

Study on the Relationship between Layered Teaching Mode and Self efficacy of English Learning in Chinese English for Specific Purposes Class

Hao Zhang^{1,2}

¹*Lyceum of the Philippines University–Batangas, Capital Site, Batangas City, 4200, Philippines*

²*Anhui University of Chinese Medicine, Hefei, Anhui, China*

Keywords: Layered Teaching Mode, English Learning Self-efficacy, ESP

Abstract: Layered teaching mode is applied to ESP classes to meet the various demands of students as well as solving professional problems. It is also connected to English learning self-efficacy. Quantitative correlational research was employed in the study, which studies the relationship between two variables. This study selected 300 college students from three universities in Anhui Province in China by the questionnaire survey method, which was adapted from other researchers and sent to students online through Wenjuanxing. The study showed that students' overall satisfaction with the evaluation of layered teaching is relatively high, but the teaching contents are single, and teaching materials are not updated in time. Students' English self-efficacy motivation is very strong, but their English skills are relatively lacking. A highly significant correlation has been illustrated between the two variables. The better the layered teaching mode is, the better English learning self-efficacy is.

1. Introduction

Now increasingly Chinese college English teaching is turning to be student-centered, focusing on the combination of majors with students. Therefore, English for specific purposes teaching is getting increasingly attention, because ESP instruction blends English proficiency with subject-matter expertise, attends to students' real requirements, and develops their capacity for using the language in real-world situations. Students can enhance their proficiency in using English to solve problems while learning their major.

Meanwhile, ESP teaching is associated with layered teaching, on account of being feasible to meet the various demands of students. Given such problems, layered teaching has become a feasible way to connect ESP teaching with layered teaching mode. The literature review revealed that the layered teaching approach was effective in raising academic achievement, which is defined as achieving the objectives, accomplishments, and characteristics predetermined in the education and training programs, as well as attitude, which is defined as a summary of behaviors (Oskamp and Schultz, 2015) and having positive thoughts, enjoying the course, or possessing positive affective entry characteristics about it, and vice versa in studies [1, 2].

However, there are still many problems with layered teaching. Li (2023) stated that the problem

with the layered teaching of college English is mainly that students have a bias toward the English layered teaching strategy. When layering students, it can be easy to knock out some students' self-confidence and will severely hit their self-esteem and affect their English learning. Therefore, it will involve another term, self-efficacy. Self-efficacy has an important impact on English learning. Self-efficacy can affect many factors in the learning process. Studies have shown that self-efficacy can affect the use of learning strategies (Liu, 2015); self-efficacy has a very close relationship with autonomous learning (Chen, 2017); self-efficacy is closely related to academic achievement (Wu, and Zhang, 2019). Zhu (2019) found that in the self-efficacy of students' English learning, there is a significant difference between the pre-test and post-test [3, 4].

According to relevant literature research, it can be concluded that the layered teaching model can improve students' self-efficacy in English learning. However, no scholars have studied the current situation of the development of the two variables and the relationship between the two variables. Therefore, this article focuses on the correlation between these two variables and explores the differences among gender, grades, and major, aiming to improve the quality of ESP teaching, and proposing targeted measures for the teaching design of ESP English teachers, and for the improvement of English education and teaching [5, 6]

2. Literature Review

2.1. Layered Teaching Mode

Gray and Caroline, as cited by Li (2019), believed that layered teaching refers to the teacher's skilful preparation of different plans to meet the different needs of students in the classroom. Roger Tomlinson as cited by Wang (2020) believed that layered teaching is a method of converting multiple teaching plans. Lawrence defined layered instruction as a multilevel curriculum planning system. According to Susan (2013), layered teaching is a teaching strategy that respects students' uniqueness and individuality, attends to their special educational needs, raises the standard of instruction, and maximizes each student's potential [7, 8].

