

# Research on the Teaching Model of College english

Ying Feng

Software Engineering Institute of Guangzhou, Guangzhou 510990, Guangdong

**Abstract:** With the acceleration of China's internationalization process, more and more enterprises need compound talents with higher English proficiency, which also means that colleges and universities should pay full attention to the teaching of basic public English courses, lay a solid foundation for college students' English, and pave the way for their future career development. Colleges and universities are an important base for training all kinds of talents. Learning and teaching English well is the key to improving college students' English level. Therefore, front-line educators need to introduce new educational concepts and teaching methods to guide students to absorb English knowledge more effectively and efficiently, and internalize it into their own professional skills. In the light of the educational purpose of enhancing the effectiveness of college English teaching, through the exploration of the hierarchical and classified teaching model, this paper points out the current situation and existing problems of college English teaching, and also puts forward several effective and innovative teaching strategies, hoping to provide more reference for front-line educators.

**Keywords:** college English; hierarchical classification; teaching mode; teaching strategy

## Introduction

The implementation of the hierarchical and classified teaching model in college English teaching is of great significance. As the English level of college students screened by the college entrance examination is uneven, the English ability of students in some economically developed regions is relatively high, while the English ability of students in the central and western regions is generally weak, the front-line English teachers should carry out hierarchical and classified teaching in combination with the actual situation, consolidate the students' English foundation purposefully, or carry out special English training for students. In particular, we should pay attention to the special care for the underachievers, help them find the meaning of learning English knowledge and skills, change their attitudes towards English learning imperceptibly, further enhance their interest in English learning, and enhance their English application level. The following is a detailed discussion on the construction and practice of the hierarchical and classified teaching model of college English:

## 1. The Importance of Hierarchical and Classified College English Teaching

The author quite agrees that the layered and classified teaching model is integrated into college English teaching, which can effectively balance the uneven educational level caused by the differences in economic levels, break through the imbalance of teaching resources allocation and the shackles of traditional teaching models, truly achieve the implementation of English courses and teaching innovation, and truly achieve all the education for the professional growth and comprehensive development of college students.

---

in colleges and universities in the new era. The curriculum should penetrate politics, enhance students' cultural self-confidence, enhance the influence of "art intervention in society", promote the integration of science and art, optimize the teaching model, broaden the practice platform in an all-round way, and improve students' artistic quality. Only in this way can we cultivate more outstanding talents with a sense of responsibility for the times.

## References:

- [1] Zhang Yanyan, Cheng Qingtao. Reform of College Art Education in the Context of Quality Education [J]. Cultural and Educational Materials, 2019 (9): 108-109
- [2] Schiller. Aesthetic Education Booklet [M]. Beijing: China Federation of Literary and Art Circles Publishing Company, 1984 48—50.
- [3] National Education Development and Policy Research Center. Trends and Trends of Education Reform in Developed Countries [M] Beijing: People's Education Press, 1987:150-169
- [4] Ji Yumei. Some Thoughts on Public Art Education in Colleges and Universities [J]. Jiangsu Higher Education, 2012 (6): 146
- [5] Zhang Wen, Liu Lijuan, Chen Zhirong. Abstract of the 12th National Psychological Academic Conference [C]. Jinan: Chinese Psychological Society, 2009: 579

The first is to solve the problem of differences in college students' comprehensive English level caused by regional, urban and rural factors. Although the overall economic level of our country has been greatly improved, there are still many economically underdeveloped areas and rural areas that do have backward educational levels, especially the low level of students' oral English and communication. As colleges and universities expand their enrollment nationwide, it is likely that students in one class will come from all over the country. It is not surprising that English proficiency will vary. Then, the use of hierarchical and classified teaching can effectively distinguish students of different English levels, so that personalized and precise teaching can be carried out.

Secondly, it solves the problem of unbalanced allocation of teaching resources. It has to be acknowledged that the small class teaching system in the past has its advantages, but it can no longer meet the needs of college students in the new era. A small English class consisting of about 30 students may not be able to achieve a full balance of teaching resources, which may naturally lead to inefficient classroom teaching and learning. This is not in line with the trend of education development in the new era, nor with the important education concept of promoting the all-round development of students. The integration of classified and hierarchical teaching in English curriculum can effectively resolve the resource contradiction, further reduce the English learning unit, and enable every student to make progress and grow through learning activities. In this way, no matter the interaction between teachers and students, or the discussion of English knowledge and learning methods between students, "dumb English" and "deaf English" can be eliminated.

