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Research on CET-4/CET-6 Exams and College English Teaching Reform-Based on the Perspective of Graded Classroom Teaching Implementation

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Abstract

Against the backdrop of the deepening internationalization of education and the construction of new liberal arts, cultivating compound international talents with both professional expertise and international communication skills has become the core educational goal of universities. As a core general education course in higher education, College English serves as a crucial medium for cultivating the language proficiency and cross-cultural communication skills of international talents. The reform and upgrading of the National College English Test (CET) provides important guidance and evaluation criteria for enhancing the quality and efficiency of English teaching in universities. Current traditional college English teaching faces issues such as homogenization of teaching, vague objectives, insufficient classroom adaptability, and a single evaluation system, making it difficult to meet the needs of graded teaching and the standards for cultivating compound talents. This paper takes the implementation of graded classroom teaching as the core entry point, conducting research and analysis from four major classroom dimensions: teacher-student teaching preparation, classroom instruction, academic output, and teaching evaluation. Combining the new positioning, new question types, and new evaluation guidelines of the CET, it focuses on five core modules: teaching goal setting, curriculum system design, textbook resource selection, teacher team training, and teaching evaluation optimization. It constructs a college English teaching reform plan tailored to the cultivation of compound international talents, refining the optimization paths for teaching concepts, teaching methods, and curriculum implementation. This provides practical references for the implementation of graded English teaching in universities, the improvement of teaching quality, and the cultivation of international talents.

Keywords

CET-4 and CET-6 Exams; Graded Teaching; College English; Teaching Reform

I. Introduction

With the deep integration of economic globalization and the continuous construction of China's high-level opening-up pattern, the demand for composite international talents in various industries continues to rise. Such talents not only require solid professional core competencies, but also need to possess proficient English application skills, cross-cultural communication abilities, international vision, and innovative thinking, capable of adapting to diverse work scenarios such as international exchanges, cross-border cooperation, and foreign-related positions. As the only general foreign language course covering all undergraduates in universities, college English bears the important functions of consolidating students' language foundation, enhancing comprehensive application abilities, cultivating international literacy, and serving professional development. It is an essential basic link in the cultivation system of composite international talents.

As the largest and most recognized English proficiency assessment system for universities in China, the College English Test (CET) has undergone multiple rounds of reforms and has completely abandoned the traditional exam-oriented assessment model. It now focuses on comprehensively assessing language comprehensive application ability, cross-cultural communication ability, and critical thinking ability, which highly aligns with the language literacy requirements of composite international talents. The functional orientation of the CET has shifted from "academic achievement testing" to "ability-oriented assessment", with the question design placing more emphasis on comprehensive application of listening, speaking, reading, and writing, scenario-based language output, and professional-related English usage, thus setting a clear direction for college English teaching reform.

Graded teaching, as the mainstream model of college English teaching in the new era, adheres to the core principles of "teaching students according to their aptitudes, guiding them based on classification, and educating them precisely". It can effectively address the teaching pain points of differentiated English foundations and diversified learning needs among students. However, the current graded teaching of English in most universities still remains at the level of simple stratification and class division, without forming supporting teaching objectives, curriculum systems, teaching materials resources, teaching methods, and evaluation systems. The implementation of classroom teaching becomes a mere formality, with prominent issues such as insufficient preparation for teachers and students, homogenization of classroom teaching, and simplification of performance evaluation, which hinder the full realization of the educational value of graded teaching and make it difficult to align with the CET-4 and CET-6 proficiency assessment requirements and the goal of cultivating compound talents.

Based on this, this paper focuses on the core requirements for cultivating composite international talents, relying on the new guidance of the CET-4 and CET-6 exams, and focuses on the full implementation of graded classroom teaching. Through research and analysis of the existing problems in our university's graded college

English teaching, we systematically optimize the five core modules: teaching objectives, curriculum design, textbook selection, teacher training, and evaluation system.

