Integration of Achieve 3000 Graded Reading in College English Course Teaching

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Abstract: *Reading, as an essential part of English learning, is directly related to the accumulation of vocabulary, construction of grammar framework, and recognition of oral pronunciation for English learners. Therefore, the country attaches great importance to cultivating English reading ability, and English reading scores account for many national large-scale exams. However, due to the varying levels of English teaching in various universities, the English proficiency of college students varies, and traditional English teaching methods are no longer suitable for the current situation. Graded reading has become a significant trend in college English curriculum teaching. The Lexile Framework for Reading is a widely used grading technique in the United States. The Lexile Framework uses numbers and the letter "L" to measure difficulty, with smaller numbers indicating lower reading difficulty and vice versa. This article introduces a reading grading system for teaching college English courses, utilizing the Achieve3000 (after this referred to as A3000) intelligent system based on the Lansi grading reading system. Through personalized reading and writing customization solutions, students' English reading literacy has been effectively improved, especially regarding vocabulary and reading knowledge storage. The teaching quality and level of English courses have also been improved accordingly.*

Keywords: *Graded Reading, Achieve3000, Course Teaching, College English*

1. Introduction

In recent years, with the continuous expansion of college enrollment and the popularization of higher education, the problem of uneven English proficiency among college students has become increasingly prominent. English reading is an important part of testing students' English proficiency. In order to smoothly promote the teaching of college English courses, improving students' English reading ability is one of the main goals [1-2]. The traditional teaching method of current college English courses is to teach similarly to students with different English proficiency levels. Students with lower English proficiency need help in reading, resulting in reading barriers, which are not conducive to students' input of English, and may even cause resistance to English learning and lose enthusiasm for learning English. Therefore, in English course teaching, it is necessary to apply appropriate strategies, integrate effective techniques or methods to improve English reading ability, and improve the current teaching methods of college English courses [3-4], which is of great significance for teachers to teach and students to learn.

Graded reading is a scientific reading method that refers to the degree of students' physical and mental development and cognitive differences in knowledge and language. It provides targeted teaching plans for different students' situations, thereby enabling them to receive adaptive teaching. Applying this method to the teaching of English courses in universities is to conduct hierarchical teaching based on students' existing English reading level, so that every student can receive a good English education. Graded reading originated in developed Western countries, and many scholars have conducted research on graded reading systems. Among them, there are two authoritative grading systems: the Lexile Framework for Reading and the GRL (Guided Reading Level) A-Z grading method [5]. GRL (A-Z grading method) is a widely used book grading system, characterized by a comprehensive consideration of subjective and objective factors in the grading standards. By combining computer software with expert opinions, it avoids programmatic similarities. However, due to its limited application scenarios, it sometimes relies on expert analysis opinions, and the system itself places more emphasis on the difficulty and depth of book content, neglecting the concept of "people-oriented". There is still room for improvement in practical application.

With the development of information technology, enterprises combine technology with learning resources [6]. The Lansi graded reading system is a graded reading system developed by Lansi Group based on technological means, which includes three major parts: Lansi English reading evaluation tool, learning management platform, and original reading paper book. The Lansi graded reading system aims to help students at different levels complete the same stage of learning, making it more personalized. The standard for Lexile evaluation is based on content and grammar difficulty, and students' English reading level and difficulty level of content are measured using the same measurement indicators. The values are presented as "0L-1700L" (L represents Lexile Blue Score), and the higher the value, the higher the content difficulty or the learner's ability.

This article integrates the A3000 graded reading platform [7-9] with college English course teaching, and utilizes the A3000 to provide personalized English teaching courses for students. A3000 is a learning platform based on the Lansi graded reading system dedicated to improving students' ability to read and write academic articles. People provide students with a three-dimensional and comprehensive personalized English learning plan, from English reading proficiency testing to pushing personalized and customized reading content, testing and reading depth expansion, and adjusting difficulty coefficients, regular article push, continuous scientific evaluation, and detailed analysis and diagnosis reports [10]. The A3000 platform can promote the overall teaching level of college English courses, increase students' interest in college English learning, improve their autonomous learning ability, and thus enhance their overall English quality level. In specific practical research, it has been found that the teaching effect of English courses based on the A3000 platform is significantly better than traditional course teaching, and has also achieved good results in course experience, course feedback, continuous learning, and other aspects.

