

A Probe into College English Writing Teaching under English Stratification Teaching

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Keywords: English stratified teaching, college English writing, cross-cultural communication assessment, critical thinking ability

Abstract: The ever-changing social development requires various industries to gradually adopt a refined and data-oriented development model, integrating scientific research and development, innovation strategies. Innovation is a successful development model that is widely used in all walks of life, particularly in the field of higher education. Education levels, methods and goals at all stages are being deeply reformed and innovated. College education is closely related to vocational education, and integrated with the needs of current job markets. Therefore, how to cultivate a qualified and competitive practitioner for all walks of life is a major issue to social development. However, the lack of English writing ability in college students is obvious and prevalent, though it is highly needed by all walks of life. Writing is often neglected in college English teaching. Besides, there is almost no strict evaluation system and system to judge the writing level. What's worse, writing teaching is also considered as a supplementary content. It is of great significance to explore the methods and strategies of college English teaching to improve the general English expression ability of college students

1. Introduction

The demands of national and social development require that the teaching work of colleges and universities must be consistent with the imprints of the times. According to the provisions of the 14th Five-Year Plan for the construction of high-quality education system, colleges and universities in the future development and construction aim to conduct classified management and comprehensive reform in so as to build a more diversified higher education system. Education is the foundation of a country. The state has given prominent importance to improving the quality of its people, building a high-quality education system and a comprehensive and full-cycle health system, optimizing the population structure, expanding the quality dividend of the population, and raising the level of human capital and the ability of people to develop in an all-round way.

2. Stratified teaching in colleges and universities

Since stratification teaching was introduced into school education in the early 20th century, and stratification of classes has become a major feature of school education. Since 1916, research on stratified teaching has also been carried out in large quantities, which is an enduring subject and controversial. Since the 1980s, China has introduced the concept of stratified teaching, and schools in various provinces and cities in China have carried out research and practice of stratified teaching.

At present, the teaching mode of English stratified teaching widely used in colleges and universities is student-centered and tailor-made for students based on reality. Stratified teaching is actually teaching students in accordance with their aptitude, mainly reflected in four aspects; 1) The multi-level learners. 2) Multi-level goal setting. 3) The multi-level teaching process. 4) The multi-level examination and evaluation. At the same time, stratified teaching is also challenging teaching methods and teaching abilities.

2.1 Necessity of stratified English teaching in colleges and universities

The advent of stratified English teaching in colleges and universities has its inevitability. With

the development of society, all walks of life are undergoing a fine division of labor, so is the field of higher education. First of all, the existing material conditions allow for fine division and stratification. In 2020, China's total investment in higher education reached 1.399.9 trillion yuan, an increase of 3.99 percent over the previous year. Of this total, 275.8 billion yuan was spent on regular vocational and vocational education, up 14.73% from the previous year. Secondly, the objective needs of the workplace. Specifically, the proportion of frequently used English in foreign-funded enterprises is the highest (87.09%), followed by collective enterprises (82.86%), state-owned enterprises (73.44%), private enterprises (64.35%) and government/public institutions (48.22%). In addition, different positions also have corresponding needs. For example, managerial positions and sales positions have the most demand for English talents. Therefore, it is particularly necessary to establish an English education and training mechanism that universities and employers want to integrate.

2.1.1 Differences in students' English level and ability

Individual difference is universal and multifaceted. People's innate appearance, intelligence level, and acquired development of height, weight, interests and hobbies, as well as people's learning ability and cognitive ability vary to degrees. For college students, they come from all over the country and have various learning experiences. They are admitted to the same university with very similar total scores, but there are differences in English foundation, interest in English, learning methods and ability. A very obvious feature is reflected in the regional differences in English proficiency, for example, students from some cities, such as Beijing, Shanghai and Guangzhou have significantly higher English proficiency than students from other cities and regions. It is for sure for these students directly to take the CET-4 and CET-6 and very like to pass these two exams. Therefore, a one-size-fits-all approach to English teaching is not only ineffective, but also a waste of time.

