

Thinking on differentiated teaching in junior middle school English classroom under the background of stratified teaching

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Abstract: Under the background of stratified English teaching in schools, this paper will focus on classroom teaching, combined with specific cases, to explore how to effectively carry out differential teaching in English classroom teaching, and better improve students' English subject literacy.

Key words: Stratified teaching; Teaching according to aptitude; Personality differences; English subject literacy

1. Introduction

The psychologist Gardner argued that we are all different; We are not all alike in mind; Education would be more effective if we took these individual differences into account, rather than failing to recognize or ignore them (Gardner, 2000). According to the Compulsory Education English Curriculum Standards (2011 Edition) (hereinafter referred to as the "Standards"), "students have different learning needs and characteristics due to their differences in age, personality, cognitive style, living environment and so on. Only when individual needs are met to the maximum extent can the overall teaching benefits be maximized" (Ministry of Education, 2012). Therefore, "teachers should fully understand students' different learning experiences, learning levels and learning styles, respect students' individual characteristics, fully explore students' different potentials", "encourage innovation, and provide students with a broader space for thinking and independent development" (Ministry of Education, 2012).

For a long period of time, our school has implemented stratified running class teaching in English and mathematics, that is, English and mathematics are bundled together, and half of the students who are at the top of the two subjects in the two classes are assigned to Class A, while the other half of the students who are at the bottom are assigned to Class B. This new teaching mode breaks the traditional class teaching system, not only respects the differences and needs of students' ability and personality development, but also takes into account the basic form of class teaching system, which can better realize the teaching according to their aptitude and promote the all-round development of students.

Taking the teaching of Gulliver in Lilliput, A good read in Unit4 of 8 of Yilin Publishing House, as an example, this paper analyzes how to implement stratified teaching in classes of A and B levels.

2. The teaching process

Before reading, the author uses pictures and small video screens to mobilize students' thinking and learning emotions; In reading, students can grasp the text information and the context of the article as a whole by skimming the full text. Through hierarchical exercises, students can deeply understand what Gulliver saw, heard and thought when he first came to Lilliput. After reading, students are asked to write (read) stories through group discussion, text appreciation and analysis to arouse their enthusiasm for reading masterpieces.

Step1: Warming Up

The teacher says to the students: Today ,we're going to read an extract from a book called Gulliver's Travel by Jonathan Swift. How much do you know about the book? Have students brainstorm about the famous book Gulliver's Travel, and introduce the book's cover, author and some illustrations through pictures.

Design intention

Through questions to arouse students' thinking, through pictures to help students understand or recall the information and plot related to the book. In this part, the tasks of class A and Class B are basically the same, so as to activate their background knowledge and arouse their enthusiasm for reading.

Step2: Pre-reading

The teacher plays a short clip from the movie Gulliver's Travels. In the video, Gulliver and other crew members are hit by a storm and tornado when they are sailing on the sea. The ship hits rocks and is badly damaged, and Gulliver, who is wearing a life jacket, falls into the sea. After the video was played, the teacher asked the students to guess: What happened to Gulliver later?

Design intent

The video's gripping images inspire the students' concern and concern for the fate of the protagonist, and the teacher guides the students to make bold predictions about the textbook content based on the background knowledge they already know. Due to the different learning situation of the two classes, the new words and plots generated by the students in the two classes will be different. This kind of presupposition helps to better cultivate the personality and creativity of students at different levels under the background of stratification.

Step3: While-reading

Skimming

Guide the students to make sections according to the main idea of the article. The reading tasks set by the two classes are as follows.

For Class A:

1. Look at the passage quickly and think about the paragraphs and the main idea. Find the topic sentence of each paragraph and state your reasons.

For Class B:

Scan the passage quickly and complete the matching exercises. Find the topic sentence of each paragraph (the first or last sentence in the paragraph) and find the relevant sentences that support the main idea.

2. Design Intent

Guide students to skim the full text and perceive the full text as a whole. According to the different learning conditions of the two classes, the reading tasks of different gradients are set. The task of class A was more challenging, while for Class B students, more supports were set up to help them.

Intensive Reading

The teacher guided the students to read the article carefully to get the necessary information. For class A and Class B, basic exercises, improvement exercises and creative exercises were provided. The exercises at these three levels followed the principle of successive steps, from easy to difficult, from low to high, from information recognition to deep understanding and digging of the text.

(1) True or false (Level B)

Fill in the blanks in a form to find more about Gulliver's reactions and feelings (Level A and Level B)

(3) Further thinking (Level A)

Eg: Some people think "the sun was rising" tells readers more than "time" itself. Do you agree or not? Why?