Finally, the total amount of college English teaching resources is limited. Hierarchical and classified teaching also solves the problem of "insufficient use" of resources. First, it changed to middle class teaching, expanding from about 30 people to about 50 people, which not only effectively integrates teaching resources, but also enables balanced distribution of teaching resources to each student. Second, with the decline of freshmen's interest in English learning, the hierarchical and classified teaching model has enriched the English classroom, and increased the opportunities for interaction and communication between teachers and students, students and students, which can, to a certain extent, make many students rekindle their enthusiasm and more actively participate in the English learning process. Third, the construction of the hierarchical and classified teaching model has also organically integrated the faculty and teaching funds, and to a certain extent, implemented the "individualized teaching" and "individualized teaching" of English teaching.

## 2. The Connotation and Principle of Hierarchical and Classified Teaching Mode

As the name implies, the layered and classified teaching mode includes two parts: layered teaching and classified teaching. The combination of the two can enhance the effectiveness of education and further enhance the comprehensive ability and quality of students. The so-called hierarchical classification, in fact, should first classify students as a whole, and divide college students into three categories: liberal arts, science and engineering, and art; After that, according to the students' college entrance examination results, entrance examination, and comprehensive quality evaluation, they are divided into three levels: excellent, good, and qualified. Finally, they form the middle class of English teaching. The middle class teaching will also be divided into different levels and groups, further reducing the English learning units, and preparing for the rational allocation of English teaching resources and efficient and high-quality teaching. In teaching practice, college English teachers should start from reality, standardize teaching objectives, teaching contents and teaching methods for students of different categories, levels and groups, and truly achieve "individualized teaching" and "targeted training" in English teaching.

### 2.1 Taking College Students as the Main Body of Education

Even if teaching is carried out according to different categories and levels, teachers should also focus on taking college students as the main body of education, and guide and help students around their real needs. On the one hand, students can explore new knowledge under the established teaching objectives, on the other hand, students' enthusiasm and internal potential for English can be stimulated, and students' internal driving force for English learning can be enhanced. Taking the second level classes of liberal arts and science as an example, most of them start teaching from English Book Two, and the degree of difficulty is equivalent to the level of English Band Two; Taking the first level classes of liberal arts and science as an example, most of them start teaching from Volume I of English, and the corresponding teaching contents and teaching methods are used differently.

### 2.2 Guided by the Needs of College Students

In order to enhance college students' sense of reality and experience in English learning, teachers should also innovate the teaching model around students' needs. Or use different textbooks, or organize teaching activities with different degrees of openness and practice, focusing on stimulating students' internal emotions and motivation. In addition to the fixed teaching materials, we can also add British and American culture, TOEFL and other contents for students at higher levels. For students at lower levels, we can also organize more teaching interactions and activities, weaken the uniqueness and education of the teaching materials, and use the teaching materials flexibly to meet the students' real English learning needs, so as to encourage students to learn English better.

### 2.3 Based on the Principle of Enhancing the Comprehensive Strength of College Students

The purpose of college English teaching is to strengthen students' English foundation, help students' future English use and career development, and finally enhance students' core competitive advantage. In the process of college English teaching under the guidance of hierarchical and classified teaching, teachers should pay attention to the infiltration of professional knowledge into the teaching process, and create as many use scenarios of English knowledge as possible for students to understand, feel, explore and practice. In this way, college students' enthusiasm and autonomy in English learning can be significantly improved, and can pave the way for the future use and display of English knowledge and skills.

#### 2.4 Dynamic Adjustment is an Important Principle for Implementation

The stratification and classification of college English teaching is not random and mechanical, but determined after deep thinking and proficiency. Of course, it is not immutable. It needs to be further planned according to the phased teaching objectives and teaching tasks. That is to say, the college English curriculum under the guidance of the hierarchical and classified teaching model can be flexibly adjusted to achieve the educational purpose of all for children and all for the professional growth and all-round development of college students. When the end of one stage is about to enter the next stage, teachers should, based on the principle of encouraging students to learn English, fully delimit students' levels and groups according to the process evaluation and comprehensive evaluation, so as to divide students' next English learning tasks.

