

# *Research on the Application of Micro-Course in College English Teaching*

Li Dan

Associate professor

Liaoning Institute of Science and Technology

Benxi, China

**Abstract**—The traditional teaching method in universities needs transforming in technology so as to drawing students' attention. Fundamental changes have taken place in teaching mode and teaching method when micro course is applied in college English teaching. As a new media mode, micro-course has clear interaction and communication links, and students can better participate in the class. This paper reveals the features of micro course in college English teaching. Flexibility and convenience of micro course make learning unlimited by time and space. The paper demonstrates the advantages of micro courses. Micro course really realizes the student-centered teaching model. Teachers and students have a deeper interaction and they can timely understand students' learning status and solve students' specific difficulties. The main emphasis placed in the process is to design micro course in accordance with teaching content. The paper discusses the technological aspects in the process to design micro course. Compared with the traditional teaching methods, the micro course provided new requirements for the teacher on their professional and technological aspects. Content selection, instructional design, and task design are interrelated. Teachers should choose and design suitable teaching materials, and they should adopt appropriate teaching methods.

**Keywords**—micro course, design, student-centered, teaching method

## I. INTRODUCTION

As the "mini video network curriculum", micro course of all known is a tiny video as the main carrier of teaching, for a discipline knowledge (e.g. focusing point, difficulty and puzzled point and the testing center, etc.) or teaching links, (such as learning activities, theme, experiment, tasks, etc.) and a contextualized video course for the design and development of supporting the multiple learning ways of online resources.[1]

At present, information technology has become increasingly mature and has been applied in all walks of life. It has great advantages to apply information technology to college English teaching. English teachers in institutions of higher learning often focus on the teaching of English language knowledge and the training of language expression skills. Today is the era of Internet technology, cloud technology, microblog technology and mobile technology. Then students' learning and our teaching need to follow up in technology to adapt to the development of The Times. Using the Internet as a teaching resource, selecting of suitable material for college English teaching, combining with college English textbooks,

teachers produce high quality courseware and insert it properly in the teaching link in micro classes. Micro class fundamentally changed the traditional mode of English teaching. It is the development of new teaching method of college English and it can build the clever and interactive teaching environment which breaks through the limitation of the space and time. Combined micro-course with traditional college English teaching model the teaching focus can be better emphasized and higher teaching effect can be achieved.

## II. FEATURES OF MICRO-COURSE

### *A. The short and small micro-courses are conducive to students' concentration*

Generally speaking, the time of micro course is within the range of 10-15 minutes. It is mainly aimed at a specific key point, difficulty or doubt in college English teaching content. After carefully designed and refined, micro course shows prominence, clarity and single teaching objective and strong pertinence. It helps students to better understand the teaching content, not waste learning time and so it greatly improves learning efficiency.

### *B. Flexibility and convenience of micro course make learning unlimited by time and space*

Micro courses can be designed in accordance with contents before class, during class and after class teaching, and students can use their multimedia terminal to watch repeatedly. Students can make full use of fragmented time through laptops, tablets, smart phones and other digital terminal to learn online or offline, choose high quality learning resources and learn personally.

### *C. Micro course is highly situational and attracts students' attention*

Most of the micro courses are presented in the form of video. Teachers communicate the knowledge points they want to teach by recording video of micro-courses, and then assist students in obtaining independent and complete learning experience through various teaching forms. Video is the main carrier of teaching, and teachers and students complete teaching in such real, concrete and typical case teaching and learning situations. Its real, vivid and interesting content is more attractive to students than traditional teaching.

*D. Abundant resources and extensive contents of micro-courses enhance students' understanding and thinking ability*

Micro-course is a diversified teaching method built with video as the core, such as teaching design, teaching evaluation, teaching courseware, practice test and other contents, all of which are involved in the teaching resources of micro-course. Teachers publish quality micro-course video after which the learning of students is no longer limited to textbooks. Students can choose high-quality learning resources at anytime and anywhere across grades, majors, schools and even international countries, to supplement the deficiency of classroom learning and improve the learning effect.

