

# The Application of Graded Teaching Mode in College English Teaching

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**Abstract**—With the rapid development of modern education, the traditional teaching model can no longer meet the actual needs and requirements of students and teachers, and we need to set up a teaching mechanism which is more in line with the current situation. Among them, the graded teaching mode can achieve a better effect on the basis of satisfying diversified teaching and thus form a more effective teaching process. This article starts with the essence, misunderstanding and basic form analysis of graded teaching, and discusses the importance and strategies of applying graded teaching mode in the teaching of English majors in colleges and universities, in order to provide valuable suggestions for teachers.

**Keywords:** *graded teaching, college, English teaching mode, strategy*

## I. INTRODUCTION

In English education, teachers need to combine actual needs and specific teaching content to effectively upgrade students in terms of comprehensive quality and teaching dimensions. The traditional singular teaching method has not been able to meet the diversified needs of students. In order to better adapt to the comprehensive development of student groups, we must actively implement the teaching concept of teaching students based on their aptitude and people-oriented thought, and better improve the English teaching in colleges.

## II. OVERVIEW OF GRADED TEACHING

### A. *The essence of graded teaching mode*

The hierarchical teaching mode is a system structure that integrates humanistic education and practical teaching. In the teaching concept, it emphasizes the individual's recognition of the entire learning dimension. It is not only necessary to establish a basic knowledge framework, but also to strengthen the overall teaching level, to ensure the integrity of students, respect the differences of students, and achieve a systematic upgrade of language output and language input. In the actual teaching process, it is necessary to emphasize the learning process, also to systematically upgrade the ways in which students learn, to a certain extent, ensure that students can obtain diversified development channels and development prospects.

### B. *The misunderstanding of the hierarchical teaching model*

In the process of establishing the actual teaching structure, the key teaching issues mainly include the following two aspects. On the one hand, in the actual teaching process, there are problems that the surface and the essence are different. The surface is a hierarchical structure, but the actual situation is not satisfactory. During the establishment of the actual teaching mechanism, the teacher carried out hierarchical teaching in the form of teaching. The original class order was disrupted and the class was reorganized according to grades. However, the actual teaching process did not change. The teacher just holds a lesson plan to teach. At most, there are slight differences when penetrating the knowledge system. Its overall teaching method, teaching mode, and teaching structure for dealing with difficult and difficult points have not changed. This is the most unfavorable situation in graded teaching, and the overall teaching mechanism and the value of teaching accumulation have gradually faded, which has also weakened students' enthusiasm for learning. On the other hand, during the implementation of the hierarchical teaching model, excellent teachers will be assigned to guide the classes with good grades, and teachers with weak skills will be assigned to guide the classes with poor grades, which will lead to a vicious circle in English professional education [1].

### C. *The basic form of graded teaching mode*

In the application process of graded teaching mode, three-point teaching mode and two-point teaching training mode are more common. First, for the three-point teaching model, it is divided according to the students' English performance, and the foundation is from high to low. In the process of establishing the actual teaching structure, divided into A, B, and C, or assign it to the first, second and third level, this is the mode used by most colleges and universities in the establishment of practical English teaching guidance mechanism. The corresponding number of students is also relatively concentrated, the number of students in the middle is about 60%, and the number of students at both ends is small. In addition, for this kind of student's proportional distribution structure, the guidance goal of high-level students is the TEM 8, IELTS, TOEFL