Design intent

The intensive reading section can help students to have a deeper understanding of the article. The task set for Class B should reduce the difficulty of the question. Students can grasp the explicit and direct surface information of the article to understand the basic content of the article, so as to improve their self-confidence. At the same time, proper improvement exercises can also develop students' ability to analyze and solve problems with the acquired information. The task set by Class A is not only to understand the details of the article, but also to speculate the implied meaning of the article. Students need to analyze, summarize and reason according to the knowledge they have mastered, and draw their own conclusions and opinions, so as to cultivate their ability to use the existing knowledge for deep thinking and creative thinking.

Step 4: Post-reading

The teacher asks the students to retell the content of the text, and asks the students of Class A to tell the story of Gulliver in Lilliput in their own words; The students in Class B were asked to retell the story according to the pictures and phrases provided by the teacher.

Design intent

Through retelling, teachers guide students to review the content of the text and consolidate what they have learned. In this part, the author sets tasks with different gradients for students at two levels. The retelling task set up in Class A is extremely open, students can make bold additions and subtractions on the basis of the content of the text; In Class B, the pictures and phrases provided by the teacher can reduce the difficulty of retelling to some extent, and students can rely on these materials to retell. This setting makes them break through in the recent development area, allowing students at both levels to learn something, so as to achieve personalized development.

Step 5: Discussion

The text of the excerpt is as follows: I looked down and saw a huge army of tiny people. They were coming towards me. "I must run away from them," I thought, but I did not know how to get away. The article came to an abrupt end here. In Class A, the author added the following two questions for students to discuss in groups.

① How could Gulliver get away from Lilliput? Can you offer him some ideas?

② Why does the story stop here?

Design intention

Teachers have students use what they have learned in group discussions designed to enhance their understanding and use of the text. Two additional questions in Class A, as well as provoking students' thinking, can stimulate students' enthusiasm to continue reading the second half of the famous text.

Step 6: Report

Teachers ask questions: What do you think of this extract from the novel? Do you like it? Why? Students study the text, appreciate the delicate scene description in the text, feel the expression of verb rendering, and the connotation of structural penetration. Finally, the teacher asked the students to make a book report with the theme of "Recommend a good book Gulliver in Lilliput". The students were asked to make a book report in a group and promote it in front of the platform. Students in Class A were required to complete the whole process, while Class B focused on appreciating and analyzing the text.

Design intent

The teaching content of this lesson is an excerpt of an English famous work. Therefore, teaching students to understand the connotation of English literary works and improving their appreciation of English literary works should be one of the teaching goals of this lesson.

Because students at different levels need different time to accept new knowledge and complete learning tasks, the two classes have different goals.

Homework

Read the text by heart and write the summary by heart. (Level B)

(Level B) 2 Continue the story. (Level A)

3 Read the second half of the novel, or watch the movie Gulliver's Travel.

(Level A and Level B)

Design intent

Assignments are feedback on what has been learned, as well as an extension and consolidation of classroom teaching. The form of stratified homework enables students at different levels to achieve the combination of learning and application. At the same time, it also creates opportunities for students to study independently and study independently, which is conducive to promoting students' personalized development and stimulating their learning enthusiasm and potential. The author arranges activities after reading in class A, students can adapt the story plot independently, so as to improve students' imagination and logical thinking ability, and finish the task of reading the famous book after class is not only to expand and extend the text text, but also to stimulate students' interest and enthusiasm in reading English famous books (simple reading).

3. The conclusion

Two classes have completed the teaching task well, two classes of different levels of students through different levels of practice, respectively successfully completed the teaching objectives, students' participation is high, the classroom atmosphere is active. Generally speaking, in stratified teaching, each link of teaching activities should take care of the needs of students at different levels. For students with weak ability, we should appropriately slow down the teaching progress, reduce the difficulty of teaching, and pay special attention to provide support for them, break down difficult problems into easy to understand and more interesting small problems, or break down big problems into a group of small problems, layer by layer and interlinked, so as to help them successfully complete the learning task; For students with strong ability, it is necessary to expand and extend on the basis of achieving the basic teaching objectives. In addition to paying attention to language ability, we should also pay attention to the cultivation of core qualities such as thinking quality and cultural character. In addition, students at different levels should be evaluated at different levels, so that each student can feel that they will make progress as long as they work hard.

In the face of diverse students, differentiated teaching is one of the practical and effective ways to improve teaching quality and enhance students' core literacy. Therefore, according to different teaching objects, personalized teaching design is carried out, different teaching objectives are determined, different teaching tasks are adopted, and different levels of teaching evaluation systems are selected, so as to mobilize the learning drive of students at different levels and promote their success and progress in different degrees and levels on the original basis.

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