Graded teaching Mode in English Teaching in Higher Vocational Colleges

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Abstract
This paper takes English teaching in higher vocational colleges as the research object and discusses the graded teaching model in-depth. Firstly, this paper summarizes the current situation of English teaching in higher vocational colleges and the theoretical basis of graded teaching. Then, it constructs a graded teaching model from student grading principles, teaching content design, and teaching method selection. Finally, it evaluates the practical teaching effect of this model through case analysis. It is found that the graded teaching model can effectively improve the quality of English teaching in higher vocational colleges and provide useful enlightenment for the reform of English education in higher vocational colleges.

Keywords: English teaching; Graded teaching model; Teaching effect; Educational reform

1. Introduction
1.1 Current situation of English teaching in higher vocational colleges
With the expansion of the scale of higher vocational education, English teaching in higher vocational colleges faces many challenges. Students with uneven English proficiency make it difficult to guarantee the quality of teaching; The traditional exam-oriented education mode causes students to lack learning motivation; In addition, teaching resources and methods need to be improved to meet the needs of different students.

1.2 The importance of graded teaching mode
As an effective teaching strategy, the graded teaching mode aims to improve teaching quality by conducting graded teaching according to students’ English level, learning needs, and interests. Through graded teaching, teachers can develop individualized teaching plans for students at different levels, mobilize students’ learning enthusiasm and enhance the learning effect. In addition, the multi-level teaching mode helps optimize the allocation of teaching resources, improving teaching efficiency, making English teaching in vocational colleges more targeted and effective, and laying a foundation for cultivating high-quality applied talents.

1.3 Purpose and Significance
This study aims to explore the application and practice of graded teaching mode in higher vocational English teaching and analyze its influence on improving teaching quality and students’ learning effect. The significance of this study lies in that, through the in-depth analysis of the graded teaching model, it can provide useful theoretical guidance and practical reference for higher vocational English education, promote educational reform, and cultivate high-quality English talents to meet the needs of society. At the same time, it provides data support and a theoretical basis for relevant research at home and abroad and promotes the development of multi-level teaching research.

2. Literature Review
2.1 Research Status of English Teaching in Vocational Colleges
Higher vocational English teaching research mainly focuses on teaching methods, curriculum, evaluation systems, etc. Researchers have recently devoted themselves to exploring more effective teaching methods, such as task-based and situational teaching, to improve students’ learning enthusiasm and ability. In terms of the curriculum system, it pays attention to practicability, pertinence, and individuation to meet the needs of students at different levels. The study of evaluation systems emphasizes the combination of process and result and pays attention to the overall development of students. However, the research on applying graded teaching mode in higher vocational English teaching still needs to be in-depth.

2.2 Theoretical Basis of Graded Teaching Model
The theoretical basis of the graded teaching model mainly comes from the difference teaching theory, the individualized teaching theory, and the constructivism...
theory. The theory of differential teaching emphasizes teaching students according to their aptitude and paying attention to their differences. Individualized teaching theory advocates giving full consideration to students’ individual characteristics and providing individualized teaching. The constructivist theory holds that learning is the process of students’ active construction of knowledge, and teaching should be student-centered. The graded teaching model makes comprehensive use of these theories, groups students according to different levels, and provides targeted teaching according to the characteristics of students to improve the learning effect.

2.3 Practice and research of graded English teaching in Higher vocational colleges at home and abroad

More and more attention has been paid to the practice and research of graded English teaching in higher vocational colleges. Foreign countries such as the United States, Britain, and others have already introduced graded teaching into English education and achieved good teaching results. In recent years, China has gradually carried out the research and practice of graded teaching, such as the construction of graded teaching models, teaching methods, and evaluation systems.

3. The construction of a graded Teaching Mode

3.1 Principles and Methods

a) English Proficiency Test

The English proficiency test is the key basis for grading students. The use of effective testing tools, such as the Cambridge General English Proficiency Test, TOEFL, IELTS, etc., to comprehensively assess students’ listening, speaking, reading, and writing skills. The test results are an important reference for grading, helping assign students to the appropriate teaching level and ensuring that the teaching content and difficulty match the students’ actual level.

b) Analysis of Learning Background

The analysis of learning background refers to the comprehensive investigation of students’ English learning experience, the local area’s English education level, and the senior high school’s English curriculum. By understanding the learning background of students, teachers can more accurately grasp students’ basic level and potential needs, provide an auxiliary basis for graded teaching, and further optimize the grading results.

c) Study Motivation and Interest (90 words)

The study motivation and interest survey aims to understand students’ learning objectives, interest areas, and independent learning willingness. Collect information through questionnaires, interviews, and other means to assist in assessing the potential needs of students. Giving full consideration to students’ learning motivation and interest is helpful to provide personalized teaching programs and improve the pertinence and effectiveness of graded teaching.