II. Survey and Analysis of the Current Implementation Status and Problems of Graded Classroom Teaching in College English

To accurately grasp the current implementation status of graded teaching in college English at universities, this paper adopts methods such as questionnaire surveys, classroom observations, interviews with teachers and students, and analysis of performance data. A special survey was conducted among 400 non-English major freshmen and sophomores and 20 English teachers at our university, focusing on four core classroom aspects: teacher and student preparation, classroom instruction, academic performance, and teaching evaluation. A comprehensive analysis was conducted, taking into account the passing rates of the CET-4 and CET-6 exams and students' English application abilities, to identify existing core issues.

Teacher-student teaching preparation: Lack of stratified preparation and insufficient adaptability. Teacher-student teaching preparation is the prerequisite for the effective implementation of graded classroom teaching. Research shows that nearly half of teachers prepare lessons based on the general syllabus, simply adjusting the teaching progress, without developing differentiated lesson plans for different levels of classes. They fail to design stratified teaching content, teaching tasks, and expansion resources based on the ability shortcomings of students at the basic, improvement, and expansion levels, the key points of CET-4 and CET-6 assessments, and the demand for internationalization ability. Some teachers still focus on explaining textbook knowledge points in their lesson preparation, lacking integration design for cross-cultural materials, professional English materials, and scenario-based questions for CET-4 and CET-6. From the perspective of student preparation, 80% of students lack awareness of stratified autonomous learning. Students with weak foundations blindly practice past papers to prepare for CET-4 and CET-6, neglecting to strengthen their language foundation; students with better foundations repeat learning basic content, lacking high-level ability expansion, and their autonomous learning content is seriously disconnected from their own level and talent cultivation needs. At the same time, there is insufficient two-way communication between teachers and students, making it difficult for teachers to accurately grasp the learning pain points of students at different levels. Students are not clear about their own learning goals and directions for improving their internationalization ability, leading to insufficiently targeted pre-class preparation and low classroom teaching efficiency.

Classroom Teaching: Fixed Teaching Mode and Weak Ability Cultivation. Classroom teaching is the core implementation link of graded teaching and a crucial scenario for bridging the cultivation of CET-4/6 abilities and international literacy. Current

classroom teaching faces significant issues of homogenization and exam-orientedness. Firstly, teaching methods are rigid, with most classes still dominated by the "teacher lectures, students listen" type of didactic teaching. Interactive, scenario-based, and project-based teaching methods account for a very small proportion, and the classroom lacks authentic language application scenarios. Students' listening and speaking output abilities are not effectively exercised, contradicting the CET-4/6 assessment orientation that focuses on listening and speaking application. Secondly, tiered teaching becomes a mere formality, with minimal differences in teaching content, pace, and training types of questions across different tiers. Students in the basic tier cannot keep up with the teaching pace, while those in the expansion tier feel "underfed," failing to achieve precise education. Thirdly, there is a lack of international literacy cultivation. Classroom teaching focuses on explaining language knowledge points, neglecting the cultivation of cross-cultural thinking, international vision, and professional English application abilities, making it difficult to meet the cultivation requirements for composite international talents.

Academic performance: Significant stratification gap and imbalanced ability development. Based on the analysis of the survey participants' CET-4 and CET-6 exam scores, final academic grades, and English proficiency test results, the current development of students' English proficiency shows obvious polarization and structural imbalance. In terms of performance stratification, students in the basic level have a low passing rate for CET-4 and CET-6, commonly facing issues such as weak listening comprehension, irregular writing and translation, and insufficient language output ability; students in the extended level, despite excelling in written exams, exhibit prominent shortcomings in oral communication and cross-cultural scenario application abilities, with the phenomenon of "high scores but low abilities" being widespread. In terms of ability structure, students are generally adept at answering exam-oriented questions, but they are weak in practical scenarios such as international communication, professional English reading, and academic English writing. There is a disconnect between language knowledge and application ability, as well as between exam-oriented ability and international literacy, which cannot meet the actual needs of composite positions. Meanwhile, the stratified teaching system has not established a dynamic promotion and demotion mechanism, leading to rigid student levels, a lack of learning motivation, and insignificant improvement in performance.