and other test items, which aims to improve students' comprehensive English literacy and ensure that their reading ability and oral communicative ability are improved. For the students with poor foundation, the basic teaching content is focused on error correction, gap filling and basic guidance, training students' English skills and listening and speaking skills, and further guiding students to take professional examinations. For middle-level students, colleges and universities have concentrated their energy on the traditional teaching mechanism of natural classes, gradually improving their comprehensive abilities, and require students to effectively pass TEM 4 and TEM 8 with the help of efforts. Second, the dichotomy method of teaching: in this teaching mode, teachers also classify students according to their grades. The first grouping method is the Peiyou method grouping, which mainly gathers students with better foundations, focuses on training their comprehensive ability and overall quality, constructs a systematic teaching dimension and teaching benchmark, and ensures that the overall quality of students can be effectively improved. It is mainly to form training classes and natural classes. This teaching mode can effectively establish targeted teaching mechanisms and teaching models, further improve the comprehensive quality of students with better basics, and also ensure the stability of basic learning in natural classes. Therefore, the number of excellent classes can be guaranteed to meet the standards, and the results are higher. A more effective balance can be established between the teacher's teaching requirements and the basic level of the students. In addition, the use of the elimination mechanism at the end can also effectively enhance the students' competitive consciousness and construct a systematic teaching incentive mechanism. The second method of grouping is the method of helping the poor, which mainly divides the students who are under high learning pressure and the overall quality is not high, and the other students follow the teaching structure of the natural class. How to effectively upgrade the learning ability and teaching effect of students with learning difficulties has become the focus of research in the education field. However, due to the consideration of students' psychological quality and the overall teaching structure, this classification model needs to be improved. However, the essence of its teaching is worthy of consideration. The learning process needs to be effectively trained. Whether it is learning status, learning skills or learning habits, as long as a series of effective guidance and consolidation, effective results can be achieved [2].

### III. THE NECESSITY OF APPLYING GRADED TEACHING MODE IN COLLEGE ENGLISH TEACHING

Since the implementation of the enrollment expansion mechanism in colleges and universities, the professional performance of students has shown a diversified development structure. It is based on the needs of education reform. When the actual teaching process is established, it is necessary to actively implement an effective teaching model in combination with the actual situation of students to ensure the overall quality of students.

First, the establishment of a sound and effective graded teaching model is an effective treatment of the diversified development of students. If students with different qualities are placed in the same natural class, their learning needs cannot be effectively met, students with better academic performance will experience "feeding insufficiency", and students with a poorer foundation in English learning will appear. The feeling of "high pressure" will make the gap between students less and less obvious, and even affect the development of students with higher deficiencies. Therefore, the instant establishment of teaching dimensions and teaching mechanisms, and the actual implementation of teaching based on aptitude, can meet the different needs of different students, while improving the effect of talent training, and fundamentally optimize the overall quality of English majors [3].

Second, the establishment of a sound and effective graded teaching model can also better improve students' comprehensive learning ability and ensure that the corresponding teaching hierarchy structure meets actual needs. Teaching psychologists have proposed corresponding directions for the supervision and management of teaching models. The most basic verification parameters of the quality of teaching models are their teaching quality and teaching suitability. Only by ensuring the integrity of teaching elements can teaching efficiency be improved to a certain extent [4]. Among them, the quality of teaching often depends on the internalization ability of students. Teachers need to refine the classroom teaching mode in order to improve the interaction between students and teachers and ensure the integrity of the teaching process. The appropriate level of teaching depends more on the overall teaching dimension. Only by analyzing and solving learning tasks and learning motivations can learners effectively improve the effectiveness of teaching. In terms of teaching incentive structure and teaching practice allocation, we must actively implement sufficient teaching elements to ensure that students' English learning effects are consistent with the overall level of English task completion. The graded teaching mode can meet the above three requirements for effective learning. Students can establish targeted learning goals and motivation in the graded English teaching mode, and ensure that the overall learning dimensions and suitability principles fit the teaching requirements. Under the guidance of the basic teaching program, students can effectively internalize the knowledge and skills suitable for their English learning ability, and gain effective learning experience in terms of learning motivation and learning progress control. Teachers can arrange different English learning tasks, truly implement the requirements of English graded teaching, and divide the listening, speaking, reading, and writing of English in details.

