

# Stratified Teaching's Implementation Strategies in College Classroom Teaching of Foreign Languages\*

Danting Sui

Jiangxi Institute of Fashion Technology  
Nanchang, China

Qin Li

Jiangxi Institute of Fashion Technology  
Nanchang, China

**Abstract**—To achieve certain objectives, the implementation strategy is to formulate several corresponding plans for possible problems. In the limited classroom teaching, implementation strategies can help to make stratified teaching on class more effective. The thesis mainly discusses stratified classroom teaching's implementation strategies from the following four aspects — stratified teaching's principles, stratified objectives and requirements, flexible teaching progress and stratified teaching contents.

**Keyword**—*stratified teaching; implementation strategies; classroom teaching*

## I. INTRODUCTION

Teaching reform aims to improve students' abilities, so does foreign language teaching. In order to improve students' foreign language abilities, foreign language teachers have been reforming from teaching and learning facilities to teaching modes. They have been trying to find more effective and feasible ways to improve all students' abilities, not just a part of students. Considering this, stratified teaching have been being received much attention.

Stratified teaching means that students are divided into several groups of different levels and treated differently according to the students' existing knowledge, ability levels and potential tendency. Students in these groups get the best development and improvement in the proper stratification strategies adopted by teachers. Consulted the related researching literatures through CNKI from the year of 2008 to 2018, stratified teaching is almost carried out in primary or high schools. However, there are relatively few related studies in universities, explicit stratified research in particular.

Students' foreign language levels are not as good as teachers expected, especially for art-oriented students, because they have been paying more attention to and making a lot of preparation for art related subjects instead of foreign language subjects. In the long run, language has become their disadvantage subject. In the reality, all students have the right and opportunity to study art majors in universities, so it's common to see that foreign language levels of students in same class are totally different. In this condition, explicit stratified teaching model is necessary and

must.

## II. UNDERSTANDING AND THINKING OF STRATIFIED TEACHING IN CLASSROOM TEACHING

Explicit stratified teaching has been being carried out since 2016 for students who enrolled in 2016 in my college. Until now, it has been 2 years and the students who enrolled in 2016 and 2017 are studying foreign languages in different-level classroom. From the feedback information from these students, the reform has been strongly supported; according to the teaching evaluation of the students to the teachers, foreign language teachers' overall evaluations are higher than other subject teachers. From this point of view, students are satisfied with foreign language teachers as well as foreign language teaching model.

What is the effect of stratified teaching in our college? Firstly, let's take a look at the CET-4 passing rate of the students who enrolled in 2016 when the stratified teaching reform started in our college. We will not consider 2017 students, because they just took the exam and the results have not been given. The first CET-4 (June, 2017) passing rate is 8.55% and the second time is 18.58% (December, 2017). The CET-4 examination results of June, 2018 haven't been published yet. Perhaps there are some factors do affect the exam's passing rate, like students' status in the exam, difference in the difficulty and the degree of exams, and so on. But what we can't deny is the passing rate has been raised 10% with the deepening of the reform. Secondly, let's talk about the students' performance in the NECCS (National English Contest for College Students). In the past contests, only one student had got the first prize. However, 2016's and 2017's contests, 4 students got the first prize respectively, and our college won the group second prize twice. From this point, we can see that after the implementation of the stratified teaching, the students' foreign language ability is gradually improving.

During the practice, stratified teaching has mainly gone through stratification and teaching phases. Stratification is the foundation of the following teaching. Only when different levels of students are separated, teachers can have a definite purpose in class. Due to the limited time in a class, classroom teaching is particular important. To make the classroom teaching effective in the stratified teaching, some implementation strategies become the key.

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### III. IMPLEMENTATION STRATEGIES

#### A. Stratified Teaching Principles

1) *Autonomy*: The purpose of instructional design is to make learners construct the knowledge and acquire skills with the highest efficiency and best effect. The learner is the main body of learning activities and in teaching modes. Making students become the main body of teaching means not only to make students smarter and more energetic, but also to participate all the teaching process. Autonomy in learning is actually that the learner can recognize their own knowledge, ability and other defects. According to the learning ability, learning motivation and other requirements, they actively adjust their learning strategies and efforts.

As for the stratification, students are not just autonomous learners, but they can make decisions on which languages to learn and which levels they would like to be in. Their decisions become the prerequisite for autonomous learning.

2) *Pluralism*: Each student is difference in physiology, psychology, intelligence, social culture and other aspects. The intellectual and psychological characteristics of students are greatly influenced by social education and social life. They are constantly formed and developed in the process of continuous learning and practice. Howard Gardner, a famous psychologist and educator, put forward the theory of multiple intelligences which challenges people's traditional thought of intelligences. These eight kinds of intelligence have different strengths and weaknesses in different individuals. Therefore, we cannot simply divide the students into different levels according to the intelligence tests.

When students are divided into different levels, various factors should be considered, such as learning habits, language levels and abilities. We should measure them from multiple dimensions, that is, we should adopt diversified standards.

3) *Dynamics*: Stratification is not fixed; it should be dynamic. Dynamic stratification respects students' interests and persists in student orientation. In the process of teaching, we can deeply realize the objectivity of individual differences, implement different treatment and teach students in accordance with their aptitude, so as to meet the students' learning needs to the greatest extent and make every student get the best development.

Stratification cannot be done once and for all. During course of learning, students can choose different levels of class to learn under the guidance of teachers according to the learning experience and their own mastery of skills and techniques. Dynamic flow can meet students' development needs.

Dynamic stratification is necessary. Firstly, the initial ability of students will be different and speed of capacity development is different. Students in advanced classes may lag behind; students in lower classes may speed up their progress, so dynamic flow is to better adapt to the dynamic

situation of students. Secondly, adjusting the stratification structure can avoid students to produce a resistance to stratification. Thirdly, dynamic adjustment can motivate students to study harder because everyone wants to make progress and this is more likely to achieve.

