

Study on the Strategy of Layered English Teaching in Applied Undergraduate Universities

Yuan Lv

Liaoning Communication University, Shenyang, Liaoning 110036, China

Abstract. In order to implement the spirit of the Ministry of education on College English teaching reform, implement the student-centered education concept, improve the teaching level of English and highlight the characteristics of English teaching, the quality and comprehensive quality of students' English learning are uneven with the increase of social demand for talents. How to improve the overall quality of English teaching has become a key issue in the English Teaching of applied undergraduate universities. Layered teaching mode can well solve this contradiction, stimulate students' learning initiative, optimize teaching resources and improve teaching level.

Keywords: College English; Layered English Teaching.

1. Introduction

The establishment of Applied Undergraduate Colleges and universities is to meet the needs of social development, cultivate more high-quality and high-level talents, constantly explore and innovate during teaching, and implement teaching plans for the purpose of meeting students' personality development. Traditional teaching is mainly based on ordinary class teaching. Students are more passive in accepting knowledge, and students' knowledge acceptance is also more limited. By adopting the layered teaching mode, students can be taken as the main body to carry out targeted teaching and meet students' learning needs.

2. The significance of adopting layered teaching in College English

To improve the efficiency of College English teaching, we should actively apply effective teaching models to help students improve their learning efficiency. Among them, layered teaching is not only suitable for the needs of current education reform, but also one of the very effective teaching means proved by practice. At present, there are some problems in College English teaching, such as unclear teaching objectives and ineffective improvement of teaching level. In order to comprehensively solve these problems, we can meet the learning needs of students at different levels through layered teaching mode, and comprehensively improve the quality and efficiency of English classroom teaching. The guiding ideology highlights the main body of students and respects individual differences. The English level of freshmen admitted every year is uneven, and there is a big gap between different students' understanding and mastery of knowledge. In English teaching, if a single teaching method is adopted for all students, it can not adapt to the learning characteristics and level of all students, let alone meet the needs of students. In order to highlight the dominant position of students, we should respect individual differences and gradually narrow the gap between students, and achieve the purpose of improving students' learning as a whole.

2.1 Using targeted teaching

Due to the great differences in learning ability between different students, unified teaching cannot be used, so it is difficult for students with poor foundation to integrate into classroom learning. Therefore, we need to use the layered teaching mode to implement targeted teaching according to the basic situation and learning ability of different students, so that students at different levels can effectively improve their learning ability. This is also more in line with the development goal of cultivating applied talents in applied undergraduate universities. The layered teaching mode is to improve the English level of students at different levels without breaking the original class organization. For students with good English foundation, they can be appropriately exposed to deeper

English knowledge, while for low-level students, a step-by-step method can be used, Let students' English level be steadily improved. Only by carrying out layered education according to students' personality differences can we comprehensively improve the quality of College English teaching and enable students to improve their English learning level and comprehensive quality.

2.2 Improving students' personalized development

In the process of educational reform and innovation, colleges and universities need to pay attention to students' personalized learning, so that students have learning innovation and enthusiasm. Especially during the reform of teaching mode, application-oriented undergraduates should explore the professionalism and practicability of teaching. Only in this way can we ensure the quality of talent cultivation and deliver more excellent talents to the society. College English, as a comprehensive subject, requires students to master the ability of English listening, speaking, reading and writing. Taking appropriate teaching methods can fully stimulate students' learning initiative, and promote students' autonomous learning. Layered teaching takes teaching students according to their aptitude as the concept to meet the learning needs of students at different levels, so that all students can improve their English ability through classroom learning.

2.3 Cultivating high-quality talents with social competitiveness.

Many students are facing the problem of difficult employment. If students want to be irreplaceable, they must have a skill and improve their irreplaceable workplace. English is a professional skill that enterprises pay more attention to when recruiting talents. If students have skilled English communication skills, it will be very beneficial to their future employment development. As a communicative language, English plays an irreplaceable role in interpersonal communication and work communication. If students want to improve their competitiveness in the workplace, they need to improve their comprehensive application ability of English. However, there are great differences in students' English ability. In order to give full play to the advantages of English classroom teaching, we need to adopt the layered teaching mode to improve the teaching effect. The purpose of using layered teaching is to enable students to stimulate their own learning motivation while feeling a certain competitive pressure. It also allows students to constantly explore their own learning methods to enrich and improve themselves in such a teaching environment, so as to improve their English language expression ability and provide help for improving their workplace competitiveness.

