



Study on Implementation of Stratified Teaching in Applied Undergraduate English Teaching

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Abstract. In recent years, the number of applied undergraduates in China has increased greatly. Different from the other universities, applied undergraduates pay more attention to the cultivation of students' skills. Therefore, the development of general courses such as College English is facing reform. In order to better serve students and truly be student-centered, applied undergraduates carry out stratified teaching one after another, and their specific implementations are different. This paper studies the specific implementation of stratified teaching, and discusses its significance, hoping to provide theoretical reference for the development of applied undergraduate English courses.

Keywords: stratified teaching · applied undergraduate · English teaching · implementation strategy · significance

1 Introduction

Since the “13th Five-Year Plan”, our country has promoted the transformation of a number of ordinary undergraduate colleges to applied colleges to meet the needs of national economic and social development. Application-oriented undergraduate colleges pay attention to training application-oriented talents of technology development and application, so they have relatively low requirements on students' basic subjects such as English when recruiting students. Learn from the questionnaire data analysis, applied undergraduate students of the college entrance examination English generally low, the average English students attending the Xia Kao hovering at 70–80 points out of 150, students attending the ChunKao English for 60–70 out of 80, the students' English foundation is very difficult to adapt to the development of college English teaching.

Although application-oriented undergraduate universities have been transformed for many years, there are still many application-oriented undergraduate universities which still follow the traditional educational concept of cultivating academic and research-oriented talents to set up college English courses. No matter which textbook is used, college English courses have the same characteristics: the reading course is long, the vocabulary is high, the grammar is difficult to understand, and the long and difficult sentences are many. This leads to the majority of students in the process of learning English courses is difficult to adapt, do not understand, can not keep up with the norm, as time

goes by, students began to self-doubt, weariness of learning psychology, distracted in class, play mobile phones and even skip class. In this case, teachers have to complete the teaching tasks stipulated in the course syllabus on the one hand, take into account the actual learning status of students on the other hand, and strive to manage the classroom order and improve the quality of teaching, which undoubtedly brings considerable difficulty to teachers' teaching.

Under this premise, the normal implementation of college English curriculum becomes very difficult. Teachers are tired of teaching, students are tired of learning, and even cause a large number of students forget that learning English is to improve their language expression and communication ability, which is the original intention of learning English to cope with the exam, which leads to the lack of many talents in the process of English teaching in colleges and universities.

2 Overview of Stratified Teaching and Its Research Status at Home and Abroad

Stratified teaching is a teaching model that enables students of all levels to learn at an "acceptable" level by designing teaching objectives at different levels of difficulties accordingly [1].

According to the definition and analysis of stratified teaching, its essence is to teach students as individuals [2]. That first appeared in *The Analects of Confucius*. Wei Zheng, and has been widely used in modern teaching. It was not until the second half of the 19th century, that the concept of stratified teaching gradually stepped onto the stage of history. At the beginning of the 20th century, there were relatively famous hierarchical teaching theories including Winnetka's system and Dalton's system [3]. In today's educational environment, stratified teaching is no longer a strange word. It is widely used in schools, college as well as in universities and the specific implementation of stratified teaching is different.

The stratified teaching mode is generally divided into three kinds: the first is the class teaching mode, similar to China's middle and high school divided into "ordinary class", "fast class" and "key class" mode. The second is the optional class system, which is generally applied as elective courses in colleges and universities. The third is the invisible stratified model, that is, teachers divide students into different levels in an administrative class according to their subject basis, learning ability, interests and specialties and other factors, and provide targeted guidance in teaching.

