

Reflection on the Application of Micro-lecture in College English Teaching in the Information Age

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Keywords: information age; micro-lecture; college English teaching

Abstract: The continuous development of information technology has generated great changes in people's lifestyles and various fields. Information technology has begun to be effectively penetrated in the education industry, and micro-lecture has been gradually stepping into the classroom teaching. The traditional method of college English teaching is based on knowledge listed in textbook, and the single teaching method and relatively boring classroom atmosphere makes students not interested in English learning. However, in the new era, college English teachers must change this teaching mode and effectively apply the micro-lecture into teaching, which not only conforms to the pace of development of the times, but also can make the teaching methods more flexible. At the same time, students can watch micro-lecture videos at any time, which is more beneficial for them to learn English.

1. Introduction

In the information age, students have increasing demands for study and thus the teaching methods should be constantly changing. For college students, they have just got rid of the traditional teaching mode and gain the freedom to select things they like. In college English teaching, if teachers still adopt the teaching method widely used in high school, they may lose their interest in learning and only passively accept knowledge because of lack of initiative, which is contrary to the goal of modern education. Therefore, teachers should make rational use of micro-lecture in teaching. It is feasible to produce nice teaching videos to enhance college students' enthusiasm for English learning and improve the quality of their learning.

2. Overview of micro-lecture

2.1 The basic concept of “micro-lecture”

The so-called micro-lecture mainly refers to that emerging technologies such as information technology and computer technology are used to integrate fragmented learning content according to established cognitive rules to form structured digital resources; and it is needed to ensure the rationality and scientificity of the material content in this process. Generally speaking, the main difference between the micro-lecture and other ordinary course forms is that its core component is mainly based on the content of the classroom teaching video and that it ensures the auxiliary teaching resources such as practice, tests and student feedback can be used rationally according to the teaching subject and teaching design ^[1]. To a certain extent, micro-lecture creates a mode of semi-structured unit learning for learning resources based on their organizational relationships and application characteristics. It is a new type of teaching resources developed from the traditional teaching lesson, teaching courseware and other resources. Due to the late start of the micro-lecture mode in China, it is still in the stage of preliminary exploration, and some parts of it need to be improved.

2.2 Main characteristics

As the name implies, the teaching time of a “micro-lecture” is much shorter than that of general teaching modes, and the teaching video is an important part of it. Generally speaking, a

micro-lecture is mainly about 10 minutes, which can be regarded as a “micro-lecture case”. In some respects, the “micro-lecture” is to condense the knowledge points of a general lesson in a short-time lesson. Its purpose is to introduce and explain knowledge in a visual and vivid way, so that learners can know the key points and difficulties of a lesson and conduct corresponding reflection and summary according to the content of micro-lecture to find out their own shortcomings. Its resources are mainly scenario-based and thus they are convenient in practical application. The most important thing is that the content of the micro-lecture is generally expected to have a clear theme and clear direction, with the purpose to ensure the learning effect of the whole class.

At the same time, micro-lecture takes video clips as the main teaching method, and the content of teachers' classroom teaching and the difficult points that students should master are all reflected in the micro-lecture. It can be said that micro-lecture has relatively compact teaching content and definite theme, and thus it is conducive to students to complete learning tasks efficiently. Due to the small capacity and short duration of the micro-lecture, learners can use their spare time to complete the study, and they can also use the relevant platforms to express their own learning experiences and communicate effectively with others to ensure that they have master what they have learnt effectively. It can be seen that the micro-lecture is more distinctive and efficient compared with general course modes, and therefore it is worth promoting.

