

Conception and Implementation of Graded English Teaching Mode in Higher Vocational Colleges

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Abstract: The development of society puts forward higher requirements for English proficiency, especially for the students directly facing employment in higher vocational colleges. The English foundation of vocational college students is relatively weak, and the level is very different. There are many problems in natural class teaching. The use of graded teaching is conducive to the implementation of teaching students in accordance with their aptitude. Based on this, this paper carries out the research on the conception and implementation of graded English teaching mode in higher vocational colleges. The teaching mode includes scientific grading, teaching students according to their aptitude, dynamic adjustment, reasonable diversion and supporting management of colleges and departments. This paper compares the efficiency of English teaching by taking English grading teaching mode as the experimental group and ordinary English teaching mode as the control group. The research shows that the general English teaching mode ignores the individual differences of students, so it is difficult to realize the cultivation of students' English application ability; English grading teaching is based on teaching students according to their aptitude, second language acquisition theory and zone of proximal development theory, which has been widely verified in practice, and is an effective way to improve students' English application ability.

1. Introduction

In recent years, due to the differences in the English level of each student, higher vocational colleges [1-2] continue to improve the teaching management level and English level [3]. The English level of most vocational colleges has reached the average level, which means that some students can speak English, while most of the higher vocational colleges are ranked according to the average score, which gradually reduces the students' interest in learning. Therefore, English Graded Teaching in Higher Vocational Colleges [4-6] is adopted by many higher vocational colleges. The implementation of English teaching, combined with practical teaching methods, greatly improves the quality of English teaching, thus promoting a more competitive mechanism, creating a better English learning environment.

In a word, English graded teaching mode is to assign students with similar English quality [7-8] to a class according to the students' learning situation and foundation, and teachers prepare appropriate teaching contents and objectives according to this standard. There are two problems in English Teaching in higher vocational colleges. One is that the expansion of college enrollment makes students' English foundation differ greatly. The other is that colleges pay more attention to the cultivation of professional technology and ignore English achievements. It is because of the problems in English teaching that the function of graded teaching mode is highlighted. The hierarchical teaching mode can formulate targeted teaching contents according to the characteristics of different students, so that students at each level can be promoted, which also plays an important role in reducing students' English learning burden and mobilizing their learning enthusiasm. In addition, the division of different students into different classes is also conducive to teachers' timely adjustment of teaching plans and methods, and the students' foundation is similar and the teaching content is targeted, so the efficiency of classroom teaching [9-10] has been correspondingly improved.

Therefore, this paper analyzes the practical value of graded English teaching mode for Applied Talents in Higher Vocational Colleges from the perspective of English proficiency differences of higher vocational college students, and puts forward the method of graded teaching in English Teaching in Higher Vocational Colleges to improve the teaching quality in view of the seriousness of the polarization of English scores of vocational college students. Research shows that standardized teaching can guide students to learn English better, understand the course content more effectively, strengthen bilateral communication between teachers, and give full play to students' learning initiative.

2. The Necessity of Implementing Graded English Teaching in Higher Vocational Colleges

2.1. Problems Existing in the Teaching of Public English in Natural Classes

1. The level of students is different and the teaching scale is difficult to grasp

Before the implementation of graded teaching of Public English, public English teaching basically adopted the form of combining several original natural classes into a large class. Among the students admitted by higher vocational colleges, there are not only ordinary college students, but also counterpart students. There is a certain gap in their English level. This kind of large class teaching is very difficult for teachers. It is not easy to grasp the speed of teaching and the difficulty of content, so it cannot effectively teach students according to their aptitude.

2. Unreasonable selection of teaching materials and backward teaching methods

It is difficult to choose textbooks for public English teaching. The length of articles is long and there are many new words. Some textbooks are even as difficult as those for undergraduates. It is difficult for vocational college students with weak English foundation to understand what they have learned, which seriously affects the teaching effect. The teacher's teaching method is still in the traditional "cramming" way, mainly by the teacher to explain words, analyze sentence patterns and grammar, students are more mechanical record of what the teacher said, not able to actively participate in the teaching, so the teaching effect is not good.

3. The examination requirements are not stratified and the target positioning is not clear

In higher vocational colleges, an important standard to measure the effect of English teaching is the passing rate of College English grade examination. In the past, due to the lack of understanding of students' abilities and the College English proficiency test, teachers failed to guide students to apply for the corresponding A-level or B-level College English level examination according to the actual situation of students. Instead, they rigidly required all students to participate in A-level examination which was relatively difficult, and teachers failed to give students more examination guidance.

2.2. Overview of Graded Teaching Mode

1. The theoretical basis of graded English teaching

The first is to teach students according to their aptitude. Contemporary English teachers should start from reality, recognize and respect the individual differences of students, and realize that there are differences in learning interest, learning attitude, language foundation, cognitive methods, learning ability, and personality and so on in the same class. The core of the teaching method is to teach students in accordance with their aptitude.

