Analysis on Effective Teaching under the Background of Graded English Teaching

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Abstract: In recent years the ministry of education and the whole society are attaching greater importance to the improvement of Chinese students’ oral English ability. This paper aims to explore the effective teaching in college oral English teaching under the background of graded English teaching and tries to find ways to stimulate student’s interests in learning English, and improve students’ comprehensive qualities.

Introduction

With the deepening economic reforms, English, as a world language, has played a decisive role in the international society. Therefore, as a tool of communication, the communicative function of English should not be ignored. In recent years the ministry of education and the whole society are attaching greater importance to the improvement of Chinese students’ oral English ability. In the new guide to the teaching of College English, it makes clear that the goal of College English teaching is to develop students’ English language proficiency, enhance the awareness of cross-cultural communication and interpersonal skills, effectively use English and meet the needs of the State, society, schools and individual development accordingly.

It is clear that college English students are weak in speaking compared with other English skills. Most of university students who have studied English for ten or more years have great difficulties in communicating with an English-speaking native. In view of this, the reform of college English education has already been under its way and tried to change this embarrassing situation.

One of the effective ways is the graded teaching. As we all know, China is a big country with a large population and students from different areas with different experiences of English learning. Therefore it is not reasonable to have the same teaching arrangement, especially in oral English teaching. While on the other hand, graded teaching also has its disadvantages. This paper intends to explore the effective teaching in College oral English teaching under the background of graded English teaching and tries to find ways to stimulate students’ interest in learning English, and improve students’ comprehensive qualities.

Graded English Teaching

The English teaching in the author’s school is organized under the graded English teaching. All the freshmen are required to take part in the freshman English placement test and are classified according to the English results. There are three different levels of English classes. As can be seen clearly from the following chart.

Level 1 refers to the Students of the higher level which takes up no more than 25%, and level 3 belongs to the students of the elementary level and the rest students are classified as level 2. As for the students of the different levels, they have different teaching schedules and teaching requirements.
The Advantages of Graded English Teaching

Graded teaching can inspire the teachers’ teaching enthusiasm. They can put all their energy into the teaching contents because it is easy for the teachers to organize the class with the students of the similar level. Take oral English class for example, teachers can design the teaching activity in accordance with the students’ English level without worrying about anyone left behind.

What’s more, it can also arouse students’ desire for learning English, especially spoken English. Students will not feel intimidated by the students’ of higher level and can have confidence to communicate with their partners. Meanwhile since the courses are designed tailored to the students’ English level, students’ can have the specific and reasonable goal of learning, which is beneficial to stimulate their motivation and bring their potential.

The Disadvantages of Graded English Teaching

Graded English can also have some negative effect on the students, especially students of the lower level. They may under great pressure and feel inferior to the other students, which can make them lose the confidence to improve himself. What’s more in graded English class, students usually are of different majors and it needs a little bit long time for them to get to know the classmates and new teaching steps, which is also a barrier for the teachers to carry out the class activities.

All in all, in graded English teaching class, teachers should pay more attention to the students affection in class, or else we may fail to achieve the goal we were intended to.

Effective Teaching under the Background of Graded English Teaching

With the development of humanism in the 1960s, a growing number of teachers and scholars have paid much more attention to the role of effective factors in foreign language teaching. In China, a series of reforms have been carried out to improve the students’ English and students’ emotional demand are cared about by the English educators and teachers. It is not right to neglect the function of effective factors in the teaching procedure. In graded English class, teachers should try to use effective teaching to arouse students’ interests to practice their English, especially oral English.

Reducing Students’ Anxiety in the Classroom

Anxiety is the greatest emotional barriers in language learning, especially in oral English class, which can create tension, fear and annoyance. In fact, in the teaching process of college English, it is quite common to see students’ reluctance to communicate with the teacher and the classmates, afraid of making mistakes and being laughed by others. This kind of excessive anxiety can lead to the failure of comprehension and expression. Anxiety has a negative effect on language learning, but it can be overcome if the teachers choose the appropriate teaching methods. Studies have shown that students’ anxiety levels are much lower when they are assigned to communicate in a team, instead of answering questions in front of the whole class. Students who are shy, timid, and introverted can benefit a lot from this cooperative learning and seize more opportunities to learn to
speak. Based on different types of classes, teachers should adopt different forms of cooperative learning so as to achieve the objective of improving students’ spoken English.

For the students of senior level who have a good command of English and can express their ideas or opinion clearly with their group members, debating is one very active way to integrate students into English learning. It is a good way for the students to cultivate their critical thinking through searching the information, analyzing all the related materials of the topic. In order to make fully preparation for the debate, students usually will organize their arguments and have more opportunities to communicate with their team members in such an interactive language environment. What’s more in the course of the debate, students have to state and demonstrate their views and take active participation and argue bravely for their own team, which create a better language environment and improve their oral English learning greatly. For the students of junior level, topic discussion is a good choice. The topic can be assigned before the class and students can have enough time to search the information related and discuss with their group members after class, which will greatly reduce their anxiety in class. Usually the topic is in connection with the text they are learning, therefore in class most of the students can get involved in the class activity and their confidence can be greatly enhanced.

In the course of teaching, English teachers should attach great importance to the emotional factors and observe the students’ behavior and make great effort to minimize students’ anxiety in class. A relaxed, happy, harmonious, friendly and student-centered classroom atmosphere is sure to lessen students anxiety in oral English practices.

Enhancing Students’ Intrinsic Motivation and Self-Confidence

In English class, teachers often find that students do not want to communicate with their classmates orally. Even the teachers have tried to encourage the involvement of the class activity, the effect is also not quite satisfying. When asked about the reason why they choose to study English, most students’ answer is to pass the required English examination. For a really long time, English teachers have paid great attention to the training of students’ cognitive ability and exams seem to be the only way to check the effective of students’ English learning. What’s more, the final exam in college usually does not have any forms of oral test, so the students would ignore the practice of spoken English. Therefore the central question in the classroom is how to maintain and enhance students’ intrinsic motivation for learning.

In graded English class, students can easily identify themselves as a part of that group. Since they are of the similar English level, students can communicate with others freely, which can form a very relaxed and comfortable English learning environment. As the students of the same level have the similar academic aims, it can arouse their strong determination to achieve that goal which can help them have a better command of English and be successful in an academic program.

What’s more, in graded English class, students can interact with each others actively and promote their self-confidence accordingly, which has a strong influence on language learning and learner’s effective growth. In traditional English class, especially the students of the elementary levels tend to lack the confidence in speaking. They are afraid of making mistakes and find it is hard to interact with other students. They tend to act as listeners rather than speakers and gradually they lost their interests in English learning because of no place in the classroom. However, in graded English class, teachers can assign the speaking tasks suitable to their real English level and they can share their ideas or views more freely with the classmates and feel no peer pressure anymore. Gradually they can change from listens to the speaker and their self-confidence will be greatly enhanced.

Conclusion

In English teaching, how to improve students’ comprehensive skills is of great importance and conducting effective teaching is one of the most important ways to achieve that goal, which can stimulate students’ passion and promote their desire to learn English. Krashen’s Effective Filter Hypothesis (1985) points out, during the learning process, effective factors act to hinder or to facilitate the input delivery to the learners’ language acquisition device. Students who have low
motivation, or weak learning attitude, or high anxiety and frustration, or little self-confidence, or weak cooperation awareness, are more likely to fail in English study. In graded English class, with the teacher’s great effort to carry out the teaching plans for different levels of students, students are sure to achieve more efficient language learning.

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Reference