2.1.2 Clarification of teaching objectives

In colleges and universities, English learning is more practical, namely the preparation for postgraduate entrance exams and job hunting. Accordingly, students need to pass selective exams or survive in an English-speaking working environment. Colleges and universities need to set up courses according to the direction and field of English application, so English stratified teaching can better achieve this goal. For example, Business English courses related to BEC (Business English Certificate) can be set up for students majoring in Business, finance and accounting. For basic English application, such as completing CET-4 and CET-6 it is necessary to set up basic English courses. For students who plan to take the postgraduate entrance examination in the future, English courses can be set up. The corresponding IELTS and TOEFL courses can also be set up according to the actual needs of students. The student-centered teaching philosophy requires that the goals of English stratified teaching should be targeted and clear.

Teaching objectives also serve the basis for multi-level teaching. Without clear objectives, there will be no effective multi-level teaching and corresponding curriculum setting.

2.2 Key points of multi-level English teaching in colleges and universities

The multi-level English teaching in colleges and universities should not only be unidirectional, but also be bidirectional, three-dimensional and multi-dimensional. Multi-level teaching can focus on both subjective and objective aspects: the improvement of students' English ability and diversified curriculum. The so-called improvement of English ability refers to the improvement of students' expression ability in both speaking and writing. It is divided into grades by students' English entrance examination or college entrance examination results, mainly to improve their general listening, speaking, reading and writing abilities. Customized courses refer to specialized English courses that are established according to demands of enterprises, such as business English courses and practical writing courses. For students with good English foundation, it is a process of stimulation and improvement, while for students who are weak in English, it is a process of consolidation and continuous accumulation. In line with the different needs of the workplace,

students' English learning enthusiasm and initiative can be stimulated through hierarchical teaching.

3. The reform of college English writing teaching under English stratified teaching

Application-oriented college English writing teaching requires teachers to focus on and follow the trend of times. English stratified teaching is more like teaching students according to their aptitude on a macro basis in higher education. It is a breakthrough teaching reform measure. As far as college English writing is concerned, the application level and proficiency of this language can be improved through stratified and detailed teaching method to improve students' English writing ability, so as to enhance their English test-taking ability. In the teaching process, students, teachers and other teaching mechanisms should be fully considered.

3.1 High quality and professional construction of college English teachers

In the process of English language teaching, college English teachers are equipped with professional knowledge and skills to assist students to achieve professional progress. Therefore, college English teachers must constantly improve their professional quality and ability to keep pace with the era. College English teachers should set requirements for themselves in the following three aspects:

(1) Ability to apply information technology

In the era of big data, mastering information technology is a necessary skill for university teachers. Only by fully mastering modern information technology and skillfully operating relevant multimedia systems can teachers freely apply big data and give full play to the positive role of big data in the education. Young teachers, in particular, highly sensitive to the trend of the time and new technologies, need to make full use of this advantage.

(2) Ability to design teaching

The modern network is developing rapidly with each passing day, which is awash with teaching-related information and methods, rich and complex. College English teachers should not only have the ability to use network teaching information, but also can distinguish. More importantly, teaching design should be carried out to get rid of the traditional teaching mode. First of all, the ample network teaching text resources are introduced and associated with prevailing topics in order to cultivate critical thinking according. Secondly, pictures, short videos and other online materials can be applied in audio-visual training.

3.2 Ability to compile writing textbooks

Stratified English teaching in colleges and universities requires individualized and diversified teaching activities. In traditional way, the writing topics in college English textbooks are often old-fashioned and inflexible. The appearance of repetitive topics neither brings novelty to students nor has practical significance. As a result, the compilation of personalized writing textbooks is particularly important. First of all, textbooks should be personalized. Secondly, the teaching materials should be diversified. Finally, the content of textbooks should be rich and keep pace with the times.