Analyzing from the perspectives of students' learning situations and behaviors, the English proficiency of our school's students upon enrollment exhibits significant polarization, forming a multi-tiered learning structure ranging from "weak foundation - intermediate - good - excellent," posing great challenges to teaching. Meanwhile, there are notable differences in learning characteristics, test preparation logic, and ability shortcomings between students majoring in arts and

science. Students majoring in science and engineering generally emphasize logical thinking and practical learning, showing insufficient enthusiasm for language memorization, text comprehension, and humanities critical thinking content. They generally adopt a utilitarian mindset towards English learning, preparing passively for exams solely for graduation and employment purposes, lacking awareness of long-term ability accumulation. Furthermore, they have minimal exposure to content suitable for CET-6 exams, such as technical English, engineering translation, and professional literature reading, highlighting prominent bottlenecks in advanced test preparation. Students majoring in arts have a relatively solid language foundation and significant advantages in reading and writing abilities, but they generally suffer from deficiencies in logical thinking, weak on-the-spot output, and inadequate listening comprehension. They face difficulties in breaking through the score bottleneck when dealing with CET-6 critical thinking writing, academic listening, and long and difficult passage reading. In addition, sophomores are faced with multiple tasks such as professional course pressure, internship preparation, and academic evaluation, resulting in fragmented test preparation time and a lack of systematic planning ability. Most students can only choose to cram and practice test questions before exams, leading to low learning efficiency and difficulty in forming a stable English proficiency system.

Teaching Evaluation System: Single and rigid evaluation, lacking guidance. Teaching evaluation is a crucial tool for guiding teaching reforms and ensuring educational quality. Currently, the graded teaching evaluation system for college English exhibits significant shortcomings. Firstly, the evaluation dimensions are limited, with final written exam scores and CET-4/CET-6 pass rates remaining the core evaluation indicators. This approach neglects process-oriented and ability-based evaluation content such as classroom performance, autonomous learning, oral proficiency, cross-cultural practice, and professional English application, thus failing to comprehensively reflect students' comprehensive qualities. Secondly, there is a lack of stratified evaluation, with all levels of students adopting uniform evaluation standards. No differentiated evaluation system has been established in alignment with stratified teaching objectives, preventing the implementation of educational guidance focused on meeting basic standards for the basic level and enhancing abilities for the expansion level. Thirdly, evaluation feedback lags behind, with evaluation results solely used for academic grading. A closed-loop mechanism of "evaluation-feedback-correction-improvement" has not been formed, thus failing to effectively guide teachers in optimizing stratified teaching and students in addressing their ability shortcomings. This makes it difficult to meet the dual demands of cultivating composite talents and assessing CET-4/CET-6 abilities. Furthermore, institutional optimization has not been conducted in consideration of the gradient assessment characteristics of CET-4/CET-6, differences between liberal arts and science majors, and students' stratified learning situations. The curriculum

system only offers general basic English courses, lacking stratified and specialized courses such as CET-4 remedial courses, CET-6 intensive courses, professional English, and academic English, thus failing to cover students' differentiated needs. The teaching management system does not explicitly require stratified teaching, integration of examination and teaching, or integration of general and professional education. Teachers' reforms lack institutional basis, assessment constraints, and incentive mechanisms, resulting in insufficient enthusiasm for teaching innovation. The one-sidedness of the evaluation system further exacerbates teaching problems. The summative written examination evaluation model only assesses students' mastery of static knowledge, but fails to evaluate dynamic ability improvement, preparation process, application level, and critical thinking literacy. This leads to students generally focusing on final exam scores and ignoring daily accumulation, cramming for exams and neglecting long-term improvement. Learning behaviors become increasingly utilitarian and short-term, completely contradicting the assessment logic of long-term ability cultivation in CET-4/CET-6. The lagging institutional system makes it impossible to solve various teaching problems through normalized reforms, leading to structural teaching dilemmas formed through long-term accumulation.