3 The Concrete Application of Stratified Teaching in Applied Undergraduate English Teaching

At present, the most common mode of stratified teaching in colleges and universities is the class teaching mode [4]. This mode is generally based on the same grade level, students of different classes are divided into two classes according to students' wishes, and then the teaching is carried out. This teaching mode can solve the problem of the difference of students' learning level well, but it also has some limitations – students are

limited to choose courses in different grades. On the one hand, such a hierarchical model cannot well meet the needs of students with different levels of course selection, because even if students from the same grade, due to different interest preferences or severe partial subjects, the English level will be very different. The same grade stratification will confine the learning content of students to a certain grade level, which can not meet the learning needs of students with higher English level and stronger learning ability. On the other hand, it will hurt students' self-esteem to a certain extent, make students feel that they are treated differently, and even be laughed at by classmates, make students feel inferior, so as to hit students' learning enthusiasm and self-confidence.

In view of this situation, this paper discusses a new hierarchical English teaching model.

3.1 Organizing English Level Test

Because in each province, the college entrance examination English test paper is in different difficulty level, especially in some provinces, such as Shandong, that of the spring college entrance examination and of the summer college entrance examination are very insane, it is difficult to compare the true level of students based on the entrance scores of students alone. Therefore, after students enter colleges and universities, teachers should first conduct a thorough test on students to know their actual level, and then formulate teaching plans, teaching programs and assessment programs according to the differences among students and the level of English subjects. In addition, students can take this test as a reference when they choose their own periods. Teachers can also use the test results as a basis when giving advice to students.

The difficulty setting of the test paper should be appropriate, and the English level of the students should prevail. It is suggested that the difficulty should not be higher than the national unified college entrance examination English test paper, and not lower than the provincial spring College entrance Examination English test paper.

3.2 Specific Plans for College English Course

In the stratified English teaching in applied undergraduate, the English course is divided into two parts: fundamental English and practical English, and each part is consisted of 5 small courses (Table 1 Courses and Credits Arrangement).

3.2.1 Details of Courses

With the requirements of the credit system, students can take 2.5 points after finishing the English study in each semester and take 10 points in all for two years. But in the stratified English teaching practice, there is no specific requirement for the credits of students in each semester, and the final 10 credits in four semesters is enough. The specific credit arrangement for each course is shown in the following table (Table 1 Courses and Credits Arrangement).

Table 1. Courses and Credits Arrangement

Level	Courses	Credits
Fundamental English	IG/AG	2
	IR/AR	2
	EW/IW	2
Practical English	L&S I/II	2
	T I/II	2

Table 2. Details for Course Arrangement

	S I	S II	S III	S IV
IG	✓			
IR	✓			
EW	✓			
AG	✓	✓		
AR	✓	✓	✓	
IW	✓	✓	✓	✓
L&S I		✓	✓	
L&S II			✓	✓
T I		✓	✓	
T II			✓	✓

3.2.2 Students' Course Selection Methods

In the curriculum, the first academic year lays emphasis on basic English teaching, to strength a solid foundation; the second year focuses on the cultivation of English application ability and skills. The two parts are carried out in a cross way. The opening arrangement of each small course is shown in the following table (Table 2 Details for Course Arrangement), for students to choose courses freely according to the actual situation.¹

3.3 College English Score Assessment Scheme

3.3.1 Fundamental English

Fundamental English courses focus on helping students fill in the gap between high school English and college English learning, helping students with weak foundation to consolidate their English foundation and re-establish their interest and confidence in

¹ The same course shall not be selected repeatedly; different levels of the same course, such as intermediate grammar and advanced grammar, cannot be selected in the same semester.

Table 3. Scores Summary for Fundamental English

ID	Name	GV I 20%	GV II 30%	FT 50%	SS (cs)

Table 4. Usual Performance Score Registration Form

CP 20%	WH 20%	QD 30%	ST 30%	UP (CS)

learning English. Therefore, the examination mode of fundamental English courses is mainly completed through strict paper tests. Combined with the principle of process evaluation, three stage tests are set up in one semester, namely Stage Test I, Stage Test II and Final Test. The improvement between Stage Test I and the bottom test was taken as Growth Value I, and the improvement between Stage Test II and Stage Test I was taken as Growth Value II. The final score includes Growth Value I, Growth Value II and the final test score, each of which accounts for 20%, 30% and 50% of the final score (Table 3 Summary Scores for Fundamental English).