### III. ADVANTAGES TO USE MICRO-COURSE IN COLLEGE ENGLISH TEACHING

*A. It has truly realized the concept of student-centered teaching*

Teachers are no longer the porters of knowledge, but the core elements of the classroom. The resources of foreign language teaching are relatively abundant, and what is needed is to search, analyze, develop applicability and redesign teaching. Teachers need to provide the most refined learning content and method, path, guidance and feedback, which make the teachers' roles change in the teaching way. Teachers use video, lecture, and move imparting knowledge to outside. They put instructional self-study before class, make the class time for active learning, and interact with the students. Teachers use micro lesson to deepen the understanding and practice of knowledge. They offer face-to-face guidance to students on the lecture hall, answer students' questions, interact with students so that the students can participate in class better. So teachers can understand students' learning status and solve students' learning specific difficulties. Also the teacher can constantly reflect on their teaching practice, actively explore the teaching design, and constantly improve their professional knowledge and technical level. Teachers produce micro courses according to the teaching content so the content is focusing. Then they teach in time and the problems are focusing. Teachers assign homework for extracurricular study task of development and students benefit more. Students become the main body. They are no longer passive receivers, but allocate the free time for learning. They set the pace of learning, choose learning time, and learn content actively.

*B. Constructing scientific teaching methods and teaching modes*

College English classroom change from the traditional blackboard, chalk and a large number of teachers explaining into the design of the micro class according to the teaching content. Fundamental changes have taken place in teaching mode and teaching method. Teachers carefully designed curriculum by using the text, audio, video and synchronized transmission of teaching content to fully mobilize the enthusiasm of students. To attract students participating in teaching, the teacher interacts with students to disabuse according to the problems. Teachers pay attention to students' personalized development. So that completely subverts the traditional way of teaching, change the original teaching

concept and method, and then improves the comprehensive ability and quality of students. Micro-courses are highly operable and classified according to different requirements of teaching. Micro-courses are divided into several categories according to teaching methods, teaching content properties, optimal delivery methods, main recording methods of micro-video, using objects and main functions. For example, according to the teaching method, it can be divided into experimental class, discussion class, question class, inquiry teaching class, practice class and so on. According to the best transmission mode, it can be divided into problem solving, activity and lecturing. According to the recording method, it can be divided into three types: shooting type, recording type, mixed type, etc. Teachers must make different designs according to different needs. Although micro-course is small, it reflects teachers' teaching philosophy and design ideas.(2)

*C. Build a network platform suitable for English teaching needs in various aspects*

Micro-courses pay more attention to both visual and auditory experience, with intuitive contents, interesting learning atmosphere, and vivid knowledge, which can not only improve students' listening and speaking skills, but also help students to improve their memory of English vocabulary. As a language, English requires more context and voice in the learning process. Micro-course can just meet this requirement. Some platforms can also realize the communication between students and teachers which can improve students' writing skills, and well meet students' needs. Micro-course can convey a large amount of knowledge information of English to students through pictures, sounds, video and other forms. Students can also timely feedback their acceptance of knowledge and learning results, which can be effectively guided and evaluated by teachers. Moreover, the learning of English as a language is for its application in life, and interactive learning can exercise students' ability to apply English well.

### IV. THE DESIGN OF MICRO-COURSE IN COLLEGE ENGLISH TEACHING REQUIRES ATTENTION TO SEVERAL ASPECTS

Application of micro courses in college English teaching is mainly English preparation before class, classroom practice stage, and after-school practice or review phase. Teachers need to pay attention to combine the video production with the traditional teaching in class to innovate. The teacher should be just a guide role in class environment and students should be a small class environment subject so the teacher in class environment needs to fully mobilize students' autonomy and motivation. Also teachers need to make the micro course in accordance with the theme of the college English classroom teaching. Small class environment need to show the problems and thinking and discussing the content should be around the process of college English classroom teaching. The form of micro course can make students intuitive understanding of the English language knowledge through videos so that the students can better understand and grasp the language. In the micro course, the video should reflect the extension of extracurricular knowledge, so knowledge system will be perfected by making fine micro courses.

### A. The design of micro-course for pre-class preview

Before the English class, teacher use micro course to get students prepared of knowledge ahead of time. The teacher use micro class to let the students understand the key cultural background, difficulty of the context and related knowledge so that during the classroom they can interact with students in a timely manner. The students propose own doubts from the content they previewed, and then discuss with the teacher in class. In the preparation stage, teachers should analyze students' cognitive learning ability, demand and teaching content, prepare appropriate teaching materials according to the characteristics of knowledge points in each class, and design corresponding teaching links and teaching forms. Pre-class preview materials mainly include the following forms: micro-course learning materials, video focusing on language points, conversation skills, and topic and situational dialogues. By applying micro-course to the pre-class preview, teachers can easily guide the course and students will grasp the text quickly in the preview process. Teachers can present the questions that students should think and ask them to discuss in the micro course so as to improve the teaching effect.

### B. The design of micro course for lecture

In the traditional classroom, teachers are always teaching, and students are inevitably sometimes bored and have difficulty concentrating. When appropriate, it can effectively focus students' attention and improve classroom efficiency by coordinating teaching content and playing prepared micro-courses that match classroom content. The micro-course in class generally includes the following links: in each teaching link the teaching content or form should be designed according to the teaching key so that students' thinking can be concentrated to the greatest extent in a short time so as to achieve a good teaching effect.