III. Overall design of college English teaching reform under the cultivation of compound international talents

In light of the existing issues in current graded classroom teaching and based on the new positioning of the CET-4/CET-6 exams and the core needs for cultivating compound international talents, this article constructs a comprehensive, graded, and systematic reform plan for college English teaching from five core dimensions: teaching objectives, curriculum design, textbook selection, teacher training, and evaluation system. It simultaneously optimizes teaching concepts and methods to achieve standardized, precise, and efficient implementation of graded classroom teaching.

Reconstruct hierarchical and competency-based teaching objectives, anchoring the core of education. Break away from traditional unified and exam-oriented teaching objectives, and combine the hierarchical assessment standards of CET-4 and CET-6 with the requirements for compound talents' competencies to construct a "three-tiered and four-dimensional integrated" teaching objective system, achieving clear hierarchy and precise empowerment. The four-dimensional integration refers to integrating four major educational dimensions: language proficiency, cross-cultural competence, professional adaptability, and autonomous learning ability. The three-tiered structure corresponds to the differentiated needs of students at the basic, enhancement, and expansion levels. The basic level (CET-4 and CET-6 preparation and compliance level): The core objective is to consolidate language fundamentals and meet the basic competency requirements of CET-4. The

focus is on mastering core vocabulary, basic grammar, and common sentence patterns, enabling students to complete simple listening comprehension, daily writing, basic translation, and possess preliminary English listening and speaking abilities. This ensures smooth passage through CET-4, eliminates language weaknesses, builds confidence in English learning, and cultivates basic autonomous learning habits. The enhancement level (comprehensive ability application level): The core objective is to strengthen comprehensive language application abilities and meet the basic competency requirements of CET-6 and daily international communication needs. Proficient in comprehensive skills of listening, speaking, reading, writing, and translation, capable of handling all types of CET-4 and CET-6 assessments, possessing daily cross-cultural communication skills, general English writing proficiency, and basic foreign language reading ability, cultivating a basic international perspective, and adapting to general foreign-related scenarios. Expansion level (internationalized composite empowerment level): The core goal is to cultivate high-level language literacy and professional integration ability, adapting to the needs of high-end composite talent cultivation, high scores in CET-6, postgraduate entrance examination English, and international communication. Emphasis is placed on strengthening oral communication, academic writing, professional English application, and cross-cultural critical thinking ability, enabling students to read foreign literature in their own field, write simple academic English abstracts, participate in basic international academic exchanges, and achieve deep integration of English proficiency and professional ability.

Reconstruct gradient and differentiated teaching objectives to achieve deep integration of teaching and examination. Addressing the core issues of rigid teaching objectives and disconnection from the CET-4 and CET-6 graded assessments, it is necessary to break the unified teaching objective system and establish a hierarchical educational objective system featuring "building a foundation at CET-4, improving quality at CET-6, integrating specialized teaching, and empowering with competencies". The first year focuses on cultivating basic abilities at CET-4 level, with core objectives centered around solidifying vocabulary and grammar, basic listening and speaking training, and improving simple reading, writing, and translation skills. Benchmarking against CET-4 basic assessment standards, it aims to address the weaknesses of students from southwestern regions and help underperforming students pass the exam smoothly. The second year distinguishes between arts and science majors and exam preparation levels. For students preparing for CET-6, educational objectives are set for high-level academic abilities, critical thinking skills, and professional scenario application abilities; for science and engineering students, the focus is on connecting with engineering technology English, industry foreign-related scenarios, and scientific literature interpretation skills; for liberal arts students, the emphasis is on cultivating academic writing, cross-cultural communication, and business clerical English skills, thoroughly

resolving the issues of disconnection between teaching objectives and examination demands, professional development, employment, and further education. At the same time, the CET-4 and CET-6 examination points are integrated into the daily teaching syllabus, clarifying the examination-teaching integration tasks for each semester and each unit, allowing classroom teaching to precisely align with examination ability standards and eliminate the core barriers of disconnection between teaching and examination. Schools need to incorporate the CET-4 and CET-6 pass rates and student English ability improvement rates into the assessment indicators of English course teaching quality, compelling teachers to update their teaching objectives and implement the concept of examination-teaching integration.