Researchers have conducted research on layered teaching strategies. Alfred as cited by Zhu (2015) believed that the goal of stratified teaching was to reduce differences and provide more support for extraordinary children. Liu (2015) pointed out that starting from the actual situation of teaching, fully respect individuality and pay attention to the individual differences of students. Huang (2018) pointed out that the expansion of university enrolment had led to uneven English proficiency among students in the same grade. In response to this situation, graded teaching must be implemented to rapidly improve English learning performance in a targeted manner and complete the basic teaching goals of college English. The implementation effect of layered teaching was also one of the focuses of scholars' research. Xiao (2018) pointed out that due to the expansion of enrolment in colleges and universities; there were also obvious differences in the differentiation of students' English scores, which posed a challenge to college students' English teaching. Zhang (2021) pointed out in his research that graded teaching is a major reform of college English teaching. However, in the specific implementation, graded teaching has raised a series of issues worthy of attention. Scholars had also conducted in-depth research on the theory of layered teaching. According to Qiu (2019), stratified education is an educational strategy that takes individual student differences into consideration and teaches pupils according to their aptitude. According to Liu (2015), stratified teaching was advantageous for students' growth because the distribution of English proficiency among students in higher vocational institutions made it difficult to organize the delivery of instruction. Wen (2022) found that from the perspective of development trends and application status, the application of ESP in college English-graded teaching in the future would have excellent practical effects. Through education and training with ESP as the core, students'

active interest in English learning would be mobilized [9, 10].

To sum up, the research on layered teaching is increasing, which provides many ideas and explorations for the study of English layered teaching. But at the same time, the specific teaching practice of layered teaching also has some room for follow-up research, and the research perspective and the depth still need to be strengthened. Moreover, the research on the countermeasure system of layered teaching was also more important. Therefore, the layered teaching strategy needs further detailed research [11].

2.2. English Learning Self-efficacy

Self-efficacy was initially introduced by Bandura, who described it as an individual's confidence in his capacity to plan and carry out the necessary steps in order to attain a goal. An individual's belief or confidence in his or her capacity to utilize the English language to communicate with others, understand English discussions and reading materials, and write in English can be described as English self-efficacy in the current study, according to the definition. English self-efficacy among students and real English language skills are closely related. Furthermore, Poyrazli, Arbona, Nora, McPherson, and Pisecco (2014) suggested that a poor adaptation to a new culture could have a detrimental impact on the academic self-efficacy of international students. According to earlier research (Sherry et al., 2014), mastering the English language is the main focus of academic adjustment and the key to academic and social success for overseas students. For non-native English-speaking overseas students, intensive English language support, including writing and conversational skills, is therefore essential (Sherry et al., 2014).

In academic settings, the relationship between self-efficacy and academic achievement has received extensive attention from scholars and researchers engaging in the study of self-efficacy beliefs. Much evidence, which mainly exists in the field of mathematics and writing, indicates that self-efficacy positively correlated with academic achievement. McCarthy, Meier, and Rinderer as cited by Liang (2016) reported that self-efficacy had a significant correlation with students' achievement. Pajares et al. as cited by Tang (2016) found that self-efficacy to perform writing tasks correlated with achievement and increased as students progressed. Shell Murphy & Bruning (1989) as cited by Ding (2020) also reported a significant positive correlation between writing self-efficacy and the holistic score on a 30-minute essay of college students. Zimmerman as cited by Zhu (2014), suggested that there was a more direct correlation between self-efficacy levels and students' academic performance for high achievers than for low achievers. The differences in self-efficacy levels in high and low achievers found in much research suggested that self-efficacy varied according to achievement levels. Sternberg and Grigorenko as cited by Li (2015) proposed that the best index that predicted students' achievement was not their ability but their self-confidence in the ability to gain success [12-14].

All in all, English self-efficacy has a positive effect on English learning. But there are still some problems. The overall lack of self-efficacy of students in English learning and the obvious gender differences between men and women put forward higher requirements for English teaching. In stratified teaching, the self-efficacy of students with high academic levels is significantly higher than that of students with low academic levels. Therefore, higher requirements are put forward for layered teaching. These problems have raised severe challenges to the layered teaching of English, and these problems will be further explored and analyzed in the next step of the research [15].

