

The Use of the Relationship of Hierarchical Teaching and Personalized Learning in College English Teaching

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Abstract: The concept of “Student-centered” is an advanced educational concept, which affects the teaching of each major and subject in China’s higher education stage. Hierarchical teaching emphasizes the respect for students’ individual differences and caters to the “student-centered” educational concept, which is of great significance to students’ learning and teachers’ teaching. This article analyzed the necessity, practical effect, significance and related problems of the use of the relationship between hierarchical teaching and individualized learning in college English teaching.

1. The necessity of hierarchical teaching in college English

1.1 The great varieties of the students’ English levels

Due to the differences of students' background, knowledge and ability level, teaching quality of original school and individual talent, unified teaching content and teaching objectives have been unable to effectively improve the ability level and comprehensive quality of all kinds of students. At present, our country is reforming quality education, and a core value of quality education is to face all students and the value is also reflected in the image of "all for the students, for all the students, for the students' everything". It has also become the goal and direction of most colleges and universities, and put it into practice actively. However, the diversity of students cannot be ignored, and will be reflected in their different learning needs. These differences are not only in the aspects of personality and expertise, for example, some students are good at hands-on skills and some are good at thinking. The strengths and advantages of some students are exactly the weaknesses of others. In addition, in front of the same learning task, their understanding and mastery of knowledge and skills are also different in degree and speed. In the face of such a complex group of foreign language learners, it is difficult for everyone. Therefore, it is necessary to understand and analyze the situation of students and classify students into different levels for teaching.

1.2 The uniqueness of College English course teaching

First, for most non-English majors, English is taught as a public course. English should be a communication tool for students. In English teaching, emphasis should be placed on cultivating students' listening and speaking ability, followed by reading and writing ability. Requirements and training objectives for English ability cannot be equal to professional courses, so teaching methods should be unique. Secondly, English is not our mother tongue, as a second language, students contact the language relatively late. Some students are afraid of learning English and some worry about making mistakes or losing face, so we should pay attention to the psychological state of students in teaching and timely guidance and necessary correction. Moreover, large class teaching model is an objective fact that exists in most colleges and universities at present. From the experience of English teaching in English-speaking countries, small class teaching model is the only way to achieve good results. Therefore, group teaching can be applied to solve the problem of large class English teaching, namely, the implementation of hierarchical teaching.

2. The application of hierarchical college English teaching in practice

2.1 Hierarchical teaching is divided according to a variety of grounds

At present, hierarchical English teaching is divided according to students' college entrance examination results. However, since students come from different regions and English papers are of different difficulty, it is unfair to divide students according to their college entrance examination results to some extent. When teachers divide students into classes, they can first make unified stratification from A large range by referring to the results of college entrance examination, then divide preschool sub-tests and comprehensive test results of listening, speaking, reading and writing when students enter school, and finally stratification according to the teaching objectives, namely, the teaching effects to be achieved by class A, B and C respectively. Teaching objectives are the overall guidance for teachers to implement teaching. Stratification according to different teaching objectives can make English learning more specific. For example, teachers can set two levels of knowledge objective and ability objective. For students with insufficient knowledge reserve, they can take enriching their knowledge reserve as the main goal to carry out professional course teaching. The corresponding ability goal stratification refers to the implementation of corresponding course teaching for students who have no big problems in knowledge reserve and need more skills practice to further achieve the goal of professional ability practice. In addition, stratification of classroom teaching is also the key to stratification of teaching. The stratification of classroom teaching is how to teach the existing classes and students at the same level according to their aptitude. There is a teaching method, but there is no definite teaching method. Teachers need to update the teaching concept and arouse students' learning interest and enthusiasm, and carry out individualized teaching according to different students' learning characteristics.

2.2 The use of different textbooks is the basis of hierarchical teaching

As the carrier of knowledge, teaching materials are one of the important tools to impart knowledge, train skills and develop intelligence in the process of personnel training. It is not only a medium for teachers to impart knowledge, but also a medium for students to develop comprehensive ability. Attaching importance to the role of textbooks in teaching is a key to guarantee the teaching quality of higher education. Based on the different characteristics of the majors offered in our college, and in order to facilitate the implementation of hierarchical English teaching, we have selected different textbooks. At present, undergraduate students in our school use the fourth edition series of <Comprehensive Course of College Experiencing English> (Higher Education Press), and junior college students use the <New Practical English Course> (Higher Education Press). According to students' learning conditions, teachers choose teaching contents suitable for students' different learning levels from the textbooks used at the same level, appropriately add extracurricular contents, constantly modify and improve the teaching contents, and truly teach students in accordance with their aptitude. The method of selecting different textbooks for different students in hierarchical teaching has been applied in practice, but its effect on improving students' learning ability and efficiency remains to be further observed.

2.3 Hierarchical teaching is embodied in the actual teaching process

In teaching practice, lesson preparation is an important link. Teachers should prepare lessons and design teaching plans according to the actual situation of students, consider and analyze the acceptance ability of students at different achievement levels, and try their best to let excellent students, ordinary students and students with learning difficulties grasp the relevant knowledge. For example, the design of classroom exercises should be different, and as far as possible, it should be set into the form of ladder. Teachers should grasp the overall level of the whole class, and design some basic and simple exercises (such as sentence making, translation, etc.) and assign them to the students with average foundation. Design some flexible exercises for students with good foundation (such as situational dialogue, speech, discussion, etc.) [2]. At the same time, hierarchical teaching is an important link in teaching practice. Considering the differences of individual students, teachers need to teach students according to their aptitude and carry out differentiated teaching in a targeted

way. Students with poor foundation should be encouraged to think positively, have the courage to speak, and enhance their self-confidence; For students with general foundation, we should encourage them to answer questions actively and strive for accuracy. Students with a good foundation should be strictly required to give them more difficult questions and encourage them to improve. Finally, in the assessment, additional questions should be added and open questions should be expanded at different levels [3].