Optimize systematic and hierarchical course design to adapt to graded teaching. Relying on the three-tier hierarchical teaching objectives, construct a four-dimensional curriculum system of "basic compulsory courses + tiered elective courses + professional integration + practical empowerment", open up the integration channels of classroom teaching, CET-4 and CET-6 preparation, international ability cultivation, and professional empowerment, and solve the problems of homogenization and insufficient practicality of courses. Basic compulsory courses are offered to all students, focusing on the cultivation of general English basic abilities, aligning with the core examination points of CET-4 and CET-6, consolidating vocabulary, grammar, reading, writing, and translation, and ensuring that all students meet basic language standards. Tiered elective courses are set up according to student level differentiation. The basic level offers CET-4 special improvement courses, focusing on special training for weak question types; the improvement level offers CET-6 intensive lectures and general English oral courses; the expansion level offers advanced courses such as academic English, cross-cultural communication, professional English, and international business English, achieving precise hierarchical empowerment. At the same time, practical expansion courses are added, building a three-in-one course model of "classroom teaching + extracurricular practice + competition empowerment", incorporating CET-4 and CET-6 simulation tests, English speech contests, cross-cultural exchange activities, foreign literature research, and foreign-related practical training into the curriculum system, achieving deep integration of theoretical teaching and practical application. For students of different majors, promote integrated teaching of general and professional courses, combining English courses with professional scenarios, allowing English to serve professional learning and career development, and meeting the core requirements of cultivating composite talents. In addition, establish a dynamic promotion and demotion course mechanism, adjusting student levels every semester based on their CET-4 and CET-6 scores, academic performance, and ability assessment results, to motivate students to continuously improve.

Build a precise teaching system that is tiered for all students and differentiated for

arts and science majors, addressing the imbalance between learning supply and demand. Based on the learning characteristics of students' polarized English proficiency and differentiated needs between arts and science majors, we implement a refined teaching model featuring "dynamic tiering, arts and science class division, and specialized empowerment". After freshmen enroll, an English proficiency diagnostic test is conducted. Students are divided into three levels: basic remedial level, regular improvement level, and advanced sprint level, based on their college entrance examination scores and entrance test scores. Dynamic flow management is implemented, with levels adjusted each semester based on simulated scores, to avoid the labeling issues caused by fixed tiering. For students in the basic remedial level, four-level basic intensive courses are offered, focusing on consolidating vocabulary and grammar, basic question types, and introductory listening and speaking training to ensure students pass the CET-4 smoothly. For the regular improvement level, comprehensive and balanced teaching is carried out to strengthen question type skills and practical abilities. For the advanced sprint level, advanced CET-6 teaching content is introduced in advance to cultivate academic critical thinking skills. At the same time, differentiated teaching is implemented for arts and science majors. Science and engineering classes add specialized content such as scientific English reading, engineering scene translation, and foreign engineering document writing; liberal arts classes add advanced content such as academic critical thinking writing, business English, cross-cultural communication training, and literature research, accurately matching the preparation and development needs of students from different majors. Relying on online teaching platforms, a personalized learning resource library is built to provide adaptive question banks, courseware, and intensive video lectures for students of different levels and majors, achieving a two-way combination of unified classroom teaching and personalized empowerment after class.

Standardize the selection of diversified and adaptable teaching materials, and enrich teaching resources. Abandon the single and unified teaching material usage model, and establish a diversified teaching material resource system consisting of "general core textbooks + tiered specialized textbooks + professional characteristic resources + international expansion materials", to adapt to the needs of tiered teaching and international education. The general core textbooks are selected from national-level planned college English textbooks, ensuring the integrity of the basic language knowledge system and meeting the basic requirements of general education in universities. Tiered specialized textbooks are targetedly selected from series of textbooks focusing on CET-4 and CET-6 specific intensive explanations, question type training, and listening and speaking ability improvement. The basic level focuses on CET-4 basic pass textbooks, the improvement level focuses on CET-6 ability improvement textbooks, and the expansion level selects academic English and cross-cultural communication specialized textbooks, accurately meeting the

