

Research on the Obstacles and Methods of the Implementation of High School English Teaching According to Aptitude under the Background of Chinese Education Model

Weiru Yao^{1,a,*}

¹*College of International Studies, Shenzhen University, Shenzhen, Guangdong, China*

a. yyzsscy@notionvip.edu.bi

**corresponding author*

Abstract: Implementing high school English teaching according to student's abilities in China's education model has been the subject of considerable attention. However, in practice, there are still several deficiencies that serve to limit the improvement of teaching quality and students' personalized development. This paper presents a comprehensive analysis of the current challenges impeding the implementation of high school English teaching according to students' abilities and offers constructive solutions to overcome these obstacles. The analysis reveals that the primary impediments to the implementation of high school English teaching according to student's abilities are the unequal distribution of educational resources, teachers' inadequate understanding of students' differences, and the limitations of the conventional examination-based education model on the concept of teaching according to student's abilities. These factors collectively impede the realization of truly individualized instruction in high school English and prevent the fulfillment of diverse learners' educational needs. In light of the aforementioned considerations, this paper proposes the following recommendations: firstly, an increase in investment in educational resources is essential to optimize the allocation of resources; secondly, teachers should adopt diversified teaching means and methods; and finally, the establishment of a more scientific and comprehensive evaluation system is necessary to encourage students to develop their personalities and strengths, thus creating a more relaxed and favorable environment for teaching according to student's abilities.

Keywords: Teaching of English in Secondary Education, Innovations in Teaching and Learning, Educational Philosophy

1. Introduction

In light of the accelerated pace of societal development and the concomitant acceleration of globalization, the importance of English as the principal language of international communication is becoming increasingly evident. In the context of China's education model, the teaching of English at the high school level is of significant importance, as it plays a pivotal role in fostering students' comprehensive English proficiency and enhancing the country's global competitiveness. However, the traditional one-size-fits-all teaching method has proven inadequate in addressing the diverse

learning needs of students. In response, the concept of tailor-made teaching has emerged as a promising approach within the scientific teaching community. The teaching method of teaching according to ability emphasizes the development of targeted teaching strategies based on students' differences to optimize each student's potential. The implementation of tailor-made teaching in high school English teaching has the potential to stimulate students' interest in learning and improve the teaching effect, whilst also cultivating students' innovative thinking and independent learning ability. However, the implementation of tailor-made teaching in high school English teaching in the context of China's education model is confronted with several challenges.

A review of the historical origin and theoretical basis of tailor-made teaching reveals several key concepts that have contributed to its implementation in high school English teaching. These include the principle of 'teaching students according to their aptitudes', as put forward by Confucius, as well as the theories of individual differences and multiple intelligences in modern educational psychology. These theories provide a solid theoretical foundation for the implementation of tailor-made teaching in high school English teaching. In this regard, Li Yurong highlighted that Gardner's theory of multiple intelligences posits that intelligence is the capacity of individuals to demonstrate varying degrees of proficiency in diverse domains of life, and its structure is pluralistic. The fundamental objective of education is to concentrate on the discrepancies in individual intelligences and to strive towards the liberation and stimulation of the potential inherent in each individual. The theory of multiple intelligences provides a robust theoretical foundation for tailor-made education, thereby enriching the ideological connotation of this approach from a new perspective. Accordingly, the concept of teaching according to one's aptitude can be effectively operationalized in the form of teaching, curriculum, and evaluation systems.

At present, there are numerous studies examining the possibility of teaching students according to their abilities in the context of high school English education. Xing Wenjun and Shi Lei proposed a theory of teaching materials [1]. The value and significance of the utilization of teaching materials can be attributed to the fact that it represents a 'secondary development' of such materials. This approach is designed to facilitate adaptation to the prevailing teaching context, to align with the individualized requirements of students, and to ensure the attainment of the desired learning outcomes. Teachers can make content adjustments based on the textbook, or they may choose to select and integrate other teaching materials or develop new resources that extend beyond the scope of the textbook. This enables educators to eschew the exclusive reliance on textbooks, cultivate an accurate perception of textbooks, and recognize that the intrinsic value of textbooks can only be manifested through the lens of teachers' comprehension, interpretation, and ingenuity. Furthermore, the utilization of teaching materials can facilitate pedagogical innovation amongst educators, enabling them to adapt to the non-linear and dynamic nature of the teaching process. This approach allows for the expansion of their knowledge base, the enhancement of their skillset, and the advancement of their professional development. It enhances the methodology of teaching high school English through the available materials. Wan Yinbing puts forth a proposal to incorporate updates to teaching concepts, innovations in teaching methods, enhancements to classroom interaction, integration of interdisciplinary knowledge, and improvements to the evaluation system [2]. These proposed changes aim to facilitate more comprehensive student development and enhance the quality and effectiveness of high school English instruction.