3. The strategy of layered teaching in College English

3.1 Realizing differentiated teaching

Taking the form of layered teaching can enable students at different stages to grow, fully tap students' learning potential, and enable students to get personalized development. Application-oriented undergraduate universities should pay attention to when dividing the levels of students. They can not only rely on the examination results to divide the levels of students, which is not scientific and not conducive to the development of layered teaching in the later stage. When layering students, we should comprehensively analyze the characteristics of each student's learning ability, and then carry out layering according to the individual situation, so as to promote the personalized development of students. It is necessary to explain the purpose of stratified education to students, maintain students' self-esteem, enable students to have a correct evaluation of self-learning ability, improve learning confidence, and carry out active learning. During teaching, teachers also need to maintain an equal attitude towards students at all levels, give guidance without prejudice, answer students' questions in time, guide students to adopt correct learning methods, and then improve students' English learning level.

3.2 Mastering of English knowledge and language skill

The starting point of adopting layered teaching is to make every student improve. For students with weak foundation, help them use the correct learning methods, make continuous progress, and have higher requirements for their own learning objectives. Students with a good foundation need to broaden their English knowledge and actively explore new English knowledge. The goal of adopting layered teaching in College English is to promote the comprehensive development of students, not to slow down the teaching progress and relax the requirements for students' English learning ability. Teachers must adhere to the original intention of adopting layered teaching, formulate layered teaching plans through practical actions, set layered teaching objectives, and then select appropriate teaching contents and teaching methods according to the objectives. For high-level students, teachers need to urge them to actively carry out extracurricular learning in addition to learning the contents of teaching materials, and master various English related skills. For low-level students, the teaching goal is to require them to master the English knowledge in the teaching materials, pay attention to the learning of basic knowledge, and gradually improve their English level in a step-by-step way.

3.3 Adopting teaching mode and targeted teaching methods

Teachers can adopt different teaching methods according to students' English learning level. For low-level students, the focus is to enable students to consolidate basic English knowledge, deepen their memory of classical sentence patterns, vocabulary and phrases, and then enable students to adapt to bilingual teaching. The purpose is to improve students' listening and speaking ability of English and stimulate students' English learning potential. For high-level students, we should focus on the improvement of students' Comprehensive English literacy and English language application ability. We can use questioning teaching, guiding teaching and other methods to let students master the application of words and sentences through the content of semi self-study teaching materials. The purpose is to enable students to express their ideas through English and improve students' English listening, speaking, reading and writing ability. In addition, students can also improve their English ability through practical activities such as English debate competition and English speech. Only in the process of different levels of teaching, can students achieve the corresponding objectives and improve their English literacy.

4. Conclusion

To sum up, during the development of application-oriented undergraduate colleges, there are great differences in students' English level, and there are layers in language acceptance and understanding ability. English teaching must be carried out according to students' learning levels and levels. Only by actively applying layered teaching methods and formulating targeted teaching strategies according to students' actual learning ability, students' Comprehensive English application ability and overall literacy can be improved. The implementation of layered teaching in College English teaching is the requirement and trend of reform and development.

Acknowledgments

This study is the final research result of educational reform project of Liaoning Communication University in 2021 on the research of majors, courses, teaching groups and textbooks: The Practical Research on Layered English Teaching in Private Colleges. (No.1) responsible person: Yuan Lv.

References

- [1] Shen Lei. Research on the reform of layered teaching in Applied Undergraduate College English Teaching under the background of the new era [J]. Overseas abstracts - academic, 2019 (5): 95-97.

- [2] Niu Xiaojing, Zhao Yuanyuan. Research on hierarchical College English teaching model in Applied Undergraduate Colleges [J]. Literature education (I), 2019 (11): 172-173.
- [3] [2019] Applied English Teaching of yueshimei University of Technology (45. Practical): yueshimei University of Technology (4. Practical).
- [4] Shen Dan. An Empirical Study on the effectiveness of layered College English Teaching -- Taking Nantong Institute of technology as an example [J]. Journal of higher education, 2019 (12): 47-49.
- [5] Wei Yu. Investigation on the application of modern information technology in English cross-cultural teaching in Applied Undergraduate Universities [J]. Journal of Northwest Institute of adult education, 2020 (6): 43 + 57-59.
- [6] pan Mei. Discussion on layered teaching strategies of College English in Applied Undergraduate Colleges [J]. Educational observation, 2020, 9 (38): 97-99.
- [7] Wu ya. Practice of promoting the reform of College English layered teaching model with micro courses [J]. Education of the times, 2018 (1): 165.