tiered assessment needs of CET-4 and CET-6. At the same time, combining the school's educational characteristics and professional layout, develop professional characteristic English resources, and for different majors such as science and engineering, liberal arts, and economics and management, organize professional foreign language literature, industry English norms, and English materials for foreign-related positions, creating a school-based tiered teaching resource library. Supplement international expansion materials, incorporating international hot news, Chinese and foreign cultural comparison cases, and international exchange scene materials, to enrich classroom teaching content and cultivate students' cross-cultural literacy and international vision. Regularly update the content of textbooks and resource libraries, closely follow the reform trends of CET-4 and CET-6 exams and the development dynamics of international industries, ensuring the timeliness, practicality, and adaptability of teaching resources.

Innovate practical, scenario-based, and interactive teaching models to break the rigid and fossilized traditional teaching methods. Completely abandon the single-mode teaching method, and focus on the core needs of CET-4 and CET-6 proficiency assessments. Implement a new classroom model that combines "real exam question closed-loop teaching, scenario-based training, error analysis, and interactive discussion". Embed a detailed explanation module of CET-4 and CET-6 real exam questions into daily classes, breaking down the logic of question types, scoring criteria, and high-frequency examination points. Conduct specialized classroom training for high-frequency areas where students lose points, such as listening, translation, and writing. Increase the proportion of classroom interaction by setting up teaching links such as situational dialogues, group discussions, simulated speeches, real exam simulations, and peer evaluation and correction. Strengthen students' language output abilities and address issues such as weak listening and speaking skills and insufficient application abilities. To address the problems of insufficient time management and chaotic problem-solving pace in CET-4 and CET-6 exams, regularly conduct classroom time-limited simulation exams to cultivate students' practical thinking in the exam environment. (IV) Establish a professional and composite teacher training system to strengthen teaching support. Teachers are the core subjects in implementing graded teaching reforms and cultivating internationalized talents. In response to the current issues of teachers' rigid teaching concepts, insufficient graded teaching abilities, and weak international literacy, a comprehensive and normalized teacher training system should be established. Firstly, update teaching concept training, regularly conduct special training on teaching reform, guide teachers to abandon traditional exam-oriented teaching concepts, establish a new teaching concept of "student-centered, ability-oriented, and internationalization-targeted", clarify the core connotations of graded teaching, integration of general and specialized education, and literacy cultivation, and focus on teaching to meet the needs of

composite talent cultivation. Secondly, strengthen graded teaching ability training, organize teachers to carry out special teaching and research activities such as graded teaching design, graded classroom implementation, graded homework design, and graded tutoring, promote new teaching methods such as U-Campus blended teaching, project-based teaching, and scenario-based teaching, and enhance teachers' precision teaching abilities. In response to the new trends in the reform of the CET-4 and CET-6 exams, conduct special training on exam interpretation, question type innovation, and ability assessment, so that teachers can accurately align with exam guidance to conduct classroom teaching. Thirdly, enhance teachers' internationalization and professional integration literacy, organize teachers to participate in international teaching exchanges, cross-cultural training, and professional English research, encourage teachers to integrate knowledge from various professional disciplines, and enhance the ability of integrated teaching; build an internal teaching and research community, promote joint teaching and research between English teachers and professional teachers, develop integrated teaching courses and resources, and adapt to the needs of composite talent cultivation.

