

# *Analysis of College English Teaching at Different Levels Based on SWOT*

**Hongxia Dai**

*School of Foreign Languages, Nanchang Normal University, Nanchang, China  
459167139@qq.com*

**Keywords:** SWOT Analysis, College English, Multi-Level Teaching

**Abstract:** College English is a very important public course in the higher education, which involves a lot of college students. Learning college English well has an important impact on college students and the country. In order to meet the learning needs of different college students and college students' English proficiency required by social development, college English teaching needs to be reformed. With the deepening of education reform, multi-level college English teaching has gradually become the focus of attention. Graded college English teaching is a method that divides college students into different levels according to their English level and needs. This teaching method can better meet the needs of college students and improve the teaching effect. However, stratified teaching also has some problems. Based on SWOT analysis, the writer will analyze the strengths, weakness, opportunities and threats of graded college English teaching and put forward corresponding strategies for the shortcomings of stratified college English teaching in this paper so as to improve the effectiveness of college English teaching.

## **1. Introduction**

The College English Teaching Guide issued by the Ministry of Education in 2017 clearly proposed to actively promote the multi-level foreign language teaching model in colleges and universities across the country so as to achieve individualized teaching and truly promote the development of college English teaching in the direction of personalized and independent learning. Multi-level teaching can improve the utilization rate of teaching resources, that is to say, teachers make different teaching plans for students at different levels and provide corresponding resources to meet the needs of teachers' teaching design and development. [1] Stratified college English teaching conforms to the basic principle of concrete analysis of specific problems as well as the teaching concepts of recent development zone and humanism in modern education and teaching theory. Graded college English teaching can well solve the contradiction of the students with different levels in a class.

## **2. SWOT Analysis of College English Teaching at Different Levels**

SWOT is a strategic analysis method proposed by Heinz Weihrich, a management professor in the University of San Francisco in the early 1980s. SWOT of the research object are listed. S

represents strengths. W represents weaknesses. O represents opportunities and T represents threats.

## **2.1. Strengths**

### **2.1.1 Improving the self-learning ability of college students**

Stratified college English teaching plays a positive role in improving college students' self-learning ability. Through stratified teaching, more appropriate teaching programs and guidance can be provided for college students at different levels to help them better understand and master English knowledge and improve their learning results. At the same time, graded teaching can also cultivate college students' awareness of independent learning, guide them to actively participate in the learning process, stimulate their thirst for knowledge and spirit of exploration and promote the improvement of their self-learning ability. Multi-level teaching can also provide rich learning resources and diversified learning methods so that college students can learn English knowledge according to their own interests and abilities and further cultivate college students' independent learning ability.

### **2.1.2 Meeting the diversified needs of college students**

The research shows that the popular teaching method can not meet the learning needs of current college students. [2] Every college student has his or her own learning foundation, learning style and learning ability. As an advocate of classified teaching, American educator, Benjamin Bloom stressed the importance of stratified teaching for teachers and students and he believed that students' unsatisfactory performance was due to the lack of appropriate teaching conditions and intellectual support. [3] Scientific stratification is the key to effective teaching. The purpose of stratification is to meet the diverse needs of students rather than eliminate the diversity of students. [4] College English teaching can adopt the model of stratified teaching and overall promotion. [5] Therefore, it is difficult for traditional one-size-fits-all teaching method to meet the needs of all college students. Multi-level teaching can be graded according to the actual situation of college students and provide different teaching programs for different levels of college students to better meet their English learning needs. For college students with weak foundation, teachers can adopt basic teaching, starting from basic knowledge and gradually increasing the difficulty. For college students with a better foundation, teachers can adopt extended teaching to provide higher-level learning contents to help college students better improve their English levels. Therefore, this teaching method can better meet the needs of college students and improve their learning effect and satisfaction.

### **2.1.3 Improving the teaching effect**

Stratified teaching can enable college students to learn in a teaching environment suitable for their own level, better master English, and thus improve their interest in learning English. Graded college English teaching can divide students of different levels, learning styles and habits into several levels, and then formulate appropriate teaching objectives and methods according to the teaching status of students at different levels so as to achieve the goal of all-round development of all students. [6] Teachers set different teaching goals for students at different levels, which can give full play to the subjective initiative of college students in English learning and improve the teaching effect. By adopting appropriate teaching methods, teachers can make college students actively participate in college English teaching classes and effectively improve their class participation.