3. Methods

Quantitative correlational research was employed in the study which studies the relationship of layered teaching mode and English learning self-efficacy. The quantitative study is aimed to

describe the proportion and distribution of respondents and reactions to layered teaching mode and English learning self-efficacy. And the correlational study will determine the relationship between two variables [16].

3.1. Participants of the study

This study selected 300 college students from three universities in Anhui Province in China, which were selected from a total population of 3000 through stratified random sampling. By using the Raosoft sample size calculator, the 5% margin of error was accepted, 95% confidence level needed, with the 50% response distribution. It mainly includes English majors and non-English majors. The main research object of this study is freshmen, sophomores, and seniors [17].

3.2. Instruments

This study mainly used the questionnaire survey method, because the questionnaire survey is more objective and fair to reflect the actual situation, and it is also a commonly used research method. The questionnaire consists of two parts. The first part is the demographic measurement, including students' gender, major, and grades. The second part mainly involves two questionnaires. The first questionnaire is students' evaluation of the layered teaching model, involving four aspects: teaching objectives, teaching content, teaching methods, and teaching evaluation. This questionnaire is adapted from Gülçin (2010) and has been modified and improved on this basis. The last variable is English learning self-efficacy. This questionnaire mainly involves three aspects: motivation, cognition, and skills. Another data collection tool was the English Self-Efficacy Scale developed by Hanci and Bümen (2012). All two questionnaires would be tested for reliability in order to have a further study. The Cronbach Alpha value of the overall items was 0.85, which proved the questionnaires reliable and acceptable [18].

3.3. Data Gather Procedure

Firstly, after full communication with the advisor, a preliminary questionnaire was developed, and it underwent three rounds of revisions. With the consent of the instructor, a questionnaire was developed. The research objects were selected according to the requirements of the school, and the statistical formula calculated the number of samples needed for investigation and research, $n=N/(1+Ne^2)$, and the final number of samples was 300 college students from three universities in China. The second step is to issue questionnaires based on the sampling results. After the pilot test and reliability and validity test, it shows all questionnaires can be reliable and valid for further research. Then the study conducts a large-scale data survey, and the research sample is 300 people. Finally, the data was fed back to the engineers of the Information Processing Center of Lyceum University Batangas Campus. Data was sorted and processed and sent back the final results to the researchers [19].

3.4. Data Analysis

The frequency distribution, weighted mean, multiple regression, and covariance were used to define and infer the characteristics of each variable as well as the correlation between the three variables after the data had been gathered. Using the software Statistic Package for the Social Science (SPSS) 26, statistical analysis was performed on all acquired data [20].

3.5. Ethical Considerations

For this study, the author has obtained the permission and approval of the relevant school. Then effective communication with the participants is allowed. With the help of the leaders and teachers of other relevant schools, the personal wishes of the participants were fully respected, and a questionnaire survey was conducted on the premise of their voluntary consent. The main purpose of the research is to conduct academic research and improve English language teaching. The personal privacy of the participants is respected and protected. Their names were withheld in the questionnaire and in the article. At the same time, the research also passed the school ethics review. Finally, the relevant citations that appear in the text are presented in the text [21].

4. Results

Table 1: Summary of Layered Teaching Mode

Indicators	CM	VI	Rank
1.Teaching Target	3.21	Agree	3
2.Teaching Content	3.14	Agree	4
3. Teaching Method	3.34	Agree	1
4.Teaching Assessment	3.28	Agree	2
Composite Mean	3.24	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 1 presents a summary and analysis of the layered teaching mode, which is assessed based on four indicators: teaching target, teaching content, teaching methods, and teaching assessment. The data were evaluated using a composite mean score and a ranking system, with respondents indicating their level of agreement with each indicator. The composite mean of the layered teaching mode was calculated as 3.24, falling within the "Agree" range [22].

This mean score further supports the notion that respondents generally agreed with the effectiveness of the layered teaching mode. Based on the provided score, the interpretation of the agreement levels suggests that the layered teaching mode was well received among respondents. The majority of indicators have a positive assessment of the teaching target, teaching method, and teaching assessment. Chen (2019) believed that to gain an in-depth understanding of students' satisfaction with English-layered teaching in higher vocational colleges, the research team first made statistics on whether students agree with English-layered teaching. This shows that students generally agree with the English layered teaching [23].

