

Talking about the Problems of Hierarchical Teaching in Higher Vocational English and Its Solutions

Yajie Shen

Changzhou Engineering Vocational Technology College, 213164, China.

Abstract: With the continuous deepening of education reform, the education department has put forward higher requirements for higher vocational education. Higher vocational colleges and universities can not only cultivate professional technical talents, but also cultivate applicable talents in many aspects. At present, the students come from different places with different education background in the colleges and universities. In the process of English teaching, teachers should implement stratified teaching to further improve the quality of English teaching. This paper discusses the problems and countermeasures of stratified teaching in higher vocational English, analyzes the problems existing, and proposes effective solutions.

Keywords: Higher Vocational English; Hierarchical Teaching ; Problem Analysis Solutions

With the gradual popularization of higher vocational colleges and universities, the enrollment model has undergone fundamental changes accordingly. There are certain differences in the enrollment standards for different regions, which leads to large differences in the basis of student sources. In the stratified teaching of English in higher vocational colleges and universities, we should also focus on solving the current situation of the uneven English level and comprehensively improve their English literacy.

1. Problems in the stratified higher vocational English teaching

1.1 Single English teaching mode

According to the English stratified teaching standards, students are divided into three levels, which are with poor foundation, average foundation and good foundation (here we call experimental class, regular class and oral class), the English teaching models for these three different levels should also be different. In the actual teaching process, although teachers make teaching plans based on the students' actual learning ability, the test of the experimental class is in accordance with the CET 4 English level. The ordinary class is designed according to the A English level and the oral class is designed for the low-level students. However, in the actual course, the textbooks of the ordinary class and the oral class are the same and the differences in content requirements are not obvious. The teaching purpose is ultimately more unified and untargeted, which is not conducive to improving the students' English learning ability. On the contrary, it will hurt the students with poor foundation and make them frustrated. For the oral class, the room to improve is large and the scores obtained are relatively high. For same scores, it will be more difficult for the experimental class and the regular class students, that will be resulting in unreasonable distribution of scholarships, to a certain extent, the system is unfair.

1.2 The Proportions of students levels are different

As far as the different sources of students, the English foundations are quite different, normally the students with good foundation are less and ordinary one is generally equal to the bad one. This leads to large differences in the scale of each class. Then more workload for the basic class and the oral class teachers, facing enormous challenges, which is not conducive to fundamentally improving the quality of teaching.

1.3 Student emotions are affected by stratification

In vocational English teaching, stratified teaching of students are easily feeling frustrated to a certain extent, they feel that they are different from other students. Secondly, some students will label other students and think that some students are poor students, which leads to the inferiority of these students. At the same time, students with poor foundations did not follow the example of good students. They did not help each other, which was not conducive to improving the cohesiveness of the entire class and could not play a good teaching effect.

1.4 Comprehensive examination items

As far as the current English teaching in higher vocational colleges, there is a certain gap in the students' basics. Although the test paper has a listening part, but the students pay attention only to the written test results, resulting in students being unable to improve their listening skills. The ability to work in the future and the development of all aspects of their abilities play an important role. Therefore, the test itself cannot objectively evaluate the students' English learning ability, and this puts forward higher requirements for teachers. Normal grades are listed as part of the test scores, which can more objectively evaluate students' English proficiency. Especially for the students in the oral class, there is a lot of room for improvement and the scores they get are relatively high. For the same grades, the students in the experimental class and the ordinary class, more efforts must be made, resulting in the unreasonable distribution of scholarships, which reflects the unfairness of the system to some extent.

2. The Problems of Hierarchical Teaching in Higher Vocational English and Its Solutions

2.1 Enrich teaching mode

Teachers should choose the appropriate teaching mode according to the learning situation of students and start from the interests of students to optimize the teaching mode. For students with a poor foundation, in the teaching process, we must pay attention to the cultivation of their interests and use situational teaching methods to fully mobilize their enthusiasm for learning. For ordinary students, we should pay attention to the cultivation of their English application ability. In the classroom, we will organize students to choose topics for discussion in groups by debates or scenarios to improve their English application ability. For students with a good foundation, in the teaching process, we should pay attention to the cultivation of students' expanded ability, encourage them to read outside the classroom and expand their horizons while improving their English ability.

2.2 Increase the number of regular classes and oral classes

At present, there are big problems in the number of people in the class. The number of experimental classes is less and the classes are relatively less too. Most of them are ordinary classes or oral classes and the number of students is also relatively more. Therefore, teachers should make dynamic adjustments according to the actual learning situation of students and appropriately increase the number of ordinary classes and oral classes. Then, schools should also increase the investment of teaching, hire more outstanding teachers and reduce the workload of teachers. In addition, teachers should innovate teaching models, adopt micro-classes or flip classroom teaching modes to share educational resources, provide students with sufficient learning resources, help to focus on problems encountered in the learning process, and implement hierarchical teaching. Finally, the teacher should objectively evaluate the teaching effect, conduct staged tests on the students, understand the students' real learning situation, and then adjust the teaching system.

2.3 Pay attention to appease the emotions of students

In the process of teaching English in higher vocational schools, teachers should pay attention to adjusting the emotions of students. Because students have different learning abilities and are assigned different levels, students

who are assigned to lower levels are inevitably a little inferior. Teachers should be good at encouraging students, communicate with students, look at students from a development perspective and set up staged teaching plan. Meanwhile, teachers should set a role model for other students to use the classmates as an example to cultivate their sense of competition and further enhance their self-confidence.

2.4 Optimize test items

Teachers should add listening-related content to the test papers, test the listening level of students at different levels, make students pay more attention to the part of listening and strengthen listening training. At the same time, teachers should also include the classroom performance of students in the final grades, such as the times of active speaking in the classroom and the ability to speak, etc., to be able to more objectively evaluate the learning ability of students.

3. Conclusion

In the process of English stratified teaching in higher vocational colleges, teachers should further improve the assessment system and objectively evaluate the learning level of students. In addition, teachers must adjust the emotions of students, encourage students and improve their self-confidence. It is also necessary to implement a hierarchical test to accurately assess their ability and timely adjust their teaching plans to improve their English ability.

References

- 1.Liu Ke. The Problems of Hierarchical Teaching in Higher Vocational English and Its Solutions[J].Journal of Liaoning Vocational College,2018(1).
- 2.WANG Wei, LIU Weifeng. The Negative Influence of English Teaching in Higher Vocational Colleges [J].Journal of Yanan Vocational and Technical College,2019(6).
- 3.Wang Fujuan. Testing and Evaluation of English Teaching in Higher Vocational Colleges[J].Journal of Ningbo University,2017(3).