Application Analysis of Micro-course Teaching Design in English Spoken English Class in Higher Vocational Colleges

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Abstract: With the development of new media such as mobile internet and smart phones, the new teaching resources of micro-course as a theme, miniaturization and cross-application platform will play a good role in assisting and promoting the teaching process of flipping classrooms. Based on the analysis of the characteristics of micro-curricular resources and the application of flipping classrooms, this paper takes the English oral course of higher vocational colleges as an example, and designs a relatively complete micro-course teaching design based on the flipping classroom mode, and implements it. In the teaching practice, the control experiment and the questionnaire survey research method are used to analyze the learning effect. Practice has proved that flipping the micro-teaching mode of the classroom has a positive effect on improving students' performance and enhancing their interest in learning.

1. Introduction

With the development of relevance theory and constructivist learning theory, teaching reform is undergoing a transition from one-way teaching to interactive learning, from passive learning to active learning, from face-to-face teacher-student exchange to cooperative autonomous learning in the information environment[1][2][3]. The flipping classroom is a new teaching model based on information technology and guided by constructivism and mastery of learning theory. With the rise of flipping classrooms in China, more and more educators are trying to optimize teaching activities and promote the transfer of knowledge by flipping classrooms.

With the development of mobile media such as smart phones and mobile networks, people can start learning any content anytime and anywhere, but this kind of learning time should not be too long, suitable for the learning of "micro" content, and keep the attention of students learning in the classroom. Look, the time to concentrate on learning is about 10 minutes. Therefore, micro-course [4][5][6] emerged as an emerging teaching resource with the theme, miniaturization and cross-application platform, which will play a good role in assisting and promoting the teaching process of flipping classroom.

The perfect combination of flipping classrooms and micro-courses [7][8] brings new ideas to our current classroom teaching. As a humanized classroom strategy, flipping the classroom teaching mode provides students with a personalized learning space and a variety of learning channels, realizing resource sharing and virtually expanding the amount of teaching information. At the same time, the development of activities such as collaboration and communication provides opportunities for teacher-student interaction and life-study cooperation. It can stimulate students' learning motivation to a large extent, improve students' self-learning ability, and promote teachers' teaching level and educational technology ability. Based on the analysis of the characteristics of micro-curricular resources and the application of flipping classrooms, this paper takes the English oral course of higher vocational colleges as an example, and designs a relatively complete micro-course teaching design based on the flipping classroom mode, and implements it.

2. English speaking inversion class and micro-course

2.1 Flip the classroom overview

The flipping classroom is generally called the "reverse classroom teaching mode". It changes the traditional classroom teaching mode with teachers as the main body, and uses the rich information resources to realize the new teaching mode with students as the main body. Flipping the classroom as a new type of teaching mode, some scholars believe that the "flip classroom" has the following four distinct characteristics: (1) teaching video is short and fine; (2) teaching information is clear and clear; (3) re-constructing the learning process; (4) Review is quick and easy.

Flipping the classroom is the application of practical teaching. It not only simply flips the teaching structure, but also subverts the traditional classroom teaching mode in our country, which makes the fundamental change of the position between students and teachers in teaching. After the flip, the teacher becomes the facilitator and instructor in the classroom teaching; while the student turns passively into knowledge and actively participates in the classroom activities. Teachers use modern information technology to flip the traditional teaching mode, making the classroom of oral teaching more active. On the one hand, it helps students to realize the internalization of oral knowledge through the various activities arranged by teachers in the classroom. On the other hand, teachers can help students learn and master more challenging oral English knowledge and concepts in the limited time of the class, thus improving students' ability to cope with problems.

The design principle is flipping classrooms in oral teaching. The new teaching mode of flipping the classroom is designed. Teachers should follow the theory and principles of education to design spoken content. The first is that teachers should fully teach students the ability to demonstrate their own learning ability, while teachers turn to the guidance of teaching activities, mobilize students' initiative and enthusiasm in oral learning, and encourage students to learn English. Internalization; the second is that teachers should use the different levels of students presented in the study to carry out layered teaching. Therefore, when the teacher provides the learning resources such as micro video, the flexible selection of resources and scheduling time according to the basis of the student's spoken English and the ability to learn, and realization in the layered teaching The third is that teachers should create a comfortable learning environment for students. In a good learning atmosphere, students can relax their nervous state and choose the rhythm of learning according to their acceptance of oral knowledge. Master the knowledge of spoken English in repeated learning.