2.3 Application advantages

Many teaching resources are involved in the process of college English teaching and the quality of students is uneven ^[2], and thus it is difficult to implement various knowledge points into individual students with traditional teaching modes. Furthermore, some teaching content cannot be effectively implemented due to the time limitation of traditional classroom teaching. As a result, the efficiency of college English classroom teaching is obviously not high. By making good use of the teaching characteristics of micro-lectures, it is possible to achieve effective implementation of graded teaching. The so-called graded teaching mainly implements different teaching contents according to the actual English quality of students, such as recording different teaching videos and uploading them on the resource platform for students to learn at their convenience. In addition, micro-lecture teaching can effectively alleviate students' anxiety. In traditional classrooms, teachers cannot take into account every student in the class. When a student notices that all his classmates have understood a language point except himself, he may feel dysphoric. And micro-lecture can prevent students from having this bad mood, making them feel much easy in learning.

3. Analysis of the current situation of college English teaching

3.1 Reduced teaching time

Compared with the high school English teaching, the class hours of college English is significantly less. Moreover, some teachers do not make teaching plans in advance, which leads to unreasonable design, loose link and even disjunction between the lectures. This not only affects students' general English learning, but also prevents them from connecting English knowledge closely and reduces their learning efficiency. At present, college students have about 2 English lectures every week, and many other subjects are interspersed between the two lectures. If the teacher is not able to arrange the teaching scientifically, it will not only make the English teaching content disconnect, but also increase the learning difficulty of the students. In addition, colleges and universities have continued to expand their enrollment in recent years and the number of students has continuously increased in every school. In this case, the number of students in each class is relatively large, and it is difficult for teachers to take into account every student. In order to complete the teaching tasks, some teachers do not fully consider all students, which continuously reduce students' enthusiasm.

3.2 Serious disconnection between teaching, learning and application

As with the teaching of Chinese language, students also need to learn how to express themselves

and communicate with others in English, so as to highlight the role of English teaching. Students learn English not only to grasp the meaning of each word and understand grammar knowledge, but also to express their ideas in English^[3]. However, in traditional college English teaching, teachers only stay at the theoretical level, requiring students to recite a large number of words, master relevant grammar knowledge and analyze long sentences. They do not provide students with opportunities to express themselves in English, so that most students just master “dumb English”. Compared with other subjects, English has its particularity, focusing on examining students' comprehensive ability. Students must not only master a certain number of vocabularies and understand the meaning of English words, but should also understand the sentence structure and be equipped with English thinking, so as to show out accurate English expression properly in different contexts. In actual teaching, however, teachers often ignore this aspect, which leads to the serious disjunction between the teaching, learning and application. This leads to the poor communicative competence of students. Some of them have to take other jobs because they are not qualified for English-related positions when they are employed, resulting in waste of teaching resources.

3.3 Lack of practical teaching

College English is strongly comprehensive. In addition to the teaching of related theoretical knowledge, teachers are expected to integrate theory with practice, so that students can learn better^[4]. At present, colleges and universities do not invest much in practical teaching, and thereby the system of English practice platforms has not been completely established. English teaching only stay at the theoretical level, which cannot play the original value of English knowledge, resulting in greatly reduced teaching effects. Although some colleges and universities have established practical platforms, they are seldom used. The schools do not set up corresponding practical course, which makes the English practice not obtain obvious effects. For English talents, college English teaching plays an indispensable role. If colleges and teachers do not provide a platform and opportunities for students to practice English, it is easy for them to be nervous and make mistakes when speaking English in big events. This will hurt students' confidence and greatly influence their employment in the future.

4. The application of micro-lecture in college English teaching in the information age

4.1 Design of reasonable teaching plan

When introducing micro-lecture into teaching, teachers must first design teaching plans and produce micro-lecture videos to ensure that the micro-teaching can be carried out smoothly. Before making a video, teachers must understand the software and related technologies and have certain computer practical skills, so that they can skillfully operate video software to achieve efficient teaching. For example, in the teaching of the unit “National Hero”, teachers can collect relevant materials through the network in advance, integrate them and incorporate relevant examples into the video, so as to enhance students' understanding of national heroes and help them effectively grasp the content of the article^[5]. And teachers should control the time-length of a video, because the micro-lecture lasting too long will make students lose patience and defocus, affecting the final effect of English learning. Teachers should put forward some questions and reserve some time for the students to think about these questions before the end of the video. In this way, students can have time to summarize and reflect, and the micro-lecture can be more effective. In addition, teachers must repeatedly scrutinize and view the details after they make their videos to ensure that the key content is fully highlighted, so that the students can clearly know the learning direction and master the focuses, thereby achieving the purpose of efficient learning.