2. Experimental Data and System Evaluation

2.1 Pre-experimental Level Testing

The practical application of A3000 in schools randomly selected 100 freshmen from English majors and non English majors as test samples, including 40 English major students and 60 non English major students. The 100 participants in the experiment conducted a self test on English reading literacy before being exposed to the A3000 graded reading platform. The test mainly conducted a self-evaluation of English reading literacy from several aspects, such as vocabulary, reading speed, reading interest, and knowledge reserve. From these aspects, students' English language proficiency was understood from multiple dimensions. Each small section had a maximum score of 5 points, and they were grouped according to the test results (the self-evaluation results of English and non-English majors are shown in Figure 1).
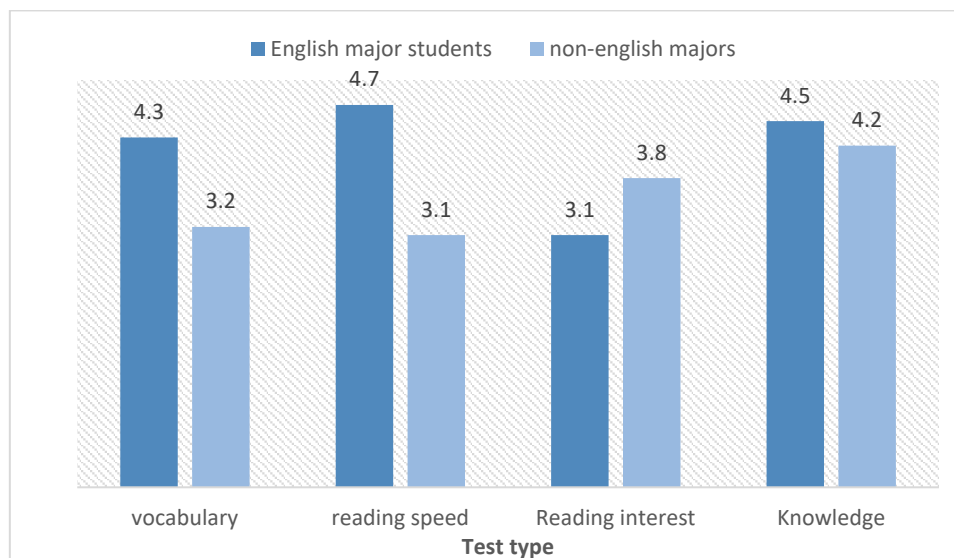

Figure 1: English Reading Literacy Assessment Average Score Table

From the graph, it can be seen that there is a certain gap between English majors in freshmen and non English majors in terms of vocabulary and reading speed, but there is not much difference in

reading interest and knowledge reserve compared to non-English majors. This experiment divides college English courses into Class A and Class B based on test results and self-evaluation. Class A is an experimental group using the A3000 graded reading platform, and Class B is a control group using traditional teaching methods. By comparing the results of the experimental group with the control group, the advantages and disadvantages of traditional and new methods can be clearly determined. It is expected that this would have a positive effect on improving the teaching of current college English courses.

2.2 System Evaluation

As shown in Figure 2, in the optimization and integration of the A3000 graded reading platform and college English course teaching, the platform students and teachers form a tripartite virtuous cycle model: teachers fully utilize the resources and convenience brought by the platform to assist their teaching, while students can fully utilize this platform for English reading learning. The platform would provide feedback on the learning situation of both students and teachers, which can to some extent enhance the effectiveness of teaching and learning. Finally, people would also evaluate the effectiveness of integrating the A3000 platform with college English courses [11-12]. People should also fully consider the roles of the three main bodies and evaluate them based on their respective roles.
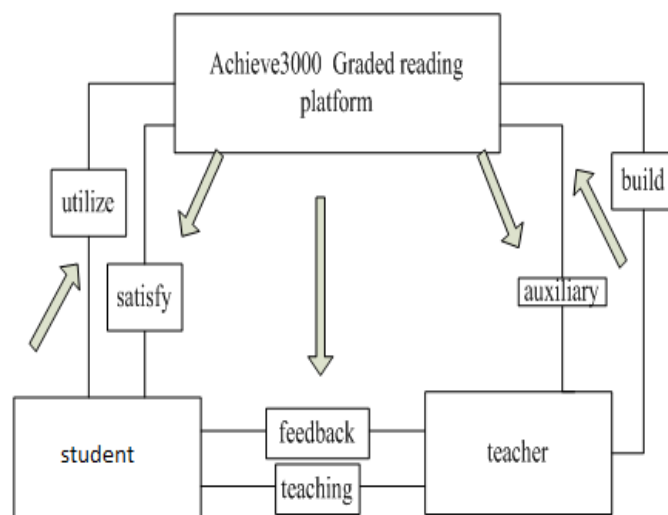

