



Research on the Application of Online and Offline Implicit Stratified Teaching of English Reading in Higher Vocational Colleges

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Abstract. This research mainly uses the relevant content of hidden stratified teaching, it expounds the advantages of online and offline implicit layered teaching of English reading in higher vocational teaching, combined with the reading class of higher vocational students, to explore the effective application of online and offline implicit layered teaching of English reading in higher vocational colleges, change the traditional mode of English reading teaching, constantly innovating the teaching methods, fully grasp and solve the problems encountered by students in higher vocational English class, teach students in accordance with their aptitude, according to their actual situation, thus cultivating students' divergent thinking ability, to relieve the students' psychological pressure, ensure the quality of English reading teaching in higher vocational colleges.

Keywords: online and offline · hidden stratified teaching · higher vocational English · reading teaching

1 Introduction

In order to cultivate more high-end talents of high quality and high skills with international vision, improving students' English reading and communication skills plays a key role. As President Xi Jinping has pointed out, "Vocational education is an important part of the national education system and human resources development. It is an important way for young people to open the door to success. It shoulders the important responsibility of cultivating diverse talents, inheriting technical skills, and promoting employment and entrepreneurship. We must attach great importance to it and accelerate its development." Multiple English teaching in higher vocational colleges has always been the top priority in higher vocational education. Its teaching goal is to cultivate more high-quality talents who understand English, so as to meet the demand for foreign language talents under the situation of global economic integration. As English is not the mother tongue of China, and it is quite different from Chinese, it is difficult for students to learn English, and different students have different abilities in English learning. It is difficult for teachers to meet the teaching needs of all students if they adopt unified

teaching methods. However, if the stratified teaching is directly given to the students with higher or lower English level, it is easy to make students with low English level have psychological pressure, feel depressed and lose interest in English learning.

Based on this, teachers can base on the individual differences of students and meet the learning needs of all students with the help of stratified teaching method. Compared with the previous dominant hierarchical teaching method, the focus of the recessive stratified teaching method is on the “hidden”. That is, students are not informed that they are in stratification, and the stratification results are known only by the teacher. It can not only meet the learning needs of all students, so that students at different levels can gain, but also realize the real teaching in accordance with their aptitude. At the same time, the hidden layered teaching method can well maintain students’ self-esteem and cultivate students’ enthusiasm for learning. When implementing English reading teaching in higher vocational colleges, Online and offline implicit layered teaching can be used, in order to improve the students’ English reading ability, to achieve the maximum benefit of higher vocational English reading teaching.

2 Hidden Stratified Teaching

With the disadvantages of explicit stratification increasingly appearing, it is easy to frustrate the learning enthusiasm of the underachieving students to a large extent, and the hidden stratification teaching has gradually attracted people’s attention. The implicit hierarchical teaching method is produced and developed on the basis of hierarchical teaching method, which is different from the explicit hierarchical teaching method. Wang Xianrong (2005) believes that the recessive layered teaching method is the inner scale method, on the premise of keeping class teaching, put quite level and some aspects of similar students come down to a “level” with “secretly” and assigned in different groups, only the difference between students and not the difference of the class, and layered results are only known to the teachers themselves. Wu Liyun, Jin Xiaoyan and Xiong Yuan (2005) pointed out that the hidden stratified teaching is the teaching method of dividing some similar students in a natural class into several levels. This way can not only fully take care of the individual differences of students, but also effectively raise the teaching concept of teaching students in accordance with their aptitude from the simple theoretical level to the practical level [1].

That is to say, the recessive layered teaching is a good teaching method, it is necessary to divide students with their learning level, interest and other factors, but the difference is that this kind of stratification is secretly done by teachers, not directly told students, then according to the learning needs of different students to formulate corresponding teaching measures for different students, to achieve teaching in accordance with their aptitude, keep the dignity of the students and avoid hurting their self-esteem. When carrying out the hidden stratified teaching, we should pay attention to two aspects: On the one hand, On the one hand, we should consider the teaching factors, comprehensively judge the cognitive level of students, and conduct a comprehensive test of their foundation, and then Students were then implicitly stratified without not label students, respect students’ personality, according to the actual situation of this kind of students to determine the appropriate teaching objectives. At the same time, it is necessary to divide the teaching

knowledge reasonably, implement the diversified teaching methods, and carry out the comprehensive evaluation; On the other hand, from the teaching activities, teaching content, homework and so on should set a certain degree of difficulties, basic knowledge training is designed to be a required task, while other selected tasks can be challenging tasks at a higher level [2].

