

# To build a stratified English teaching model and help create high-quality English education

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**Abstract:** With the rapid development of Civil Aviation and the feedback of various airlines companies, an excellent cabin crew member should not only master the basic knowledge of cabin service, improve service quality, besides, he / she should also acquire the ability of using professional English. Therefore, this paper aims to discuss the English Level-based Teaching, which requires teacher to teach Ss English according to their different levels and use varied evaluation system to assess Ss' English learning. Only in this way can Ss master the solid knowledge and promote our elite education.

**Keywords:** English; Level-based Teaching; elite education

With the rapid development of civil aviation in our country and feedback of employment information from the academy for many years, an excellent flight attendant should not only understand the basic theoretical knowledge of civil aviation, improve the quality of service, but also have the ability to skillfully use English of civil aviation. However, as far as the current learning situation of students in our college is concerned, the students' English foundation is weak, the ability to use English is low, and they have a feeling of weariness and fear of English learning. The stratified English teaching model is that teachers adopt different teaching methods according to the different situations of students, and use different evaluation systems to let students learn effectively. This can not only improve students' English level and lay a solid foundation for their employment, but also play an important role in promoting the establishment of the college's high-quality education brand.

## 1. The "Resistance" to the Construction of multi-level English Teaching Model

### 1. Congenital "Resistance" in College English Teaching

#### (1) "Special" places of origin of students

Wei Quanbin, chairman of the Board of Directors, pointed out in his "Education Change": "The situation of students studying in our school is more special. Many students are the" bad students "in the teachers' mind and have suffered a heavy blow; In addition, most of the students in our school were eliminated by the domestic old-fashioned education." Most of the students in our school have low learning habits, learning ability and learning enthusiasm. Some students have conflict and resistance to English learning. With the rapid development of information technology, mobile phone "natives" have made great changes in their learning methods. Some students focus on games, lack interest in English learning, and are unwilling to learn, which is enough to make our English teaching difficult.

#### (2) Students' English level "incomplete"

The English level of the above two categories of students is uneven because they receive different educational concepts and English education. The author has analyzed the English scores of students of a major in our college: the majority of them are at the bottom, while the number of excellent and intermediate students is less, and the level is very prominent.

#### (3) Industry requirements to measure "deviation"

Students' cognition of the industry is biased, so that they unilaterally think that as long as they have appearance, height, body, temperament, specialty, etc., they can successfully find a job. They almost completely ignore English learning at school, and often such students have low scores, poor grasp of theoretical knowledge, and low application ability of English.

### 2. The practical "resistance" of English Teaching for Flight attendant students

#### (1) Most of the students have a weak English foundation, which is basically zero

Most of the flight attendant major students are talented and good-looking, but their basic cultural knowledge is not good, especially English. For example, according to the analysis of the entrance English score of a certain class, only 5% of the students passed, and about 76% of the students got between 30 and 50 points.

#### (2) Most of the students have a feeling of weariness and boredom in English learning

In English class, you often see the following scenes: students playing mobile phones, students sleeping on the desk, students whispering. On the one hand, the English class is boring and the teachers lack charm; On the other hand, students don't understand at all, let alone understand. In addition, the college offers two kinds of English courses, which take up quite a large proportion of class hours: basic English has 6 classes per week, and professional English has 4 classes per week. The poor level of students themselves, coupled with a large number of class hours, self irritability and slack will arise.

## 2. Theoretical "Tricks" for Constructing Hierarchical English Teaching Model

### 1. Facing differences effectively is the basis of realizing stratified English teaching

Due to the particularity of the source of students in our college, students' English scores vary greatly, the two-level differentiation is very serious, and students' learning status, habits, behaviors, methods and other aspects are very different, resulting in the complexity and

diversity of their learning. After entering the school, the students are randomly divided into classes according to their majors. The traditional “one-size-fits-all” teaching mode makes the students with good grades hungry and feel too simple; And let the poor students can not eat, produce adverse reactions. Therefore, the recognition of differences is the first condition to construct hierarchical teaching, according to their differences to divide the level, determine the level of specific goals and appropriate development goals.

#### 2. Reasonable division of levels is the way to promote stratified English teaching

On the basis of the original administrative teaching class, the layered teaching implemented by our college takes the classes of the same grade and the same major as the unit (4 pilot classes), and uniformly participates in the preliminary examination and divides the students into four levels according to their test scores, namely A, B, C and D, and implements the divided classes. According to the students of different levels and different teaching objectives, the teachers carry out target stratification, teaching process stratification, practice assignment stratification and assessment stratification. In the usual teaching process, teachers pay attention to the encouragement and praise of students, and affirm the progress of students. The four levels can flow between the levels regularly (half a semester or a semester) to achieve dynamic management.

#### 3. Focusing on content integration is the driving force to ensure stratified English teaching

For students with a relatively weak English foundation, the current textbooks are more difficult to understand than they can accept. Therefore, teachers are required to choose appropriate textbooks and teaching contents, impart proper learning methods, combine knowledge with their daily life, so that students can acquire the language, improve students’ practical English application ability and communication ability, especially so that underachievers can have qualitative and quantitative comprehensive improvement on the basis of original knowledge, and finally reach the “recent development zone”. At present, the course “College English” adopts the integrated form, makes full use of digital information means, and integrates the ideological and political elements of the course. The teaching team selects, reconstructs and designs the content of the textbook based on the actual learning situation of the students, breaks down the task package, creates the situation, pays attention to classroom interaction, takes the students as the main body, and focuses on “listening - input, explaining, analyzing to realize speaking - output”. So that students can really use English and improve their language communication ability.