Among all indicators, the teaching method achieved the highest mean score of 3.34, indicating that the respondents strongly agreed with the teaching methods employed in the layered teaching mode. This indicator was ranked first, suggesting that the teaching methods were well received. Chen (2019) illustrated that the students are satisfied with various aspects of English hierarchical teaching, especially with the teaching method and performance evaluation method [24].

Therefore, teaching monitoring and evaluation according to scientific and objective standards can effectively promote teachers' teaching and students' learning, and improve students' English proficiency to a certain extent. However, compared with other indicators, the teaching content received a mean score of 3.14, which also suggests agreement with the quality of teaching content in the layered teaching mode. However, this indicator was ranked 4th among the four indicators. The result would be similar to other findings. Li (2015) found that teachers and A-level students are highly satisfied with the teaching materials. They think that the teaching materials are in line with the students' actual learning level and the degree of difficulty is moderate. Through learning, students can master the learning content well and improve their personal language ability; students

at level B are satisfied with the textbooks, but most students report that it is too difficult to read the textbooks [25].

In summary, to provide a more comprehensive analysis and a stronger proof of the layered teaching model's effectiveness, it would be beneficial to refer to previous studies, scholarly articles, or research literature that discuss similar teaching approaches and their outcomes. This would help establish the credibility of the findings and draw meaningful conclusions about the layered teaching mode's impact on education.

Table 2: Summary of English Learning Self-efficacy

Indicators	C M	V I	Rank
1. Motivation	3.16	Agree	1
2. Cognition	2.98	Agree	2
3. Practical skills	2.90	Agree	3
Composite Mean	3.01	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 presents a summary of the results from a study that evaluated English learning self-efficacy across three different indicators: motivation, cognition, and practical skills. The table provides information on the composite mean, verbal interpretation, and rank for each indicator, as well as the overall composite mean for all indicators combined. The composite mean is the average of all indicators combined, which is 3.01, indicating an overall agreement with English learning self-efficacy. The verbal interpretation suggests that respondents generally agree with the different aspects of English learning self-efficacy. The ranks show the relative importance of each indicator, with motivation being ranked as the most important, cognition as the second most important, and practical skills as the least important. It means that motivation plays an important role in English studies. But practical skills are the most requiring factor affecting students' study [26].

The composite mean of the motivation is 3.16, which ranks first. Cognition ranks the second and practical skills ranks the third. The results of the correlation analysis support the original hypothesis of this study that the subjects' self-efficacy is highly correlated with their English autonomous learning ability. The results of the study are consistent with those of previous studies. Schunk was quoted by Liu (2014) found that there was a close relationship between self-efficacy and autonomous learning ability. The former is an important motivational factor affecting the latter.

Zimmerman, as quoted by Liu (2014), pointed out that learners' self-efficacy affected their learning motivation through autonomous learning, for example, setting goals, self-monitoring, self-evaluation, and using strategies. Effective students can better monitor their own learning time, be more courageous to persist in challenging learning difficulties, and effectively solve learning problems. In general, students' self-efficacy determines how hard they put in activities, persist in the face of difficulties, and adapt to adverse circumstances [27].

Self-efficacy significantly predicts the effect of independent learning, that is, academic achievement. Cao's (2014) research also confirmed self-efficacy. Feelings, anxiety, and foreign language classroom anxiety can all effectively predict foreign language learning performance. Self-efficacy not only significantly predicts academic achievement, but also indirectly affects autonomous learning through other factors. In the field of second language acquisition research, Ellis (2013) believed that the language learning process of second language learners is influenced by individual beliefs, and this belief includes the individual's self-efficacy and confidence in language learning [28].

In summary, previous studies on English learning self-efficacy might have investigated how students' self-efficacy beliefs impact their motivation, cognitive processes, and development of practical language skills. These studies could have explored how increased self-efficacy leads to

greater motivation and engagement in language learning activities, improved cognitive activation during language processing, and enhanced language proficiency and communication skills.