2.2 Strategies for the implementation of micro-course teaching design in oral flip classroom teaching

(1) Preparation for micro-courses. First of all, teachers should design the content of teaching according to the knowledge of spoken English. On the one hand, they should fully consider the students' acceptance of English knowledge, as well as the existing oral level of students, and combine the teaching objectives and teaching contents of spoken English to pass the oral knowledge. The way of micro-classes is taught to students; in addition, the resources collected by teachers are combined to further optimize the design of micro-teaching; finally, these materials are made into micro-videos and uploaded to the teaching platform for students to learn and complete micro-courses. In this way, the passing tasks are set up to encourage students to effectively improve their oral learning ability.

(2) Knowledge transfer. Students can complete the clearance tasks according to the learning materials provided by the teachers and can watch the videos within the specified time, so that students can effectively realize the knowledge transfer in spoken English. In this process, students actually use the knowledge learned in the micro-course to help students internalize oral teaching and knowledge, so that students can effectively deal with the problems in spoken English. In the classroom teaching, mainly to strengthen learning, teachers can simulate the application of real life and work to English, and strengthen the knowledge of spoken language; for example, after students learn the relevant English question and answer methods in the interview, the teacher can organize a mock interview. The method enables students to effectively master the application of spoken

English. In the role of various interviews, students are trained to answer questions about the English used by different characters, and promote students' ability to translate spoken English into English.

(3) Consolidation after class. According to the teaching characteristics of spoken English, under the guidance of the principle of flipping classroom design, the application mode in practice teaching is continuously improved and improved, thus forming a new mode of college oral English teaching. Under the guidance of this model, students learn and complete the clearance tasks before class, so as to realize the transmission, internalization, consolidation and expansion of English knowledge. Therefore, in the post-class consolidation, students can improve their knowledge and abilities in a variety of ways. For example, students can expand their oral English skills by programming programs, thus helping students to improve their spoken English effectively. The application of skills is to achieve the goal of transforming from spoken knowledge to speaking ability.

3. Flipping classroom micro-teaching teaching model construction

3.1 Analysis and construction of teaching model of flipping classroom micro-course

The micro-classroom is divided into four stages: experience learning stage, concept inquiry stage, meaning construction stage and display application stage. Later, some scholars [9] also proposed the flipping of the classroom structure diagram. Chinese scholars [10] also combined their own teaching practices to construct a flipping classroom teaching framework. We draw on the views of many scholars, combined with our teaching needs and learner characteristics, to construct the teaching model of the flip classroom micro-teaching shown in Figure 1.
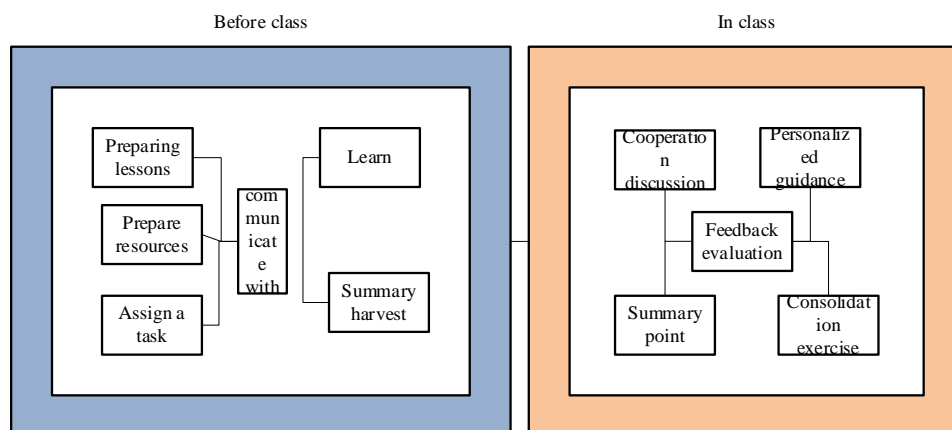

Figure 1 Flip the classroom micro-course teaching model

We divide the whole process of the model into two parts: pre-class and in-class. Among them, teachers and students take different tasks before class. Teachers are responsible for making micro-video courses, providing rich resources, and arranging tasks. Students learn independently according to the arrangement of teachers. Teachers in the class act as instructors to guide students to exchange discussions and consolidate exercises. This mode focuses on communication and evaluation. It focuses on cultivating students' self-learning ability and self-control before class, and promotes internalization of knowledge in collaborative inquiry. At the same time, as a classroom instructor, a helper of student learning and a provider of resources, the teacher guides students to develop deep thinking in inquiry, to explore the potential of learners' learning, to exert the active learning enthusiasm of learners, to pay attention to the inquiry process, and to train students.[11].