Third, in the actual teaching process, graded teaching is an effective manifestation of teaching students based on their aptitude. It can construct a personalized educational foundation for different levels of different students, and meet the requirements of diversified teaching based on the

construction of characteristic teaching practices. Due to differences in students' interests and hobbies, students' interests in English learning are also different, resulting in differences between the overall teaching mechanism and teaching dimensions. In the process of establishing a traditional one-way learning mechanism, teachers are unable to mobilize and give full play to the strengths of students, and their enthusiasm will fade. In the hierarchical teaching mechanism, students can get targeted teaching guidance, and their own differences can be effectively respected and guided. In this case, the student's learning will be more effective. In addition, in the process of establishing the learning structure, actively applying the hierarchical education model can better improve the students' comprehensive ability and English proficiency, and reduce students' dislike of English.

In addition to teaching in the classroom, teachers also need to extend class teaching activities outside the classroom.

#### IV. ANALYSIS OF STRATEGIES USED IN GRADED ENGLISH TEACHING MODE

##### A. *Effective construction of teacher training mechanism*

In the establishment of the hierarchical teaching model, the basic quality and educational awareness of teachers are very important, which will directly affect the construction of the overall teaching dimension and also affect the teaching effect. It needs to be given high attention by the relevant departments of universities. During the establishment of the actual teaching structure and teaching model, teachers must fully recognize the advantages and uses of graded teaching from the ideological level, they can make full use of their teaching advantages, effectively avoid misunderstandings, and establish a graded teaching mechanism that meets the actual needs of students [5].

First, teachers must effectively deal with English teaching, construct adaptive teaching dimensions and teaching models, and ensure that teaching ideas and teaching needs are effectively met. In the actual teaching process, the most important thing for teachers is to investigate the learning situation and basic qualities of students. Since graded teaching has changed the traditional teaching mechanism of natural classes, teachers need to better adapt to the new educational concept, and in the actual teaching process, actively implement effective processing mechanisms.

Second, teachers must analyze the differences of students rationally, because there is a large difference in the quality of students and learning habits. If teachers want to effectively carry out graded teaching models, they must deal with these differences, and then form a feasible teaching plan.

Third, in addition to improving their teaching level, teachers are also critical to students' psychological development. In the process of establishing a hierarchical teaching model, students' resistance is also very large.

Students do not want teachers to treat them as poor students. This requires teachers to carry out in-depth treatment of the hierarchical structure of teaching activities in accordance with the actual situation of students. Teachers can also adopt a diversified teaching mechanism and use diversified English to enhance training and activities to stimulate students' interest in learning, such as consolidating the teaching effect of graded teaching through activities such as English drama, English speech, and English dubbing.

Fourth, schools should enhance teachers' basic qualities. They must not only provide them with training in professional knowledge and skills, but also implement training in practical skills to ensure a balance between teaching dimensions and teaching concepts. Only by ensuring that the teacher's comprehensive quality fits the graded teaching philosophy and teaching dimension can the overall English teaching be truly improved. In the course of the actual training project, schools should also conduct regular assessments and regular checks on teachers. Only by ensuring that the overall teaching level of the teacher fits the teaching dimension and teaching foundation can the quality of English teaching activities be effectively improved [6].

##### B. *Upgrading teaching management and student management*

In the process of establishing and implementing the hierarchical teaching model, in addition to further constructing a systematic teaching dimension and teaching model, teachers must also improve the actual teaching effect according to the actual teaching philosophy and teaching requirements, and implement the relevant requirements of student management in depth. Because graded teaching is different from traditional natural class teaching, there are certain differences in actual teaching activities and class management. This requires teachers to carry out in-depth processing and comprehensive upgrades in accordance with the problems existing in the student management process [7].

In the process of establishing the actual education structure and teaching mechanism, there are some misunderstandings in management. Teachers can only effectively maintain the learning effect of students by constructing a systematic teaching mechanism based on the actual situation. In addition, some college counselors cannot go deep into the class for centralized class management, and the corresponding management measures will lose their effectiveness. This will lead to a vacuum in class management under the graded English teaching mode of the school. As a support, class management will lead to serious teaching deviations in the overall teaching structure and teaching effect. Therefore, teachers need to conduct a research and focused teaching discussions on class management required by the teaching mode and teaching mechanism to ensure the stability and continuity of teaching according to their aptitude, and really start from the student's learning needs, and discuss the management of class teaching and management. On this basis, schools should better use the teaching management skills of teachers and counselors, and also provide a solid foundation for the

optimization of comprehensive teaching structure, explore class management measures that can adapt to hierarchical teaching mechanism and project teaching mode, and effectively upgrade the overall teaching effect.