These practical explorations have resulted in improvements to the quality of teaching and students' learning, although they have also encountered significant challenges and difficulties. To illustrate, there is a discrepancy between teachers' pedagogical concepts and their actions. Additionally, there is a lack of an accurate understanding of the role of teaching materials, resources, and facilities. Furthermore, the current evaluation system is inadequate. These constraints impede the comprehensive implementation and advancement of pedagogical approaches grounded in materials.

In light of these challenges, this study seeks to identify effective strategies for implementing tailored teaching in high school English education within the context of the Chinese educational model. By undertaking a comprehensive examination of the theoretical underpinnings and practical applications of teaching according to one's abilities, and taking into account the current context and challenges of high school English education, this study will put forth a series of pragmatic teaching strategies and methodologies for teaching according to one's abilities. Furthermore, the study will examine the significance of enhancing the quality of teachers and modifying their teaching concepts, as well as strategies for facilitating the implementation of tailor-made teaching by optimizing the allocation of educational resources.

2. The Present Situation of the Implementation of Tailor-Made Teaching in High School English Teaching in the Context of China's Education Model

In the context of China's education model, the field of high school English teaching is undergoing a profound change. The core of this change lies in the active exploration and implementation of the teaching concept of teaching according to students' aptitudes to adapt to students' increasingly diversified learning needs. This transformation represents not only a challenge to the conventional educational paradigm but also a profound reflection and repositioning of the very nature of education.

As a pedagogical approach that acknowledges students' differences and prioritizes their learning needs, the practical implementation of teaching students according to their abilities is gradually gaining ground in high school English education [3]. The implementation of this concept is primarily evidenced by the utilization of differentiated teaching strategies, the formulation of individualized teaching plans, and the promotion of group cooperative learning modes.

2.1. Application of Differentiated Teaching Strategies

The differentiated teaching strategy represents a tangible manifestation of the concept of teaching students according to their aptitude in the context of high school English education. Teachers adapt the content and methodology of their teaching to the English proficiency, learning styles, and interests of their students, thereby ensuring that the teaching objectives are aligned with the students' actual needs. For instance, teachers of students with a robust foundation in English and a strong aptitude for learning may provide more extensive reading and writing training to meet the higher-level learning needs of such students. For students with a relatively weak foundation in English and slower learning progress, teachers focus on consolidating basic vocabulary and grammar. They also assist these students in gradually building up their learning confidence and improving their learning effect through repeated practice and strengthened memory. The implementation of this differentiated teaching strategy effectively circumvents the 'one-size-fits-all' mode of teaching, thereby enabling each student to optimally actualize their potential at a pace commensurate with their abilities.

2.2. Formulation of Individualised Teaching Plans

The creation of personalized teaching plans represents another crucial practice within the framework of tailor-made teaching in secondary English education. Teachers create bespoke learning plans for each student by developing an in-depth understanding of their learning context, including their English language proficiency, learning styles, interests, and other relevant factors. Such plans are not merely delineated in terms of learning objectives, content, and methodologies; they also take into account the specific needs of the students. Such plans not only delineate the learning objectives, content, and methods but also facilitate timely adjustments to students' learning progress and feedback, thereby ensuring the relevance and efficacy of the learning plans. The implementation of personalized teaching plans has been demonstrated to assist students in clarifying their learning direction and

enhancing their learning efficiency. Furthermore, it has been shown to stimulate their learning motivation and encourage greater active involvement in English learning.

2.3. Promotion of Group Cooperative Learning Mode

The cooperative group learning mode represents a significant avenue of inquiry in the context of high school English teaching, particularly concerning the adaptation of instructional approaches to align with the diverse abilities of learners. The collaborative learning environment fosters collective advancement, wherein students can advance together in an atmosphere of mutual learning and assistance. In a group setting, students can leverage their strengths, compensate for each other's weaknesses, and collectively address learning challenges through discourse, communication, and collaboration. This mode of learning not only cultivates students' ability to work in a team but also promotes communication and cooperation among them, thus enabling them to continuously improve their English proficiency through mutual motivation.

