiency of classroom teaching is low. The application of implicit stratification teaching method has greatly changed the present situation, and it has carried out rich oral English teaching activities for different groups of students, fully mobilizing students' interest in English learning.

Secondly, the implicit stratification teaching method can improve students' oral English ability. Since the admission line of higher vocational colleges is obviously lower than that of ordinary colleges and universities, the students' learning ability and learning consciousness are generally lower than those of ordinary colleges and universities, especially the students' basic knowledge of English learning is more weak. English learning ability is poor. The recessive stratification teaching method can make scientific and professional teaching plans to help students lay a good knowledge of English.

#### **5. Study on the hidden stratification teaching countermeasures of spoken English in higher vocational colleges**

The recessive layered teaching method plays a more and more important role in oral English teaching in higher vocational education. At present, most English teachers in higher vocational colleges have realized the importance of recessive stratification teaching method, and take the initiative to apply the recessive stratification teaching method to oral English teaching, and obtain good teaching effect. How to realize the combination of recessive stratification teaching and oral English teaching method in higher vocational education can be considered from the following aspects:

The recessive stratification teaching method is a very professional and scientific teaching method, which can effectively improve the efficiency of classroom teaching and improve students' oral English expression ability. However, due to the higher requirements of recessive stratification teaching for English teachers in higher vocational colleges, some English teachers are prone to many problems and disadvantages in the practical application of recessive stratification teaching method. If teachers can not accurately grasp the actual learning situation of students, the lack of understanding of students' information, it is easy to cause differences in the classification of students' goals. Therefore, English teachers in higher vocational colleges should actively change traditional teaching ideas and establish a harmonious and equal relationship with students. On the one hand, teachers should always pay attention to students' performance in the classroom, and make a preliminary distinction between active students and inactive students. On the other hand, testing is the best way to understand students' spoken English. Teachers can teach students at different levels through classroom English dialogues.

After grading students, English teachers in higher vocational colleges need to set different teaching goals for students at different levels and carry out rich classroom teaching activities according to teaching objectives. To attract and mobilize students' enthusiasm for oral English learning. For example, teachers can use the situation to create teaching methods, so that students at different levels can choose their own role to perform, so that students can master the corresponding oral English skills in a cheerful atmosphere. Reduce students' rejection and fear of oral English learning. In addition, teachers should adjust teaching objectives and teaching methods according to the changes of students' learning level in the teaching of the recessive stratified spoken English course in higher vocational education. He said that students' learning needs should always be put in the important position of teaching, and help students strengthen and consolidate the weak links of

their learning, so as to realize the students' all-round development.

Teaching evaluation is an important way to test and measure the effect of implicit teaching, and most English teachers in higher vocational colleges fail to realize the importance of teaching evaluation. The teaching evaluation system is very backward and unique, and it is not accurate. To judge the teaching effect of teachers and students' learning. Establishing and perfecting the evaluation system of spoken English teaching in higher vocational colleges is the premise and foundation of improving the quality of spoken English teaching in higher vocational colleges. On the one hand, we should enrich the teaching evaluation form, actively carry out the evaluation model of students' self-assessment, students' mutual evaluation and teachers' evaluation, and make an objective and fair evaluation of the teaching results. To help teachers constantly improve their own teaching deficiencies; On the other hand, combining students' learning goals, "We should set different evaluation standards, guide students to understand the advantages and disadvantages of their oral English learning, and help them to set the next learning goal," he said.

## **6. Conclusion**

The application of implicit stratification teaching method in oral English teaching in higher vocational education is the inevitable way to realize students' quality education. By developing the implicit stratification teaching method, it can not only improve the teachers' teaching level and quality, but also strengthen the students' ability to express and use English in practice. Effectively stimulate and mobilize students' interest in English learning, feel the fun of oral English learning, so as to be able to conduct oral English learning independently. To this end, English teachers in higher vocational colleges should study deeply and grasp the essence of hidden hierarchical teaching method, and carry out rich English teaching activities in combination with students' oral English learning ability and level. Cultivate excellent English professionals for the socialist international development of our country.

## **Acknowledgments**

Fund project this paper is the achievement of 2018 teaching and researching project of Liaoning Mechatronics College, which name is 'A Comparative Empirical Study on Traditional English Teaching and Recessive Hierarchical Teaching in Vocational Colleges under the Background of Independent Recruitment'. Project No: JY LX2018047

## **References**

- [1] Ren Wenwei. The exploration and practice of implicit stratification teaching of oral English in higher vocational colleges [J]. English square: academic research, 2013 (12): 103.
- [2] Wu Yi. The application of implicit stratification teaching method in spoken English class of higher vocational education-- Take the oral education of Jiangsu vocational college of commerce and trade as an example [J]. Journal of Hunan Institute of science and technology, 2014 (1):154 &tilde; 156.
- [3]Yuan Aihua. Factors affecting oral English communicative competence of higher vocational students and teaching strategies [J]. Economic and trade practice, 2017 (24).