### 3. The Construction and Practice of College English Teaching Model

#### 3.1 Level by Level Interaction to Stimulate Students' Interest in English

The application of the hierarchical and classified teaching mode of college English is to expand the depth and breadth of higher education, make education and teaching more suitable for the actual needs of students, and strive to cultivate compound talents who meet the market and enterprise employment standards of the new era. Therefore, college English teachers should establish the educational concept of equality between teachers and students, and carry out more efficient and high-quality English teaching work around the cultivation of students' English interests, English knowledge and skills. First of all, we can layer and group the students in this class, so that hierarchical teaching can go deep into the process of college English teaching. As a teacher, you should fully understand the basic situation of students in the class, and level them according to the differences in English proficiency, and then build a learning group with the same level, which can compete with each other and stimulate each other. For the above groups, we can not only flexibly use group cooperation and inquiry teaching in theoretical teaching, but also integrate project based teaching and task driven teaching in practical activities, and implement individualized teaching and scientific education in college English teaching. Secondly, we should give special care to the underachievers, in particular, we should use interesting English knowledge to infect students, build their confidence in English learning, and help them out of their English learning difficulties. Assuming that the current stage is to optimize the reading ability and reading level of the underachievers, then we can use the teaching form of "one for one" to teach the students with higher English reading level one by one, and set an example for them to learn English. I believe that most of the underachievers can see the gap between themselves and the outstanding ones, learn from others' strengths, and gradually develop the idea of level transition. Hierarchical and interactive teaching can effectively stimulate the hearts of college students, first set up their appropriate English learning goals, and then turn into an internal driving force to guide students' English learning and practice.

#### 3.2 Reasonably Allocate Resources by Shifting and Layering

Classroom based and hierarchical teaching can maximize the use of existing resources, realize the rational allocation of English teaching resources, and cultivate more high-quality and high-level English talents. The most important thing is that the class based and hierarchical teaching clarifies the learning objectives of individual students, which makes everyone's English learning more concrete and concrete. With the realization of the English learning objectives step by step, students will finally be able to achieve the dual improvement of comprehensive strength and quality. In the practice of college English teaching, we can take classes and stratified teaching for elective courses, use relevant teaching contents to stimulate students' internal potential, and let more students learn the English knowledge they want to master while reasonably allocating teaching resources. For example, engineering English, legal English, jewelry English, flight attendant oral English, mechanical English, business English, etc., students can take elective courses in advance according to their own goals. For such courses, it is better to set credit requirements first, stipulate that specific majors must take specialized English related courses, and adjust and improve the credit provisions. The author believes that class based and hierarchical teaching is a reasonable allocation of existing English teaching resources in colleges and universities. Only when the teaching resources in colleges and universities are reasonably allocated, can the maximum use of resources be achieved and help more college students grow professionally and comprehensively.

#### 3.3 Using Individualized Learning Model to Stimulate Students' Potential

As the name implies, the individualized learning mode will be refined to individual students, and generally the specific work will be carried out around the online teaching platform. Not only can teachers use diversified online teaching functions, but also students can freely choose learning resources and learning methods to achieve the diversification and differentiation of learning, such as the free choice of exercise materials and examination materials at various stages. In this way, most students can also grasp the principle of "shallow to deep, simple to complex", break through the shackles of traditional English classroom teaching, break through the time and space constraints of English learning, and consciously complete English learning tasks step by step, which can also enhance students' self-consciousness and self-control to a certain extent.

