

Research on the Problems and Countermeasures of Microlecture Applied to College English Teaching

Dan Zhao

Teaching and Research Institute of Foreign Languages, Bohai University, Jinzhou, 121013, China

zhaodan722@163.com

Keywords: micro-course; college English teaching; problem; countermeasures

Abstract: With the increasing popularity of mobile learning, ubiquitous learning, online learning, and smart education, the focus on “teaching” and “classroom” learning models has been unable to meet the needs of social development for talent. Micro-courses with teaching video as the core carrier emerged as the times require, and the effective combination of micro-curriculum resources, traditional teaching and mobile learning will help improve the efficiency and quality of college English teaching. This paper aims at the problems existing in the application of micro-curriculum in college English teaching, and proposes corresponding countermeasures to help reform the college English teaching model. The specific countermeasures include five aspects: changing the teaching philosophy of college English micro-course, perfecting the teaching mechanism of micro-teaching for English teachers, designing micro-courses according to teaching content, striving to promote micro-classes, and cultivating students' self-learning ability.

1. Introduction

With the rapid development of mobile terminal manufacturing technology, network tariffs have fallen sharply, the scale of Chinese Internet users has increased significantly, and the Internet industry has developed rapidly. The mobile internet has had a huge impact on people's work, study and life, and has completely changed the educational environment. Under the background of informationization becoming a national strategy, education informatization is ushering in new opportunities for development. Informatization for college English teaching means not only the updated educational technology, but also the improvement of the existing teaching model. With the increasing popularity of mobile learning, ubiquitous learning, online learning, and smart education, traditional learning models that focus on “teaching” and “classroom” are no longer able to meet the needs of social development for talent. College English teaching urgently needs to deepen the teaching reform, effectively combine the traditional teaching and information environment, and construct a new model of college English learning that meets the needs of real teaching and society. Micro-course refers to the use of information technology to present structured digital resources of fragmented learning content, processes and extended materials in accordance with cognitive rules. The new “micro-course” teaching mode and learning style can make students learn independently and explore learning, and the advantages are more prominent. It has been widely used in college English teaching. This paper aims at the problems existing in the application of micro-courses in college English teaching, and proposes corresponding countermeasures to help reform the college English teaching model and improve the quality of college English teaching.

2. Connotation of Microlecture and Its Characteristics

The core component of the “micro-course” is the classroom teaching video, which also includes teaching materials, related to the teaching theme, material courseware, teaching reflection, practice test, student feedback and teacher comments. These resources are organized in a certain relationship. And they create a semi-structured and thematic resource unit application “small environment.” Therefore, the “micro-course” is different from the teaching resources of traditional single resource

types, teaching courseware, teaching design and teaching reflection, and it is a new type of teaching resource that inherits and develops on the basis of it. The micro-course has the following characteristics:

(1) Short teaching time. Teaching video is the core component of the micro-course. British educator John Locke pointed out that the great skill of education is to focus students' attention and keep their attention. The reason why the micro-course is "micro" is because compared with the regular class, the biggest feature is that the time is short, which is in line with the students' cognitive characteristics and learning rules, which is beneficial to occupy the "golden point" of the students' attention. Maintaining full concentration and improving the quality of teaching has a positive impact and role.

(2) Less teaching content. Compared with the wider traditional classroom, the problems of "micro-courses" are gathered, the theme is outstanding, and it is more suitable for teaching practice. The "micro-course" is mainly to highlight the knowledge points of a certain subject in the classroom teaching, including the key points, difficulties and doubts in the teaching, or the teaching activities reflecting a certain teaching link and teaching theme in the classroom, compared to the traditional section. In order to complete a complex teaching content, the content of "micro-courses" is more streamlined, so it can also be called "micro-classroom".

(3) The resource capacity is small. The storage space occupied by resources is small. The total capacity of the micro-course video and its supporting auxiliary resources is generally several tens of megabytes. The video format needs to be a streaming media format that supports online playback. Teachers and students can view the lessons online smoothly. Auxiliary resources such as lesson plans and courseware; also flexible and convenient to download and save to laptops, mobile phones and MP4 terminal devices, to achieve mobile learning and ubiquitous learning, very suitable for teachers to observe, review, reflect and research.