Table 3: Difference in Responses to Layered Teaching Mode When Grouped According to Profile Variables

Sex	λ^2_c	p-value	Interpretation
Teaching target	-10044	0.377	Not Significant
Teaching content	-9541.5	0.103	Not Significant
Teaching Method	-9203	0.033	Significant
Teaching Assessment	-9184	0.028	Significant
Major			
Teaching target	9076.5	0.203	Not Significant
Teaching content	9469.5	0.473	Not Significant
Teaching Method	9553	0.550	Not Significant
Teaching Assessment	9400.5	0.400	Not Significant
Grade Level			
Teaching target	0.034	0.983	Not Significant
Teaching content	1.778	0.411	Not Significant
Teaching Method	4.019	0.134	Not Significant
Teaching Assessment	3.096	0.213	Not Significant

Legend: Significant at p-value < 0.05

Table 3 presents the results of a study analyzing the difference in responses to a layered teaching mode when grouped according to profile variables. The study seems to have examined how different variables, such as sex, major, and grade level, influence the responses to different aspects of the teaching mode. The table provides the mean differences and p-values for each profile variable concerning different teaching aspects, such as teaching targets, teaching content, teaching method, and teaching assessment.

At the same time, the results indicate that the teaching method and teaching assessment are significantly influenced by sex, whereas none of the aspects (teaching target, teaching content, teaching method, teaching assessment) show significant differences based on the major or grade level. It was observed that there was a significant difference in teaching method ($p = 0.033$) and teaching assessment ($p = 0.028$) when grouped according to sex. This means that the responses differ statistically and based on the test conducted, it was noticed that females have better assessment than males.

Just as other researchers, Fang (2019) believed that, based on the various data of the correlation analysis between English learning effects and gender, we found that there is a correlation between gender and foreign language learning effects. There are significant differences between men and women in English performance and competition performance, and girls' performance is significantly better than boys'. The foreign language scores of male and female students have little to do with majors. It has a relatively large correlation with the Foreign Language Foundation, that is, it is closely related to the foreign language scores of the college entrance examination.

Eleanor and Carol, also cited by Wang (2018), believed that one of the main aspects of the obvious gender difference between boys and girls is that girls have better language skills than boys. In almost all cultural backgrounds, girls' language skills are stronger than boys'. American psychologist Thorndike further confirmed that there are gender differences between men and women in terms of language expression, short-term memory, spatial perception, and reasoning analysis.

All in all, this gives girls more advantages in the process of language learning and thus achieves better results. Therefore, women hope that their language ability can be praised by society so that women have indeed achieved good results in foreign language learning. In addition, the

disadvantage in employment makes girls have a strong motivation to learn foreign languages well. This is also the main factor leading to the difference in their performance.

Table 4: Difference in Responses to English Learning Self-efficacy When Grouped According to Profile Variables

Sex	λ^2_c	p-value	Interpretation
Motivation	-10399	0.697	Not Significant
Cognition	-9012.5	0.021	Significant
Practical Skills	-8703	0.007	Significant
Major			
Motivation	9163	0.246	Not Significant
Cognition	8841.5	0.109	Not Significant
Practical Skills	9321.5	0.369	Not Significant
Grade Level			
Motivation	0.43	0.807	Not Significant
Cognition	0.098	0.952	Not Significant
Practical Skills	0.468	0.791	Not Significant

Legend: Significant at p-value < 0.05

Table 4 presents the results of a study analyzing the differences in responses to English learning self-efficacy when grouped according to profile variables. The study likely aimed to examine how different variables, such as sex, major, and grade level, influence various aspects of English learning self-efficacy, including motivation, cognition, and practical skills. It was observed that there was a significant difference in cognition and practical skills when grouped according to sex because the resulting p-values were less than the alpha level. This means that the responses differ statistically and based on the test conducted, it was noticed that females have better assessment than males.