## **2.2. Weakness**

### **2.2.1 Increasing psychological pressure of some students**

Stratified teaching divides students into different levels, which may lead to low level students have low self-esteem, anxiety, disappointment and other negative emotions. They think that they are labeled as “poor students”, resulting in psychological pressure. At the same time, graded teaching may also put pressure on high-level students, who may feel that they bear the honor and expectations of the class, which will increase their psychological burden.

### **2.2.2 Intensifying competition among students**

In stratified teaching, college students are divided into different levels, and students at each level face different learning requirements and standards, which may lead to certain competitive pressure among college students. Especially for high-level students, they may face higher learning requirements and more intense competition and need to constantly strive to maintain their advantages.

### **2.2.3 Boosting difficulty of management**

Graded teaching divides college students into different levels, which may lead to reduced communication and interaction among students in the same class and have a certain impact on the cohesion and centripetal force of the class. At the same time, stratified teaching may also bring certain challenges to class management. Teachers need to adopt different management methods for college students at different levels and they need to have higher management ability and skills. In an English class, students are from several different colleges in a university, which is not conducive to unity and cooperation and it is difficult for teachers to manage.

## **2.3 Opportunity**

### **2.3.1 Enhancing international exchanges**

By establishing partnerships with foreign universities, teachers can share teaching resources such as textbooks, course materials and online platforms. This provides university students at different levels with richer learning materials that can meet their individual needs. International exchange can promote cooperation and exchange among teachers. Teachers can visit foreign universities to learn advanced teaching methods, or invite foreign teachers to come to the school for short-term teaching. This kind of communication can help teachers renew their teaching ideas, improve their teaching skills and lay a foundation for college English teaching at different levels. International exchange can stimulate teachers' teaching enthusiasm and innovative spirit. When teachers see their students achieve in the international arena, they are more motivated to improve teaching methods and strategies to better meet the learning needs of students. Through international exchange programs, students at different levels can connect with students abroad for academic exchanges or cultural exchanges. This interaction can enhance students' intercultural communication skills, facilitate language acquisition, and provide college students with learning opportunities in real contexts.

### **2.3.2 More and more technical means applied in college English teaching**

Stratified teaching requires teachers to use a variety of teaching methods to stimulate students' interest in teaching so that different groups of students can achieve their goals. [7] Online learning platform, big data analysis and other technical means can provide strong technical support for

graded teaching. Through the application of these technical means, teachers can better understand the learning situation and needs of college students and develop more accurate teaching programs. Educational technology can help teachers obtain and organize rich teaching resources, such as teaching videos, electronic books, etc. These resources can meet the learning needs of students at different levels and improve the teaching effect. In addition, educational technology can realize the sharing and integration of teaching resources so that teachers and college students can easily access a variety of high-quality resources to improve the quality of teaching. Teachers can evaluate college students in the early stage through the educational technology platform, determine their learning levels and learning goals, and then formulate corresponding teaching plans and programs according to the evaluation results to achieve personalized hierarchical teaching.

### **2.3.3 Policy Support**

The policy support for stratified college English teaching mainly comes from the relevant documents and regulations of the Ministry of Education. In recent years, the Ministry of Education has constantly emphasized the concept of student-centered education, advocated teaching students according to their aptitude and pay attention to the personalized development of students. As we all know, the purpose of college English is not only to improve students' scores but also to improve students' English level. [8] In this context, many universities have begun to implement stratified teaching to meet the needs of different college students. The Basic Requirements for Teaching English Courses in Higher Vocational Education (Trial) issued by the Ministry of Education clearly states that it is necessary to focus on the practicability and pertinency of the teaching content with the goal of cultivating students' practical application of English and emphasizes that it is necessary to highlight the professionalism and practicability according to the characteristics of the industry and the goal of talent training. This provides policy basis and support for multi-level college English teaching. In addition, the Ministry of Education has also formulated a series of documents and guidelines to encourage colleges and universities to carry out stratified teaching, such as the guiding opinions on strengthening the classified teaching of English in Colleges and Universities and the guiding opinions on promoting the classified management of higher education. These documents emphasize the importance of stratified teaching from different angles and put forward specific implementation suggestions and requirements. Some universities improve the effectiveness and quality of graded college English teaching by introducing advanced teaching concepts and resources and strengthening teacher training and curriculum construction.