(4) The composition of the resources is contextualized. Teaching video clips for the main line of teaching design, multimedia materials and courseware used in classroom teaching, teacher reflection after class, student feedback, and textual reviews of subject experts and other related teaching resources, constitute a distinctive theme, diverse types, structure the real "Theme Unit Resource Pack" creates a true "micro-teaching resource environment." College English teaching is in a real, concrete and typical case-based situation, which is conducive to improving quality.

(5) The teaching content is complete. Although the micro-course is "micro", it is always a complete "class" with complete logic. First, the complete teaching design, micro-course is neither a multimedia courseware for assisting teaching nor a video slice for classroom teaching, but a complete teaching process including introduction, explanation, examples and summary. Second, the complete learning system, that is, the components of the micro-course, contains supporting test exercises to help students to fill in the gaps in knowledge and assist in the consolidation of knowledge.

(6) Convenient for teaching. Based on the improvement of information technology and the development of the Internet, the micro-course has obvious advantages in production and dissemination. On the one hand, although the uploading, broadcasting and downloading of micro-courses require network support, almost all universities have built advanced campus networks. On the other hand, due to the small capacity of the micro-course, it is easy to download and store, and with the gradual improvement of the micro-class platform, the micro-course can occur at any time in the classroom generation, with the Internet as support, and learning can be carried out anywhere.

3. Problems of Microlecture Applied to College English Teaching

There are still many problems in the application of micro-curriculum to college English teaching, which is highlighted in the following aspects:

(1) There is a bias in the understanding of the micro-course. Many teachers have misunderstandings about micro-courses. They understand micro-courses as small courses. They think that micro-courses are slices of traditional classrooms. They still use traditional teaching

methods and teaching processes to design micro-courses. Micro-class design takes a long time, resulting in many students can't concentrate and it's hard to achieve the desired teaching results. Some people think that this kind of micro-course-based teaching mode will weaken the role of teachers. Students can learn knowledge by watching videos. Some teachers understand micro-courses as enriched classrooms or as a way for students to self-test. Some teachers equated micro-courses with classroom recordings, and appeared frequently, distracting students' attention. These errors have led to a decrease in the effectiveness of micro-teaching. Teachers do not correctly understand the connotation of micro-courses, and their application in college English teaching has its due effect.

(2) The level of micro-courses is not better. Many micro-course materials are still centered on teachers, mainly based on teaching materials, and become "porters of knowledge." In just a few minutes of video, the originality is not strong, the innovation is not enough, and the content is not substantial. Many college English micro-course videos only record the traditional classroom scenes as videos and transfer them to the micro-courses, which can't mobilize the students' interest. Some teachers have added some novel content, but the materials used are old and the teaching methods are boring. Many colleges and universities have produced a large number of traditional videos such as English quality courses and open classes. A large amount of content is flooding with them. Now it is converted into micro-course videos. Many teachers can't adapt. There are too many topics, too much content, too long time, too much capacity and too much capacity. The problem is not easy for students to accept.

(3) The micro-course teaching system is not perfect. The teaching system is the basic structure of knowledge in the teaching process, including the unified content of teaching content, teaching methods, teaching process and teaching evaluation. Although many colleges and universities have implemented micro-course teaching in college English, most of the studies are limited to the mutual exchange and observation between different teachers, and the promotion and application are not popular enough. The micro-course platform and micro-course teaching functions are single, lack of interaction mechanism, and the quality of micro-course resources is not high. The production of English micro-course teaching resource library and the construction of micro-course teaching platform can only meet the students' observation of micro-course video, and the evaluation of micro-course teaching quality, micro-course teaching environment improvement and micro-course teaching practice, to a certain extent. It is still not perfect and lacks a sustainable development system.