Overall, the results suggest that there are significant differences in English learning self-efficacy based on sex, particularly in the aspects of cognition and practical skills. However, no significant differences were observed based on major or grade level. Self-efficacy is a well-established concept in social cognitive theory and has been extensively studied in the context of language learning. Several previous studies have investigated the relationship between self-efficacy beliefs and language learning outcomes.

Lu (2019) believed that the self-efficacy of non-English major college students is at the medium level, with a mean of 3.3069, which suggests that there is much room for improvement. On the two subscales, the perceived basic control is higher than the perceived basic capability. The result indicates that students' self-perceived ability to control their learning behavior is slightly higher than their perceived English ability. The mean of perceived disturbing is the lowest and the environmental feeling is highest among the specific eight dimensions, which means that students are satisfied with the English learning environment, but they are easily disturbed in the learning process.

The students' grade, major, and English level have a significant influence on English learning self-efficacy, except for the learners' sex according to the results of the independent sample t-test and one-way analysis of variance. A significant positive correlation exists between English learning self-efficacy and English proficiency according to the II correlation analysis. The higher the English learning self-efficacy is, the higher the English learning proficiency of non-English majors is, and vice versa.

Wen (2020) believed that there is no obvious difference between good and bad learning strategies, and their effectiveness depends on whether the learners use them properly, which is a sign of whether the implementation of management strategies is effective. In foreign language

learning, affective strategies can regulate emotions, motivation, and attitudes. It is no less important than cognitive and metacognitive strategies. To cultivate students' good learning emotions, teachers should recognize and try to follow the characteristics and laws of the formation of learning emotions in teaching. Teachers can stimulate students' curiosity and interest, and mobilize students to maintain attention. Teachers can engage students in learning and gain recognition from teachers, classmates and parents. Teachers can give students a sense of transcendence or progress, and cultivate students' will to deal with difficulties and setbacks correctly. Teachers can teach students to regulate and control learning emotions in different environments, and cultivate students' independent learning consciousness. But overall, the foreign language learning motivation of Chinese male and female college students is mainly based on the instrumental learning motivation of "examination needs" and "employment needs" and learning motivation. It is quite different from the motivation of Western foreign language learners, which is closely related to our living standards and living environment. Chinese students do not have the foreign language learning conditions of the West. As a developing country, the economic foundation is weak.

In short, national education is mainly to make a living. University education has just entered the popularization stage, and regional development is not balanced. This has led to the current university study in our country, including foreign language learning, which is very utilitarian, and instrumental learning motivation is the main motivation (Zeng, 2016).

Table 5: Relationship between Layered Teaching Mode and English Learning Self-efficacy

Teaching target	r-value	p-value	Interpretation
Knowledge	.631**	<.001	Highly Significant
Attitude	.618**	<.001	Highly Significant
Skills	.553**	<.001	Highly Significant
Teaching content			
Knowledge	.619**	<.001	Highly Significant
Attitude	.669**	<.001	Highly Significant
Skills	.549**	<.001	Highly Significant
Teaching Method			
Knowledge	.619**	<.001	Highly Significant
Attitude	.669**	<.001	Highly Significant
Skills	.549**	<.001	Highly Significant
Teaching Assessment			
Attitude	.638**	<.001	Highly Significant
Skills	.604**	<.001	Highly Significant
Awareness	.532**	<.001	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 presents the results of a study examining the relationship between layered teaching modes and English learning self-efficacy. The study likely aimed to investigate how different aspects of the teaching mode (teaching target, teaching content, teaching methods, and teaching assessment) are related to English learning self-efficacy, including knowledge, attitude, skills, and awareness.

It was observed that there was significant relationship exists since the obtained r-values indicate a strong direct correlation and the resulted p-values were less than the alpha level. The result reveals that the better the assessment of the layered teaching mode, the better the self-efficacy.

The table's results demonstrate consistent and strong positive relationships between all aspects of the teaching mode (teaching target, teaching content, teaching method, and teaching assessment) and English learning self-efficacy (knowledge, attitude, skills, and awareness). Each aspect is highly significantly correlated with English learning self-efficacy, indicating that the layered teaching mode is associated with increased self-efficacy in English learning.