### 3. The Specific “Playing Method” of Constructing hierarchical English Teaching Mode

The author takes 4 classes in Flight Attendant College as samples to explain the specific “playing method” of constructing the English teaching model at different levels.

#### 1. Specific stratification of English training objectives

According to the English test, the four classes are divided into four levels according to their scores: Class A with more than 70 points; 60-70 is class B; 50-60 for Class C; Those with a score below 50 are in Class D. According to the change of students’ learning situation, the level division is dynamic change, and the inter-layer flow can be implemented between each layer, which can be raised or lowered.

After the emergence of hierarchical classes, teachers set and formulate different teaching goals for students at different levels according to the actual situation of students at each level: Class A aims to comprehensively improve students’ English listening, speaking, reading and writing skills and cultivate students’ independent learning ability, so as to prepare for future employment. It is expected that 60% of students can pass the PETS-2 exam at one time; Class B can focus on solving the problem of whether students can learn or not, and it is estimated that 30% of students can pass the PETS-2 exam at one time; Class C is appropriate to supplement the basic knowledge, gradually improve the level of students’ English skills, establish students’ confidence in learning, it is expected that 20% of students can pass the PETS-1 exam; Class D students start from scratch, focusing on cultivating and improving students’ interest and enthusiasm in learning English, rebuilding their confidence in English learning, so that students can change from never learning to willing to learn.

#### 2. The content of English teachers’ lesson preparation is divided into different levels

Teachers should design the teaching content according to the actual situation of students at each level. The actual situation of students at different levels is not the same, to treat the same textbook to select the corresponding level of students can digest things, teaching content should have gradient changes, in the teaching method design, different methods should be adopted for students at different levels.

The lesson preparation content of class A teachers should focus on advanced goals, Class B teachers should focus on traction development, class C teachers should emphasize middle level moderation, class D teachers should focus on basic goals.

#### 3. The stratification of English teachers’ teaching methods

The teachers of Class A should give priority to independent learning in teaching methods. Teachers should adopt teaching methods, exercises, discussion and revelation methods in class. By talking about the problems, they can spread the students’ thinking, break through the important and difficult points one by one, and let the students learn independently and creatively.

In class B, teachers should explain in detail, draw a case by case and ask questions, so that students can continue to repeat and consolidate what they have learned, so as to achieve steady development.

The teachers of Class C should mainly adopt the method of “slow progress, more repetition and often asking questions” in teaching, and the content should be gradually moved from shallow to deep, so as to slowly activate students’ knowledge factor and eliminate their fear of learning.

The teachers of Class D should mainly teach through entertaining and emotional guidance in class, which can gradually cultivate students’ interest and enthusiasm in learning English, and let them re-establish their confidence in English learning.

#### 4. The evaluation of English teaching points to stratification

“There is no question of who is smart and who is not, but of who is smart and how.” Every student has his or her own unique personality. Such evaluation criteria can enable teachers to evaluate and observe students from various aspects, and always look for the bright spots in students and discover their potential. “Teaching students according to their aptitude” is a specific teaching method guide. The one-size-fits-all and cramming teaching mode has been withdrawn from the historical stage. The effective evaluation system plays a very important role in achieving the teaching goal.

In the evaluation of stratified English teaching, we should not blindly rely on grades to evaluate the same students, but should refer to the rise and fall of different objects to reflect, focusing on the process of improvement or decline, not just the final score. Specifically, the teaching evaluation can be divided into three aspects: students’ learning attitude and classroom performance, homework completion, regular tests and final exams (30% of normal performance + 20% of oral assessment + 50% of final exam). Teachers can use the “Learning” platform to supervise and manage students’ process learning, pay attention to each student’s process growth, and write a study letter to each student at the end of each semester, giving students effective suggestions, methods and expectations.

### 4. “Details” to be paid attention to in Constructing multi-level English Teaching

#### 1. Reasonable stratification of students

The reasonable stratification of students is the premise of implementing stratified teaching. Stratification should be carried out according to students’ actual situation and willingness, and a relative balance should be maintained. Before stratification, trial learning can be conducted, and students can voluntarily choose to attend classes at different levels, and then determine the level they can achieve.

#### 2. Reasonable stratification of teachers

Each teacher’s teaching style is different, and the students they cultivate are naturally different. First of all, in the reasonable selection of teachers, the college must emphasize that it is not the ability to make A-level students better, but the ability to make D-level students into A-level students. Especially for the two extreme levels, the school must be reasonable in the selection of teachers. In addition to solid professional knowledge, teachers’ teaching ability and competition experience are also an important dimension to consider. Students can change, and they need teachers’ patience, companionship and guidance.

#### 3. Reasonable control at different levels

In stratified teaching, there are different teaching goals and requirements for top, middle and underachiever students. In this process, making the elderly stronger and the short ones make up for their shortcomings can enable students at different levels to develop, which requires teachers to pay attention to the exploration of top students and the poor ones to make up for their shortcomings, so that the middle students can move from the “recent development area” to the achieved area as soon as possible, and finally realize the common progress of all students.

To sum up, the construction of hierarchical English teaching mode is not only a teaching attempt to achieve the training goal of our college, but also a seamless docking of the actual implementation of the specific requirements of the industry and the employer on the staff. It also plays a great role in the creation of high-quality education in our college. The products (students) forged by such a teaching mode of English, Will be more and more welcome by employers and the society!

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