3.2 Instructional Design of Micro-course Teaching Mode Based on Flipping Classroom

Based on the above-mentioned teaching model based on the flip-table micro-course, we use the "English Speaking in Higher Vocational Colleges" as an example to design the entire teaching process. First, analyze the conditions under which the course is implemented. This course is designed for freshman students and has certain information acquisition ability and self-learning ability. The class size is 36, and the students are divided into 12 groups. Teachers can take into

account the collaborative communication process of each group and provide individualized guidance. The school has basic hardware and software facilities. Therefore, it can be guaranteed that the micro-courses of the flip classroom are effectively carried out.

Good micro-course design helps to better guide the development of micro-teaching resources. Micro-course design includes teaching goal design, teaching strategy design, teaching media selection, teaching introduction design, teaching content design, teaching and testing design, teaching summary design, micro-course script design, auxiliary resource design, and production tool selection.

(1) Teaching goal design. The teaching goal is the starting point and destination of teaching, which is the clear explanation of the learning achievement or final behavior that the teacher achieves. Everything the teaching activities are carried out and carried out around the teaching objectives. It is extremely important to inform students directly about the learning objectives at the beginning of the micro-course. In the process of making the micro-courses, the students should be told as simple and clear as possible.

(2) Teaching strategy design According to the selected knowledge points, how to organize the teaching content, how to get the best teaching effect in the shortest time, choose to adopt Appropriate micro-course representations better convey instructional information. For example, speaking and explaining descriptive knowledge points can be used in video recording. Class expressions; demonstration operations, reasoning knowledge points can use the micro-course representation of the screen.

(3) Teaching media selection. Teaching media refers to the carrier of teaching information, is one of the main components of the teaching system, and is an important symbol of modern education. Teaching media is the most basic learning resource and plays an important role in education and teaching. In order to achieve the desired teaching goals, the end is completed efficiently In order to develop a teaching task, it is necessary to select the most suitable combination of one or several media among the various teaching media with different functions. The choice of teaching media requires a comprehensive consideration of the five basic criteria of teaching objectives, teaching objects, teaching content, media characteristics and teaching conditions. Now The use of the teaching media is mainly based on audio-visual media technology, satellite-based communication technology, computer-based simulation technology, multimedia-based Computers and five forms of teaching based on computer networks.

(4) Teaching content design. The choice of teaching content is the most critical step in the design of micro-courses. The content of the micro-course is more streamlined than the broader traditional classroom. The teaching content should try to select those knowledge materials that have greater educational and teaching value, students are difficult to understand through self-study, and relatively short and complete. The selection of teaching content should adhere to the principle of "student as the main body and teacher as the leading principle". The teaching content should be easy to understand and valuable, and can meet the requirements of the learners, so that the students can understand and learn, and the teaching content should be interesting. On the basis of selected teaching content, teachers can micro-process them to make the teaching content more streamlined and complete, the teaching objectives are single, the teaching form is diversified, and the expressions are diversified, so that it is more suitable for micro-courses.

(5) Production tool selection. There are many tools to support the production of micro-courses. Different micro-class production tools can be selected according to different teaching contents and expression forms. The class making tool can be PowerPoint2010 and above, screen recording software, video recorder, recording and broadcasting classroom, automatic recording and broadcasting system.

4. Experimental process and analysis of learning effects

4.1 Experimental method

This course was conducted in a controlled experiment. The experimental object is a freshman of

a vocational college. First, we tested the students in the two classes. The results of the survey showed that most of the students had contacted the computer in high school, but they were not familiar with the Office software. The experimental class and the control class had the same foundation. Secondly, the experimental class students were 36. There are 38 students in the control class, and the number is quite the same. Therefore, the conditions of the control experiment are met.