## **2.4. Threats**

### **2.4.1 Negative impact of the traditional concept of one-size-fits-all education**

The traditional one-size-fits-all concept of education holds that all students should receive the same content and methods of instruction regardless of their individual needs and differences in ability. The traditional one-size-fits-all education concept may lead to teachers' insufficient cognition and understanding of stratified teaching. As they have accepted uniform teaching arrangements and materials for a long time, some teachers may find it difficult to adapt to the requirements of multi-level teaching and maybe there are misunderstandings about the concept and implementation of multi-level teaching. This may affect the effective implementation of stratified teaching, and even lead to the decline of teaching effect. The traditional concept of one size fits all education may hinder the development of students at different levels. In some colleges and universities, some students may be reluctant to attend lower-level classes for fear of being labeled "poor students." This concept hinders the development and progress of students, and also goes

against the original intention of stratified teaching. Therefore, teachers should adopt different teaching strategies, tailor different teaching programs and tasks and teach students according to their aptitude so as to avoid the emergence of adverse phenomena. For example, excellent students do not have enough to learn and poor students can not understand. [9] In order to overcome these negative effects, teachers need to change the traditional concept of education and establish a student-centered education concept.

#### **2.4.2 Imbalance of educational resources**

In stratified teaching, students are divided into different levels according to their academic performance, learning attitude, learning habits and ability to accept knowledge. This stratification may result in an uneven distribution of educational resources. Students at level A may have access to more educational resources, such as excellent teachers and abundant extra-curricular tutoring, while students at level C may face a relative lack of educational resources. In the hierarchical process of lesson preparation, teachers need to formulate different teaching objectives, design teaching content and skill training according to different levels of college students, which requires more time and energy. If the teacher are insufficient, the quality of lesson preparation and the effect of graded college English teaching may be affected.

#### **2.4.3 Lack of evaluation system**

Multi-level college English teaching emphasizes personalized education and sets different teaching objectives and evaluation standards for college students at different levels. This may lead to the original unified evaluation criteria no longer suitable, which need to redesign or adjust the evaluation system. Stratified college English teaching may lead to increased complexity and diversity of evaluation. Because college students at different levels have various learning needs and ability levels. Therefore, evaluation methods need to be more diversified and flexible to fully reflect the learning effect and progress of college students.

### **3. Strategies to Cope With the Deficiency of Graded College English Teaching**

#### **3.1 Finding and Solving the Psychological Problems of College Students in Time**

Schools can provide psychological support and help for college students through psychological counseling, psychological counseling and other ways so as to reduce the psychological problems caused by stratified college English teaching. Graded college English teaching should follow the principle of willingness and avoid the negative effects of compulsory stratification. College students should choose their own level according to their own interests, abilities and needs rather than being forced to enter an inappropriate level. This can reduce the dissatisfaction and resistance of college students. Colleges or universities and teachers should also create a positive learning atmosphere to encourage communication and cooperation among college students. By organizing study groups and exchange meetings, college students can learn from each other and share their experiences so as to enhance their learning confidence and enthusiasm. It is necessary for schools, teachers and students to work together to solve the psychological pressure brought by stratified teaching. Measures such as strengthening psychological support, diversifying teaching methods and creating a positive atmosphere can alleviate students' psychological pressure and promote the smooth implementation of multi-level college English teaching.

### **3.2 Strengthening Publicity and Changing Traditional Educational Concepts**

Through publicity and education, teachers and students can realize the limitations of traditional educational concepts and understand the necessity of stratified college English teaching. Through practical teaching practice, teachers and students can experience the advantages of stratified college English teaching, speak with facts and change traditional concepts. The Department of Education has issued relevant policies to encourage and support the promotion and implementation of multi-level college English teaching and guide teachers and students to change their ideas from the policy level. At the social level, people should create an atmosphere that respects individuality and advocates diversity and reduce misunderstanding and prejudice about stratified college English teaching. Teachers should respect the differences of college students, understand the necessity and advantages of graded college English teaching and actively explore teaching strategies and means suitable for their students.

