

Construction Analysis of Stratified Teaching Model in Vocational English Teaching

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Abstract: With the continuous deepening of educational reform, vocational English teaching urgently needs innovative teaching models to meet the increasingly diverse needs of students. The stratified teaching model, with its unique concept of teaching according to students' aptitudes, injects new vitality into vocational English teaching. This article conducts an in-depth analysis of the current situation of vocational English teaching, and proposes targeted strategies for the construction of the stratified teaching model, aiming to comprehensively enhance students' English application abilities through personalized teaching and achieve high-quality and efficient education.

Keywords: vocational English; stratified teaching; teaching model; teaching strategies

Introduction

Under the waves of economic globalization and educational internationalization, English has become the golden key for vocational students to enter the world. However, the "one-size-fits-all" approach of traditional vocational English teaching models overlooks individual differences among students, constraining the improvement of teaching effectiveness. In view of this, this paper delves into the practical application of the stratified teaching model in vocational English teaching, aiming to create a teaching environment that better suits the personalized needs of students and effectively improve the quality of English teaching.

1. The Importance of Vocational English Teaching

Vocational English teaching is of paramount importance for vocational students. In the context of globalization, English is not merely a subject but also a bridge that connects the world and broadens perspectives. As future technical professionals in society, the English proficiency of vocational students directly correlates with the breadth and depth of their career development. Through vocational English teaching, students can acquire fundamental English knowledge and skills, laying a solid foundation for their future work and studies. Importantly, a strong command of English can help vocational students better



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adapt to the internationalized workplace environment, enhancing their advantages in international competition. Furthermore, English learning can cultivate students' cross-cultural communication skills, strengthen their global awareness and international perspectives, thereby improving their overall quality and competitiveness. Therefore, vocational English teaching not only concerns students' academic performance but also serves as a crucial factor in their future career development and personal growth.

2. Current Problems in Vocational English Teaching

2.1 Disparity in Students' English Proficiency

In vocational English teaching, the significant variance in students' English proficiency levels is a notable issue. Due to the diverse educational backgrounds and learning environments of vocational students, there are significant differences in their foundational English knowledge and learning abilities. These differences manifest specifically in uneven vocabulary mastery, varying degrees of grammar comprehension, and disparities in the development of listening, speaking, reading, and writing skills. On one hand, some students may have already established a solid foundation in English during their junior high school years, enabling them to quickly adapt to English teaching in vocational education and even demonstrate high levels of English proficiency. On the other hand, a considerable portion of students may have weak English foundations or may be starting from scratch, making it challenging for them to cope with vocational English materials and keep pace with the teaching progress. The inconsistency in students' English proficiency poses a significant challenge to vocational English teachers. If the teaching content is too simplistic, it can bore and fail to challenge students with stronger foundations. Conversely, if the content is overly complex, it can frustrate and confuse students with weaker foundations. Consequently, teachers often struggle to meet the needs of all students during the teaching process, directly impacting teaching effectiveness and students' motivation to learn.

2.2 Monotonous Teaching Methods

The issue of monotonous teaching methods is particularly pronounced in vocational English teaching. Traditional vocational English teaching often adopts a

"lecturing" approach, with teachers primarily delivering content while students passively receive knowledge. This teaching method lacks interactivity and appeal, making it difficult to stimulate students' interest and motivation to learn. On one hand, teachers may lecture extensively on grammar rules, vocabulary usage, etc., while students are busy taking notes, with limited opportunities for active participation in class. Even when given the chance to speak, students often provide simple answers without much depth of thought or exchange. This teaching approach not only disregards the students' active role but also restricts their cognitive development and innovative abilities. On the other hand, the monotonous teaching method also manifests in the lack of personalized teaching tailored to students' individual characteristics. Each student has different English foundations, learning abilities, and styles, yet traditional teaching methods often adopt a "one-size-fits-all" approach, applying the same teaching content and pace to all students. This results in some students falling behind in the teaching progress, while others feel a lack of challenge, thereby impacting overall teaching effectiveness.