Our control class is taught in the traditional "teacher + student practice" mode. The experimental group class uses the flip-table micro-course teaching mode discussed in this article. After two and a half months, we have spoken to the students. Skill test, and a questionnaire survey of students in the experimental class.

4.2 Test score comparison

The student test scores of the two classes were ranked from high to low, and the performance curves of the two classes were compared as shown in Figure 2. The average grade of the experimental class was 85.44, and the average score of the control class was 82.07. As far as the average score was concerned, the score of the experimental class was 3.37 points higher than that of the control class.
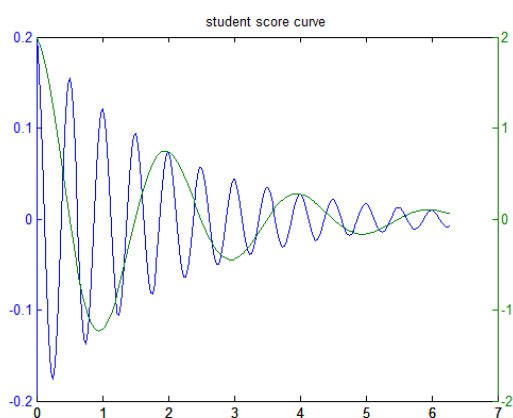

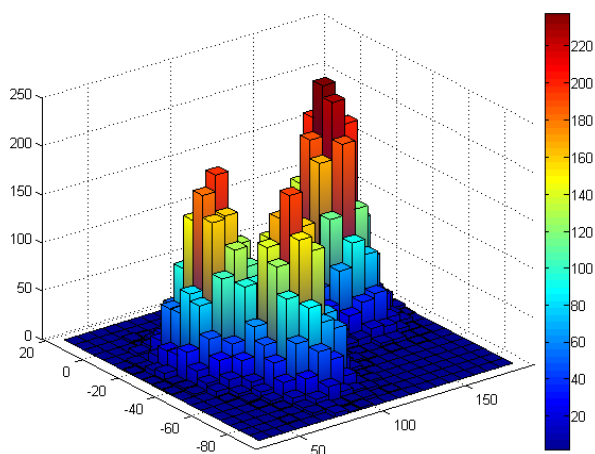Figure 2 score curve   Figure 3 score distribution chart

We divided the scores of the students in the two classes into four scores of 90-100, 80-89, 70-79, and 60-69. The score distribution chart is shown in Figure 4. As can be seen from the figure, the distribution ratio of the students in the experimental class is 25.00%, 61.11%, 8.33%, 5.56%, respectively. The distribution ratio of the students in the control class is 10.53%, 55.26. %, 28.95%, 5.26%0 Excellent score of 90 points or more The experimental class was 14.47% higher than the control class, which was much higher than the control class. The ratio between 80 and 89 points was 5.85% higher than the control class. However, the ratio of the scores below 80 points was reduced by 20.32% compared with the control class, and there was a significant improvement.

4.3 Questionnaire analysis.

At the end of the course, we distributed 36 questionnaires to the experimental class to understand the students' attitude towards the teaching mode of the flip-table micro-course and the opinions on the implementation of the course. According to the survey, most students believe that the teaching model has mobilized the enthusiasm of learning, and the exchanges with classmates and teachers have increased, which has promoted their own learning. However, some students pointed out that some students did not actively participate in the group cooperative learning. Participation, indiscriminate, lazy attitude affects the learning of other group members in the group. In the survey, students have three main points of opinion on the course. First of all, teachers should upload learning resources as early as possible to facilitate students to arrange their own study time. Secondly, they hope that teachers can provide more group reporting activities for students and give them timely comments and encouragement. Third, the network disk has certain limitations. Sex, hope to take advantage of a better platform.

5. Conclusion

In summary, the essence of flipping the classroom micro-course is not the high-tech or information technology it uses, but the innovation of the thinking mode. Flipping the classroom as a new type of teaching model has a very broad prospect, and micro-classes have multiple advantages as an emerging teaching resource. High-quality micro-curriculum resources can achieve successful and efficient flipping of the classroom, and micro-teaching design is one of the key factors determining the quality of micro-courses. Based on the analysis of the characteristics of micro-curriculum resources and the application of flipping classrooms, try to integrate the two organically and explore a micro-teaching design pattern of "student-centered, teacher-led" in the flipping classroom, which can not only effectively promote Students' growth and self-learning ability can be promoted faster and better.

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