Figure 2: Schematic Diagram of Platform-based Teaching Process

3. Practical Application and Effect Evaluation

3.1 Application of Achieve3000 Graded Reading Platform in College English Course Teaching

The following would illustrate the teaching process based on the Achieve3000 graded reading platform through several specific practical situations [13-14]. The types of articles on this platform cover a wide range of topics (including humanities and geography, animals and nature, art and appreciation, philosophy, classics, comics and children's books, etc.), and the entire teaching process is arranged as follows:

Task 1: Before the start of the course, people distribute the A3000 platform account to students and guide them to conduct a pre class proficiency test. The test questions and content are provided by the platform, and complete the level test according to the platform prompts to obtain the corresponding "blue score". Personalized teaching services are provided based on the students' blue score. Before class, it is required to accumulate and consult unfamiliar words based on the articles provided by the platform, and students are required to use information technology methods, and search and read materials through learning websites [15]. After consulting, people make sentences or excerpt excellent sentence examples of new words, so that students can increase their vocabulary and improve their impression of new words in this task, thereby better learning and mastering the usage of new words, and improving their hands-on and thinking abilities.

Task 2: After using the platform for learning, students are required to read aloud and record the

articles provided by the platform and upload them to the teacher's port. The teacher can use the port to check the students' completion status and give oral practice scores. At this stage, the focus of evaluating students' oral proficiency is on fluency. As long as students are able to speak up boldly, they do not need to correct their pronunciation problems too much. In the future, the fluency would be improved before correcting the content and pronunciation. It is hoped that students can establish confidence in using English to express themselves through continuous oral practice.

Task 3: Students ummarize and create a finished product display based on the current learning. Students can form their own teams and use their current knowledge to design their favorite activities, such as speeches, performances, dubbing, and other forms of activities. At the same time, they can engage in presentation, communication, and discussion in the classroom. Teachers should conduct appropriate inspections, promptly identify students' difficulties and provide guidance for them. Due to the differences in majors and English language proficiency among the students in the experimental group, they are guided to listen to each other, help each other, and respect the opinions of others through interactive cooperation. At the same time, they are able to exercise their ability to use vocabulary flexibly, develop their thinking ability to think from different perspectives, and also bring a sense of collective learning participation to students.

Task 4: The group reports the task to the entire class. After completing a stage of learning, the teacher provides a summary and guidance on the students' report, helping them summarize the shortcomings found in their learning. The students form teams to give their final reports according to a different division of labor. Each student has the opportunity to participate in the report and presentation, which can exercise their listening, speaking, reading, and writing abilities. After all students have completed the "Listening, Speaking, Question and Answer Practice" tasks, the teacher summarizes the key and difficult points of learning and emphasizes the combination of key sentences, grammar usage, and precautions, in order to improve students' error correction ability in English use, enhance their comprehensive English quality, and thus have a deeper understanding of the content they have learned.

3.2 Teaching Effectiveness

At the end of the semester, both Class A and Class B used tests to test their learning outcomes. Class A was an experimental class (taught on the A3000 platform) and Class B was a control class (using traditional models), with 50 students. The test questions were examined from five dimensions: vocabulary, reading speed, accuracy, translation, and writing, making the students' grades more three-dimensional, diverse, and persuasive. According to Formula (1), the individual average score of students is calculated, and Formula (2) calculates the class average score:

$$P = \frac{s1 \times n1 + s2 \times n2}{N} \qquad (1)$$

$$Q = \frac{P1 + P2 + \dots Pt}{T} \qquad (2)$$

Among them, S_1 is the total score of the student's exam.

4. Comparison of Grades

After calculation, the scores of each section and the overall average score were obtained. Ten groups of students (two in each group) were selected using a sampling survey method, and their scores were compared to reflect the impact of different teaching methods on their scores. The comparison of sampled scores is shown in Table 1, where the difference in average scores has a certain statistical significance (error value $P<0.05$). From the overall and individual average scores, classes using the A3000 learning platform for English teaching perform significantly better than classes using traditional teaching methods. Through the A3000 graded reading platform, learning has achieved the effect of using reading to promote writing and reading to promote translation, and improving language skills. In terms of writing and translation scores, as well as reading knowledge accumulation, teaching based on the Lansi graded reading system has a good effect on improving students' translation, writing, comprehensive abilities, and critical thinking abilities.