#### 1) To answer questions

Students feedback the results of pre-class preview, such as performing in pre-class task class, asking questions and so on. And teachers find and solve students' questions in the feedback of students so as to perform the role of teachers in solving doubts.

#### 2) To explain key points and difficulties

The teacher summarizes and explains in detail important knowledge points in the material, such as developing conversational English skills, learn key words and expressions, etc.

#### 3) To conduct practical training

Carry out classroom activities, such as dialogue, discussion, speech, performance, dubbing and singing, and teachers will summarize and refine the important knowledge points in the learning materials during the class. Teacher can design some topics or situations for students to perform after a short period of preparation such as performing dubbing for video content. Teacher can correct the students' pronunciation according to their imitating pronunciation and intonation, cultivate their pure pronunciation and correct expression.

### C. The design of micro-course in after-class practice and review

In the design of the micro-course after class, teachers should reflect the key and difficult points of the content taught in class, and provide exercises to guide the questions. In the design for micro course after- class, the teacher can make a few more short video situations according to the teaching content and students' learning to expand extra-curricular knowledge, exercise the students' comprehensive quality and ability to think. The video playback is mainly done by students in their spare time, and this is a review on the content knowledge they learned in class. Some new knowledge which is not involved in classroom teaching can be conveyed in the video. At the same time the difficulties around the classroom teaching can be put in video production. Using micro course in the form of guidance to promote students to receive knowledge and understanding makes college English class rich, flexible, and it guarantees the good effect of college English teaching.

### V. TEACHING DESIGN FEATURES OF ENGLISH MICRO-COURSE

The English curriculum design under the digital network should break through the traditional classroom teaching model, presenting the mixed teaching model. The teacher should pay special attention to the way and flexibility of learning. Micro-course should show teachers' language ability, basic language skills, teaching style and teaching style. The picture should be beautiful, and the design of micro-course should be different from the characteristics of general learning materials and courseware.

1. The selection of audio-visual materials should adopt the pure acoustic voice as far as possible.
2. Audio-visual presentation selection, capacity size can be added, deleted, segmented and adjusted.
3. Media quality, enough pixels, voice processing and subtitle processing should be paid enough attention.
4. Various task designs should be considered.
5. Reading materials should be selected.

Content selection, instructional design, and task design are interrelated. Media design means that the choice and combination of media to present information should conform to the cognitive principle. Method design refers to the method of lecture, which should be suitable for students' ability and level. Content design mainly refers to the consideration of topic selection. The content should be appropriate. The difficulty should be appropriate. The use should be appropriate. Language design refers to the special concern of phonetics. Learning design is all about helping students.

### VI. CONCLUSION

Micro class belongs to a kind of auxiliary means of teaching. It has important significance for college English teaching, the course of development and utilization to promote English teaching mode, the combination of college English teaching objectives and teaching plan. To create a more relaxed learning environment to communicate for college students to learn English, teachers make full use of favorable

factors of micro teaching to focus on teaching content and explanation. And by using micro class to practice in class, the students grasp the English language on the basis of understanding and deepen the understanding the English language on the basis of application. This is a good scientific learning process, and it will finally achieve the ideal learning effect. The teaching process is an organic combination of content and form. Content materials and teaching design are the basis of micro-course teaching. Teachers should choose and design suitable teaching materials, and they should adopt appropriate teaching methods. A reasonable micro-course design can make it easier for students to understand, absorb and internalize knowledge into their own knowledge. This teaching mode also puts forward new requirements for college English teachers.

#### ACKNOWLEDGMENT

"Construction and implementation of college English graded teaching course system" Liaoning University of Science and Technology, 2016, the first batch of transformation teaching reform project sub-project

#### REFERENCES

- [1] Lin Xiezheng, "The application of flipped classroom based on micro-course in college English teaching," [J].EDUCATION CIRCLE 2017, 25
- [2] Jiang Nan, "The application of microlecture in college English teaching." [J]. Journal of Educational Institute of Jilin Province 2017, 35
- [3] Gao Weiliang, "Research on the application of flipped classroom model in college English teaching from the perspective of microlecture" [J] The Science Education Article Collects. 2018, 416
- [4] Li Shaoying; "Research on the application of micro-course in college English teaching" [J] Overseas English ISSN 1009-5039
- [5] Wei Chunmei "The application and thinking of micro-course in college English teaching" [J] The home of the Drama 2017,01