#### 3.4 Maximize the Efficiency of Teaching and Learning through Goal Orientation and Stratification

For freshmen, it is generally difficult for them to directly enter the best learning state to learn English knowledge, and they are also prone to slack thinking and action in the process of English learning. Therefore, goal oriented and hierarchical teaching guidance in hierarchical and classified teaching is needed to help students determine learning goals, learning plans, etc., and pave the way for students' autonomous learning in the next stage. To meet the English needs of more students, colleges and teachers can further refine the rules of class division, and further divide the promotion class and employment class around the goal oriented stratification. Among them, the students in the advanced class need to master higher listening, speaking, reading and writing skills. The students in the employment class should focus

on listening and speaking knowledge for special training, especially the students in flight attendants, international trade and other majors, who especially need to join the employment class for special learning and independent practice. The author believes that most students at different stages also have different learning goals. We can also summarize and plan students' goals in advance based on goal orientation hierarchies, and let students customize their classes, so as to standardize students' English learning paths and effectively achieve targeted training and personalized teaching of English education. This is also of great significance for students' career planning in the future. It can focus on every minute of students' English learning, effectively change the slack state of students in the freshman stage, encourage students to work hard and make every effort to help students get through the confused period of English learning, stimulate their internal potential, and promote their career growth and all-round development.

#### 4. Concluding Remarks

In a word, the hierarchical and classified teaching of English for college students can not only stimulate the learning interest of students at all levels, but also conduct targeted training according to the characteristics of students' levels, ultimately enhance students' English knowledge and skills, and strengthen students' comprehensive English level. As a college English teacher, we should give full play to the function of education service and guidance, so that college students can gradually correct their attitude towards English learning, and form good English learning habits through imperceptible influence. For students of all levels and different types, teachers should also dynamically adjust the teaching objectives, teaching content, teaching methods, etc., improve the education process around the real needs of college students' English learning, and help college students grow professionally and comprehensively.

#### References:

- [1] Huang Lin, Li Jingjing, Bai Tao A Preliminary Study on the Practice of the Formative Evaluation System for the Hierarchical Teaching of College English -- A Study Based on the Reform Project of College English Teaching in Guizhou Normal University [J]. Overseas English, 2021 (22): 8-10
- [2] Ren Juan A Study on the Hierarchical Teaching of College English in Higher Vocational Colleges Based on the Training of Students' English Application Ability -- Taking Longnan Teachers College as an Example [J]. Overseas English, 2021 (14): 271-272
- [3] Chen Rong, Chen Fang A Study on the Application of Implicit Layered Teaching in Higher Vocational College English Curriculum -- A Case Study of Huizhou City Vocational College [J]. Journal of China Multimedia and Network Teaching (Mid term), 2021 (07): 127-130
- [4] Liang Juan, Liu Shuqing A Study on the Hierarchical Teaching of College English Based on Vocational Needs in the Context of Higher Vocational Enrollment Expansion -- Taking Guangdong Vocational and Technical College as an Example [J]. Overseas English, 2021 (12): 260-261
- [5] Guo Haiyan. An Analysis of the Application of Task driven Teaching Method in College English Teaching [J]. Journal of Jiangxi Electric Power Vocational and Technical College, 2020, 33 (11): 23-24
- [6] Liao Ping. An Empirical Study on Mixed and Stratified English Teaching in Higher Vocational Colleges -- Taking Suzhou Vocational University as an Example [J]. Journal of Suzhou Vocational University, 2020, 31 (03): 86-88+92
- [7] Xiao Yue, Zhang Yi's family Analysis of the current situation of college English writing teaching based on hierarchical teaching and exploration of countermeasures -- Taking Liupanshui Normal University as an example [J]. Shanxi Youth, 2020 (18): 57-58
- [8] Wang Xijuan Discussion on the Implicit and Hierarchical Teaching Mode of College English in Art Colleges -- Taking Sichuan Film and Television Institute as an Example [J]. Campus English, 2020 (33): 61-62
- [9] Zhang Meng A Preliminary Study on the Current Situation of College English for Art and Sports Students and the Reform of Layered Teaching -- Taking Southwest University for Nationalities as an Example [C]// Innovative Research on the Development of Foreign Language Education and Translation (Volume 9), 2020: 18-20
- [10] Fang Meixiang, Zhan Jian An Analysis of the Teaching Strategies for the Graded Teaching and Improvement Class of College English in Art Colleges -- Taking Sichuan Media College as an Example [J]. Curriculum Education Research, 2020 (17): 104-105