The implementation of bespoke teaching in high school English has yielded notable outcomes and has provided invaluable insights. There has been a notable enhancement in students' interest and motivation to learn. The teaching content and methods are aligned with the actual needs and interest characteristics of students, which has resulted in a notable shift in their perception of English learning. Rather than viewing it as a tedious task, students now perceive it as an enjoyable and challenging endeavor. The students began to take the initiative in their learning, adopting a positive outlook and speaking with confidence, thereby fostering a favorable learning environment. Furthermore, the quality of English teaching has demonstrated a consistent upward trajectory. The implementation of the concept of teaching according to students' aptitude has enabled teachers to devote greater attention to student's differences and learning needs. This has allowed them to gain a more accurate understanding of students' learning situations, enabling them to make timely adjustments to teaching strategies and methods. Such meticulous pedagogical guidance not only enhances students' learning outcomes but also precipitates a notable enhancement in the caliber of English language instruction.

3. The Impediments to the Implementation of Differentiated Instruction in Secondary English Education

The implementation of differentiated instruction in secondary English education is confronted with a multitude of challenges, which not only impact the efficacy of teaching but also impede the advancement of educational equity and quality.

3.1. Reinforcement of Test-Based Education by the College Entrance Examination System

First and foremost, the college entrance examination system, which is a product of China's large population base, has also brought about test-based education. This has an impact on the implementation of tailor-made teaching. As a significant component of China's educational framework, the Gaokao has exerted a considerable influence on English instruction. The relatively fixed content and format of the English subject of the college entrance examination has resulted in students, parents, and even teachers focusing unduly on the examination results, to the detriment of the essential and intrinsic value of English learning. This inclination towards teaching to the test has significantly impacted the concept of teaching according to students' abilities, prompting educators to prioritize the development of test-taking skills during instruction while overlooking the cultivation of students' differences and interests.

3.2. Variations in Teacher Quality and Pedagogical Orientation

Secondly, variations in teacher quality and pedagogical orientation represent a significant challenge to the implementation of tailored teaching. Some educators lack an appreciation for the concept of teaching according to student's abilities, viewing it as an idealized educational model that is challenging to operationalize in practice. Furthermore, discrepancies in the proficiency and aptitude of instructors have resulted in disparate outcomes in the delivery of instruction aligned with students' capabilities. Some teachers lack the requisite experience and creativity to develop individualized teaching plans and methods based on students' actual circumstances [4].

3.3. Inequitable Distribution of Educational Resources

Furthermore, the disparity in the allotment of educational resources represents a significant challenge in the implementation of tailored instruction. The disparities in educational resources across regions have resulted in notable discrepancies in the quality of English instruction across different regions. Some economically underdeveloped regions are relatively deficient in educational resources, which impedes their ability to provide the individualized teaching resources necessary for teaching according to students' abilities. Furthermore, the disparities in educational resources across educational institutions present a challenge for some schools in implementing the concept of tailored teaching. Some educational establishments are unable to provide students with sufficient personalized learning opportunities and resources due to financial constraints and a lack of adequately trained personnel.

4. Strategies and Methods for Implementing Tailor-made Teaching in Senior Secondary English Teaching

In senior secondary English teaching, the implementation of the concept of teaching students according to their abilities is of paramount importance. This not only facilitates the promotion of students' individualized development but also markedly enhances teaching efficiency. To achieve this objective, it is essential to implement a series of effective and systematic strategies and methods [5].

4.1. Establishing Correct Teaching Concepts

The establishment of correct teaching concepts by educators serves as the foundation for the implementation of bespoke teaching methodologies. Educators must recognize that the objective of education extends beyond the mere transmission of knowledge; it is also about nurturing students' holistic development and fostering their capacity for independent learning. In the context of teaching, each student can be considered a unique individual, characterized by a range of distinctive learning styles, interests, and personality traits. It is therefore incumbent upon teachers to respect the individual differences of their students and to gain an understanding of their learning preferences and potential abilities. This enables them to adjust their teaching strategies in a targeted manner. To achieve this objective, teachers must establish close communication with their students and gain a deeper understanding of their learning needs and interests through the utilization of a range of techniques, including classroom observation, the administration of questionnaires, and the conducting of individual interviews. Furthermore, educators should facilitate opportunities for students to express themselves. Furthermore, educators should facilitate opportunities for students to articulate their learning aspirations and challenges, respond constructively to their concerns, and offer tailored guidance and assistance.

In fostering students' autonomous learning capacity, educators should prioritize the stimulation of intrinsic learning motivation and the encouragement of independent exploration and critical thinking.

By establishing transparent learning objectives and furnishing students with comprehensive learning resources and feedback mechanisms, educators can facilitate the development of independent learning habits and capabilities, thereby establishing a robust foundation for lifelong learning.