In the future, we plan to hierarchize the examination questions so that their difficulty levels are distributed in an echelon form, so that students' degrees can be more accurately grasped, and students can have a more accurate grasp of their own abilities, which is conducive to promoting their personalized learning. In teaching practice, through the investigation of the classes taught, hierarchical teaching has achieved certain achievements. For example, the teacher-student interaction rate was only 77% before hierarchical teaching. After applying hierarchical teaching, the rate was raised to 86%; The examination result (Average score) was only 73 before hierarchical teaching. After hierarchical teaching, the examination result reached to 79. The student attendance (Average score) was 89% before hierarchical teaching. After hierarchical teaching, it was raised to 96%.

3. The Correlation between hierarchical teaching and Individualized Learning

Personalized learning mode is one of the ways to achieve stratified teaching. It is the product based on the development of information network. Students can choose to learn on the computer which stores a variety of teaching resources according to their own ability and needs, so as to achieve the purpose of diversified selection and differential learning. "Every child is unique," Khomlinsky said. Every student takes part in teaching activities as a unique individual, and their learning must shine with the spark of creation and the brilliance of personality. The continuous expansion of modern teaching means, educational resources and teaching time and space has provided an unprecedented solid foundation for students' personalized learning, and highlighting students' main body and respecting students' individual differences has become an important concept of today's education [4]. Hierarchical teaching can fully respect, display and develop students' individuality and promote students' personalized learning.

3.1 Hierarchical teaching is helpful to the determination of individualized learning objectives

In the traditional teaching process, the learning objectives of students are put forward by teachers, ignoring the individual differences. Hierarchical teaching in accordance with the requirements of the syllabus, according to the actual situation of students, so that students along their own goals to improve, develop, advance in different degrees, fully respect the personality differences of students, truly achieve "students as the main body". Hierarchical teaching method divides learning objectives into basic objectives, enhancement objectives and development objectives [5]. Flexible goals are applicable to all students, but it is up to students to decide what kind of goals to achieve. In order to ensure that students achieve the basic objectives, we encourage students to develop their own unique areas of strength, and through their own efforts to achieve successful experience and confidence. This takes into account both qualitative and quantitative criteria. According to personality differences, students determine the basic goals by themselves, enhancement and developmental goals, and fully enjoy the right to autonomy.

3.2 Hierarchical teaching helps students choose individualized learning styles

In the real teaching process, there is a saying, what kind of "teaching" determines what kind of "learning". Traditional knowledge-centered, teacher-centered and teacher-dominated teaching methods make it impossible for students to have individuality in their learning. Hierarchical teaching method is a major change of the teaching method that attaches importance to teaching but ignores learning. It treats students' learning as human learning and attaches importance to students' initiative and creativity in learning. In fact, students' different learning styles and different learning methods are the process of showing students' different personalities. In the hierarchical teaching

process, students can choose partners, group discussion, multimedia and other learning methods according to their own different situations, different learning objectives and levels, which can better reflect students' subjectivity and help students find their own personalized learning methods. For example, in the relatively difficult topic discussion, students can use the form of group discussion or multimedia learning according to their own level.

3.3 Hierarchical teaching is helpful to the establishment and perfection of individualized learning evaluation system

Teaching evaluation is an important part of teaching process. The evaluation of individualized learning should be conducive to the development of students' individuality. Hierarchical teaching recognizes and attaches importance to the differences of individual students, so the evaluation standard should respect students' learning personality and sustainable development as the starting point. Different students should have different standards, do not insist on uniformity. In English learning, the traditional percentage system evaluation criteria should be gradually replaced by personalized evaluation criteria. The evaluation of students is no longer based solely on paper scores, but also includes students' daily performance, such as their performance in group discussions and their activity in class. At the same time, the hierarchical teaching evaluation system emphasizes that each student becomes the evaluation subject of his own personalized learning, and the evaluation of students' parents and teachers serves the self-evaluation of students [6]. The way of evaluation highlights the difference evaluation within the individual of students, so that students can be good at discovering their own progress, so that students can obtain the confidence and momentum of success in the self-evaluation and self-reflection of longitudinal self-development, and have a more comprehensive understanding of themselves and self-identification, which is conducive to promoting the development of students' personality. The ultimate purpose of carrying out personalized learning evaluation is not to evaluate a so-called grade (excellent, good, qualified, unqualified), but to let students fully recognize and accept themselves, and then appreciate themselves, and stimulate lasting strong desire to explore knowledge, the passion to create and the vision of a better life are further internalized into a stable personality quality [7].

4. Conclusion

To sum up, hierarchical college English teaching in colleges and universities is an effective way to improve students' English ability and efficiency. It can help students with good foundation improve faster, students with poor foundation rebuild self-confidence, stimulate intrinsic motivation, transform meaningless learning into meaningful learning, and transform painful learning into pleasant learning. It helps them develop good English learning habits and form independent learning ability. Practice has proved: Hierarchical teaching creates good learning conditions for students of different foundations, improves the quality of English teaching, and opens up a new way for the reform of English teaching. However, in the teaching process, we also found some problems that need further consideration. For example, at present, it is difficult to achieve a complete sense of Hierarchical teaching, and it is difficult to scientifically identify the ability and level of students. In addition, students are psychologically sensitive and fragile, and their understanding of Hierarchical teaching is also different. A slight deviation will cause a reaction. In a word, college English teaching practice through the relationship between hierarchical teaching and personalized learning is a complex and profound problem, and we are confident to further, enrich and improve it through continuous teaching practice.

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