4.2 Application before class

Pre-class preparation is positive for college students, because it can not only help them to develop good learning styles, but also improve the learning efficiency. In traditional teaching, teachers mainly arrange pre-study tasks orally; students often neglect these tasks and do not make

preparation carefully and they cannot master the focuses in the classroom teaching ^[6], which makes English learning more difficult. In this sense, micro-lecture can effectively avoid this problem. Teachers can infiltrate the knowledge points that will be taught in the next lesson into the video to help students have a preliminary understanding of the words and the background of the target article in the pre-class preparation, which will also make the micro-teaching more interesting. For example, when teaching “A Change in Lifestyle”, teachers can invite students to watch the lifestyle in the 1980s and compare it with the today's. This not can only guide students to cherish the life today, but also help them learn and accurately express some vocabulary about lifestyle. In addition, in order to attract students' attention to the videos, teachers can select the things that the students are interested in (film clips, stars, etc.) to elaborate the title of their micro-lectures. The addition of some elements can make micro-lecture videos more abundant and also avoid duplication of video content.

4.3 Application in the classroom

Classroom teaching is an important part in school education. During the classroom teaching, teachers should reasonably and effectively control the duration of the video according to the teaching time, so as to ensure that the video can display a complete knowledge point while avoiding the disjunction of knowledge between two lectures. First of all, teachers should combine the teaching materials and the network to create a scenario, so that students can learn in a certain context. In this way, they can master the relevant knowledge of college English and also train their ability to respond actual situations. Teachers can divide the content of a textbook into several scenarios and effectively integrate and display some important content in them, so that students can learn step by step. Secondly, teachers can play some foreign classic movies to students through the Internet to allow students listen to standard pronunciation of British and American English. It helps to cultivate their English language sense, enabling them to speak English in a more standard way and enhancing their self-confidence. Teachers often neglect the English translation teaching, so that students cannot master the translation skills and thereby they cannot give accurate translation of target text. Therefore, teachers should consider this issue when making videos, and it is feasible for them to infiltrate translation methods and techniques into videos to strengthen students' mastery of translation knowledge ^[7]. It can not only promote students to understand the English language, but also deepen their mastery of the content they have learn, stimulate their curiosity and improve their initiative.

4.4 Application after class

Many teachers just lay stress on the micro-lecture teaching before class and in classroom but ignore its application after class, which greatly influences the effect of micro-lecture. It is necessary for students to summarize what they have learned, because only repeat review can help them build deep impression and fully understand the relevant knowledge points ^[8]. For English teaching, feedback in classroom is an important part. Therefore, teachers should use micro-lecture to add some knowledge points and expand students' knowledge of English, so that they can have greater interest in English. For example, there is a word “sacrifice” in the Unit “Give and Sacrifice”, and it is hard for students to pronounce this word correctly. Teachers can split the words and let the students understand the meaning of each syllable so that they can give a pronunciation more standard to this word. In addition, students can watch the micro-lecture videos repeatedly when they encounter problems in self-learning after class, which is convenient for them to learn English and improve their English learning efficiency.

5. Conclusion

In the new era, college English teaching is undergoing changes, and the micro-lecture has become an inevitable trend in English teaching. Therefore, teachers should establish correct concepts, recognize the advantages of micro-lecture and integrate them into English teaching. This practice of adapting to the development of the times can not only meet the relevant requirements of the new curriculum reform, but also enable teachers and students to develop synergistically and

make progress together.

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