Strengthen the empowerment of teacher education and research, and promote the dual transformation of teachers' teaching concepts and abilities. Addressing the issues of lagging teacher concepts, insufficient high-level educational research capabilities, and weak integration of general and specialized teaching, a normalized teacher training mechanism is established. The college regularly conducts specialized educational research and training on CET (College English Test) reform policies, integration of examination and teaching, stratified teaching, and scenario-based practical training. Teachers are organized to study the latest CET syllabus, changes in examination points, and ability standards, updating their teaching concepts and abandoning traditional rigid teaching thinking. Establish English teacher education and research groups for liberal arts and science disciplines, collaborating with teachers from engineering and science disciplines and liberal arts disciplines to conduct interdisciplinary educational research and teaching. Sort out English teaching materials suitable for each major, and cultivate teachers' ability to integrate general and specialized teaching. Encourage teachers to participate in CET reform projects and teaching innovation competitions to accumulate practical teaching experience. At the same time, establish a teacher-student question-answering and tutoring mechanism, requiring teachers to regularly conduct special question-answering sessions for CET, review of incorrect answers, and one-on-one tutoring for weak points, providing students with normalized preparation support to compensate for the limitations of classroom teaching. Through systematic teacher empowerment, teachers are transformed from "knowledge imparters" to "ability cultivators, preparation guides, and professional enablers".

Establish a whole-process, hierarchical teaching evaluation system and improve the closed-loop mechanism. Combining graded teaching objectives with the requirements for compound talents' competencies, reconstruct a three-in-one hierarchical teaching evaluation system consisting of "process evaluation + summative evaluation + ability-specific evaluation", breaking away from the score-only approach and achieving comprehensive, accurate, and dynamic teaching evaluation. Process evaluation accounts for 50%, covering dimensions such as pre-class preparation, classroom performance, hierarchical homework completion, autonomous learning, extracurricular practice, and group collaboration. It focuses on assessing students' learning attitudes, participation, autonomous learning abilities, and team collaboration skills. Different process evaluation task standards are set for students at different levels, with the basic level focusing on the quality of basic task completion, and the expansion level focusing on innovative practice and high-order output. Summative evaluation accounts for 30%, no longer using unified test papers. Different final examination contents are set according to student levels, with the basic level focusing on CET-4 basic question types, the improvement level focusing on CET-6 comprehensive question types, and the expansion level adding high-order assessment content such as academic writing, cross-cultural case analysis, and professional English application. At the same time, students' CET-4 and CET-6 exam scores are included as reference indicators in summative evaluation. Ability-specific evaluation accounts for 20%, focusing on assessing students' core abilities such as oral communication, cross-cultural application, and professional English practical skills.

IV. Implementation Paths and Classroom Implementation Strategies for College English Teaching Reform

Transform teaching concepts and establish the concept of cultivating students with layered competencies. All English teachers need to completely abandon the traditional concept of "emphasizing exam preparation and belittling abilities, and focusing on uniformity and neglecting differentiation", and deeply understand the competency-oriented essence of the CET-4/CET-6 exams and the logic of cultivating composite international talents. In teaching, they should adhere to individualized instruction, design the entire teaching process based on student level differences, integrate language ability improvement, cross-cultural competency cultivation, and professional ability integration throughout the entire classroom teaching process, and achieve a transformation from "teaching knowledge and preparing for exams" to "cultivating abilities and shaping competencies", so that differentiated teaching can truly serve students' personalized development and international talent cultivation needs.

Innovate hierarchical teaching methods and optimize classroom implementation processes. Based on the characteristics of different levels of classrooms, innovative

adaptive teaching methods are adopted to fully activate classroom vitality. The basic level classroom adopts the "precise teaching and extensive practice, laying a solid foundation" model, focusing on the decomposition of basic knowledge points for CET-4 and CET-6, precise explanation of question types, and helping students lay a solid foundation through repeated training to reduce learning difficulty. The improvement level classroom adopts the "scenario teaching, interactive empowerment" model, creating cross-cultural exchange and daily foreign communication scenarios, conducting group dialogues, scenario simulations, and precise practice of question types to strengthen comprehensive application abilities. The expansion level classroom adopts the "project-based teaching, research and learning integration" model, using professional English literature research, international hotspot analysis, and academic writing projects as carriers to cultivate students' high-order critical thinking and innovation abilities. At the same time, relying on online teaching platforms, a blended teaching scenario is built, and hierarchical learning resources are pushed to achieve the full process of hierarchical empowerment: pre-class preview, precise teaching in class, and post-class expansion.