2. The practical basis of graded English teaching

In recent years, some higher vocational colleges draw lessons from the practice of undergraduate colleges and universities, and adopt hierarchical teaching mode in English teaching. Although generally speaking, there are not many schools to carry out graded English Teaching in higher vocational colleges, but there are many successful examples in the application of graded teaching in higher vocational colleges. In terms of the reform of graded teaching mode to promote the improvement of English application ability, the successful implementation of graded English Teaching in undergraduate colleges and some colleges is the practical basis of this reform.

3. Experimental Thinking and Design

3.1. Experimental Ideas

Based on the concept of difference theory, this paper analyzes the practical value of English teaching standards in higher vocational colleges, emphatically discusses the importance of English Teaching in higher vocational colleges, and puts forward the method of graded teaching to improve the teaching quality in English Teaching in higher vocational colleges. In order to test the students' English level, this paper conducts a questionnaire survey on the passing rate of the College English application band B examination, and compares the teaching effect of the graded teaching mode and the general teaching mode according to the passing rate.

3.2. Experimental Design

In the process of teaching students in accordance with their aptitude, the learning process can be enhanced in real time according to the students' level, so as to create a competitive environment, make students feel appropriate anxiety, and encourage them to study hard. In addition, attention must be paid not to damage students' interest in active learning during promotion and demotion, and to make students learn English more effectively, because this can appropriately reduce the number of students who are demoted.

The purpose of English education in higher vocational colleges is to improve the teaching quality. Students must be divided into different levels according to their English level and English knowledge acceptance ability. Graded education meets the needs of standardized teaching of English level, provides students with sufficient opportunities to show, improves their independent learning skills, improves the quality of English learning culture, and provides a better demonstration platform to improve their foreign information exchange.

4. Discussion

4.1. Research on the Graded English Teaching Mode in Higher Vocational Colleges

The main purpose of English Teaching in higher vocational colleges is to develop students' English application ability, make students have specific English listening, speaking and communication skills, and have a good understanding of writing style. In short, the cultivation of students' practical English skills should aim at improving their professional competence, including the principle of "practical learning". Table 1 shows the comparison between the general teaching mode and the hierarchical teaching mode.

Table 1. General teaching mode and graded teaching mode

General teaching mode	Graded teaching mode
Ignoring individual differences of students	teach students in accordance with their aptitude
Teacher centered classroom teaching	Student centered

Hierarchical education refers to the determination of different teaching methods, teaching contents and teaching strategies according to students' cognitive ability and knowledge level and relevant teaching theories. Orderly guidance and guidance can stimulate students' curiosity and personal interest, so that everyone can acquire English knowledge, and everyone can experience the joy of success. Graded teaching is a kind of teacher led, student-centered teaching relationship, covering the concept of three-dimensional and human teaching. As a practical teaching mode, graded education has a good theoretical and practical foundation. Hierarchical teaching objectives should be implemented step by step in different teaching stages. In the teaching process, we should follow the guiding principle of "practicality first, sufficiency for degree, application for purpose" and the curriculum design concept of "people-oriented". We should take improving the teaching quality as the center, formulate the teaching syllabus in line with the development law according to the actual situation of the school and the individual differences of students, so as to guide and

standardize the College English teaching. High quality learning results can not only provide teachers with the best way to evaluate students' knowledge level and application ability, but also help students think, apply and expand the knowledge they have learned. Learning outcomes should not only reflect students' ability to master and apply knowledge, but also inspire students to show their best talents. Under the premise that the students' learning preparation level is quite different, it is unrealistic to cultivate students with the same learning achievements through basically the same learning time.

