

Study of Stratified Teaching for English Reading in Junior High School

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Abstract

For junior high school students, reading play an indispensable part in the English learning. Reading can enlarge students' vocabulary and cultivate students' learning ability. English Reading occupies a large proportion in the entrance examination. The English Curriculum Standards emphases that English teaching should be oriented to all students. Therefore, the teachers attach great importance to the teaching of English Reading. However, some junior high schools ignore the basic differences of students' English reading and take on a traditional teaching model in English reading class, which cannot meet the needs of each student. And then may even lead to the decline of some students' English reading learning autonomy, and the students will gradually lose confidence and enthusiasm. As a result, the teachers are supposed to seek a teaching method that can take students' differences into consideration. Under the stratified teaching approach, students are divided into different levels based on their learning competence and learning potentials. Then teachers set appropriate teaching objectives, questions, tasks and after-school homework depending on learning abilities of students at different levels. The author attempts to research the effects of stratified teaching on students' reading interest and reading performance based on the three theoretical foundations. This study will use logical analysis and literature to summarize and analyze. Teaching in junior high school, including foreign and domestic research, and puts forward some suggestions for improving English Reading Teaching in junior middle school. According to the research results, the application of stratified teaching approach to English reading teaching is very significant in junior high school. It is mainly reflected in improving students' reading ability and interest in reading. Therefore, teachers need to improve their teaching methods in order to improve the reading literacy of junior high school students. Hope it can be helpful for the future teaching work.

Keywords

Stratified Teaching; English Teaching; Reading Instruction.

1. Introduction

English reading plays an important part in all stages of learning and occupies a large proportion in the different kinds of examinations. As a compulsory subject for junior high school students, reading is a fundamental skill which not only helps students acquire basic vocabulary but also cultivates students learning competence. Reading texts can provide a large amount of background information and vivid customs. However, in most English reading class in junior high school, students cannot achieve their goals with the same teaching approach, the same teaching homework and the same evaluation. Students spend a lot of time in reading, while the scores are far from satisfactory. Gradually, students who have problems in learning will lose their reading interests and self-confidence.

Therefore, a proper method to cultivate students reading ability needs to be implemented. In order to bridge the gap between students, stratified teaching approach should be introduced

into English reading. According to English Education Curriculum Standard (2011), which also elaborates that English teaching need to pay attention to the individual differences and different characteristics of learners.

The author had a six-month educational internship in Xishu Experimental School in Chengdu, teaching middle school students, and after a lot of observation, practice, summary and analysis. She has a certain understanding of the stratified teaching of English reading in middle school. So based on the background, in this kind of approach, it's urgent for teachers to set appropriate teaching objectives, exploring effective ways to meet the individuals needs and promote students reading literacy and interests.

2. Organization of the Text

2.1. Definitions of Key Terms

2.1.1. Stratified Teaching Approach

Many researchers and scholars have put forward definition of stratified teaching method and they have different views about it. However, they do not provide a clear definition of the stratified teaching method. Someone think it's a teaching mode, others think it is a teaching strategy. There are several studies about stratified teaching method, and its definition are as follows.

Stratified teaching is a teaching strategy. Nunley believed that the stratified teaching approach is accordance with the understanding that the learning styles, dimension of intelligence, readiness, and thinking system are different. Because of each student are unique, they have their own ideas about text structures. (Nunley,2003). Kerckhoff (1986) explained stratified teaching approach as the conscious and clear teaching strategy in learning. In addition, he pointed out: "With stratified teaching approach, on the one hand, the students with solid foundation can follow learning steps and achieve their learning objectives to improve reading skills very well. A book called "Differential Teaching Theory" was written by Hua Guodong (2001), a well-known scholar and researcher. This book divided the class into two to three levels on the basis of the students' aptitude and learning achievements. He defined the stratified teaching approach as the students aimed to achieve different goals. They try to strengthen the connection between students and teachers. Stratified teaching approach is a way for teachers to set different teaching objectives, different classroom questions, homework assignments and different assessment ways. Based on the learning situation of students at different levels, which includes learning ability, knowledge foundation, language ability and interests. Some students may lose the interest in learning English because of the obvious characteristic of stratified teaching. This kind of weariness is not only due to stratification, but also may be due to the competitive relationship between classmates. Therefore, the teacher should take the initiative to show concern and guide the student out of the loss and give him or her more help and support so as to achieve better learning results.

2.1.2. Stratified Teaching Approach in English Reading Class

Stratified teaching is to take on different teaching methods, formulate different teaching objectives and give consideration to students at different levels according to students' knowledge base and reading ability. It is conducive to promoting the improvement of all students' English reading ability.