3 Advantages of Online and Offline Implicit Stratified Teaching in English Reading Teaching in Higher Vocational Colleges

The application of online and offline implicit stratified teaching of English reading in higher vocational colleges has certain advantages, which is mainly reflected in the following aspects: first, it is conducive to the implementation of personalized reading teaching. It means that teachers can formulate different teaching objectives according to the secret stratified categories of students, meet the learning needs of different students, and make personalized teaching plans for them. Before class, network technology can be used to realize online preview, and assign corresponding preview tasks for students at different levels; In class teaching, offline stratified teaching can also be carried out, focusing on the learning state of each student, and stimulating students' interest in English reading and learning. Second, it is conducive to improving students' independent learning ability. Different levels of students need to complete different tasks and goals, Students can select reading assignments with different difficulty according to their own level, which helps the students to find a suitable reading style for them, let the students quickly enter the state of English reading, carry out effective independent learning, and constantly explore [3].

4 Effective Application of Online and Offline Implicit Stratified Teaching in English Reading Teaching in Higher Vocational Colleges

(1) Do a good job in student stratification and class preparation stratification

In the process of English reading teaching in higher vocational colleges, students' stratification and lesson preparation should be done well when the implicit stratification of online and offline teaching is implemented.

From the aspects of students stratification, different students in the accumulation of English vocabulary, reading ability has certain differences, and students' English reading habits are not the same, teachers need to fully consider the situation in teaching, the design of the teaching content to meet the needs of different students, rather than with a set of teaching plan throughout. Teachers should be a comprehensive analysis of students 'actual English reading level, strengthen the communication and communication with students, with a comprehensive understanding of students' interest in English reading and English reading speed, Students can also have their English reading ability test before teaching, the English reading questions should be progressive, so that the students can complete what they can complete. Students can be implicitly grouped conform to the test results. Teachers should realize which

students belong to the challenge group and have strong English reading learning ability; which is the sprint group and have weaker reading learning ability. This can help teachers to better plan the teaching content, optimize the teaching design according to the actual situation of students, implement targeted teaching measures. Moreover, hidden grouping will not hurt students' self-esteem, but can stimulate students' interest in English reading through the content that students are interested in [4].

From the aspect of lesson preparation stratification, teachers should have an understanding of the individual English reading level of the class students before preparing lessons, and set corresponding teaching objectives according to the actual situation of students when preparing lessons. The requirements for students at different levels should be different. The basic teaching objectives set are aimed at all students, and different teaching plans should be developed on this basis to give certain challenges to other students. For example, when teaching English reading, all students are required to master the key words, recite the basic sentence patterns in the article, and accumulate more vocabulary; For students with medium English reading ability, it is required to master the expanded sentence patterns, as well as the different forms of English vocabulary and different environments, to strengthen students' ability to analyze long and difficult sentences; For students with strong English reading ability, students need to be guided to analyze the structure of the article and learn the writing techniques.

(2) Implement effective stratified teaching

In the process of English reading teaching, teachers need to change the traditional teaching idea, not only to change the indoctrination teaching mode, using the questioning teaching method, hierarchy should also pay attention to ask questions, to control the questions skills, according to the learning English reading materials, to decorate appropriate tasks for students, determine the task of different difficulty, progressive. For example, for students with strong English reading ability, they can try to summarize the meaning of the whole article and analyze the thoughts and feelings that the author wants to express. For students with average English reading ability, the difficulty of the questions designed should be moderate. They can try to analyze the sentence structure in the reading materials, learn the sentence patterns and compare them. For students with weak English reading ability, they can assign some relatively simple questions and let them guess the meaning of the words according to the context. In this way, no matter what level of students, can devote themselves to English learning, will not give up because of the difficulty is too large, produce the emotion of fear; Nor will they lose their curiosity and desire to challenge because the difficulty is too low [5]. For example, when learning the topic "shopping", the teacher can ask the students three questions online before teaching. The first question is "What kind of things do you usually buy?"; The second question was "What kind of shopping do you know?" The third question is "What are the advantages and disadvantages of online shopping?" Students can discuss pre-class problems according to their knowledge, boldly express their views, do a good job of pre-class preview work; In the course of classroom teaching, teachers can assign different reading tasks for students when guiding them to read. Teachers can ask students to find out the raw words and their different forms, and then learn how to

use them and give examples. They can also ask students to try to understand the long sentences in English reading textbooks. After that, we can ask students to discuss the situation of online shopping during “6.18” and “11.11”.

