A Primary Study on the Application of Micro-course in College English Teaching

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Abstract: In the reform of college English teaching, educators must combine the reality, innovate the current traditional teaching mode, strengthen the full use of information technology and network resources, and introduce the teaching mode of micro-course, so as to promote the quality of college English teaching. The paper firstly explains the concept and features of micro-courses, and then explores the application of micro-courses in college English teaching from several aspects, next analyzes the application status of micro-courses in college English teaching, and finally puts forward the strategies of micro-courses application in college English teaching.

Micro-course is a new approach of teaching based on the rapid development of information technology and Internet technology. With its unique advantages of shortness and conciseness, the Micro-course has gained wide attention and high recognition in the field of education in recent years. English course is an important part of China's education system. With the accelerating process of globalization and deepening economic and cultural exchanges among countries, English, a bridge of language communication, plays an increasingly significant role in social practice. The traditional English teaching mode obviously can not meet the language learning needs of contemporary college students, so it is necessary to strengthen English teaching reform in colleges and universities. The emergence of Micro-course has created a new breakthrough for college English teaching reform. Educators must make full use of the advantages of micro-teaching to improve the quality of micro-teaching and complete teaching tasks.

1. Concept and Feature of the Micro-course

As the name suggests, the micro-course is a kind of micro-curricula course, which is quite different from the traditional teaching. The micro-course is mainly based on video resources to realize the explanation and institution of teaching content through the design and production of short and precise teaching videos(Yao Li, 2016:15).The biggest difference with the traditional course is that the time of the micro-course is usually limited within 10 minutes or so, which means that during a limited amount of time,by means of video teaching, the teaching knowledge needs to be instituted to students to the most extreme degree, the teaching effect to be ensured maximizing, and students' subjective learning ability to be fully stimulated. Through conceptual analysis, it is not difficult to find that micro-course has a feature of strong target. Owing to the short time of micro-course, the focus of teaching content is also clearer, which helps students to quickly grasp a certain knowledge point. The application types of micro-course in college English teaching mainly include instituting, solving problems, answering questions and practicing. Generally speaking, the topic of micro-course is more focused on representative topics and difficult points. The role of micro-course in promoting learning, to a large extent, depends on the level of video production and knowledge induction by teachers.

2. Micro-course's Application Scope in Teaching Practice

Classroom is the most common place for micro-teaching applications. The application of micro-course in classroom teaching is of great significance for improving the overall teaching

efficiency and teaching quality of English classrooms. The micro-course summarizes, induces and supplements every knowledge points of teaching contents to form a more targeted knowledge system, and then briefly describes them, so that the students' enthusiasm for learning could be mobilized and the classroom teaching effect be enhanced. In the English classroom, the introduction of micro-course is a common form, and also the main means to maximize the role of micro-course in teaching effect. Therefore, teachers must pay attention to the introduction and application of micro-course in classroom teaching.

The micro-course can fragment the teaching knowledge and based on the characteristics of mobile teaching, students can strengthen their learning of English knowledge anytime and anywhere without being restricted by time, space and place in the extracurricular learning activities (Hongyan Shi, 2016: 125-126). Besides, the application of micro-course in extracurricular learning activities can also enrich students' extracurricular learning forms, provide students with more diverse learning methods, and the students' subjectivity is clearer. Compared with classroom learning, students can freely and independently learn in the more relaxed extracurricular activities, which is favorable for improving students' interest in English learning and advancing learning outcomes. In addition, the teacher can integrate the teaching case into the micro-course video reasonably, which is convenient for students to understand and remember more vividly, and improve students' ability of English comprehension, problem solving and knowledge application.

English is a language course. The teaching objective of the English course is to develop students' listening, speaking, reading and writing skills, and to lay a solid professional foundation for English students to participate in social practice. In the process of helping students master oral English expression skills, the micro-course teaching mode is introduced to further enrich the presentation form of oral practice activities, to create more intuitive and realistic oral communication scenes for students, to establish a good learning atmosphere, so as to fully stimulate students' enthusiasm for participating expressing themselves, which will definitely enhance their oral proficiency.

3. Micro-course's Application Status in College English Teaching

In recent years, the positive role of micro-course in the field of education has become increasingly prominent, and major universities have gradually strengthened their emphasis on promoting the teaching method of micro-course. However, in practical applications, the learning promotion effect of micro-course is still not ideal. The reasons are mainly as follows. First of all, the production of micro-course is based on Internet technology and information technology, and the application of micro-course is based on video resources, which means that teachers must possess good computer operation skills and excellent video editing and producing techniques. But it's a big challenge for most of aged and senior English teachers. Therefore, the micro-course is applied in teaching practice by mostly young teachers, which greatly reduces the frequency of micro-course application. Secondly, some teachers are obviously not good at mastering video production skills, while some teachers are more focused on academic research, which results in lower application efficiency and application quality of micro-courses. Finally, although most teachers are able to apply micro-courses in teaching practice, the application modes of micro-courses are not reasonable enough, which greatly reduces the application effect of micro-courses.

