

Research on the Application of Microlecture Teaching Mode in the Teaching of College English

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Abstract. With the development of information technology, Microlecture appears as a new form of teaching. It not only contributes to the innovation and improvement of traditional classroom teaching form, but also activates the classroom atmosphere and promotes students' autonomous learning. This work first described the characteristics of Microlecture briefly, and attempted to construct a Microlecture teaching model taking "micro-lessons" as the carrier and "construction acquired by learning" as the goal. The model aims to promote the cognitive linguistics theory as well as the further integration of modern information technology and college English teaching reform continuously through its construction and application, so as to provide a reference for deepening the reform of college English teaching and realizing the innovation of teaching mode.

Introduction

With the development and progress of information technology, the teaching of college English is constantly exploring new educational paradigms. Microlecture comes into being with the development of modern educational technology. As a new form of teaching, Microlecture is able to effectively integrate many kinds of information carriers, such as image, sound, text, video and animation [1-2]. Applying Microlecture in college English classes not only contributes to the innovation and improvement of the traditional classroom teaching form, but also helps to activate the classroom teaching atmosphere, stimulates students' interest and potential in learning English, and promotes students' autonomous learning and interaction [3]. It can be seen that the application of Microlecture in college English classroom teaching is significant and has realistic meaning.

The Concept and Characteristic of Microlecture

Microlecture refers to the teaching mode taking the teaching video as the main carrier which records teachers' brief and complete teaching activities about a particular point of knowledge or teaching links. Microlecture integrates many kinds of information carriers, such as image, animation and sound, so it is no longer limited to classroom in teaching space and teaching time. In many teaching situations, Microlecture will be guided by a specific teaching objective and carried by short and small videos in order to present a single and strictly defined theme, which reflects the corresponding teaching and learning objectives [4]. The core content of Microlecture is the teaching video, but it is not the only teaching resource. Teaching supports related to teaching theme, such as the courseware, exercises, comments, feedback and design can also be incorporated into the Microlecture resource system.

The characteristics of Microlecture teaching are as follows: Firstly, it is short but pithy. The biggest feature of Microlecture is "micro", whose time length is usually around 10 min. Although the teaching contents in the Microlecture are relatively fewer, the teaching contents will basically be organized and designed around a certain teaching theme to form short, pithy and small-scale curriculum resources [5]. At the same time, the Microlecture has the function of reducing complexity to simplification and emphasizing the core, a process of the complexity and the simplification of abstract teaching, so it is easy for teachers to teach and for students to master knowledge. Secondly, it is flexible and convenient. The application of Microlecture in classroom teaching has flexibility and mobility, therefore, teachers can use it not only in the classroom

teaching link, but also in the link of preview and autonomous learning after class, which is not limited by time and space. In addition, students can repeatedly watch through their own multimedia terminal, so it is convenient to share the Microlecture learning resources and generate good learning effect. Thirdly, the theme is distinct. The construction of Microlecture resources is basically organized and designed around a certain theme. Therefore, the learning theme will be distinct and the learning focus will be prominent relatively, which helps to enhance the pertinence and effectiveness of classroom teaching, complete teaching objectives and achieve teaching tasks around a certain knowledge point. Fourthly, the resource is abundant. Although Microlecture resource takes teaching video as the core, it is not only limited to the teaching video. It constructs a diversified and three-dimensional form of teaching resource based on video. For example, teaching design, curriculum exercises, teaching courseware, teaching evaluation and related tests are indispensable and important components of Microlecture teaching resource.

The Application of the Microlecture Teaching Mode in the Course of Viewing, Listening and Speaking

The preparation of teachers and the preview of students before class. Teachers should analyze students' learning situation according to the theme of Success, adopt the methods of task-driven, problem-oriented, widening and extending to guide students to make clear the learning objectives of the unit in order to carry out high-efficiency and autonomous learning. Specifically, teacher should design two tasks, three questions, and a supplementary video. Task 1: To write a summary after listening to part B audio three times; Task 2: To listen to part C audio three times while taking notes, and then to record the summary into audio documents based on the notes. Teachers should thinking about three questions in teaching: What is success in part B? What is success in part C? What is the definition of success for you? Then, teachers can provide a TED talk video entitled "Living beyond limits" for students, which helps expand the breadth and depth of students' thinking on the third question. Finally, students should be required to record the responses into audio documents, and the time required should be no less than three minutes [6].

