

Reform of Stratified Teaching Strategy in Air Crew of Higher Vocational Colleges

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Abstract: Stratified teaching individualizes students' learning according to their different characteristics, thus reflecting the idea of people-oriented in modern education and improving teaching level. Meanwhile, students of higher vocational colleges can hardly communicate in English. Therefore, stratified teaching is applied to promote common progress of the whole students and optimize English level of students major in air crew of higher vocational colleges. Then students can be competent at their own jobs and get more opportunities in social environment with sharp competition.

1 INTRODUCTION

It is necessary to implement stratified teaching in higher vocational English. Considering individual differences and English learning situation of students, English teaching should not blindly pursue improvement of English teaching level. On the one hand, the students can be cultivated to the talents with high score but low ability by formalism teaching routine. The English talents can hardly meet the requirements of air crew cultivation (Gu Tingting, 2013). On the other hand, poor students will lose interest and confidence in English learning without regard to stratified teaching, thus hardly improving the total level of English teaching. Effective stratified teaching with good strategy and mode can be positive in improving English teaching level of air crew in higher vocational colleges.

2 HIGHER VOCATIONAL ENGLISH AND STRATIFIED TEACHING

2.1 Situation of higher vocational English teaching

Higher vocational education is an important part of the higher education in China. However, higher vocational colleges have the disadvantage in enrollment, because of the differences in cognition

to higher vocational education. The differences result in some practical problems affecting development of English teaching. Firstly, the students have poor bases in English, thus causing negative and weariness in English learning (Song Ting, Wang Dongping, 2014). Secondly, the English levels of students have large differences. Some students have strong comprehensive English abilities including listening, speaking, reading, writing and translating. However, others cannot fluently and accurately express their own meaning. The large differences of bases are the key of stratified teaching and the difficulty of higher vocational English teaching. Thirdly, teachers ignore the teaching idea of student-oriented and teaching effect. They feel better about themselves, while the students learn nothing, thus hardly improving English abilities of students. The interest and effectiveness of English learning are lost. The students are too poor in practical and comprehensive English to meet the requirements of air crew industry, thus causing major waste and job hinder (Wang Xiao, 2014).

2.2 Stratified teaching

The core idea of stratified teaching is to individualize students' learning based on their different characteristics. The English teaching is designed according to differences of individuals in teaching activities. Each student can positively participate in teaching, thus developing individuals and the total learning level of students. Stratified teaching, with wide application, focuses on scientific

stratification and arrangement of teaching content. With the whole development of individuals, stratified teaching cannot improve teaching level while neglecting any students with poor bases. Firstly, in air crew English teaching, differences of English levels should be definite. Secondly, Students are conducted with stratification according to assessment methods. Thirdly, individualized teaching is complemented to achieve the best teaching effect, thus improving English abilities of the whole students. At last, the individuals aim at constantly improving their application abilities to get confidence and achievability in positive learning, thus ensuring efficiency and effectiveness of English teaching.

2.3 Necessity of stratified teaching

The large differences of students' English bases are the key of stratified teaching. Firstly, stratified teaching can effectively improve the whole English level of students by objectively treating the differences of students and individualizing teaching activities. The same English teaching in students with different bases will result in different situations. Secondly, air crew English teaching of higher vocational colleges can improve English abilities of the whole students and teaching level to the largest context. Stratified teaching is the optimal way to achieve this teaching goal. Thirdly, fluent English is the basic requirement of air crew in airlines at home and abroad. In air crew English teaching, English score and practical ability of students should be improved. Stratified teaching can transform knowledge into ability, thus making a positive significance in improving English communication abilities of students.

3 STRATEGY REFORM OF STRATIFIED TEACHING IN HIGHER VOCATIONAL ENGLISH

3.1 Stratified teaching of higher vocational English

Stratification is the first step and key of stratified teaching in higher vocational English. Firstly, teachers should objectively test students' English application abilities and comprehensively understand their learning methods and interests. Secondly, teachers should pay attention to