4.2. Enhancement of Teachers' Teaching Standards

The enhancement of teachers' teaching standards represents a fundamental aspect of the implementation of tailor-made teaching. In their role as a senior secondary English teacher, it is essential to possess not only a robust foundation of professional knowledge and teaching abilities but also to engage in continuous learning and the refinement of one's educational concepts. This enables educators to adapt effectively to the evolving teaching landscape and the evolving needs of their students. To achieve this objective, teachers must engage actively in a range of teaching seminars and exchange activities. They should also share their teaching experience and methods with their peers and collaborate in the search for solutions to the challenges they encounter in their teaching practice. Furthermore, teachers should engage in self-reflection and summarisation, and continually review and enhance their teaching practice through the use of teaching journals and participation in teaching assessment.

In light of the aforementioned considerations, teachers must demonstrate the courage to experiment with and innovate their teaching methods and techniques. The ongoing advancement of information technology has led to the emergence of novel pedagogical approaches, including project-based learning and flipped classroom models, which are increasingly being integrated into traditional classroom settings [6]. Teachers are at liberty to select and deploy these pedagogical approaches by their teaching style and the learning requirements of their students, to foster interest and enthusiasm in the learning process.

4.3. Innovative Teaching Methods and Means

Innovative teaching methods and means represent a significant avenue for the implementation of bespoke pedagogical approaches. To stimulate students' interest in and engagement with the learning process, educators should adopt a range of diverse teaching methods and strategies.

Contextual teaching represents an efficacious pedagogical approach that enables students to assimilate knowledge and competencies in an informal and agreeable setting by integrating the learning material with students' lived experiences. For instance, educators may devise dialogue exercises, role-playing activities, and other scenarios about daily life, enabling students to apply their acquired knowledge to communicate and express themselves in simulated contexts.

Furthermore, cooperative learning represents a significant pedagogical approach that fosters communication and collaboration among students, thereby enhancing their capacity for teamwork and communication. In cooperative learning, educators can divide students into groups and assign them tasks or problems to be completed collectively. Group discussion, reporting, and presentation allow students to learn from one another, thereby enhancing their collective understanding and ability to compensate for individual deficiencies. This, in turn, serves to elevate the overall learning level of the group.

Furthermore, educators should leverage modern information technology to enhance instructional efficacy. The utilization of multimedia teaching tools, online learning platforms, and other contemporary pedagogical resources enables educators to facilitate a more dynamic and engaging learning experience for their students. For instance, educators may utilize multimedia resources, including video, audio, and other formats, to enhance the educational content [7]. The online learning platform provides students with access to learning materials, facilitates engagement in online discussions, and enables the submission of assignments at any time and from any location.

4.4. Optimising the Allocation of Educational Resources

To optimize the allocation of educational resources, schools must increase their investment in such resources. This will ensure a balanced distribution and effective use of educational resources.

Firstly, schools should augment their investment in hardware resources, including teaching facilities and library materials. This encompasses the acquisition of sophisticated pedagogical apparatus, the establishment of contemporary libraries and laboratories, and other related initiatives. The investment in these hardware resources can facilitate not only enhanced teaching efficiency and quality among educators but also the provision of students with a more conducive and accessible learning environment [8].

Secondly, schools should also prioritize the development of software resources, including the training and support of teaching staff. The introduction of outstanding personnel and the reinforcement of teacher training programs enable educational establishments to cultivate a highly proficient and specialized teaching corps. Such educators possess not only a robust foundation of professional expertise and pedagogical proficiency but also a discernible aptitude for innovation and pragmatic capability, thereby ensuring the delivery of superior educational services to their students.

Furthermore, educational institutions should proactively develop and utilize personalized teaching resources. To illustrate, the creation of school-based teaching materials and the establishment of online learning platforms are two strategies that can be employed to address the diverse learning needs of students. The development of these personalized teaching resources has the potential to stimulate students' interest and motivation in learning, while also facilitating the optimal utilization of their strengths and specialties throughout the learning process [9].

4.5. Implement a More Scientific and Comprehensive Evaluation System

To a certain extent, the test-based education model has constrained the personalized development of students and the cultivation of innovation ability. To effect change, it is necessary to implement a process of gradual reform of the education model and the establishment of a more scientific and comprehensive evaluation system.

First and foremost, the weight assigned to scores in the evaluation system can be reduced, and the comprehensive quality and ability of students can be included in the evaluation scope. In addition to focusing on students' academic performance, it is also important to consider other aspects of their performance, such as their innovative ability, teamwork ability, communication, and expression ability. This approach encourages students to develop holistically, fostering the growth of their comprehensive abilities and innovative potential.

Subsequently, it is recommended that assessment methods and approaches be diversified. In addition to the traditional written and oral examinations, project-based and expressive evaluations can also be employed to assess students' learning outcomes. Such evaluation methods are capable of providing a more comprehensive and objective reflection of students' learning and ability levels.