#### B. Stratified Objectives and Requirements

Teaching objective is the starting point and end result of teaching work, and is also the fundamental criterion for checking and evaluating teaching quality. Teaching requirement is the requirement of a kind of talent cultivation activity composed of teachers' teaching and students' learning. Teaching requirement is set for the achievement of teaching objectives, only through a small teaching requirement can gradually achieve one teaching goal.

##### 1) *Stratification of teaching objectives and requirements*:

Teaching objectives and requirements are set conforming to the actual situation of students. Different levels of classes should have definite teaching objectives and requirements. There is a certain relationship between objectives at all levels. Teaching objectives should be improved level by level, and teaching requirements should be gradually strengthened. In the class, teachers had better tell students the teaching objectives and requirements of the current level and other levels so specifically and clearly that students will know what they will do, what they will get and achieve during the following studying days.

On the premise of stratified teaching objectives, classroom teaching objectives are also designed as basic objectives, deepening objectives and development goals. The basic goal is closely linked to the syllabus and textbooks, teaching basic language points and training basic skills that must be mastered by the current-level students; deepening the goal to a certain extent is not only to meet the requirements for the current-level students, but also the most basic requirements for the next-level students. The development goals are to further deepen the outline, broaden students' horizons, cultivate the ability to transfer knowledge and skills, learn to analyze problems, comprehensively use the knowledge and skills learned to solve complex problems, and cultivate students' creative learning and innovative thinking.

##### 2) *Stages of teaching objectives and requirements*:

Stage objectives refers to the goals that students are expected to reach after teaching activities according to their current level. Students can participate in the formulation of stage goals. Combining teachers' analysis of students with general teaching objectives, students can determine different staged goals, so that students' subjective consciousness can be fully filled.

Stage objectives should not only be set in the whole process of learning, but also be established in each semester and on each class. We can treat each semester as one stage and divide learning weeks into several stages. For each stage, there are specific teaching objectives and requirements.

a) *Flexible teaching progress*: The teaching progress plan refers to the plan that arranges each subject's teaching contents. Before the beginning of the term or school year, it will be made by teachers in accordance with syllabus, including textbook chapters or topics of teaching hours, various teaching methods and teaching means. It can be detailed or simple, but it should be clear and specific. It is helpful for teachers to master the teaching dates of each chapter to avoid speeding up teaching schedule or delaying, and is also a means of classroom teaching management.

Different-level class has its own teaching progress. In fact, there are some classes of the same level. Take our college for example, in 2016, there are 22 basic level classes, 12 intermediate level classes and 4 advanced level classes. The overall situation at each level is similar, but students in each class of the same level is not always the same. We cannot guarantee that all classes are the same because of different individuals. In the practical teaching, each class of the same level also has its own teaching progress, but the general teaching progress of the same level cannot be changed, so flexible teaching progress on the class is needed. The teacher adjusts the teaching progress slightly according to the actual situation while guaranteeing the normal teaching progress.

Flexible teaching progress cannot be made randomly and at will. When preparing lessons in groups, teachers should make flexible teaching progress according to the stratified teaching objectives in class. Then teachers adjust according to the performance of students on class. Flexible teaching progress could make students and teachers feel completely at ease on class.

b) *Stratified teaching contents*: There is no uniform standard of stratification. The division of levels is based on the actual conditions of students, so the results of stratification cannot be exactly the same. Comparing the first-year students with second-year students in my college, the overall quality of freshmen's foreign language is obviously better than that of sophomore students. This also determines that the teaching materials and teaching contents should be changed according to the actual situation of students after stratification.

The use of textbooks is nothing more than these two situations, the same teaching materials are used at all levels or different teaching material is used at each level. During our college stratified teaching, all the teachers advocate using different teaching materials. The starting point of students' foreign language proficiency at different levels is different. The starting point of the basic level is relatively lower and the teaching materials for these students must be easier for the students of mediate or advanced levels. Because of this, we choose different materials for different levels.

In addition, even if we select teaching material, should we teach strictly in accordance with the contents of it? Teaching material is the carrier of teaching content. In China, every student has one teaching material or textbook and Chinese teachers are also used to teaching according to the

contents of the textbook without any change. However, most college foreign language books are used for students with good language foundation, because Chinese students are learning languages from primary school. But how about the students with poor foreign language foundation, especially for the students majoring in arts? Most of the textbooks on the market are not suitable for such students. Even if there is a book for the art students, whether it is suitable for certain college students is a question. So we need to integrate teaching contents of the material, retain appropriate teaching contents and chapters and increase extracurricular contents to meet students' needs. Most Chinese college students want to pass some English tests, such as CET-4, CET-6, PETS 3, IELTS and so on. For this reason, some PETS 3 exam language points will be added to the teaching materials for the basic level, CET 4 exam language points for the intermediate level, and CET 6 for the advanced level.

No matter what the teaching material is and how to integrate teaching contents, the most important thing is to teach students how to acquire the learning ability and knowledge transferring capacity.

#### IV. CONCLUSION

In view of fewer classes in foreign languages, classroom teaching has become the important to stratified teaching. The effective use of classroom teaching strategies has become a focus.

Teaching implementation strategy is based on certain educational ideas as a guide, in a specific teaching situation, to achieve the teaching objectives and formulate and constantly adjust and optimize in the implementation process, so that no matter how good the teaching form is, it can only be empty talk if there is no good teacher to practice it. Therefore, cultivating a high-quality teaching team is the key to promote stratified teaching's implementation strategies.

How to make effective classroom implementation strategies to reduce the burden of teachers, while taking into account the needs of different levels of students, we need to continue to explore.

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