An Exploration to Deep Reform Based on Credit System in Hierarchical College English Teaching

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Author's contribution

The sole author designed, analyzed and interpreted and prepared the manuscript.

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ABSTRACT

College English teaching has been in reforming for depth. With the development of internationalization and deep development of National Economy, the teaching in College English should keep pace with the times. There are many studies on the hierarchical College English teaching in many years, but the teaching effects did not meet people's expectations. According to the principles of Deep Language teaching approach, this exploration is to put forward the deep reform of college English Teaching from the curriculum system, teaching model, teaching methods, teaching evaluation and teaching management and promote the language teaching model in order to improve modern English teaching in the universities and colleges.

1. INTRODUCTION

The new *College English Teaching Guide* (CETG) proposes a general guideline to college English teaching in China. It is a fundamental teaching guiding document for the universities and colleges to formulate the college English curriculum, proceed the course construction and

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evaluate the college English teaching and reform in the new era in China. With the high requirements to the students' English ability by the society, different proficiency of English in different students in different majors leads to a great difference in teaching. In recent thirty years, the college English teaching model and methods in China have not met the needs of modern high education, and seriously lagged behind the developed countries in language teaching ideas. In order to better implement the policies of *Thirty Opinions on Improving the Qualities of Higher Education, National Medium and Long Term Education Reform and Development Plan (2010-2020)*, more closely in line with the general law of the development of higher education, the existing college English teaching philosophy, teaching mode, teaching methods and curriculum settings must be in-depth reform.

In 2011, Our University tried to classify teaching, but because of the limitations of hardware and software, failed to carry out it smoothly. With the continuous improvement of the quality of school students, the overall level of student English higher, there is still uneven phenomenon. In recent years, college English test, such as Band four or Band six examinations, students into the school freshman first semester pass rate is higher, but the application ability cannot be effectively developed. It is necessary to classify and reform the teaching of the existing college English courses according to the difference of the overall level of different professional students and the different levels of language, cognitive style and motives. It embodies different teaching requirements and teaching methods. Teaching model based on the credit system for college English grading depth of teaching reform has a very important practical significance:

1.1 Changing Teaching Philosophy

Deep language teaching emphasizes holistic and real student-centered learning, emphasizing students' autonomy. It focuses on student values and creative action. Through the classification, based on different types of majors, different students of the basic and hierarchical differences, college English teaching will target to individualized teaching and learning, be conducive to the professional development of individual students and the level of knowledge. Classification of teaching to different professional, different starting point students to develop different teaching requirements, teaching plans, teaching content, teaching materials selection

and teaching progress, students' learning motivation and autonomy give full play to help students to improve learning initiative, Power, the maximum implementation of the 'only' teaching, highlighting the school's personalized education concept and the atmosphere of students to learn independently.

1.2 Achieving a Fundamental Change in the Role of Teachers

The role of teachers should be transferred from the traditional knowledge provider of the authority the center to the organizers and facilitators, teaching and learning are centered by the students [1]. Teachers guide and return to the core functions of teachers in education. Teaching methods must also be transferred from the traditional indoctrination to the project-based, heuristic, interactive, reflective learning. Teachers are the providers of resources and experts of scaffolding platform to promote students to self-study.

1.3 Achieving a Fundamental Change in Student Learning Consciousness

Depth education of the hierarchical teaching can fully mobilize the students' subjective initiative. The role of students should be transferred from the traditional passive learning to active learning and independent learning. The transformation of students learning style is not only the result of hierarchical dynamic teaching, but also the effect of hierarchical dynamic teaching. The implication is that the awakening and self-satisfaction of students' learning consciousness are realized, and individualized autonomous learning and depth learning are realized. The students will lay a good habit of Lifelong learning.

2. THEORETICAL BASIS AND HIERARCHICAL TEACHING

2.1 Deep Language Teaching Approach

The Deep language teaching approach is proposed by Francois Tochon in his 2014 book "Help Them Learn a Language Deeply". This approach is a new interpretation of the foreign language teaching, a deep reflection of the embarrassment to all aspects of modern language teaching. This let us to learn to think more about the process of language learning.

Compared with other foreign language learning mode, deep language teaching and learning is

more inclined to emphasizing the quality of the learning stages of foreign language, especially for the later stages of learning foreign language and lifelong interest in continuation, cherishing the target language accuracy and the appropriateness, as well as the development of intercultural communicative competence of foreign language requirements.