Compared with the application status of primary and secondary schools, the application of micro-courses in college English teaching is relatively rich. However, from the reform and development of college English teaching, it's obvious that the current application methods still need to be further improved. At present, in the English teaching of colleges and universities, the application of micro-courses is mostly limited to the classroom, but the application in the extracurricular learning activities is relatively small. Some teachers only use micro-course as a tool to mobilize students' interest in learning, and do not really realize the learning promotion value of micro-courses (Rongyuan Liu, 2016: 132-133). In addition, the application of micro-courses in classroom teaching has great limitations, which is not conducive to the full play of the role of micro-course teaching.

Micro-course is a new type of teaching method, and the time of practice and application is also

relatively short. As a result, the effective application in the field of education still needs to be continuously explored and researched by most educators. From the current situation of the overall application of micro-courses in college English teaching, the teaching design of micro-courses is still not scientific enough, and the target of teaching content needs to be strengthened. Many teachers do not even know where to start when making micro-course videos, thus, the teaching content is adopted in the way of "mechanically copy" and embedded in the design of micro-courses, which leads to the teaching design being too rigid, and the innovation and timeliness of micro-course teaching being greatly reduced.

4. Micro-course's Application Strategy in College English Teaching

The emergence of micro-course and its application in college English teaching largely compensates for the shortcomings of the traditional teaching model, and it is a major innovation in the reform of college English teaching (Yaqiong Wang, 2016: 318). The main purpose of using micro-courses is to better stimulate students' enthusiasm for learning English and improve teaching effects. In teaching practice, teachers must firstly pay attention to the teaching design of micro-course. The design work should fully emphasize the subjectivity of students, combine teaching content, optimize design schemes, and improve the quality of micro-course design. Secondly, it is necessary to combine the teaching environment, coordinate other teaching work, and promote the supplementary role positively played by micro-courses. Finally, the application form of micro-courses should be consistently enriched in order to fully mobilize students' subjective initiative, break the limitations of micro-video types, and explore the higher application value of micro-courses.

Since colleges and universities are the key training institutions and export institutions of high-quality talents in Chinese society, and college students are the reserve army for our socialist cause, it's a basic task of college educators to improve the quality of English teaching. Contemporary college students are a group full of creative ability. When applying the micro-courses to carry out teaching work, college English teachers must accurately grasp the students' learning psychological characteristics and their actual needs, constantly innovate teaching forms and enhance teaching effects (Yue Zeng, 2017: 120-122). On one hand, it is necessary to realize the effective integration of traditional English teaching mode and micro-course teaching mode, adopting diversified teaching methods, and enriching the teaching form while promoting the diversified innovation and development of teaching formation. On the other hand, it is also necessary to provide students with a broader learning space and more diverse learning options, so that students can selectively learn English knowledge through micro-course resources according to their own interests and hobbies, the individualized development of students can be promoted, and the students' abilities of self-learning and creativity will be stimulated.

The college English course is a course with strong professional orientation and high learning difficulty. In view of the current situation that there are excessive English teaching contents and it's more difficult to grasp difficult points accurately, college English teachers must deeply understand the important value of micro-course fragments in improving the pertinence of English teaching, and adopt a more reasonable means so that micro-course teaching can play the best application effects in the limited time. Based on the short and precise characteristics of micro-courses, teachers should make full use of the fragmentation advantages of micro-courses, combine teaching practice, strengthen the application of micro-course fragments, refine the knowledge points in the textbooks, and then conclude and focus on the difficult points in the form of fragmentation. On the basis of reasonable control of time and fragment capacity, teachers should focus on teaching explanations and video presentations, to help students learn more systematically and master important knowledge contents.

The application of micro-courses in the field of education is a new attempt. The essential goal of micro-courses is to make compensate for the shortcomings of traditional classroom teaching methods so as to play a supplementing role in teaching. It is undeniable that the traditional classroom teaching mode is still the main way for students to learn knowledge. Therefore, in the

practice of college English teaching, teachers must clearly recognize the dominant role of the traditional teaching mode. While using the micro-courses to carry out teaching activities, the traditional teaching mode cannot be ignored. The coordination and unity between micro-courses and traditional classroom teaching should be ensured to achieve effective integration between these two modes (Yan Wang, 2017:81-82). For this reason, teachers must clarify the teaching supplement status of micro-courses, focusing on traditional classroom teaching, supplemented by micro-course teaching, in order to promote the realization of their common teaching goals. What's more, teachers should also continuously improve their own information literacy, strengthen the study and research of computer operating systems and video editing software, so as to promote the maximization of the teaching role played by micro-courses.

5. Conclusion

As a new teaching method, micro-course has played a vital role in promoting the reform of English teaching in colleges and universities. The application of micro-courses in college English teaching effectively compensates for the shortcomings of the traditional classroom teaching model, enriches the form of English teaching, creates a broader learning space and diversified learning paths for students, and obviously promotes the level of English teaching in colleges and universities. College English teachers must carry out more in-depth research in micro-course teaching, explore its greater application value, combine traditional teaching mode with actual teaching needs, make full use of the application advantages of micro-courses, and improve the overall teaching quality.

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