Although the layered teaching mode formulates teaching tasks according to the learning ability and psychological characteristics of learners at this level, this group of learners is still easily overlooked in the specific implementation process. Losing motivation and self-confidence in learning, their sense of self-efficacy in learning gradually decreases over time, and their academic performance also decreases. It can be seen that, under the background of the actual hierarchical teaching model, the self-efficacy of low-level foreign language learners will not be improved, but will have a negative impact.

To further improve ESP teaching, improve students' intercultural communication ability and English self-efficacy, this article puts forward targeted suggestions and countermeasures based on the results of the investigation and analysis, aiming to provide a reference for ESP teachers.

5. Discussion and Conclusions

Based on the results of this study, the conclusions drawn are as follows: most of the respondents in this research are female students who are non-English majors, and the number of all grades is the same. Students' overall satisfaction with the evaluation of layered teaching is relatively high, and the evaluation of teaching objectives is the highest. However, there are still some teaching contents that are single, teaching materials are not updated in time, teaching methods are still relatively single, and the form of teaching evaluation is not perfect. Students' English self-efficacy motivation is very strong, but their English skills are relatively lacking, their comprehensive English ability is relatively weak, and their self-awareness is not enough for study. There are differences between men and women in teaching methods and teaching evaluation, and women are better than men in language learning. There are gender differences in skills, with men having higher skills than women. English majors have higher skills than non-English majors. There are differences in cognition and skills between men and women, and women use more learning skills and strategies. A highly significant correlation has been demonstrated between the two variables. The better the layered teaching mode is, the better English learning self-efficacy is.

According to the findings and conclusions, the author recommends from the following perspectives: Teachers can design teaching content according to students' majors, compile unified teaching materials, update teaching content in time, and further improve students' English learning interest and learning motivation. Teachers can adopt blended teaching, establish an independent learning resource library, continuously enrich teaching methods and methods, and improve students' independent learning ability. Teachers may strengthen the cultivation of students' English communicative ability, especially the cultivation of students' oral expression ability. Teachers can create an oral communication environment and use machines to assess oral ability. School management department may readjust the proportion design of layered teaching, optimize the management of layered teaching, train the ability of ESP teachers, and continuously consolidate the teaching staff. School management department may continuously optimize English teaching courses, increase oral expression courses, continuously strengthen students' knowledge of cross-cultural communication, and improve their ability to use English.

Acknowledgements

The thesis is funded by Anhui University of Traditional Chinese Medicine school-level teaching and research general project: Research on the mixed teaching mode of college English courses in the post-epidemic era (project number: 2020xjyy_yb012); Anhui Traditional Chinese Medicine, University of Pharmaceutical Sciences school-level teaching and research key project: From the perspective of gold courses, research on blended teaching of college English courses based on MOOCs resources.