### *C. Strengthening the ideology and cognition of graded teaching*

In the implementation of the hierarchical teaching mechanism, thought management should be carried out from teachers and students. In the actual teaching process and the establishment of the teaching mechanism, teachers should construct a systematic teaching plan based on the actual needs of students and teaching parameters, arrange corresponding teaching tasks in class time, and assign teaching tasks in strict accordance with graded teaching requirements.

First, the idea of graded teaching should be upgraded from the perspective of teachers. Teachers should consider the teaching dimensions and teaching measures of graded teaching from multiple perspectives, and proceed from the actual needs and basic learning of students to ensure that the teaching application structure and teaching mechanism meet standardized standards [8]. In addition, teachers should combine management responsibilities, centrally upgrade class management, and effectively maintain the specific requirements in the daily management structure. On the basis of hierarchical management and teaching hierarchy, avoid the vacuum education model, exert the comprehensive strength of all parties, and assist students to obtain personalized development. It is worth noting that in the process of selecting the type of layering mechanism, schools must not only consider the basic qualities of students, but also conduct inspections of teachers' teaching concepts and levels to ensure that the teaching mechanism of teachers meets the teaching standards and can to a certain extent the actual teaching effect of the graded teaching model is guaranteed. Only by constructing a class management mechanism that best suits the actual situation, can we give full play to the advantages of graded teaching and ensure that the comprehensive quality of students can be effectively optimized [9].

Secondly, the grading teaching idea is upgraded from the perspective of students. The lack of students' awareness of graded teaching leads to resistance. Schools and teachers need to carry out detailed education for specific problems, improve students' ideological awareness and understanding of self-ability, and then clearly recognize the advantages and disadvantages of their own learning. In order to better adapt to the hierarchical teaching model, schools must also respect the actual wishes of students. Due to the large differences in the needs and personalities of students, teachers need to focus on the actual development and the comprehensive quality of students to provide centralized education and guidance to ensure that the teaching mechanism. Another one is effective interaction. Only when students receive graded teaching from their subjective will can they benefit from the teaching mechanism and realize their diversified development.

### *D. Active implementation of diversified teaching mechanisms*

In the traditional teaching mode, the teaching standards are fixed and unitary. Teachers use a unified standard to classify students, which leads to some students being directly classified as "poor students." This leads to the differentiation of teaching modes. The simplistic hierarchical structure can no longer adapt to modern education concepts, and needs to focus on analysis and comprehensive improvement. In the process of establishing a new hierarchical teaching mode, teachers should combine the actual needs of students with the overall education trend, establish sound and effective teaching standards, while mobilizing students' learning enthusiasm and initiative, and further meet the needs of students for English examinations [10]. Meanwhile, teachers should use a variety of teaching mechanisms and evaluation standards to mobilize students' enthusiasm for class participation, adjust student goals and learning dimensions based on student levels, better meet students' subjective learning needs, and improve teaching quality in accordance with more dynamic teaching dimensions and the effectiveness of the teaching system. Only by ensuring the optimal implementation of teaching standards can we better stimulate students' independent thinking ability and skills, and truly implement the teaching goals of the English graded teaching model .

## V. CONCLUSION

In conclusion, the graded teaching model is an important requirement for the reform of college English teaching. Based on the comprehensive understanding of education upgrade, it must be combined with the actual needs of students, and conform to the actual operation and maintenance system of balanced teaching development. Graded teaching mode is not only an important measure to improve the effect of students' language acquisition, but also an inevitable choice to comply with the trend of education.

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