

Research on the College English Teaching on the Implicit Stratification Mode

Jie Xiao^{1, a}, Wei-min Qi^{2, b}

¹ Wen Hua College, Wuhan 430070, China;

² School of Physics & Information Engineering, Jiangnan University, Wuhan 430056, China.

^a luckycrystalxj@163.com, ^b qwmin@126.com,

Keywords: College English Teaching, implicit stratification mode.

Abstract. With the higher education developing gradually from the elite to the national education, the students in the class have a higher level of polarization. The college English teaching on the implicit stratification mode refers to the following mode: taking the natural class as the unit and according to the students' personalized factors such as the academic basis, potential expertise and interest, teachers divide the students into high, medium and low three levels in the mind. Teachers arrange respectively the different learning objectives, implement different guiding strategies and use the multiple formative assessment system, to meet the needs of different levels of students to the maximum extent. This research attempts to combine the application of linguistic motivation theory and educational motivation theory, exploring the implicit stratification teaching mode in the contemporary College English class.

Introduction

Along with the higher education gradually from the elite to the national education, the students in the class have a higher level of polarization. Students of different levels within the same class accepting the same education will inevitably lead to the decline of students' desire to learn, and it is not conducive to teaching.

The college English teaching on the implicit stratification mode refers to the following mode: taking the natural class as the unit and according to the students' personalized factors such as the academic basis, potential expertise and interest, teachers divide the students into high, medium and low three levels in the mind. Teachers arrange respectively the different learning objectives, implement different guiding strategies and use the multiple formative assessment system, to meet the needs of different levels of students to the maximum extent, which reflects the philosophy of education that teachers should teach students in accordance with their aptitude expansion.

This research attempts to combine the application of linguistic motivation theory and educational motivation theory, exploring the implicit stratification teaching mode in the contemporary College English class.

Studies of College English Teaching on the Implicit Stratification Mode Abroad and at Home

In 2005, by using the empirical research Wang Xianrong proved that the implicit stratified college English teaching is beneficial to improve the teaching quality, and also can avoid the side effect of the explicit stratified teaching [1]. In 2010 Liang Zhi applied the theoretical research, and put forward the guiding principle of the implementation of the implicit stratified teaching on the basis of "Zone of proximal development" put forward by the Russian educator Lev Vygotsky and the "Mastery Learning Theory" by American educator Benjamin Bloom [2]. In 2011, by using the theoretical research scholar Li Weibin analyzed the relationship between modern education and the implicit stratified college English teaching and also putting forward the teaching design of the implicit stratification[3].

In a conclusion, researchers proposed the method of implementing the implicit stratification teaching from different perspectives, including: ①accurate division of students; ②determining the learning objectives of the students at all levels; ③ implementing the teaching strategies of stratification; ④Setting up different levels of evaluation criteria.

Design methods for the college English teaching on the implicit stratification mode. This study launches the research from the perspective of teachers and students, focusing on the implementation effect and limitations of the college English teaching on the explicit mode. Based on the verification of the implementation effect of the motivation stimulating strategy, this study uses the empirical research, making an in-depth discussion on the English teaching method of the implicit stratification to adopt the corresponding motivation stimulating strategy and stimulate students' enthusiasm to the greatest extent.

Research Objectives. Guided by Grandner&Lambert' social-educational model theory[4], Dornyei's three-leveled motivation model theory[5] [6]. and John M. Keller's ARCS model theory, this research explores the college English teaching of the implicit stratification. Through the empirical study this research compares the different teaching process and effect between the college English teaching of explicit stratification and implicit stratification to prove whether the implicit stratification English teaching method can arouse students' learning potential and enthusiasm. The empirical results of this research can promote the improvement of college English teaching level, and explore the establishment of a college English individualized education system.

Research Methods. This study explores the construction of the college English teaching of implicit stratification under the guidance of the theory of educational psychology and applied linguistics. Research methods are divided into the following steps:

A. Survey the practical use of motivational strategies and the effect in college English classroom

Through interview and questionnaire this research investigates the different levels of students' perception of English classroom, mainly involving the following questions: ①Investigate teacher roles in the eyes of the students and compile statistics of the proportion to verify the previous research on the teacher's role, and determine the main passive position between teacher and students in the classroom through the statistical data;②Investigate students' basic feelings in English class to prove the actual effect of the motivation stimulating strategy;③Collect motivational strategies teacher use and analyze the dimensions and levels that each motivation stimulating strategy reflects, including teacher's quality factor, creating a positive atmosphere in the classroom, class assignment, creating a harmonious atmosphere between teachers and students, making students confident, stimulating students' interest, mobilizing students' initiative, setting goals for students, making students understand culture, organizing student group learning, promoting students' personal efforts, emphasizing the usefulness of English, awarding, setting classroom rules, classroom layout etc. Through the above investigation, the researcher can induce the motivation stimulating strategies according to their teaching effect.

At the same time, this subject adopts the classroom observation method, investigating the frequency and attributes of teachers' use of motivational strategies.

B. Study whether the differences in the level of students will affect the implementation of the teacher's stimulating strategies and propose solutions

Researcher investigates the feelings and effects of different levels of students to teachers using the same motivational strategies.

This subject selects 2 classes from the school of science, technology and art as the investigation object. Teachers divide the students into high, medium and low three levels according to students' average grades of the English final exams for two consecutive semesters. Through compiling the statistics of common motivation strategies of three students groups, different levels of learning objectives and motivation strategies are found for different levels of students so as to provide the theoretical basis and technical support for college English teaching on the implicit stratification mode.

C. Construct the implicit stratified college English teaching based on learning motivation strategy

This subject selects 2 classes from the school of science, technology and art as the investigation object. This subject takes one class as the experimental class and the other as the comparative class, takes implicit stratification teaching and the traditional explicit stratification teaching as variables, and takes the students' English final score and the students' learning motivation, confidence after the experiment as dependent variables. The experiment is conducted for 2 semesters.