At the same time, teachers should make the lectures of the traditional class, the courseware and the Microlecture video. The contents of the Microlecture video are the Part B, Part C and the complement of the construction in the TED talk video. Taking the sentence "My story shows an interesting link between our borders and the fact that we can live our lives beyond our limits." as an example, the sentence of such a length typically contains a plurality of constructions. Regardless of the indefinite article and the noun construction, firstly, teaches should guide students to identify the following structure: (1) My Story shows something (single object construction); (2) a link between A and B (between preposition construction); (3) the fact that we can live beyond our limits (appositive clause construction and beyond preposition construction); Secondly, teachers should analyze the construction [7]. After using the cognitive mechanism of conceptual metaphor to draw figure 3, teachers should take the visible pedagogy to students about the construction to strengthen the students' understanding of the meaning. The effect of memory is better than that of isolated and alphabetical arrangement. Thirdly, teachers should apply the construction in class and show the form of "a link between A and B" to the students, so that teachers can organize the discussion in the classroom and guide students to use the structure creatively. The time of above Microlecture video should be limited to about five minutes, which is mainly used for summarizing comments after classroom experiential activities and helping students to improve their ability to use constructs creatively from special to general generalizations, and then from general to general [8]. According to the previewing task assigned by the teacher, students should listen to two audio frequencies, part B and part C and watch a TED talk video, then write and record a summary respectively. After thinking about the three questions, students should record the contents of their thoughts as an audio document, and submit a written summary and two audio documents before class, so that the teacher can make a more specific analysis of the learning situation of students in this module before class teaching.

The environment created by teachers in class and the discussion among students. Teachers should create language communication environment for students. Firstly, teachers can invite one representative of each group to report orally the difficulties and problems encountered in the preparation, then design and arrange experiential tasks base on the key points and difficulties. Taking the case in 4.1 as an example, teachers guide the students to explore the formal characteristics, conceptual basis and productivity of the construction in sentences based on the guidance of the visible teaching [9]. After group exchange and discussion, teachers can play the Microlecture video recorded before class and analyze the conceptual metaphor contained in the example sentence by illustration. For example, the subject of the verb “show” projects a beam of light to the object, and connects with the conceptual metaphor of “UN-ERSTANDING IS SEEING (understanding is seeing)”. The word “link” shows an abstract connection between two things through two-link clasp. Then, teachers provide students with original listening texts, present language materials, and encourage students to actively discover more constructs from them.

Based on the self-discovery and induction of the students, teachers can use the Microlecture video to give the visible guidance, give guidance and feedback, and help students sum up the laws that they are not easy to induce [10]. Then, teachers should arrange the same output task as that in the preview link and add a requirement that students should use the construction learned from the teaching material part B, the part C and the supplemented TED speech video as much as possible. Students should be separated to several groups, each with 3-4 students, and each group should select a representative(a different student from the group representative of the preview reporting link) to show the results in the classroom. Each group should select another representative (a different student from the preview report and the results display link) to review and give recommendations for the results of the other teams. Finally, the teacher reviews each group as part of the formative assessment.

Reflections and communication of teachers as well as consolidation and expansion of students. After class, teachers should reconsider and summarize the use of the new acquisition construction of students, find out the imperfections in the Microlecture video, evaluate the audio documents submitted by each student, and encourage students to submit the audio of the same oral output task many times to promote the internalization and innovative use of the new acquisition construction. Teachers can publish students’ excellent works and evaluation through the network exchange platform, make full use of the network platform to interact with students after class, communicate with students of different personalities, different styles and different levels individually, provide appropriate learning suggestions, and recommend related extended Microlecture and speech videos. Students can review the construction of new acquisition with the help of Microlecture video, some students with strong ability can watch the expansion video autonomously, continue to modify and improve the speaking output task, record audio documents and submit them to teachers, compare and analyze different versions of audio before and after class, and rethink the learning gains and doubts of this unit [11]. It can be seen that in the three teaching links of pre-class, in-class and after-class, the Microlecture based on the guidance of cognitive linguistics theory runs through all the time, and help students preview before class, practice in class and review after class all the time. Microlecture also assists teachers to organize classroom teaching, improve teaching efficiency, and achieve the breakthrough and innovation of teaching mode based on Microlecture.

Summary

The practice of college English teaching reform should learn more from the achievements of cognitive linguistics theory, follow this path and apply the core principles and achievements of cognitive linguistics to re-examine and deeply explore the practice of college English teaching reform. At the same time, teachers should grasp the development path of Microlecture and actively promote the extensive application of digital foreign language teaching resources in teaching practice. This research attempts to explore a new teaching mode taking “micro-lessons” as the carrier and “construction acquired by learning” as the goal, so as to provide reference for the breakthrough and

innovation of teaching mode in the process of college English teaching reform. How to design and construct the resources database of Microlecture teaching based on the guidance of cognitive linguistics and how to integrate the teaching resources of Microlecture into college English teaching are also the subjects followed and studied by foreign language educators.

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