### **3.3 Setting Clear Graded Standards and Improving Teaching Management**

When conducting hierarchical management, schools and teachers need to clarify the criteria for stratification. College students can be reasonably graded by considering their English scores, English learning needs, learning interests, learning styles and other factors. At the same time, it is necessary to ensure that the stratification standard of college English is dynamic and adjusted in time according to the learning situation of college students to ensure the accuracy of stratification. In multi-level college English teaching, students at different levels have various learning needs so that it is necessary to improve teaching management. According to the actual situation of college students, teachers need to formulate different levels of teaching plans and set various teaching objectives, adopt different teaching methods and consider the learning needs of students at different levels. At the same time, teachers should strengthen the personalized counseling and feedback to college students and adjust the teaching strategy in time.

### **3.4 Establishing Diversified Evaluation Methods**

In addition to the traditional evaluation of test scores, a variety of evaluation methods should be used, such as classroom performance, homework completion, group discussion, oral report, self-evaluation and peer evaluation. In the concrete practice of stratified teaching, teachers can often use the way of evaluation and incentive. [10] This contributes to a comprehensive assessment of students' attitudes, abilities and progress. For students at different levels, clear evaluation criteria should be formulated. Evaluation criteria should include learning objectives, learning content, learning process, learning results and so on. Such evaluation helps to ensure its impartiality and objectivity. The evaluation results should be timely fed back to college students so that they can understand their learning status and timely adjust their learning strategies and methods. In addition to the final evaluation, formative evaluation should also be strengthened, focusing on the learning process and growth of students. Teachers can set up learning files for college students to record their learning progress, learning effect and reflection, etc., as an important basis for evaluation [11].

## **4. Conclusions**

Based on SWOT analysis, multi-level college English teaching has advantages and opportunities, but it also has disadvantages and threats. In order to better implement stratified college English teaching, colleges or universities and teachers should find and solve the psychological problems caused by stratified college English teaching in time, strengthening publicity and education,

changing the traditional concept of education, setting clear stratification standards, improving teaching management and establishing a diversified evaluation method. Through the implementation of these measures, the advantages of graded college English teaching can be given full play. Teachers should overcome its disadvantages, seizing opportunities, coping with threats, and improving the quality of college English teaching.

## Acknowledgement

Cultivating of cross-language thinking ability in college English teaching (23YB287) supported by Jiangxi Provincial Educational and Scientific planning

## References

- [1] Chen Linxia. *The Importance of stratified College English Teaching*. *Heilongjiang Higher Education Research*, 2005(1): 151-153.
- [2] Wang Qiuli. *Analysis on the Application Strategies of Classified Teaching in English Teaching Practice*. *English Plaza*, 2020(6):127-129.
- [3] Bloom Benjamin S. *Taxonomy of Educational Objectives: The Classification of Educational Goals*. Longmans.1956: 21.
- [4] Niu Xiaojing, Zhao Yuanyuan. *Study on stratified College English Teaching Model in applied undergraduate colleges*. *Literary Education (I)*, 2019 (11) :172-173.
- [5] Zhang Huiying, Liu Fangjing. *Teaching students according to their aptitude -- Probe into the Construction of College English Curriculum and the Reform of Stratified Teaching in the New Era*. *Journal of Langfang Normal University (Social Science Edition)*, 2017 (6) : 121-124.
- [6] Hang Li. *Exploration and Practice of Graded College English Teaching in Applied Undergraduate Colleges -- A case study of Chongqing University of Arts and Science*. *Journal of Hubei Second Normal University*, 2011(1) : 106-108.
- [7] Shen Lei. *Research on the Reform of Stratified Teaching in Applied College English Teaching in the New Era*. *Overseas Abstracts (Academic)*, 2019(5) : 1-3.
- [8] Liu Yamin, Zhu Zhengcai, Chang Hui. *New probe into the reform of Graded College English Teaching Model -- Learning according to skills and ascending by Modules*. *Journal of Foreign Languages*, 2009(4) : 23-29.
- [9] Song Ziyang. *Exploring the Theoretical Basis of Stratified College English Teaching Model*. *Science and Education Guidance*, 2014 (10) : 137-138.
- [10] Du Fang. *Exploration and Practice of Stratified College English Teaching Model*. *Knowledge Library*, 2020 (6) : 100-101.
- [11] Sujanta Kazemanzadeh. *Distributed System Integrating Virtual Reality Technology in English Teaching*. *Distributed Processing System 2022, Vol. 3, Issue 1*: 62-70.