2.3 Lack of Practical Teaching Components

The absence of practical teaching components is a widespread issue in vocational English teaching. English teaching encompasses not only the acquisition of language knowledge but also the cultivation of language skills and the enhancement of practical application abilities. However, current vocational English teaching excessively emphasizes the impartation of theoretical knowledge, such as explanations of grammar rules and vocabulary usage, while neglecting the importance of applying learned knowledge in real-life situations. Firstly, this lack of practical teaching components results in students possessing a certain amount of English knowledge but struggling to effectively apply it in practical communication. They may be able to memorize numerous words and grammar rules, but when faced with real English communication environments, they often feel at a loss and unable to express their thoughts accurately and fluently. Secondly, the absence of practical teaching hampers students' innovative thinking and problem-solving abilities. Language usage in real scenarios often requires combining specific

contexts and practical needs, necessitating students to possess the ability to flexibly apply learned knowledge to solve problems. However, due to the lack of practical teaching components, students' development of these abilities remains ineffective.

2.4 Singular Evaluation Methods

The issue of singular evaluation methods severely hampers the comprehensive assessment of teaching effectiveness in vocational English teaching. Traditional evaluation methods mainly focus on exam scores, primarily in the form of written tests. Although this method allows for the quantification of students' learning outcomes, it often fails to comprehensively reflect students' actual English application abilities. On one hand, evaluation methods primarily based on exam scores tend to only assess students' memorization and understanding of knowledge points, rather than accurately evaluating their ability to apply English in real contexts. This evaluation method can lead students to excessively pursue scores while neglecting the improvement of their practical English language usage and communication abilities. On the other hand, singular evaluation methods also overlook students' performance in other aspects, such as oral expression, teamwork, and cross-cultural communication abilities. These abilities are equally important in both professional settings and daily life, but they are difficult to assess in traditional written exams.

3. Constructing Strategies for Stratified Teaching Model in Vocational English Teaching

3.1 Student Stratification Strategy

(1).Comprehensive Assessment:Utilize diagnostic tests, classroom observations, and communication with students to comprehensively assess their English proficiency. Assessment should not only consider students' grasp of grammar and vocabulary but also evaluate their overall listening, speaking, reading, and writing abilities.(2).Three-tiered Classification:Based on thorough assessment, categorize students into three levels: foundational, intermediate, and advanced. The foundational level comprises students with weaker English foundations and learning capabilities; the intermediate level includes students with solid English foundations and moderate learning capabilities; the advanced level consists of students with strong English

foundations, excellent learning capabilities, and a keen interest in English learning.(3).Clear Teaching Objectives:Develop explicit teaching objectives tailored to different student levels. For foundational-level students, teaching objectives should focus on consolidating basic knowledge and cultivating fundamental skills to boost their confidence in English learning. Intermediate-level students should aim to consolidate basics while emphasizing the enhancement of their comprehensive language application and self-directed learning abilities. Advanced-level students should prioritize cultivating their innovative and critical thinking skills, encouraging them to explore deeper and broader aspects of English learning.(4).Adapted Teaching Content:Adjust teaching content according to the levels of students. Foundational-level teaching content should primarily focus on basic knowledge, emphasizing vocabulary and grammar explanations and practice. Intermediate-level teaching content should slightly increase in difficulty, incorporating more authentic language materials to cultivate students' language communication abilities. Advanced-level teaching content should be more challenging and exploratory, such as introducing literary works and current events to develop students' cross-cultural awareness and critical reading abilities.

3.2 Stratified Teaching Content Strategy

(1).Foundational Level:For foundational-level students, teaching content should focus on consolidating English foundational knowledge and cultivating basic skills. These students typically have weaker English foundations, so teachers need to prioritize explaining and practicing basic vocabulary, grammar rules, etc., to help students establish a solid language foundation.(2).Intermediate Level:Intermediate-level students already have relatively stable foundational knowledge, so teaching content should slightly increase in difficulty compared to the foundational level. Teachers can introduce more authentic language materials, such as news reports, excerpts from English originals, etc., to cultivate students' comprehensive language application abilities.(3).Advanced Level:For advanced-level students, teaching content should emphasize cultivating innovative thinking and interdisciplinary abilities. Teachers can introduce advanced reading materials, such as academic papers and classic literary works,

to broaden students' knowledge horizons. They can also design research-based learning tasks to encourage students to explore independently, think critically, and develop their academic literacy and research skills. (4).Implementation of Teaching Content Stratification Strategy:By implementing a stratified teaching content strategy, vocational English teaching can better meet students' actual needs and promote the comprehensive development of students at all levels. This strategy not only helps to increase students' interest and motivation in learning but also cultivates their self-directed learning abilities and lifelong learning habits, laying a solid foundation for their future career development and social life.