The purpose of adopting stratified teaching in junior middle school English reading class is to enable the teaching achievement better and cultivate the reading ability of students at different levels. To achieve this goal, we must accurately grasp the actual situation of students and fully understand the differences of students in cognition. Then teachers are supposed to take

targeted measures to stimulate students' interest in learning and encourage students to actively participate in English reading.

Such a reading classroom is no longer a teacher's explanation sentence by sentence and students' passive acceptance. Students gradually become the owners of the classroom and concentrate on the reading materials. Therefore, the classroom atmosphere is strengthened which is more conducive to creating an environment for collaborative learning and progress.

In reading class, teachers can participate in teaching as friends, communicate and interact with students. They also can strengthen the relationship between teachers and students. Likewise, teachers are supposed to understand students' individual differences. For example, extroverted students can use most of the time in and out of class for language communication. They are very active in classroom exercises and activities, and are easier to integrate into the group and communicate with them. However, introverted students are shy. Most of them are unwilling to communicate with others and can only listen to others, so they gradually lose the opportunity to exercise. Therefore, teachers should formulate corresponding teaching objectives and requirements according to the needs of students at different levels. Especially for some students with poor learning, teachers should pay attention to stimulating their enthusiasm and initiative in the classroom to further improve the teaching effect.

3. Literature References

Stratified teaching approach has several theoretical foundations. In this chapter, the three theoretical foundations will be illustrated: theory of teaching optimization, theory of mastery learning and theory of zone of proximal development.

3.1. Theory of Teaching Optimization

A renowned Soviet educator Babansky put forward the theory of teaching optimization, which played a great role in the development of educational practice. He believes that if conditions allow, the best is to use the optimal teaching plan in the least amount of time to achieve the best teaching effect. (Babansky, 1970).

Li fang (2001) believed that in order to realize the optimization of foreign language teaching, we should not only emphasize the role of teachers, but also pay attention to the role of students. In the teaching process, teachers should invest in positive emotions, carefully design each class and comprehensively consider students' interests, abilities and thinking habits. Adopt corresponding teaching strategies and methods according to the specific content of each lesson to optimize each lesson. From the level of learning, students should play their main role, study actively and explore bravely under the positive emotional influence of teachers.

To sum up, the theory of teaching optimization is of positive significance to English teaching. First of all, Babansky can teach different students differently according to their characteristic. His theoretical optimization theory effectively solves the problem of student's excessive academic burden. Secondly, his optimization theory is conducive to the effective play of teachers. Teachers can play a full and significant role in the teaching process, devoting themselves with great enthusiasm and responsibility to the optimization of teaching and learning. (Wang chunhua, 2012).

3.2. Theory of Mastery Learning

Mastery learning was put forward by a famous educational psychologist and curriculum expert Bloom. According to the theory, if all students were provided with sufficient time and appropriate assistance, more than 95% of students could understand and master what teacher taught. Students can achieve the same level at different times eventually.

Hao Qianqian (2018) pointed out the purpose of mastering learning theory is to enable students to master learning theory. This theory has strong operability and is easy to be understood and applied by teachers. He (Bloom, 1968) believes that the purpose of education is not only to promote excellent students, but also to stimulate the poor students. All students deserve to be treated fairly. Thus, the most important thing in education is to help students achieve their goals rather than comparing.

In conclusion, Bloom's mastery learning presents a theoretical basis of stratified teaching approach. Meanwhile, teachers need to make assessment in accordance with the actual situation of students at all levels in order to stimulate the enthusiasm of all students. Therefore, in order to make individuals get substantial help, teachers are required to design different teaching activities for students at different levels in accordance with their cognitive structure in the teaching process.

4. Conclusion

By summarizing the relevant literature, the author found that the stratified teaching approach is beneficial to English reading in junior middle school. Besides, with the help of this kind of teaching method students can enhance their reading interest in English reading at all levels.

Stratified teaching method helps to cultivate students' reading interests. Some students used to consider that reading was a boring learning task, but in the stratified teaching classroom, students like to challenge themselves and take the initiative to complete the reading task. Because each student has the opportunity to enrich themselves and have a successful improvement.

Stratified teaching method enables students' reading achievement improved. Based on the research, students at different levels can improve their reading results. Different levels of students can achieve their reading aims by their own efforts or competent peers, which considerably improve students' classroom participation. Therefore, in the teaching process, teachers should choose suitable teaching methods to allow students to have a strong interest in reading class.

To sum up, the application of stratified teaching can greatly improve students' reading ability, strategies and self-confidence. But at the same time, it is a great challenge for teachers. The teachers should pay attention to the learning situation of each student, and have the professional knowledge and teaching skills. However, there are still some limitations, which need to further researched. Therefore, in order to better serve the teaching of English reading in junior high school, the author will continue to study more about the application of stratified teaching method.

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