Improve the two-way preparation mechanism between teachers and students, and lay a solid foundation for classroom teaching. Establish a two-way mechanism for teachers and students to prepare lessons and preview materials in a stratified manner. Teachers should accurately formulate stratified teaching plans before class, clarify teaching objectives, key and difficult points, and training tasks for each level, and integrate suitable teaching materials, CET-4 and CET-6 materials, and international cases. Differentiated preview tasks should be assigned to students of different levels, with the basic level focusing on vocabulary and grammar preview, the improvement level on listening and speaking scene preview, and the expansion level on professional English material research. Students should complete personalized preview tasks according to their own level goals and actively meet the needs of CET-4 and CET-6 preparation and ability improvement. Through precise pre-class preparation, the relevance and efficiency of classroom teaching can be greatly improved.

Improve dynamic management and support mechanisms to consolidate the achievements of reform. Establish a dynamic management mechanism for student stratification, and implement level adjustment based on students' academic performance, CET-4 and CET-6 pass rates, and English proficiency assessment results every semester, breaking the rigid stratification and stimulating students' learning motivation. At the same time, improve the teaching quality monitoring system, establish a teaching and research supervision group, regularly conduct classroom observation, evaluation, and research based on stratification, grasp the real-time teaching implementation situation, and rectify teaching problems in a timely manner. Build a communication and feedback platform between teachers and

students, regularly collect students' stratified learning needs and teaching suggestions, continuously optimize course design, teaching methods, and evaluation systems, form a complete closed loop of "teaching implementation - monitoring feedback - optimization and upgrading", and ensure the long-term implementation of teaching reform.

Deepen the integration of general and specialized English, as well as the integration of examination and teaching, to mutually empower and establish a long-term educational mechanism. Based on the goal of cultivating application-oriented talents, break down barriers between general English, specialized English, CET-4 and CET-6 preparation, and career development, and build a comprehensive and long-term educational system. Systematically integrate high-frequency professional scenario materials related to CET-4 and CET-6 into daily teaching, achieving a trinity cultivation of examination points, professional knowledge, and application abilities. In the freshman year, lay a foundation in general English and connect with the basic CET-4 examination; in the sophomore year, deeply integrate specialized English, connecting science and engineering majors with English scenarios in industries such as intelligent manufacturing, civil engineering, and computer technology, and connecting liberal arts majors with English scenarios in academic research, business clerical work, and new media communication, adapting to the high-level CET-6 assessment requirements and students' career development. At the same time, offer specialized CET-4 and CET-6 elective courses, academic English elective courses, and specialized English practical training courses to provide advanced learning channels for students with different needs.

V. Conclusion and Outlook

The cultivation of compound international talents is the core task of high-quality development in higher education in the new era. As the core carrier for cultivating talents' language proficiency and internationalization ability, college English teaching must proactively adapt to the needs of the times. Relying on the new guidance of the CET (College English Test) reform, it is necessary to promote the comprehensive quality improvement and upgrading of graded teaching. In the future, it is necessary to continuously deepen the reform of college English teaching, closely follow the trends of CET reform and international talent cultivation, continuously optimize the graded teaching system, strengthen the integration of general and specialized courses, science and education, and practice, and constantly improve the teaching support mechanism. This will promote the transformation of college English teaching from exam-oriented to ability-oriented, from homogenization to graded teaching, and from simplification to compounding. It will provide solid language teaching support for universities to cultivate more high-quality compound international talents, achieve the deep integration of CET orientation, graded teaching mode, and compound talent cultivation, and further

deepen research, focusing on reconstructing graded ability-oriented teaching objectives, building a general and specialized integrated curriculum system, improving a diversified resource system, creating a professional teaching team, and constructing a whole-process graded evaluation mechanism. The aim is to explore effective solutions to the pain points of traditional English teaching, comprehensively improve the quality of college English classroom teaching, and help students achieve comprehensive improvement in language ability, cross-cultural literacy, and professional adaptability.

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