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The Application of Stratified Teaching Method in Junior Middle School English Teaching

Luping Xu

School of China West Normal University, Nanchong 637000, China

Abstract

In junior middle school English teaching, teachers should improve students' comprehensive English ability based on the training requirements of core literacy. For English teaching in junior middle school, listening is an important content. Teachers should design a scientific listening teaching mode based on the characteristics of junior high school students. At present, there are still some problems in the middle school English listening teaching in middle schools. Teachers should analyze the problems in listening teaching, and at the same time take the form of stratified teaching to meet students' differentiated and personalized learning needs, which plays an important role in promoting students to complete English listening learning more efficiently.

Keywords

Stratified Teaching Method; Junior Middle School English Teaching; Listening Teaching.

1. Introduction

At present, China's junior high school education still adopts the large class teaching system. In teaching, teachers are faced with the problem of more students but very limited classroom teaching time, which makes it difficult for teachers to meet the learning needs of each student. In junior middle school English learning, the differences between students have become one of the difficulties for teachers to promote the teaching reform. In this case, junior middle school English teachers should try to meet the personalized needs of students in a more efficient way and solve the problem of differences between students. In junior middle school English listening teaching, teachers can carry out stratified teaching according to the actual situation of students. Such teaching is from the perspective of students, in line with the student-centered education concept.

2. The Definition of the Stratified Teaching Method

2.1. Students' English Foundation is not Solid

Listening teaching is a test of students 'comprehensive English ability, which involves vocabulary, pronunciation and intonation and grammar structure knowledge, but also tests students' reaction ability, attention, etc., students want to achieve the improvement of listening ability, the above elements are indispensable. However, most junior high school students do not have a solid English foundation, either with insufficient vocabulary, or a comprehensive grasp of grammar structure, or they are prone to wandering in listening, which is easy to lead students to miss correct information or make wrong judgment.

2.2. Students do not Pay Enough Attention to Listening Learning

In the junior middle school English teaching, most students will focus on the vocabulary recitation, the use of grammar structure and reading comprehension. For listening learning, most students pay insufficient attention to, that as long as the vocabulary, grammar related knowledge, listening ability can be improved naturally improved, so there is no need to

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systematic listening learning. Students do not pay enough attention to listening learning, which is one of the fundamental reasons why students are difficult to improve their listening ability.

2.3. Listening Teaching is more Difficult

Listening learning itself has a certain difficulty, which not only tests students' basic English ability, but also requires students to have a strong reaction ability and concentration. At the same time, students themselves do not pay enough attention to listening learning, which also leads to students' low enthusiasm for listening learning. Students are the main body of learning. If students 'subjective willingness to learn is not strong, it will hinder teachers' teaching.

3. The Application Strategy of Stratified Teaching Method in Junior Middle School English Listening Teaching

3.1. Help Students to Consolidate Their Basic Knowledge through Stratification

When teachers carry out stratified teaching in junior middle school English listening teaching, they should help students to consolidate their basic knowledge in a hierarchical way based on the problem that students' foundation is not solid enough. Teachers should stratify students according to the basic knowledge of students at each level, so as to help students at each level to clarify the basic knowledge content they need to master in listening learning.

After completing the grouping of the students, the teacher will help the students consolidate the basic knowledge based on the mastery of the basic knowledge at each level. Take YiLin edition seventh grade second volume " Welcome to Sunshine Town! this lesson is an example. For the students in the foundation group, teachers should let them master the basic English words “in compliance with mine, nothing” et al. Then let the students have a listening training; For the students in the middle group, in addition to letting the students master the basic words, and to let the students master the “of course not, take them to the cinema” and other basic phrases; For the students in the excellent group, teachers should let the students master some basic sentence patterns, such as “you are welcome, an old friend of mine is coming to see me”. Only after mastering the basic knowledge can the students carry out listening learning efficiently.

3.2. Set the Listening Learning Objectives at Different Levels

Learning goal is the direction of students' learning. Only with the goal can they have motivation. Before carrying out English listening teaching in junior middle school, teachers should help students to determine their listening learning goals, so that students will have a higher enthusiasm for listening learning. In this regard, teachers can set short-term goals and long-term goals according to students' existing learning level and potential learning level. The learning ability of students at different levels is different, so the listening learning goals of students at each level should be different. After the stratified students, teachers should help students to make learning plans according to the actual learning situation.

Students in the basic group have a low learning level, so the teacher can set the short-term goal to write the key words accurately after playing the listening materials for three times, and the long-term goal is to write the key words after the first time and some key sentences after the third time. For medium group of students, it has a certain vocabulary, so for this level of students develop short-term listening learning goal is listening in the first time to write key words, listen to the second time to write key phrases, listen to the third time can roughly say this listening material mainly about what content. For outstanding students, teachers should design listening learning goals, so the short-term learning goal is to let students listen to the first time, the listening material in the details and select the correct answer; long-term listening learning goal can be set to listen to the listening material to complete most of the questions.

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3.3. Layered Design of Listing Content

Students' learning level and listening learning objectives are different, so the listening content designed by teachers should also be different. If the same listening material is used to carry out listening training for all students, if the listening material is difficult, it is very difficult for the students in the basic group to refine the key vocabulary; if the listening material is relatively simple, it is not conducive to improve the listening ability of the students in the middle and excellent groups. Therefore, teachers should design the listening content according to students 'short-term and long-term goals, so that the listening training can be more consistent with the students' actual learning situation of students, so as to improve the level of junior middle school English listening teaching.

4. Conclusion

Through the application of stratified teaching method in junior middle school English listening teaching, teachers can have a more comprehensive and in-depth understanding of students 'learning situation, and at the same time can fully reflect the subject position of students, and promote the development of students' comprehensive English ability.

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