The deep language teaching approach advocates the language as a Holistic Action in teaching and learning foreign languages. It reflects "language is a system" and "learning should be systematical", it respects the students' learning diverse strategies and teachers' flexibilities and modernity in teaching methods. The deep teaching approach has addressed the foreign language learning nature and model in a new teaching philosophy. It is a new and all-round approach which has many teaching methods and inspiring practice. College English teaching has entered a multi-level, multi-dimensional stage of the reform. How does College English teaching adapt to the new situation and not to be eliminated? The fundamental way is to carry out reform deeply. With the new guide being issued, the College English teaching is facing deep reform and development problems. The depth of language teaching is the only way for College English Reform.

The principles of deep language teaching approach are to: 1, go by the results of motivation study, to provide students incentives for students' self-guided learning and determination; 2, help students develop curriculum outline through their own literacy-based thematic units, indexing all Language modalities; teachers provide a variety supporting resources, including guidance, support, love and language resources; 3) emphasize process rather than outcomes; refer to instructional organziers in forward planning rather than goals or outcomes in a backward planning; 4, encourage personalized, peer-oriented, and small group project-based learning, focusing on cultural content and social behavior; 5, give primacy to the text, the grammar as storytelling about language, target extensive reading/viewing and intensive writing/recording; 6, use deep formative feedback and empowerment evaluation. Integrate self-evaluations and peer evaluations and feedback; 7, focus on value formation: highlight critical issues related to the respect of other languages and cultures, language status and invisible or open discrimination, colonial mindset versus principles of social injustice, and linguistic human rights fro peace building [1].

2.2 Hierarchical Depth Teaching

Although the current college entrance examination of English achievement, it cannot cover up the fact that the students' language communication ability is still at a low level. In the first half of 2016, the interview teachers complained that there were a lot of problems in the English language of the students: the uneven pronunciation, no center in their oral expressions, the chaotic logic, the sterile writing, the superficial thoughts, the pragmatic errors, the cultural understanding bias, etc. The level of student communication in English is very different. In the autumn of 2016, we conducted English tests for most undergraduates. From the written expressions of students, there are major problems: 1) difficult to change the language thinking, i.e. difficult to change from the Chinese thinking to English thinking; 2) disorder structural expressions, frequent sentence grammatical errors with less authentic language; 4) content is poor and shallow with narrow knowledge; 5) writing templates are mechanically applied with deep harm.

The hierarchical teaching is based on the difference of students 'language communication ability, and also based on the difference between students' language foundation and learning background [2]. Some students have the strong ability to express themselves and other students have strong written ability. Therefore, we are stratifying students. In the process of teaching, the language ability of the same class is still different, such as the ability of mother tongue. This will have different effects on the development of students' English ability. The hierarchical teaching has following aspects of the advantages: first, student-centered individualized teaching, according to their own learning schedule arrangements; Second, project-based teaching, students' learning in the teams or groups; Third, students self-directed learning in emphasizing their independence; Fourth, the development of peer relationships, dealing with the identity between people and coordination. The hierarchical teaching also has some challenges: first, to determine the quality of the teaching and learning resources; second, reasonable and appropriate grouping of students; third, to build an effective classroom self-learning center; fourth, to determine the individual needs of each student; fifth, to ensure that all students have challenges and goals.

3. DEEP AND HIERARCHICAL TEACHING REFORM AND MANAGEMENT MODE

Based on the "College English Teaching Guide" of the Ministry of Education, starting with the students who are enrolled in the fall of this year (2016) and combining with the actual situation of college English teaching, this paper analyzes the teaching methods, teaching methods, teaching evaluation system reform and improvement to comprehensively advance our college English teaching reform. In addition to the English-only classes and special foreign language classes, we developed new teaching plans based on the new college English teaching guide spirit and further made clear of cultivating students' comprehensive application of English ability, especially listening and speaking ability priority. As a whole through the guiding ideology, we cultivate and provide great support to cultivate talents and top-notch talents of high-quality, innovative, international application. We will cultivate students' comprehensive application ability in English, enhance cross-cultural communication consciousness and communicative competence, and develop independent learning ability and improve comprehensive cultural quality.

In order to achieve the goal of reform, based on the "teaching guide" and the specific situations of our university and students, we have formulated detailed reform and implementation plan for tiered teaching in the course of curriculum reform, teaching mode, teaching evaluation, teaching method, teaching management and teacher development and other aspects of reform.