3.3 Establishment and improvement of assessment and evaluation mechanism

After stratified English teaching in colleges and universities, the original examination and evaluation mechanism should be adjusted accordingly. The traditional examination and evaluation can no longer keep up with the changes, and consequently it loses objective and scientific nature. The scientific assessment and evaluation mechanism should be matched with the stratification of students, and at the same time, it should be combined with a variety of assessment and evaluation methods. First of all, for the students at the basic level, priority should be given to testing the learning effect in the form of examination with matching difficulty; For high-level students, the degree of difficulty in examination should be appropriately increased. Secondly, the number of assessment can be appropriately increased, and small-scale assessment can be incorporated into classroom teaching for many times to be more targeted, such as special assessment of vocabulary,

grammar and writing structure. In addition, students should also give feedback in time, so that they can timely be informed of own learning status, achievements, shortcomings, so as to constantly improve their professional level. Finally, assessment and evaluation can also be supported by the internet platforms and big data.

4. College English writing teaching strategies under English stratified teaching

Writing teaching strategies are basically equal to common writing methods applied in any other area. However, one thing worth noting is that it is a process to conduct Chinese-English translation with characteristics of humanities knowledge within the realm in advanced education. Accordingly, cross-culture communication skills should be included, which mainly come from teachers instilling and students reading experience. Besides, critical thinking ability is established based on thinking habit that can also be directed and instructed by teachers. At last, quality essays are the products of not only endeavors, but also long term reading accumulation.

4.1 Application of knowledge in cross-cultural communication

For Chinese students, English writing is often a process of translating from Chinese to English. Whether it is practical writing or topic writing, this process is featured by cross-cultural communication. Humanistic knowledge of cross-cultural communication needs to be popularized at the basic level so that students will not make stupid mistakes in English writing, which is of equal importance to grammar and vocabulary use.

Wei Jianfeng, a well-known English learning blogger, wrote an example in his article *Why Do I Recommend You read Greek and Roman Mythology?*, "I applaud you for calling attention to loneliness as a public health issue. Having studied loneliness at the Harvard T.H. Chan School of Public Health, I am concerned that weighing damage from prolonged isolation on one hand with the risks of Covid-19 on the other is a choice between Scylla and Charybdis." Here, "a choice between Scylla and Charybdis" comes from ancient Greek mythology that the siren tried to catch and eat sailors who passed between her cave and the vortex of Charybdis. In fact, this usage is very common. Greek and Roman mythology has a profound influence on western humanities, which is often reflected in daily language expression.

4.2 Development of critical thinking skills

Critical thinking, this term can be traced back to The Socratic questioning method 2,500 years ago and was highly respected in western countries in the 20th century. John Dewey, a famous American philosopher and educator, once put forward "introspective thinking", namely, the ability to think critically in the modern sense. Under his influence, there appeared a lot of discussion and research on speculation. Critical thinking research in China began in the 1980s. *The Guide to College English Teaching* clearly points out that the cultivation of students' critical thinking ability in English teaching has become an important topic for college English teachers' teaching research.

Critical thinking requires students to have the ability of independent thinking and identification. Instead of always thinking in accordance with conventional mindset, students should change their thinking perspectives, put forward opinions and solutions. Accordingly, new strategies should be adopted in college English teaching in two aspects: simulating the real language environment and evaluating English reading materials.

(1) Simulating the real language environment

Through the real teaching situation setting, the teaching interaction between teachers and students can be truly launched and achieved under a certain theme. It can simulate the meeting mode in work to strengthen the importance of applied writing, and guide students to experience and summarize the steps, methods and key points of applied writing by simulating the real link in the meeting. It can also use the topic writing in social life to strengthen students' understanding and expression ability of things in social life.

(2) Evaluating English reading materials

In the process of English reading materials, students are no longer required to do objective

questions according to the established tasks, but are required to evaluate the reading materials in English, mainly from three aspects: the way of writing the reading materials; the choice of words in the reading materials; the expected effect of reading materials. Through the evaluation of these three aspects, students can gradually carry out independent thinking, and form a higher level of information processing ability and independent thinking ability through selection, comparison and search.

5. Conclusion

In a word, the stratified teaching of college English is established and applied in order to meet the needs of more targeted English teaching and cultivate English application ability. The teaching of college English writing should follow the original intention and goal of stratified teaching, and scientifically stratify students into different classes. In terms of teaching content, the internet and big data for continuous screening and enrichment are applied. In the aspect of teaching, better requirements are put forward for college English teachers. Compiling multi-level and diversified teaching materials in the compilation of teaching materials.

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