3.3 Stratified Teaching Method Strategy

(1).Foundational Level:For students at the foundational level, who often have weaker English foundations and may lack high levels of interest in learning, teachers should utilize intuitive and vivid teaching methods. This could involve using lively pictures, animations, or real objects to assist in teaching, making abstract English knowledge more concrete and vivid, thereby stimulating students' interest in learning.(2). Intermediate Level:Students at the intermediate level already possess a certain level of English proficiency, so teaching methods should focus more on heuristic and discussion-based approaches. Teachers can use questioning, group discussions, and other forms to encourage students to think actively and participate in classroom activities, fostering their self-directed learning abilities and spirit of cooperation.(3).Advanced Level:For students at the advanced level, who have solid English foundations and strong learning abilities, teaching methods should be more research-oriented and innovative. Teachers can guide students in conducting in-depth research-based learning activities, such as English project-based learning or interdisciplinary English practices, encouraging students to engage in independent exploration and innovative practices.

3.4 Strategies for Practical Teaching Components

(1).Diverse Practical Activities:The core purpose of practical teaching components is to enable students to apply English in authentic contexts, deepening their understanding and application of the language. To achieve this goal, teachers can organize a variety of practical activities. For instance, English corners serve

as excellent platforms for practice, providing students with a free environment for communication where they can engage in daily conversations, share cultural and life experiences, thereby not only enhancing their speaking abilities but also strengthening their cross-cultural communication skills.(2).English Speeches:Another effective practical teaching activity is English speeches. Through speeches, students can improve their oral expression skills and learn how to confidently use English in public settings. Teachers can design speech topics of varying difficulty levels based on students' learning levels, allowing each student to grow through challenges.(3).English Drama Performances:English drama performances are an enjoyable way to integrate education and entertainment into practical teaching. Students can enhance their teamwork and theatrical performance skills through the preparation and performance of short dramas. This activity not only allows students to learn English in a relaxed and enjoyable atmosphere but also cultivates their creativity and imagination.

3.5 Reform Strategies for Evaluation Methods

(1).Diversification of Evaluation Methods:The reformed evaluation methods must be diversified, which means that in addition to traditional written exam scores, multiple aspects of students need to be considered comprehensively. For example, students' classroom performance can reflect their learning attitudes, participation levels, and understanding of knowledge. By observing students' active participation in class, the accuracy, and depth of their answers to questions, teachers can evaluate students' learning outcomes more comprehensively. (2).Assessment of Homework Completion:The completion of homework assignments is also an important indicator of assessing students' learning outcomes. The quality of homework completion not only reflects students' understanding and mastery of classroom knowledge but also indicates their learning attitudes and self-directed learning abilities. Therefore, teachers should regularly check and evaluate students' homework, providing timely feedback and guidance.(3). Inclusion of Participation in Practical Activities:Participation in practical activities should also be included in the evaluation system. The goal of vocational English teaching is to cultivate students' English application abilities, and practical

activities are an effective way to enhance students' practical application abilities. Evaluating students' performance in practical activities can more directly reflect their English application abilities and teamwork skills. (4).Combination of Quantitative and Qualitative Evaluation Methods:To ensure the objectivity and fairness of evaluation, teachers can adopt a combination of quantitative and qualitative evaluation methods. Quantitative evaluation can reflect students' learning outcomes through specific scores or grades, while qualitative evaluation can provide descriptive feedback to specify students' performance and progress in various aspects.

Conclusion

The stratified teaching model has opened up new pathways for vocational English teaching, with profound practical significance. Through carefully designed stratified teaching strategies, we can not only accurately meet the practical needs of students at

various levels but also significantly enhance teaching effectiveness, thereby facilitating comprehensive student development. Looking ahead, we will continue to explore and refine this innovative model, striving to contribute more efficient and practical methods and ideas to vocational English teaching, and collectively promote the innovation and progress of English education.

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