A total of 100 people from Class A and Class B participated in the questionnaire survey (as shown in Table 2), and 97 valid questionnaires were collected. This questionnaire consists of 7 questions, including a survey on course format, content, effectiveness, recognition, and evaluation methods.

Table 1: Comprehensive Table of Student Scores for Each Section by Group Comparison

Group number	Average Grade of Class A Students	Average Grade of Class B Students	The Score of Each Section			
			Vocabulary	Read	Write	Translation
1	90.3	70.5	8. 3 7. 8	8. 0 8. 3	11.2 10.7	97. 5 98. 8
2	91.3	79.9	8. 2 7. 7	8.3 8.0	8.9 8.1	86. 9 85. 6
3	89.5	82.3	7. 9 8. 1	8. 9 8. 7	11.3 10.7	90. 5 89. 0
4	88.1	84.2	8. 5 7. 4	8.6 8.4	10.9 9.7	89. 6 87. 4
5	86.7	84.5	7. 3 8. 9	8.6 8.9	11.2 9.9	85. 3 83. 5
6	83.9	77.9	7. 5 7. 5	8.2 8. 9	12 10.9	84. 6 86. 1
7	91.2	85.9	8. 7 7. 3	4. 7 4. 4	12 11.6	88.3 86.1
8	95.3	90.1	8. 4 7. 5	7. 9 8. 1	9.7 9.1	83.8 83.6
9	88.2	87.7	8. 7 8. 2	3. 0 1. 5	8.9 8.3	87. 2 85. 0
10	87.9	81.8	9.2 9.1	7.3 6.1	7.5 7.4	99.2 97.6

From the questionnaire, it can be concluded that the A3000 graded reading platform has been well implemented in college English course teaching and has received a lot of positive evaluations. Most students believe that their English vocabulary, reading speed, English knowledge reserve, and interest in reading English articles have all improved, and they have developed the habit of self-directed learning using the A3000 platform. In the situation where the teaching form of college English reading courses is generally single, A3000 has achieved good teaching results in cultivating students' English reading and thinking abilities in course teaching.

Table 2: Statistics of the Survey Questionnaire Results on the Learning Effectiveness of the A3000 Learning Platform

option questionnaire	yes	moderate	no
S1:satisfied with the formerly teaching methods?	21(21.6%)	8(8.2%)	68(70.2%)
s2:will teaching methods affect your study?	71(73.2%)	15(15.5%)	11(11.3%)
S3:have any difficulty in learning English?	49(50.5%)	31(32%)	17(17.%)
S4:using this system helpful to your study?	79(81.4%)	9(9.3%)	9(9.3%)
S5:Has the vocabulary improved?	67(69.1%)	22(22.7%)	8(8.2%)
S6:more interested in reading English articles?	53(54.6%)	26(26.8%)	18(18.6%)
S7:willing to continue to use this platform for learning in the future?	66(68%)	14(14.4%)	17(17.6%)

5. Conclusions

The teaching practice of college English courses on the Achieve3000 learning platform based on the Lansi Reading Grading Framework shows that the Achieve3000 learning platform has a certain promoting effect on students' interest in learning English reading and English learning. This learning platform helps teachers to provide targeted teaching to students based on their actual reading situation, matching the teaching content with their reading level, and improving their English reading level to a

considerable extent. Considering that the above is the preliminary practice of the Lansi graded reading system, there are also some areas that need to be optimized or improved during the research process. Firstly, the problem that needs to be paid attention to is that the course teaching of this reading platform requires high requirements for software and hardware equipment, and the cost investment is large. Secondly, this model puts forward new requirements for teachers' information technology cultivation. Teachers need to proficiently master the application of platform technology in order to better serve course teaching.

In summary, in the adjustment of course teaching in college English courses, the Achieve3000 graded reading platform can effectively achieve the goal of cultivating students' reading ability and broadening their knowledge horizons, which has certain reference significance for future English or other subject teachings in universities. The integration of new technology platforms and college English course teaching is a dynamic research process, which requires the joint efforts and cooperation of many experts, scholars, and technical personnel to develop learning products that are more suitable for students. Ultimately, it can promote the progress of college students' English skills and improve their comprehensive English application ability.

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