The purpose of setting the English level test is to know the average level of students, to help teachers set up teaching content, to carry out teaching activities based on “student-oriented”; Growth Value I and II are used to observe and monitor the development and progress of students to encourage and urge them; the final test is used to assess the students’ final mastery of the course.

3.3.2 Practical English

The purpose of setting Practical English course is to cultivate students’ practical consciousness, to improve their language application ability and to pave the way for future employment and continuing education by dabbling in English application in professional fields. In view of the nature of the practical English courses, the examination methods present in diversity, including the usual performance and the final paper test, accounting for 40% and 60% of the total score.

The usual performance score is divided into four parts: classroom presentation, written homework, quality development homework and stage test, whose score proportion accounts for 20%, 20%, 30% and 30% of the usual performance score respectively (Details in Table 4 Usual Performance Score Registration Form and Table 5 General Assessment Form).

In college education, the teaching evaluation is one of the basic content of modern education. In the past, it tended to take the final grade to measure one’s learning effect, which can make both students and teachers be too focused on the final grades rather than the progress the students have made. This can seriously damage students’ self-confidence. Therefore, the new dynamic assessment adopted in stratified teaching is

Table 5. General Assessment Form

ID	Name	UP 40%	FT 60%	TS (CS)

necessary and the final paper score is no longer the only standard to evaluate whether students are excellent or not.

4 The Significance of Stratified Teaching in Applied Undergraduate English Teaching

The implementation of stratified teaching is of great significance to college English teaching.

The teaching concept of “student-centered” [5] can be truly achieved. Teaching programs and contents are designed accordingly, so that each student can get the best development. Stratified teaching promotes the improvement of teachers’ ability and teaching skills. In order to keep up with the trend of teaching reform, teachers should constantly improve their quality and skills. In terms of grade evaluation, specialized grading standards are designed to make the weak students can clearly realize their progress and the good students can realize the gap with other students, encourage them to challenge themselves constantly. In terms of achievement evaluation, it makes the evaluation of college English subject more reasonable. In traditional college English teaching, all students’ grades are evaluated by a unified standard, which makes students with a poor basic level feel difficult, and at the same time, it lacks the role of praise and encouragement for students with a poor foundation but rapid progress. In the hierarchical teaching process, different evaluation criteria and evaluation tools are specially designed for students at different levels, so that students at lower levels can clearly realize their little progress, so as to stimulate learning drive, get successful experience, make themselves feel a sense of accomplishment, and generate good emotional experience for further learning. For high level students, it can detect the progress change of one semester and the gap with other students, encouraging them to make progress and challenge themselves constantly.

5 Conclusion

Stratified teaching is a teaching reform on the basis of classified teaching. It is mainly applicable to applied undergraduate colleges in province like in Shandong Province that has Spring College Entrance Examination and Summer College Entrance Examination. Stratified teaching is very helpful to realize the “student-centered” teaching concept in a real sense, which can fundamentally solve the problem of students’ poor foundation and the disconnection between what they have learned in high school and what they are taught in college. Stratified teaching not only helps students develop learning interest and learning efficiency, but also raises the requirements for teachers to a great extent.

It requires teachers to have a more substantial amount of knowledge, to pay longer workload and more complex work content, which is a great challenge for teachers. In addition, the stratified teaching is aimed at all students learning English in college, and the course schedule arrangement is also challenging. Therefore, the specific implementation scheme of stratified teaching needs to be further optimized.

Short Forms

IG (Intermediate Grammar)
 AG (Advanced Grammar)
 IR (Intermediate Reading)
 AR (Advanced Reading)
 EW (Elementary Writing)
 IW (Intermediate Writing)
 L&S (Listening and Speaking)
 T (Translating); S (semester)
 GV (growth value); FT (final test)
 SS (summary scores)
 CP (class presentation)
 WH (written homework)
 QD (quality development)
 ST (stage test); UP (usual performance)
 TS (total score)
 CS (centesimal system)

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