

The Application of the Concept of Differentiation in the Teaching of English Education in Colleges and Universities

Yang Yang

International College, Xi'an Siyuan University, Xi'an Sannxi 710038, China

Abstract: Along with the development and progress of China's education, it makes it necessary to pay comprehensive attention to the development of each discipline in the future development of teaching at the college stage, using innovative teaching forms to enhance the guidance of students. In the analysis of this paper, we mainly elaborate on the scientific and reasonable use of the concept of differentiation in the work of English teaching in colleges and universities, and the effective methods to improve the quality of teaching to meet the requirements of teaching development in the new era.

Keywords: Differentiation; University teaching; English education

Introduction

As we enter a new period in the development of education, the process of teaching has been made to actively innovate teaching concepts and forms to provide students with more comprehensive and specific teaching content. Especially at the tertiary level of learning, which is the main way to cultivate high-quality talents in our society, a good learning environment needs to be created for students^[1].

1. The concept of differentiated teaching

In the development of differentiated teaching, it is a kind of extension of teaching under the concept of teaching according to ability, which provides a good path for professional specialised education at the tertiary level. In the long term, teachers' English language skills and abilities are inadequate, and students' English language foundations and learning abilities are not sufficient, leading to unsatisfactory conditions in the development of English language teaching. Therefore, in the development of English language education in colleges and universities, it is necessary to actively explore differentiated teaching and learning, as well as to provide a distinctive teaching model, so as to help students improve their motivation and set a reasonable teaching content. In the current teaching process in China, the ability to integrate English needs to be strengthened to meet the learning needs of students^[2].

2. The current situation of English education and teaching in higher education

2.1 Single teaching content

In the traditional teaching of English in universities, a large classroom is used as a way of teaching, thus making the number of students large. This is a good way to improve the utilisation of educational resources and to enable teachers to successfully achieve their teaching objectives. However, this can lead to a loss of relevant teaching and guidance for students, and the lack of differentiation in the English language curriculum can lead to students losing interest in the subject. The homogeneity of the content, which is not experienced in the same way by students with different English language abilities, can lead to serious polarisation^[3].

2.2 Differences in teachers' professional standards

The development and construction of colleges and universities has led to the teaching of English as a compulsory com-

mon foundation course, but with the increase in class time and the number of students, the staffing levels and the importance attached to the subject have not been sufficient to equip teachers in colleges and universities, and there are differences in teachers' professional abilities, which have an impact on teaching efficiency. In order to ensure the consistency of the overall teaching process, some teachers are restricted in their ability to teach. Secondly, the subject's attributes limit the future career prospects of teachers and have a negative impact on the improvement of teaching standards^[4].

2.3 A single assessment method for the subject

In the current assessment process of English language subjects in universities, it is based on a combination of attendance and examination. Students are familiar with this mode of assessment, and in order to pass the subject, they maintain regular attendance but do not learn efficiently in class, which, together with their inability to focus on the accumulation of English, leads to a failure to achieve a good treatment of words, sentences and paragraphs in the teachers' actual classroom learning sessions. There is a subtle influence on the overall choice of learning style and content for the students. The students' focus on memorisation and comprehension of the content has a negative impact on their future development, as they are unable to develop effective long-term learning habits^[5].

3. The application of the concept of differentiation in the teaching of English in higher education

3.1 Differentiation of teaching content

In the teaching process, as the students face obvious differences in both their English foundation and English ability, it is necessary to accept different levels of English teaching in the teaching process, and then use the grading of different teaching contents so as to improve the teaching level. For example, classroom tests can be used to find out the basic English language skills of students in specialist classes. After the initial screening, grouping is necessary to ensure that students are properly informed of their true level and to ensure that their English language skills are improved and that English language goals are successfully achieved. The actual classroom content is developed in such a way that vocabulary, reading, listening and writing are gradually reinforced and specific teaching tasks are indicated, so that students can learn in groups and grasp the various learning points in a timely manner, so that they can complement their shortcomings in learning English and at the same time strengthen the promotion of differentiated teaching and learning is carried out. On the other hand, the current process of improving students' motivation and confidence in English is a way of improving the overall level of teaching and learning, as well as enriching learning resources and content. In the future, as students' own knowledge of English is insufficient, teachers will need to provide targeted guidance to help students improve their own knowledge and learn in detail about their shortcomings.

3.2 Modernising teaching methods

In the past, traditional teaching methods have always been homogeneous, so in order to ensure efficient teaching, there is a need for differentiated English education. With the development of science and technology, information technology has become more widely used. Information resources on the internet can be used as a major reference for teaching and learning, providing teachers with more diverse teaching content. In the future, the online platform will be fully utilised to enrich English tutorial resources, so that students can have access to more information on resources, and in this way, different group teaching methods can be utilised to provide an adequate learning environment for students. In this way, teachers make use of a variety of teaching resources to create catechisms and micro-lessons, which are later broadcast with the teacher in the background to control the effective explanation and analysis of specific knowledge content. In the future, teaching will be carried out in a way that also strengthens the foundations of English, while playing a stronger role. In the future, teachers will need to actively strengthen their own knowledge of English language skills in order to design lessons that are relevant to their students, especially in the context of teaching guidance. In particular, the teacher's ability to guide and help students to improve their knowledge and understanding of English in a timely manner. It is even possible to create a good learning environment for students through active communication between different regions and institutions in different teaching sessions.

3.3 Enriching assessment forms

Only by constantly enriching the form of assessment and providing students with a comprehensive and specific assessment can students be helped to understand the specific teaching content more comprehensively. In the future, it will be necessary to introduce multiple assessment methods and to actively reduce the weight of examinations, as well as to allow students to shift their attention to the classroom and to participate actively in the teaching activities organised by the teacher. Only by

using a well-developed form of teaching activity can students' motivation to participate be increased. In addition, it is necessary to put an end to some test-based teaching models, to actively enrich the comprehensive teaching skills, to put students always in the main position of teaching, and to enhance student participation. In the specific teaching development, we should pay attention to the assessment of students' listening, speaking, reading and writing, and create a more interactive and communicative learning environment for students. In the future, debates and competitions can be organised to give students a more comprehensive understanding of their own learning, and to further enrich the form of assessment, so that English teaching can be carried out effectively and meet the teaching requirements of the new era.

4. To sum up

In conclusion, in the development of teaching at the university level, it is necessary to actively make use of the concept of differentiated teaching, to improve the relevance of teaching in general, for example, from the perspective of teaching content, form and teacher's level to carry out innovative design, so as to enhance the effect of teaching, improve students' comprehensive English language ability, meet the needs of teaching in the new era and strengthen comprehensive English language ability.

References

- [1] Xie Pengzhang, Zhang Yuxia. Exploring the strategy of using the concept of difference education in primary school classroom management [J]. Chinese Loose-leaf Anthology (Teacher's Edition), 2022(07):123-125.
- [2] Wu Bin. The use of differentiation concept in primary school language teaching reform [J]. Teaching Management and Educational Research, 2021(09):48-49.
- [3] Chen Guilan. Exploring the application of differentiated testing in public English speaking teaching [J]. Journal of Hubei Open Vocational College, 2022, 35(07):189-190.
- [4] Cao Qinghao, Tian Zhenjiang. Research on the differentiated teaching of English listening based on "field" cognitive style[J]. Journal of Hulunbuir College, 2021, 29(02):131-135.
- [5] Zheng Jin. Exploring the differentiated teaching mode of college English reading under mobile learning [J]. Modern English, 2020(21):50-52.