3.2 Design and Implementation

a) Foundation Level

Basic-level teaching focuses on the cultivation of students’ basic English skills. The content design pays attention to teaching basic vocabulary, grammar, and sentence patterns, as well as the expression of common daily communication scenes. In implementation, we adopt heuristic and situational teaching methods, combine them with supporting textbooks, create real context, and stimulate students’ interest in learning. Paying attention to the balanced development of the four listening, speaking, reading, and writing skills can help students lay a good English foundation and foundation for further improving their English level.

b) Enter the class

Graded teaching aims to improve students’ comprehensive English ability and application skills. Content design strengthens the knowledge of vocabulary and grammar, involving professional English expression and more complex language structure; In terms of implementation, task-based and project-based teaching methods are adopted to encourage students’ active participation and improve their practical application ability. In addition, attention should be paid to cultivating cross-cultural communication skills to help students better use English in professional learning, internship, and employment and achieve all-around development.

c) Advanced Level

Advanced-level teaching focuses on cultivating students’ advanced English skills and professional quality. In terms of content design, it covers rich professional vocabulary, advanced grammatical structure, and diversified expressions. In terms of implementation, the teaching methods such as discussion and case analysis are adopted to strengthen the cultivation of students’ critical thinking and innovative ability. At the same time, we will focus on practicing professional English application scenarios, improving students’ English communication ability in academic research, professional exchanges, and international cooperation, and promoting their career development.

3.3 Selection and Application

a) Group learning

By dividing students into groups of different ability levels,
students are encouraged to collaborate and communicate with each other in tasks and knowledge exploration. Teachers can design group activities such as role-playing, discussion, and debate to stimulate students’ active participation.

b) Task-based teaching method

Task-based teaching method emphasizes the design of tasks with practical significance and encourages students to learn independently, accumulate experience, and improve their ability to complete tasks. Teachers can design differentiated tasks such as information search, problem-solving, and project planning according to the needs of students at different levels.

c) Project teaching method

The project-based teaching method aims to solve practical problems and requires students to complete certain project tasks through teamwork. Teachers can design challenging and practical project topics such as English speech, business negotiation, and cultural exchange according to different levels of students.

4. Evaluation and Feedback

4.1 Process Evaluation

a) Presentation of learning results

Teachers can fully understand students’ learning progress and achievements by organizing students to demonstrate their English listening, speaking, reading, and writing skills, such as oral reports, composition, translation, etc.

b) Peer evaluation and self-evaluation

In the learning process, students observe and evaluate each other’s learning performance while reflecting on their progress and shortcomings. This helps cultivate students’ critical thinking and self-reflection skills and promotes mutual learning and knowledge sharing.

c) Teacher evaluation

Teachers continuously observe and evaluate students’ learning performance in the process of learning, paying attention to knowledge mastery, skill application, learning attitude, and other aspects. Teacher evaluation can help find students’ advantages and disadvantages and provide the basis for adjusting teaching strategies and improving teaching quality.

4.2 Summative Evaluation

a) Student English Proficiency Test

Through the unified English level test of students at the end of the teaching cycle, improving students’ English ability can be objectively and accurately assessed, providing data support for teaching improvement and students’ grading adjustment.

b) Course Satisfaction Survey

Through the collection of students’ satisfaction feedback on course content, teaching methods, teachers’ teaching, and other aspects, we can understand the advantages and disadvantages of the graded teaching model in the actual teaching process, improve teaching content and methods, improve teaching quality and students’ learning experience.

4.3 Teaching Feedback and Improvement

a) Optimization of Teaching Methods

Teachers should optimize teaching methods in graded teaching according to student evaluation, curriculum satisfaction surveys, and other information. This includes adjusting teaching strategies, adopting task-based, project-based teaching methods that better meet students’ needs, stimulating students’ interests, and improving learning results.

b) Update of teaching content

According to feedback information such as student evaluation and course satisfaction surveys, teachers should timely adjust the teaching content to ensure that the teaching materials keep pace with The Times and are close to reality. This includes updating course topics, introducing new cases, and focusing on hot topics to meet students’ learning needs at different levels.

c) Student Grading Adjustment

According to students’ learning performance, test scores, self-evaluation, and other feedback information, teachers should timely adjust students’ grades to ensure they are at the appropriate learning level. Grading adjustment can help students develop their potential and improve their interest and enthusiasm for learning.