3.1 Curriculum Reform

To achieve our international goal of university, we have adjusted the major curriculum system. "College English Teaching Guide" points out that "the main content of college English teaching can be divided into three parts: general English, English for Special Purpose English and intercultural communication. College English courses include compulsory courses, limited elective courses and optional courses." [3,1] The Guide points out that" based on the type of school, level, students, school positioning, personnel training objectives, the colleges and universities should follow the language teaching and learning rules, reasonably arrange the corresponding teaching content and class time and form their own dynamic development, scientific and reasonable university English curriculum system". [3,1] Our college English set

up module courses and manage in different credits. The curriculum is divided into three modules: basic English module; intermediate English module and advanced English module. Each module has 16 compulsory credits, 8 elective credits, and 4 credits for the language of independent practice credits throughout the college English learning. The courses of each module are based on the actual situation of the stratified students, and the courses at different levels are different. In the design of the syllabus, according to the basis of students, we adjust the different teaching plans. More importantly, students should participate in the project design teaching program and teachers provide resources and guide.

3.2 Teaching Model

According to the requirements of CETG, our college English teaching model is based on the combination of network autonomous learning and classroom teaching, which emphasizes the depth of language learning and adopts the project-based learning model. Teachers guide and facilitate the students of different levels in the above requirements to set the corresponding college English courses, including general English courses, English for Special Purpose courses and intercultural communication courses. The course system not only includes the traditional face-to-face courses in classroom, but also should focus on the development of computer-based college English autonomous learning courses [4]. The three courses of compulsory courses and elective courses combine to form a complete college English curriculum system. The teaching contents are based on the overall teaching design targets to ensure that different levels of students in the language comprehensive application of the ability will be fully trained and improved.

3.2.1 Alternative use of large class teaching and small class teaching

Alternative use of large class teaching and small class teaching for language knowledge courses, try to use large classes and counseling [5]. For the Interactive and participatory classes, such as spoken language, lectures, debates, etc., try to use small class teaching.

3.2.2 Classroom teaching and self-directed language practice combination

Classroom teaching and self-directed language practice combination classroom teaching are

under the guidance of teachers based on individual student practice, taking a group or team project portfolio by the students to develop the syllabus and learning plan of the students of their own. Teachers help them to determine their own target agreement according to the student project design situation and make some suggestions. Language is practiced on the university self-learning platform with different teaching resource software. These provide a lot of teaching resources for the platform. Teachers will encourage students to actively participate in the projects and tasks and students will choose their interesting themes to prepare for the class, marking the overall project linked with the academic topics. Teachers also help students establish individual projects, group projects and class projects to improve coordinately.

3.2.3 CD-ROM multimedia teaching and network teaching combination

CD-ROM multimedia teaching and network teaching combination Teachers provide multimedia teaching CD-ROM and other video resources. They teach contents by the sounds, images, text, animation playing together, so that teaching becomes vivid, helping to improve students' interest and memory and improve teaching effectiveness. Network teaching is based on the construction of online courses to provide students with virtual classroom. Teachers' teaching and students' learning can be carried out in different locations. Teachers and students can fully communicate and interact with each other. The network teaching has the characteristics of openness, interactivity, sharing, cooperation and autonomy, which is necessary for college English classroom teaching.

3.2.4 The first classroom teaching and the second classroom activities combination

The first classroom teaching and the second classroom activities combination the campus creates a kind of extracurricular English learning atmosphere. The students take part in a lot of activities as Radio, television, English association and English corner, English symposium, English song or performance, English speech contest, writing competition, reading competition, dubbing contest and other regular English second class activities.

3.3 Teaching Evaluation

CETG points out that "evaluation and testing is an important means to test the quality of teaching and promote the construction and development of college English language." [4] "College English curriculum evaluation covers all aspects of the curriculum system. Teachers try to use all kinds of valuation methods and means to deal with relationship between the internal evaluation and external evaluation, formative evaluation and summative evaluation. Teachers should turn from the traditional 'summative evaluation of the curriculum results evaluation' to ' the formative evaluation that promote the development of course" [3]. The College English proficiency test should include a formative test and a summative test.

The goal of the college English curriculum evaluation is to construct a comprehensive evaluation system of "school-based evaluation and other diversified evaluation means" which conforms to the university development goal, that is, to carry out comprehensive, objective and fair evaluation of all aspects of the curriculum system, timely and effectively provide feedback on curriculum and teaching, and promote the construction and development of the curriculum.

According to the goal of the university and the orientation of the talents cultivation, the university can comprehensively test the students' English ability by constructing the comprehensive application ability test system of "common basic test and other diversified tests".