Implicit stratification teaching class adopts different learning motivation stimulating strategies. Specifically speaking, for the students who are in the upper reaches of the learning foundation, mainly according to Grandner & Lambert' social-educational model theory, the strategy of fusion motivation is used, mainly emphasizing: the integration of different cultures, highlighting students' self-efficacy, stimulating students' intrinsic interest. For the students who are in the middle reaches of the learning foundation, mainly according to Dornyei's three-leveled motivation model theory, situational teaching motivation strategy is used, mainly emphasizing: students' interest needs, students' expectations and self fulfillment, prominent teacher's affinity performance. For the students who are in the lower reaches of the study, mainly according to John M. Keller's ARCS model theory, the strategy of ARCS motivation is used, mainly emphasizing: inspiring and maintaining the confidence of students, highlighting students' self-efficacy, stimulating students' intrinsic interest, teaching setup related to the students, paying attention to the students' satisfaction degree and enhancing the students' attention to the course. Not stratified teaching class uses the unified teaching goal, the teaching method and the evaluation method. The implicit stratification mode we adopted in paper is as shown in Fig.1.

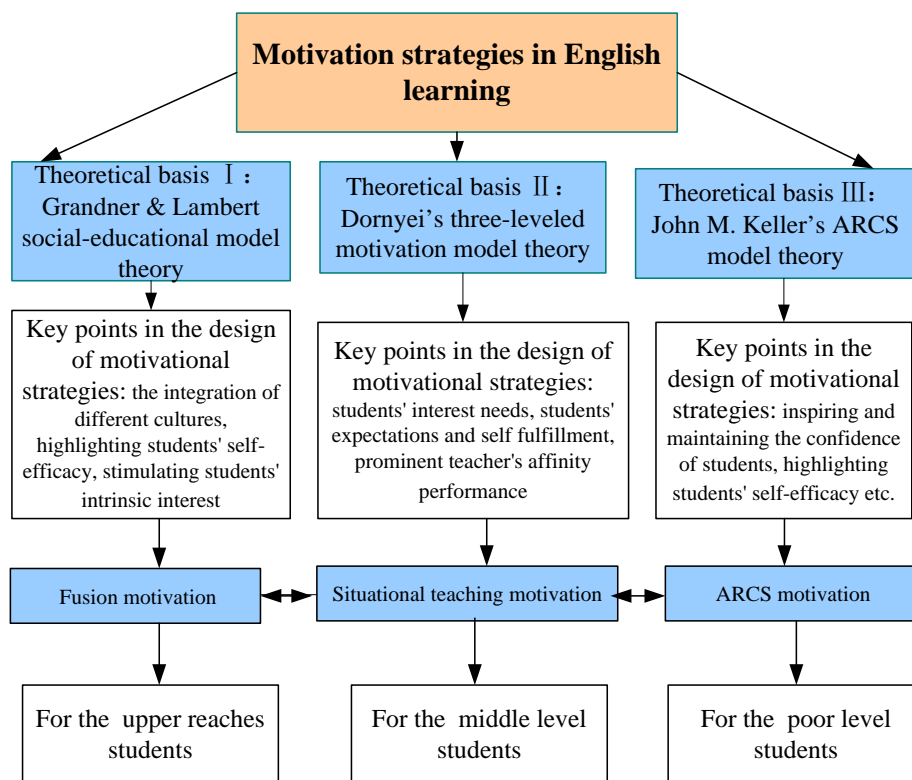


Fig. 1 Implicit Stratification Mode

Under the guidance of the learning motivation, the construction of the implicit stratification teaching class takes the following specific methods:

- 1) Teaching objective stratified: Based on the different levels of students teachers develop personalized teaching objectives.
- 2) Lesson preparation stratified: Based on the actual basis of the students in the natural class and different individual needs, teachers prepare stratified lessons. In the case of the guarantee of basic

teaching content, the teacher's teaching strategy, learning motivation, the depth and breadth of teaching strategies, and the depth and breadth of teaching are more abundant and diversified.

3) Homework stratified: Based on the characteristics of the students' personality, teachers give stratified homework in line with the development of each student.

4) Evaluation stratified: Applying the multiple formative assessments, teachers use the two evaluation methods of the performance evaluation and growth record bag. Teachers use other means, such as the classroom performance evaluation, term project and the use of the test. Designing a multiple evaluation framework for English learning, teachers describe the evaluation task, evaluation factors and grade standards. This multiple evaluation framework is also a criteria for the teacher's evaluation, student self-assessment and mutual evaluation. The performance evaluation and the evaluation of the term project are the behavior performance evaluation. In the evaluation, the descriptive evaluation is the main method, researchers do not do or do little quantitative evaluation. Based on formative assessment process teachers can also understand the student's individual needs, efforts and the degree of progress better so as to form a better incentive, guidance to students.

After the experiment, all the students are tested for their English proficiency test. Researcher uses statistical software to analyze the results of the data in order to test whether the non - intellectual factors, such as the grades and learning strategies, of students in the use of implicit stratified teaching are promoted and the magnitude of the increase.

Summary

This research attempts to combine the application of linguistic motivation theory and educational motivation theory, exploring the implicit stratification teaching mode in the contemporary College English class. Based on the verification of the implementation effect of the motivation stimulating strategy, this study uses the empirical research, making an in-depth discussion on the English teaching method of the implicit stratification to adopt the corresponding motivation stimulating strategy and stimulate students' enthusiasm to the greatest extent.

Acknowledgments

This research was financially supported by the Educational and Scientific Planning Project of Hubei Province, China (Grant NO. 2014B311).

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