(4) The content of the micro-course is not refined and vivid. The micro-course video puts higher demands on English teachers. It is necessary to explain a knowledge point in just a few minutes. It is necessary to carefully scrutinize each word and grasp the overall rhythm to maintain the integrity of the course. Micro-course videos come in a variety of forms, including lectures, animations, and slide screen recordings. Because English micro-course videos are self-learning by learners, teachers must attract students through vivid teaching forms to enhance students' interest and ease of understanding and memory. However, in the actual operation process, due to the limited experience of teachers, it is impossible to accurately grasp the curriculum form and the flexible use of curriculum resources. The selection of teaching content and the grasp of teaching rhythm are not accurate enough, which is basically the interception of teaching content.

4. Countermeasures of Microlecture Applied to College English Teaching

In view of the problems existing in the application of micro-course to college English teaching, referring to the relevant literature, the countermeasures proposed in this paper are as follows:

(1) Transforming the teaching philosophy of college English micro-teaching. The teaching concept is a concentrated expression of understanding, a view of the teaching activities and a basic attitude of holding, and a belief in engaging in teaching activities. The teaching concept has theoretical, operational and disciplinary aspects. The clearly expressed teaching concept has important guiding significance for teaching activities. To realize the effective use of micro-teaching mode in college English teaching, we must change the theory of college English teaching. In the

long-term teaching practice, teachers have certain personal feelings for teaching, and they should incorporate these feelings into teaching. Micro-course is a subversion of traditional teaching. It is no longer centered on teachers and instills knowledge into students. We should transform traditional and obsolete teaching theories, highlight students' subjective status, and encourage students to ask questions, not suppress students' enthusiasm, and build an equal and harmonious teacher-student relationship. Teachers should help students learn the doubts encountered during the learning process by designing problems, reflecting on knowledge and discussing issues, testing the learning effects, and improving classroom teaching efficiency.

(2) Improving the teaching mechanism of English teachers' micro-teaching. Continuously improve the teaching skills and application skills of English teachers in micro-teaching, invite industry experts to carry out micro-course training for English teachers, deepen the understanding of micro-courses, master the characteristics of micro-courses, production techniques and practical applications. English teachers should be good at combining micro-teaching with educational technology to effectively create a relaxed and pleasant teaching environment and improve micro-course teaching ability. Let students choose courses in combination with their own interests, effectively integrate the fun and innovation of English subjects, and improve their understanding of knowledge and English application ability. We should set up a communication platform, provide opportunities for cooperation, organize experience exchanges and study in a planned way, and constantly improve the teaching mode of college English micro-courses. We should also organize college English teachers' micro-course teaching experience exchange seminars, exchange experiences with other university teachers, gain an in-depth understanding of the latest developments of micro-curriculum, learn from each other's strengths, improve the level of micro-course production, strengthen the connection between teaching theory and practice, and continuously improve the micro-curricular English teachers' ability and professional skills.

(3) Designing micro-courses based on the content of the teaching. There are different types of college English teaching, and the content of micro-courses is designed for teaching content. First, the lecture class is mainly to explain related words, concepts and grammar knowledge, so that students can learn related content such as morphemes and sentence patterns. The micro-course design is based on the absence of context, using textbooks or tutorials to explain, so that students can feel intuitively and profoundly. Second, the discussion class is mainly to discuss a topic or a linguistic phenomenon, which is suitable for the teacher's guidance. The micro-course content design should realize the situational recording, discuss with the context, the teaching method is free and flexible, and the micro-course recording should be created for a real language situation. Third, the performance class enhances English comprehension by allowing students to appreciate English-language works of art. Micro-playing includes English opera, movies and dramas. The performance teaching content allows students to simulate the English situation activities, record the students' excellent works into micro-courses, let the students appreciate themselves and continuously improve their English expression ability.