(3) Hierarchical operation and evaluation

In order to guarantee the quality of English reading teaching in higher vocational colleges, teachers should also do well in homework and teaching evaluation.

Homework is an important means to investigate students’ mastery of knowledge. After giving students implicit stratification, the homework assigned by teachers also needs to meet the needs of different levels, with different degrees of difficulties. For example, for students with weak basic English reading ability, they can be asked to complete some simple reading to check students’ grasp of basic knowledge. The homework is mainly teaching content, students can directly find the answer from the textbook, and do not do too much homework. This is conducive to help students to find a sense of achievement in English reading and learning, build self-confidence and cultivate their interest in English learning. For students with good English reading ability, some knowledge extension training can be carried out appropriately, change the sentence patterns they have learned, design some comprehensive questions to examine students, so that students can exercise their English thinking while reviewing and consolidating knowledge, cultivate students’ English application ability, and comprehensively examine students’ English level. Teachers should encourage them to challenge high difficulties and stimulate students’ ability of independent inquiry [6].

In addition, teachers should also be stratified in their evaluation. Corresponding teaching evaluation standards should be set for students at different levels and students’ interest in English reading should be promoted. For students with weak English reading ability, teachers should give priority to affirmation and encouragement in the process of evaluation. Teachers should be good at discovering the advantages of such students, stimulating their learning potential, so that they are willing to participate in English reading. For students with good English reading ability, it is necessary to appropriately point out their shortcomings, encourage them to constantly improve their own ability, and point out the direction of their efforts. For some excellent English learning students, in order to avoid their complacency, we need to improve the requirements of such students and give them certain constraints.

5 Evaluation of Online and Offline Hidden Stratified Teaching Effect

(1) Research objects

Taking 200 students in a vocational college in our city as the research object, all students participate in the English reading teaching course, in the actual teaching process, 100 students adopt the online and offline implicit stratified teaching method (study group), the remaining 100 students adopt the traditional teaching method (control group). In the control group, there were 58 males and 42 females, aged 18–22 years old, with an average age of (20.4 ± 1.14) years old, among which there were 35 freshmen, 38 sophomores and 27 juniors. In the study group, there were 55

males and 45 females, aged 17–23 years, with an average age of (20.6 ± 1.25) years, including 36 freshmen, 35 sophomores and 29 juniors. The two groups of students were selected by sampling survey, and there was no statistical significance in the basic data, $P > 0.05$.

(2) Research methods

In order to investigate the improvement effect of online and offline hidden stratified teaching on the English reading ability of higher vocational college students, a test was carried out before teaching (pre-test) and after teaching (post-test). Both sets of test papers have a full score of 100 points, which took 60 min. Each set of questions was provided with 5 English reading comprehension articles, and each English reading comprehension article was provided with 5 questions. Both sets of test papers were of the same difficulty. SPSS24.0 statistical software was used to analyze the data. If the value P of the two groups of data was less than 0.05 after comparison, it was statistically significant.

(3) Research results

After statistical analysis, it was found that there was no statistical difference in English reading comprehension test scores between the two groups in the pre-test, $P > 0.05$; In the post-test, the scores of students in the research group were higher than those in the control group ($P < 0.05$), indicating a significant difference, indicating that the online and offline recessive stratification teaching method can significantly improve the English reading ability of vocational college students. See Table 1 for details.

In order to study the influence of hidden stratified teaching on the stratified students of reading class, the changes of students at different levels are made as follows, according to the analysis, the average score of students in layer A in the pretest was 82.45, the average score of the post-test was 86.14, and the average score increased by 3.69 points; The average score of students in layer B was 65.37, the post-test was 71.6, and the average score increased by 6.23 points; and the pre-test average score of students in layer C was 51.25 points, while the post-test average score was 58.17 points, an increase of 6.92 points. It shows that applying the implicit stratified teaching method to the reading teaching classroom can improve the reading performance of students at different levels in higher vocational colleges. Among them, the average score of students in layer C improved the most and achieved the most significantly. See Table 2 for details.