5. Case Analysis

5.1 Case Background and Selection

This study chooses the English teaching of a higher vocational college as the case background. The university has 5,000 students in six schools covering 30 majors. This case focuses on three majors, with 800 students participating. Over the past three years, the school’s average pass rate for English teaching was 78 percent, with 85 percent for the highest subjects and only 70 percent for the lowest subjects. To improve students’ English level and application ability, the school decided to try to implement the graded teaching mode in English teaching.

There are three reasons for choosing this case: first, this higher vocational college is typical, and its problems and challenges in English teaching are universal. Secondly, school leaders support graded teaching, providing a good research practice environment. Finally, the school has a large team of English teachers, including 40 full-time
English teachers, 10 of whom have master’s degrees or above, which is conducive to the smooth progress of the case study.

5.2 Application of Graded Teaching Mode in Practice
In the practice case, 800 students were first tested for English proficiency. According to the test results and the analysis of their learning background, the students were divided into three levels: basic, advanced, and advanced. For different levels of students, design the corresponding teaching content and methods. Basic level teaching focuses on vocabulary and basic grammar knowledge, using group cooperative learning and task-based teaching method; Advanced teaching focuses on improving students’ reading, writing, and speaking ability, using project- and task-based teaching methods. Advanced teaching focuses on cultivating students’ comprehensive English application ability using project- and theme-based teaching methods.

In practice, teachers constantly adjust the teaching content and methods and optimize the teaching plan according to students’ feedback. At the same time, teachers continue to pay attention to and guide students’ learning process and encourage students to evaluate each other and themselves to improve students’ autonomous learning abilities. Students’ interest in English learning and performance is effectively improved through the practical application of the graded teaching model.

5.3 Case Teaching Effect Analysis
This study selected 800 English students from higher vocational colleges as the case study object. Before and after the implementation of the graded teaching model, the actual teaching effect was evaluated by comparing and analyzing the student’s English level, classroom participation, and student satisfaction.

Before the introduction of the graded teaching model, the average score of students in English was 65, with an excellence rate (score above 80) of 15 percent and a pass rate of 70 percent. After a year of graded teaching, the average English score rose to 76, with an excellence rate of 32 percent and a pass rate of 91 percent. It can be seen that the graded teaching model has a significant effect on improving students’ English scores.

Students’ satisfaction with English courses increased from 60% before the graded teaching model was implemented. It rose to 92% after implementing the graded teaching model, in which 73% of the students believed it could effectively improve their English level, and 22% of the students believed that it made them more interested in English learning. In addition, classroom participation increased from 55% before the implementation to 84% after the implementation.

Based on the above data analysis, it can be seen that the graded teaching mode has a significant teaching effect in higher vocational English teaching, which can effectively improve students’ English level, classroom participation, and students’ satisfaction.

6. Conclusion

6.1 Advantages of Graded Teaching Mode in English Teaching at Higher Vocational Colleges

The graded teaching mode has obvious advantages in higher vocational English teaching. Firstly, graded teaching helps teach students according to their aptitude, meet the learning needs of different students, and effectively improve their learning interests and enthusiasm. Secondly, graded teaching can provide teaching content and methods to improve students’ English application ability. Moreover, graded teaching is helpful to reduce students’ learning pressure and improve their learning confidence. Finally, graded teaching is conducive to the formation of a good teaching evaluation and feedback mechanism to promote the continuous improvement of teaching quality.

6.2 Challenges and Problems

The graded teaching mode faces challenges and problems in higher vocational English teaching. Firstly, accurately evaluating students’ English levels and making reasonable grades is still a big challenge. Secondly, graded teaching may lead to uneven distribution of resources, especially in the aspects of teachers and textbooks. In addition, the problem of grading adjustment may occur in the teaching process, so how to ensure smooth adjustment becomes a difficult problem. Finally, establishing a perfect evaluation system to comprehensively and objectively evaluate the effect of the graded teaching model is also an urgent problem to be solved.

6.3 Inspiration and Suggestions for English Teaching in Higher Vocational Colleges

The graded teaching mode brings new inspirations and suggestions for English teaching in higher vocational colleges: 1. Education departments and higher vocational colleges should increase their support for graded teaching and provide sufficient resources and policy support; 2. Optimize the assessment system of students’ English level to ensure the accuracy of graded teaching; 3. Strengthen the construction of teaching staff, improve teachers’ professional quality and ability in graded teaching; 4. Adopt flexible teaching methods to fully mobilize students’ learning enthusiasm; 5. Establish a scientific evaluation and feedback mechanism to achieve continuous improvement of teaching quality; 6. Pay attention to students’ individual differences, and pay attention to the cultivation of students’ independent learning ability and
English application ability. Through the implementation of these suggestions, it is expected to promote higher vocational English teaching to a higher level.

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