(4) Striving to promote the quality of micro-classes. It mainly includes two aspects: First, the production of quality. The quality of the micro-course content can enhance the attraction of students, and always pay close attention to the micro-course teaching activities, in order to pass the knowledge to students in a short time. We can grasp the time of micro-courses, design clear topics, and let students clarify the content knowledge system. There is too much text information, can be organized into tables, or can be designed into graphics, images, sounds, animations and videos, etc., to avoid monotony. The text is presented to make the picture more vivid; the aesthetic design is emphasized, the interest of the students is stimulated, and the students will take the initiative to watch after class. Second, the resources are refined. According to different knowledge points, the classification and micro-class design is organized. The micro-courses guided by the word learning method, and the micro-curriculum of reading resources, form a micro-course resource library. At the same time, it will provide students with all kinds of knowledge and skills that need to be expanded, carry out school-enterprise cooperation and school-school cooperation, and realize the resource integration of micro-course content in the process of communication.

(5) Cultivating students' self-learning ability. Self-directed learning is a modern learning method that corresponds to traditional acceptance learning. In the process of practicing the college English micro-course teaching mode, in order to effectively strengthen the teaching, students need to be guided to self-learning. Especially in the field of English learning, in order to achieve significant progress, long-term independent learning is inseparable. Let students master the methods of using the online platform to develop college English and teach their own learning experience. In the teaching process, students are encouraged to exercise self-learning skills so that students no longer rely on teachers. After mastering certain information network technologies, students use the micro-course to learn independently, repeatedly watch the learning content, and digest knowledge. The problems in the process of self-learning seek help from teachers and improve the ability to summarize and think. Teachers should encourage students to face difficulties, dare to explore, and ultimately form a learning style that suits them. The students' self-learning ability is gradually improved, and good habits are cultivated, which also promotes the improvement of the quality of college English teaching.

5. Conclusion

The application of micro-course to college English teaching, the micro-course resources and traditional classroom teaching that meet the actual needs of teaching, and the efficient use of mobile learning that can make full use of time and space are of great significance for promoting college English teaching: First, it is conducive to creating learning situations and triggering cognitive conflicts. Micro-courses resources have unique advantages in context creation. Whether it is English language learning, English culture understanding and cross-cultural thinking training, it is possible to create problem situations through micro-courses, trigger cognitive conflicts and enhance students' learning motivation. Second, it is conducive to improving the efficiency of college English teaching. Micro-course integrates audio and video and other resources, which helps to ensure the effective capacity of knowledge processing dual channels and improve the efficiency of cognitive processing. As an innovative learning resource for English language learning, English micro-course helps to stimulate learning interest and help students to better understand language and use language. Third, it is conducive to teachers to carry out teaching activities creatively. Teachers can flexibly use micro-courses and design flexibly according to teaching problems. They do not have to stick to the concept, form and composition of micro-courses, choose appropriate resources to carry out teaching, get rid of repetitive work, pay more attention to creative activities in teaching, and enhance teachers' career happiness.

References

- [1] J. Zhang, "Problems in College English Microteaching and Their Solutions," *Journal of Hunan University of Science and Engineering*, vol. 38, no. 8, pp. 107-109, 2017.
- [2] Z. N. Su, "Attribution and Suggestions on the Application of Microteaching in English Teaching," *Course Education Research*, vol. 6, no. 45, pp. 146-146, 2017.
- [3] P. Yang, "Research on the Problems and Solutions of the Application of Micro-Course in English Teaching," *Journal of Hubei University of Economics(Humanities and Social Sciences)*, vol. 14, no. 4, pp. 156-157, 2017.
- [4] R. X. Lu, "Problems with English Translation and Countermeasures under the Background of Micro-lesson," *Journal of Tongren University*, vol. 19, no. 7, pp. 120-123, 2017.
- [5] J. J. Hong, W. J. Yan, "Problem-based English Learning Assisted by Micro-classes," *Construction of the Old Area*, vol. 33, no. 20, pp. 88-90, 2018.
- [6] Y. B. Wang, "Research on Problems and Countermeasures in College English Microteaching," *Journal of Higher Education*, vol. 4, no. 24, pp. 130-132, 2018.