References

- [1] Aydoğuş, R., & Ocak, G. (2011). Effect to academic achievement of using layered curriculum in primary schools' 6th and 7th degree science lesson. *The Journal of Turkish Educational Sciences*, 9(2), 343–368.
- [2] Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior*. New York: Academic Press. (Reprinted in H. Friedman). 4: 71-81.
- [3] Bao, D.G., Zheng Y. X., & Zhang M. (2023). The Current Situation and Future Prospects of Teacher Evaluation in China's Higher Vocational Education. *Journal of Xingtai Vocational and Technical College*, 40(01): 35-38+46.
- [4] Cai, J. G. (2015). Review, Problems and Tasks of ESP Teaching Development in China. *Journal of Xi'an International Studies University*, 23(1):68-72.
- [5] Chao C. (2021). Visual Analysis of Evaluation Research of Chinese University Teachers Based on CiteSpace. *Continuing Education Research*, (09):25-30.
- [6] Chen, X. H. (2017). *Research on English Translation and Teaching Innovation*. World Book Publishing Company, (09), 136.
- [7] Chen, Y. D. (2021). Research on the Reform of College Teacher Evaluation in the New Era from the Perspective of Teacher Development. *China Adult Education*, (19): 24-27.
- [8] Cui, X. L., Li C. (2019). International Dynamics of ESP Research and Its Visual Analysis, *Journal of Yanbian University (Social Science Edition)*, 1(52), 118-119.
- [9] D. Gardner & M. Davies. (2014). A New Academic Vocabulary List. *Applied Linguistics*, 35(3), 305-327.
- [10] Dong, J. H., & Wu H. (2018). Exploring the Effectiveness of ESP Teaching Based on Corpus, *Heilongjiang Education*, 2, 47.
- [11] Feng, Z. J., & Wang F. (2016). Construction Conception and Teaching Application of Financial English News Corpus. *Foreign Language Audio-visual Teaching*, (4), 54-58.
- [12] Gencel, İ. E., & Saracaloğlu, A. S. (2018). The effect of layered curriculum on reflective thinking and on self-directed learning readiness of prospective teachers. *International Journal of Progressive Education*, 14(1), 8–20.
- [13] Gong, Q. Z. (2023). Academic Career in Matrix Structure: A New Framework for Evaluation of University Teachers—Based on a Case Study of Paris-Saclay University. *Chinese Higher Education Research*, (01):93-100.
- [14] Gong, Q. Z. (2023). Inheritance and Transformation: A Study on the Evaluation System of French University Teachers. *Foreign Education Research*, 50(01): 113-128.
- [15] Gu, Q. Y. (2021). Japan's New Teacher Evaluation System and Its Enlightenment to my country. *World Education Information*, 34(10):61-66.
- [16] Huang, Y., & Wang Y. (2022). Construction of Open University Teacher Evaluation System Based on Teacher Development. *Journal of Inner Mongolia Radio and TV University*, (05):96-102.
- [17] Hu, J. P. et al. (2022). The Reform and System Construction of University Teacher Evaluation in the New Era. *Office Business*, (15): 147-149.
- [18] Jiang, H. (2022). Evaluation of College Teachers from the Perspective of High-Quality Education System. *Journal of Hebei Normal University (Educational Science Edition)*, 24(02):22-27.
- [19] Kang, Z. (2022). Paths to Improve Teachers' Evaluation Literacy in the Era of Artificial Intelligence. *Science and Education Wenhui*, (14): 16-20.
- [20] Keyser, V., & Barling, J. (1981). Determinants of children's self-efficacy beliefs in an academic environment. *Cognitive Theory and Research*, 5, 29-40.
- [21] Kong, D. Y., & Zhang C. M. (2022). The Construction and Application of Teacher Evaluation Index System of Applied Technology University. *Vocational and Technical Education*, 43(08):70-74.
- [22] Liu, C. H. (2021). Criticism and Improvement: Correction of American Teacher Evaluation Thought and Practice in the 21st Century. *Teacher Education Research*, 33(04):115-121.
- [23] Liu, H., & Ren, Y. (2022). Reflection and Reconstruction of Applied University Teacher Evaluation System. *Journal of Hefei University (Comprehensive Edition)*, 39(03):125-129.
- [24] Liu X. L. et al. (2022). Reform and Enlightenment of American Teacher Evaluation under Neoliberalism. *Teaching and Management*, (27): 105-108.
- [25] Long, D. Y. (2022). Research on the Development Elements of Foreign Language Teachers' Evaluation Literacy. *Journal of North China University of Science and Technology (Social Science Edition)*, 22(03):109-114.
- [26] Luo, Y. (2021). Development-Oriented Research on Teacher Evaluation in Higher Vocational Colleges. *Journal of Jiujiang Vocational and Technical College*, (04):64-70.
- [27] Niu, F. R. (2022). The Reform Dilemma and Tensions of the Teacher Evaluation System in Colleges and Universities. *Journal of the National Academy of Educational Administration*, (04):52-60.
- [28] Niu, F. R. (2023). Under the background of "breaking the five values", the conflict and optimization path of university teachers' evaluation of multiple dimensions. *Modern Education Science*, (02):21-26.