maintenance of students' self-respect and learning enthusiasm rather than directly or indirectly puncture their interests in English learning. E.g., the students are divided into levels such as A, B and C by stratification. They should not be directly told that A is gifted group; C disability group; B general group. That will hurt their self-respect. Thirdly, teachers should eliminate students' frustration and fear in English learning by adjusting class distribution and emphasizing cultivation of students' interests and encouragement. Then students can better achieve and apply English knowledge by participating in English teaching with interests. The second step of stratified teaching is selection of English teaching content. On the one hand, teachers should ensure diversity of English teaching content to make the students participate in English teaching with interests. On the other hand, teachers should lay stress on speciality of air crew English and select suitable English teaching content such as boarding, cabin service, lost object and entry. The third step is that teachers should apply modern teaching idea and method to ensure success of stratified teaching and total improvement of English teaching. At first, with the cultivation of English knowledge and application abilities, students can flexibly apply obtained knowledge to practice in English teaching. Then, teaching content, method and guidance should be rationally arranged according to differences of individuals. At last, students can happily achieve knowledge and abilities in participation by emphasizing the dominant position, learning interests and consciousness. E.g., students can experience application of English content by using multimedia-aided teaching for better understanding and application of English knowledge.

3.2 Strategy of stratified teaching in higher vocational English

Stratified teaching, as a teaching idea, should be improved to increase comprehensive abilities of talents. Firstly, stratified teaching of air crew English should focus on stratified strategy.

(1) Propaganda should be done before stratification to make students understand meaning, advantages and necessity of stratification. Therefore, they can actively support stratified teaching.

(2) English learning situation of students should be understood by test, investigation and conversation based on different characters of students.

(3) Students should be guided to scientifically evaluate English learning situation themselves. After that, they can actively participate in stratification.

(4) Students should know that classification is temporary, and learn hard to make progress in reading, speaking, listening, writing and translating.

Secondly, preparation strategy should be emphasized. Teaching preparation should be carried out according to characteristics of students and stratified results. In basic group, students should be directed to perform effective English learning based on teaching approach of low start and encouragement. In better group, students should be inspired to overcome difficulties in English learning and improve comprehensive abilities according to vocabulary and encouragement. In speciality group, students should be cultivated to flexibly communicate in English based on teaching principle of large capacity, high difficulty and wide application. Preparation should be arranged combining with teaching principles and characteristics of the whole students. A big case and some small cases are prepared to perform planned and targeted teaching.

Thirdly, teaching strategy should be carried out. Teaching in stratified teaching should be conducted based on stratification and preparation. On the one hand, teachers should apply different teaching methods to different students to finish the mission according to teaching goal. E.g., for worse students, multimedia teaching is carried out to leave the students with impression by combining voice with image, thus deepening understanding of knowledge. On the other hand, role playing in classes can improve students' English application abilities. E.g., in oral training of boarding, multimedia is used to make students understand the boarding process and application of languages. In role playing, one student plays the part of flight attendants, and some play the part of passengers. After role playing, students can be trained to help with each other and gradually form the expression of English.

Fourthly, strategy of exercises after class should be emphasized. Exercise after class is the optimal method of consolidating knowledge in class. In stratified teaching, exercises after class should be stratified. For the students of good basis, difficult homework should be arranged to make them obtain interest of learning and cultivate ability of autonomous learning. For students at worse level, exercises after class such as the number of words and sentences to be mastered should be arranged in detail. In addition, evaluation and inspection of exercises after class should be conducted to supervise English learning of students. The habit of English learning can be gradually formed. For students who are active in their learning, less

homework should be arranged to make space for their own English learning, thus achieving better teaching effect. For students who are negative in learning, homework should be suitably arranged to consolidate knowledge. Consequently, they will not be tired of learning. The students are effectively guided after class based on stratification, thus improving students' comprehensive abilities.

Fifthly, fair English teaching evaluation strategy should be implemented. In traditional teaching evaluation, examination is the primary standard, and factors including scene exertion and status of students make influence on teaching evaluation. In stratified teaching, teaching evaluation should highlight fair and justice by breaking through traditional mode. Students' progress, oral English, exercises in class and English activity participation should be brought into teaching evaluation. Therefore, students can be confident to speak, think and use English. Consequently, diversified evaluation mechanism makes teaching evaluation more fair and impartial, thus arousing learning interests of students.

4 CONCLUSIONS

Using stratified teaching, air crew English teaching can improve comprehensive English abilities of students. Stratified teaching mode should be innovated based on students and concrete teaching practice, thus creating better English learning environment and arousing potency of students. Therefore, students can participate in English teaching to make great progress in comprehensive abilities and be engaged in air crew service confidently.

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