The evaluation of students' learning in deep language approach mainly focuses on process evaluation and critical reflection. Testing is only to improve the familiarity of surface knowledge, and deep assessment involves a higher level of thinking, the concept of understanding. Hierarchical grading test is only to pave the way for the deep language teaching. It is used for teachers to really teach students with their aptitude. This is conducive to teacher reference and organization of teaching. Deep assessment is to strengthen apprenticeship, emphasizing self-determination and autonomy. Deep assessment differs from traditional evaluation in that it emphasizes meaning rather than form. In accordance with the requirements of the guidelines, formative assessment and the summative assessment should be combined to focus on students of self-learning and self-reflective assessment. This will stimulate students' learning motivation and creation, which involves students' development trans-disciplinary knowledge and thinking and makes students achieve personal development, which is the highest goal of language education.

3.4 Teaching Methods

In college English classroom, teachers will use project-based, task-based, cooperative, exploratory and other teaching methods. These methods focus on teachers as facilitators and students as the main body to achieve from the "teaching-center" to "learning-center" and from "teaching purpose" to" learning needs ". This is the normal state of teaching that the teachers instruct and facilitate their students and students take the initiative to participate in class. School English teaching will make full use of existing experimental equipment and modern information technology, and actively create a diverse teaching and learning environment [6]. The University should encourage teachers to build and use the micro-class, Mooc courses, using the online quality resources to transform and expand the teaching content, implementing classroom and online courses based and other mixed teaching mode, so that students can learn actively, and develop the self-learning and personalized learning methods.

3.5 Teaching Management

CETG points out that the teaching management is to achieve the goal of personnel training to ensure the orderly implementation of a series of decision-making, planning, organization, coordination, control and information feedback activities. It is an important safeguard mechanism for the quality of college English teaching [7]. Teaching management involves teaching objectives management, teaching process management, teaching quality management, teaching archives management, teacher management, etc [8]. The key point is focusing on coordination of teachers, students, administrative in these three parties' responsibility, rights, Enthusiasm, efficiency and effectiveness. Therefore, teaching management should keep up with the teaching requirements [9] and should do the following aspects of work:

Establish a sound teaching and teaching management documents. From the perspective of the college, teaching documents include college English syllabus and the curriculum objectives, curriculum description, teaching arrangements, teaching progress, assessment methods [10]. Teaching management documents include student status and credit management, teaching assessment norms, the basic requirements of teachers and so on. From the teacher's point of view, in addition to the requirements of the above the university and college, the teaching documents include teaching log of individual and groups of students, teaching and learning reflection records and evaluation records and other requirements of personalized management.

The university should actively carry out the credit system and comprehensive grading evaluation system, and make college English curriculum into the school credit system to ensure that undergraduate total credits account for more than 15% (20-28 credits), and the students' practice Credits in the laboratory and the network of self-study into the total credits, emphasizing student autonomy learning and independent reflective assessment.

Improve the teacher management and training system. The quality of teachers is the key to the success of college English teaching reform and also to the long-term development of the university. Deep language teaching approach puts forward higher demands on teachers. The university should strengthen the training of English teachers so that they can adapt to the new English teaching model as soon as possible. The quality, level and ability of teachers are the key factors that affect the quality of teaching. To enhance the professional level and teaching ability of college English teachers needs both the support of the university and colleges in policy but also the teachers' own pursuit and efforts. The university and colleges will strengthen the planning and guidance of teachers' career and take various forms of measures to ensure the professional development and teaching development of teachers.

Improve the management and evaluation of college English teachers, establish the scientific and rational teacher assessment, promotion and reward system, pay more attention to the college English teachers in welfare to stimulate their vitalities and work enthusiasm, guide them to make due contributions in the talent training process.

4. CONCLUSION

Based on the concept of deep language teaching, this paper discusses the important role of deep teaching method in college English tiered teaching from the deepening reform of college English teaching. Breaking-through of College

English teaching should be only mining the deep meaning of language education and objectives, in practice teaching highlighting students' subjective initiative of individual language learning; teachers should play the role of expert scaffolding to make the college English teaching to a new height and improve the teaching effect greatly. In order to improve the quality of college English teaching, universities should adopt such ways of hierarchical teaching methods and models as the deep approach to the language teaching and learning. These will also include the teaching evaluation and teaching management in teaching process. For the teaching evaluation, teachers try to use different valuation methods to deal with some relationships between the internal evaluation and external evaluation, formative evaluation and summative evaluation. Teachers should try to use more the formative evaluation methods and design different tests. For the teaching management, universities should focus on coordination of teachers, students, administrative in these three parties' responsibility, rights, enthusiasm, efficiency and effectiveness. Teaching management includes different aspects of work and three parties should follow different requirements. All in all, college English teaching should be reformed according to different situations of the universities and colleges, while the reforms should enhance the quality of teaching and learning in different levels of students.

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