Table 1. Comparison of pre-test and post-test scores between the two groups of students ($\bar{X} \pm S$, score)

Group	Case number (n)	pretest	post-test
Research group	100	66.9 ± 5.23	82.4 ± 4.26
Control group	100	67.1 ± 5.31	74.6 ± 4.17
t	/	0.2683	13.0845
P	/	0.7887	0.0000

Table 2. Compares the scores of the 100 students implementing stratified teaching

Stratification	Case number (n)	Pretest mean	post-test mean	Elevation
A horizon	25	82.45	86.14	3.69
B horizon	53	65.37	71.60	6.23
C horizon	22	51.25	58.17	6.92

(4) Interview results and analysis

In order to understand the students' reading learning of the pre-and-post of the implementation of hidden layered reading teaching and opinions and attitudes toward the implicit stratified teaching method, some students were interviewed at the end of a semester of teaching. The interviews contained a total of 6 questions, and the interview results of the interviewed students were collated and analyzed as follows.

Q1. Do you think English reading is important?

The students surveyed all thought that English reading was very important. Some students believe that English is the usual language in the world and plays an important role in international communication, and English reading, as a part of English, needs everyone to study hard; some students require them to master English aim to study abroad. In general, students can realize the importance of English reading in English learning.

Q2. Can you complete the reading tasks assigned by the teacher as required?

In the old reading class, students are difficult to complete the reading tasks assigned by the teacher, for them, it is difficult to complete too difficult reading tasks and under the teaching method adopted by the teachers in this semester, the difficulty of reading task is very suitable, students can complete the teacher assigned reading task.

Q3. After a semester of reading and study, has your reading achievement improved?

Compared with the pre-test scores before teaching, the surveyed students responded and made different degrees of progress in the post-test. According to the differentiated teaching theory, the hidden stratified teaching method shows the differences of students at different levels, and can carry out targeted education for students at different levels, which is conducive to teaching students in accordance with their aptitude and promoting the progress of each student's achievement.

Q4. How has your attitude towards reading English?

The interviewed students said that the current reading class was full of challenges and a much serious learning attitude.

Q5. What is the influence of implicit stratified teaching methods on your English reading and learning?

Students pointed out that "the hidden stratified teaching method gave me a lot of opportunities to be a pupil teacher", and the learning atmosphere of the whole class was much stronger. In the hidden layered reading class, I was assigned questions within the scope of my ability, which enhanced my confidence and began to be interested in the English class.

Q6. Can you adapt to the teaching method of English reading in this semester? Do you want to continue using this teaching method? why?

All students were well adapted to the implicit hierarchical approach and wanted to continue using this approach. They can complete the reading tasks assigned from the teacher within the time specified by the teacher, which was within their ability, and enables them to gain more self-efficacy. Therefore, they also want to continue with the implicit hierarchical teaching.

6 Conclusions

In the process of higher vocational English reading teaching, teachers should implement effective online recessive layered teaching, according to the actual situation of students to stratified, to carry out targeted English reading teaching, not only can effectively improve students' English reading performance, but also to a certain extent, improve students' interest in English reading. Implicit layered teaching can also improve the classroom participation of students at different levels in the same class, cultivate the awareness of mutual help between different students, but also let students establish self-confidence, is a teaching method that can effectively improve the teaching effect.

In the process of implementing the hidden stratified teaching, teachers should also make good preparations for classroom stratification, such as lesson preparation, students situation analysis, improvement of stratified standards, classroom questioning (interaction), etc. Teachers are willing to spend time and energy to understand the students' learning characteristics and reading ability, willing to understand students' language ability and cognitive mode from various aspects and angles, willing to divide the students in terms of multiple intelligence level. Instead of dividing students based only on their grades, these can contribute to the implementation of implicit hierarchical teaching.

In the implicit hierarchical reading class, teachers no longer use the traditional teaching concept, using the same standard to require all students. Instead, stratified teaching is conducted according to different levels of different students, so that students at different levels can obtain relative reading improvement. In a word, the implementation of hidden stratified teaching aims at meet every student's English reading and learning needs, cultivate their interest in English reading, and strengthen students' English reading ability.

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