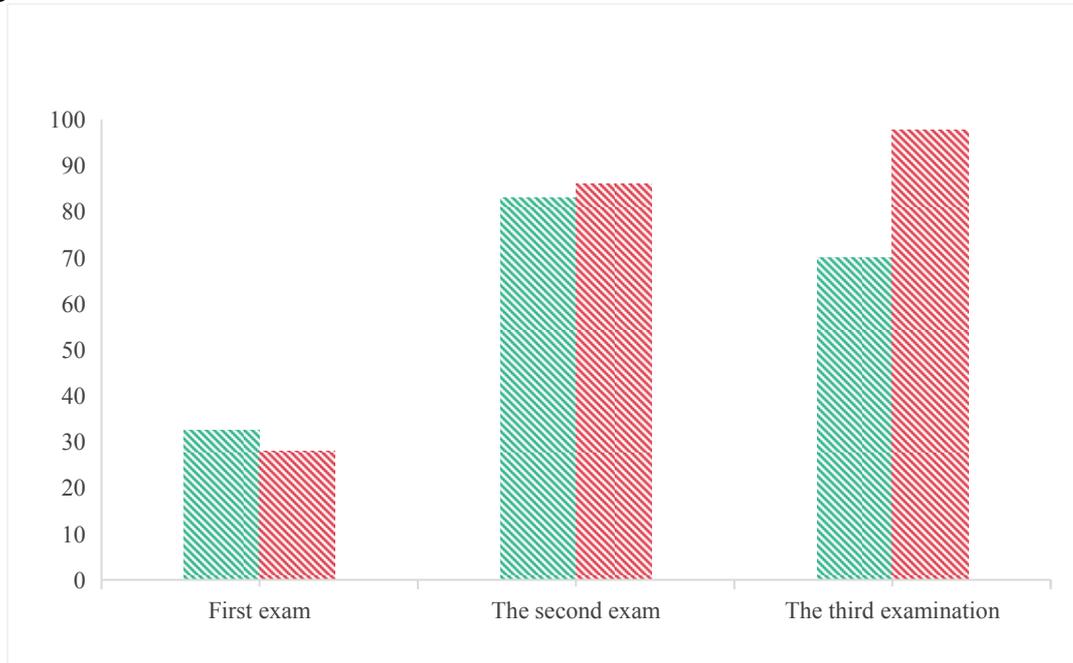


Figure 1. Comparison of pass rate

The general teaching mode was set as the control group, and the Higher Vocational College English grading teaching was set as the experimental group. It can be seen from Figure 1 that at the beginning of the experiment group, the first examination served as the control group for the last two examinations, and the passing rate was 27.6; in the second examination, it rose to 86, and then in the third examination, it rose to 97.8. In comparison, the third test in the control group dropped to 70 compared with the second test. It can be seen that the students in the experimental group have made greater progress, which shows that graded teaching can improve students' performance.

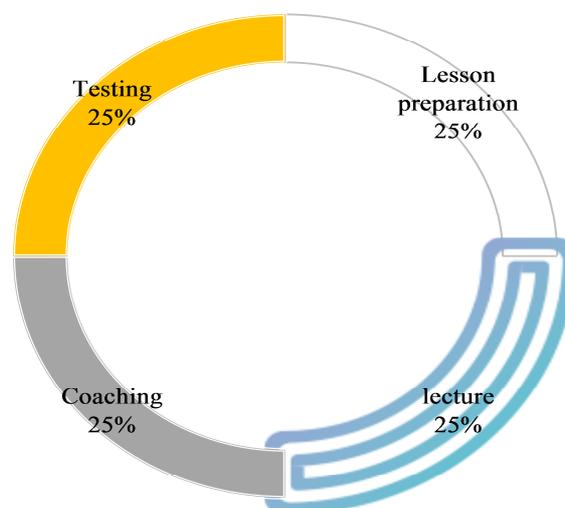


Figure 2. Graded English teaching mode in Higher Vocational Colleges

In the graded teaching mode of English in higher vocational colleges, graded teaching is embodied in the aspects of lesson preparation, lecture, guidance and test, as shown in Figure 2. It can be seen that the purpose of English education in higher vocational colleges is to improve the teaching quality. Students can make progress at different starting points, which must be based on students' real English level and English acceptance ability. Students are divided into different levels for teaching, and then different training methods are determined according to the class level and students' own English skills, and different teaching plans are designed.

4.2. Suggestions on the Implementation of Graded English Teaching

1. Enrollment classification

According to the students' English scores in the college entrance examination, students of the same grade are divided into three types of Public English classes, a, B and C, from high to low. Usually the students of the same department are divided into one class. In this way, students with similar English level are gathered together, which is convenient for teachers to adopt the same teaching scale suitable for the corresponding teaching class, so as to achieve the best teaching effect.

2. Classification examination

Different teaching classes have different teaching plans. Specifically speaking, the students of class a have a good English foundation. In the first semester of admission, in addition to Cultivating Oral English, writing and translation skills, more than half of the class hours are used for intensive training of the College English level examination, and take part in the A-level College English level examination. The students who pass the examination will take part in the National College English Test Band 4 in the second semester. The students of class B and class C have relatively weak English foundation. In the first semester, they focus on laying a foundation, expand their vocabulary and consolidate their grammar. In the second semester, they carry out corresponding intensive training in listening, practical writing, translation and reading comprehension, and take part in level B College English level examination.

3. Various assessment methods

The assessment of Public English is completely combined with the requirements of "the cultivation of practical English ability of Vocational College Students". The usual scores are composed of classroom tests, personal speeches and social practice. The final examination is no longer a simple paper, but is composed of listening, speaking and written examination, which objectively and comprehensively investigates the students' Comprehensive English ability.

4. Opening of multimedia facilities

In order to meet the learning needs of the majority of students, the voice room and multimedia classroom are open to students at some fixed time. Students can conduct listening training, man-machine dialogue or watch the original English movies. These objectively promote students to use their spare time to learn English, classroom teaching has been extended.

5. Conclusions

In the practical research on the concept and implementation of graded teaching mode in higher vocational colleges, this paper proposes to adopt the method of graded teaching to improve the quality of English Teaching in Higher Vocational Colleges in view of the seriousness of the polarization of English scores of vocational college students. In order to test the students' English application ability, a questionnaire survey was conducted on the passing rate of College English application ability level B examination, and the teaching effect of graded teaching mode and general teaching mode was compared according to the passing rate. The research shows that graded teaching can meet the needs of students at different levels of English, enhance students' autonomous learning ability and comprehensive cultural quality in learning English, and improve their external information exchange.

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