Furthermore, a feedback mechanism should be established to facilitate the provision of evaluation results and feedback to students and parents promptly. The feedback mechanism enables students to gain insight into their strengths and weaknesses, thereby facilitating the development of more effective learning methods and strategies. Furthermore, parents can also benefit from this mechanism, as it allows them to gain a deeper understanding of their children's learning, which in turn enables them to provide more tailored support and assistance.

In conclusion, the implementation of the concept of teaching according to one's ability in senior secondary English teaching necessitates the utilization of a series of effective strategies and methods. The implementation of the concept of teaching according to one's ability in senior secondary English teaching requires the establishment of correct teaching concepts, the improvement of teachers'

teaching level, the innovation of teaching methods and means, the optimization of the allocation of educational resources, and the gradual reform of the examination-based education model. These factors facilitate students' personalized development and improve teaching efficiency by promoting the concept of teaching according to student's abilities [10].

5. Conclusion

The benefits of bespoke English tuition at the secondary level are considerable. It allows for the adaptation of the curriculum to align with each student's unique characteristics and learning requirements, thereby fostering greater engagement and proficiency in the subject matter. Furthermore, it facilitates holistic student development. Through tailor-made teaching, students are allowed to learn at their own pace and in their own way, thereby facilitating the acquisition of English knowledge and skills in a manner that is both effective and engaging. Furthermore, this approach encourages the development of essential independent learning and critical thinking skills.

However, the implementation of tailor-made teaching also presents several challenges in the context of senior secondary English teaching. The pressure of the college entrance examination system makes it challenging to fully reverse the trend of teaching that is oriented towards the test. The differences in the quality and teaching philosophies of teachers result in disparate outcomes in the implementation of teaching based on students' abilities. Furthermore, the imbalance in the allocation of educational resources constrains the development and utilization of personalized teaching resources. It is imperative that these challenges be accorded high priority and effectively addressed to ensure the comprehensive implementation and sustainable development of tailor-made teaching.

It is evident that the application of tailor-made teaching in senior secondary English teaching still requires further exploration and improvement. In addition to enhancing teacher training and facilitating learning exchanges to elevate the quality of teaching and encourage innovation, it is imperative to augment educational investment and optimize resource allocation to reinforce the foundation and guarantee the advancement of tailor-made teaching. As a result of these endeavors, teaching by students' abilities will assume a more prominent role in senior secondary English education. This will facilitate the fulfillment of students' diverse learning requirements, encourage the sustained enhancement of the caliber of senior secondary English instruction, and establish a robust foundation for students' comprehensive development and lifelong learning.

References

- [1] Xing, W. J. & Shi, R. (2023). *Teaching According to the Material: Reflections and Practices on the Use of English Teaching Materials*. *Educational Perspectives*, (46), 28-31.
- [2] Wan, Y. (2024). *Problems and Countermeasures in High School English Teaching under the Background of New Curriculum Reform*. *Test and Research*, (05), 168-170.
- [3] Gu, X. (2024). *Teaching According to Materials and Cultivating Ability--The Application of Layered Teaching in High School English Teaching*. *English for Middle School Students*, (34), 47-48.
- [4] Dong, X. (2024). *Reform Paths of College English Course Teaching in the Digital Age*. *Education Reform and Development*, (10), 213-219.
- [5] Tang, M. (2022). *Dilemmas and Breakthroughs in High School English Classroom Teaching under the Background of New Curriculum Reform*. *Academic Weekly*, (04), 103-104.
- [6] Wu, G., Zheng, J., Zhai, J. (2023). *RETRACTED: Individualised Learning Evaluation Model Based on Hybrid Teaching*. *Electrical Engineering & Education*, (1), 2047-2061.
- [7] Xu, G., Chen, D., Zhang, J., Ma, Y., & Li, J. (2021). *Research on the Mixed Teaching Mode of Computer Basics Based on*. *Advances in Educational Technology and Psychology*, 5(7), 119-124.
- [8] Zhang, Y. (2020). *Giving Life to Appreciation Education by Adapting to the Material--Taking High School English Teaching as an Example*. *Campus English*, (14), 128-129.

- [9] Guan, J., Liu, Q., Liu, X. (2019). *Research on the Innovation of Individualised Teaching Model in English Course.* (eds.) *Proceedings of Foreign Language Research and Practice.* Wuhan University Institute of Education Science; Kyungil University, 38-47.
- [10] Wan, J. (2021). *Research on the Innovation of Senior High School English Classroom Teaching Model under the - New College Entrance Examination System.* *International Journal of New Developments in Education*, (5.0).