On the Application of Micro-Course in College English Listening and Speaking Class

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Abstract: micro-class with its creative teaching form and content, more and more attention by educators, many educators have been applied to the teaching practice. Facing the challenges of the new era, micro-class has brought opportunities for college English teaching. The characteristics of audio-visual teaching and micro-course application can be better applied to college English audio-visual teaching. This paper puts forward some problems that should be paid attention to in the application of micro-course in college English audio-visual teaching. How to use micro-course to improve the effect of college English teaching and ultimately improve students' English level.

1. Introduction

1.1 Connotation of Microcourse

Micro course is a micro course that has a clear teaching objective and takes about 5 minutes to explain a problem. In terms of teaching resources based on new curriculum standards and classroom teaching practices, video is the main carrier to record the whole process of teaching activities carried out by teachers around a certain knowledge point or teaching link in classroom teaching[1-4] . Micro lesson is mainly limited in time, micro is its primary characteristic. Its biggest characteristic is short, fast, fine, mass participation, random at any time anywhere. Generally speaking, the broadcasting time is less than 10 minutes, the content and form cover a wide range, and the production is convenient and fast. It is suitable for a new media that can be widely participated by the audience of mobile terminals and express themselves.

1.2 Development of Microcourses

The concept of microcourses was first proposed by David Penrose, a senior instructional designer at SAN Juan college in new Mexico. It is believed that micro-course design consists of five steps: first, list the core contents in education; second, write a 15-30 second introduction and conclusion; third, record 1-3 minute audio or video; fourth, design homework; fifth, upload video and course tasks to the course management system. David pointed out that micro-course will become a framework for knowledge mining, providing a platform for knowledge acquisition, enabling learners to search for relevant information and resources according to their learning needs, which can effectively save learning time for learners. Since then, the development of micro-course began to get on the right track[5-6] . As shown in table 1

Table 1 Microcourse Development

Research phase	content	purpose	duration	carrier
1.	Constructivism	Online learning	1-3 minutes	not have
2.	New curriculum standards and classroom teaching practices	Teaching activities of a knowledge point		Teaching Video
3.	Student-oriented teaching ideas	A knowledge point or teaching link	To achieve the best results in learner self-learning	Streaming media format
4.	According to the teacher's teaching practice	Addressing problems at work	5 minutes	not have

2. Process Analysis of College English Listening and Speaking Courses

College English listening and speaking teaching includes two parts: listening teaching and oral English teaching, which are combined with each other and interpenetrated with each other[7-9] . Listening teaching prepares for oral English teaching, while oral English teaching involves listening content. The organization of these two parts for the teaching process, the first basis is English vocabulary, pronunciation, pragmatic content, and then on this basis for the teaching of English listening and speaking. The teaching process of college English listening and speaking is of great significance to the smooth progress of teaching. Among them is a professor in the college English listening and speaking teaching process, on the basis of students' knowledge of English, listening, construction of students' psychological understanding and perception of organization and language, layout express the will of self process, the specific English listening teaching process can be classified into the following several stages, as shown in figure 1, the process of college English listening teaching is divided into four parts, the four part is a process of circulation, English teaching should be based on the teaching content and characteristics of each part in the process of teaching, to overcome the difficulties in students learning to promote the improvement of students' integrated English level. As shown in figure 2, the oral part can be learned from the basic knowledge of English, including the pronunciation and use of vocabulary, which is the basis of English listening and speaking ability and comprehensive application ability. As shown in figure 4, in the listening section, students' mastery of basic English knowledge can be achieved through stimulus-response connection. According to the connection learning theory, learning is achieved through conditioning, establishing direct connection between stimulus and response, and mastering knowledge through repeated practice and reinforcement.
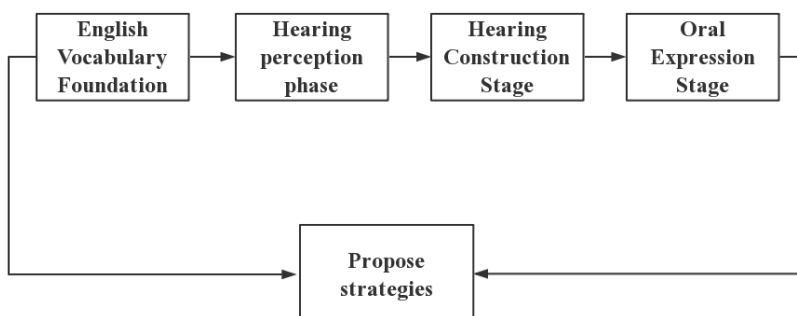

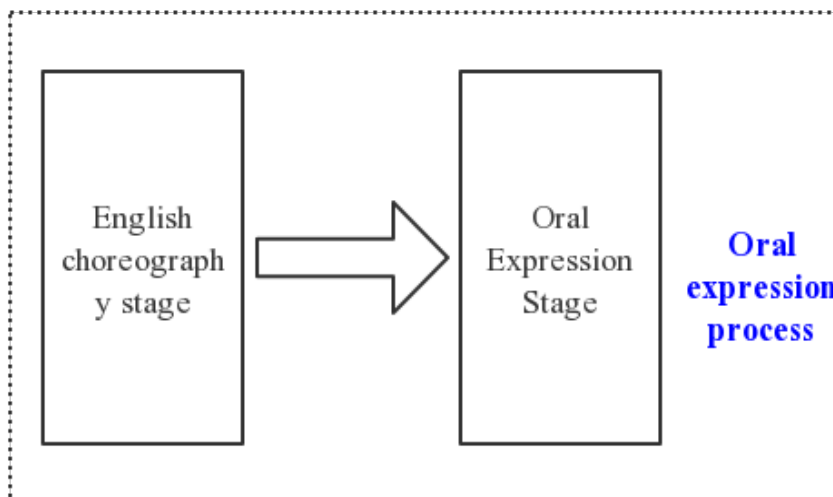Fig.1 University Listening and Hearing Teaching Stage

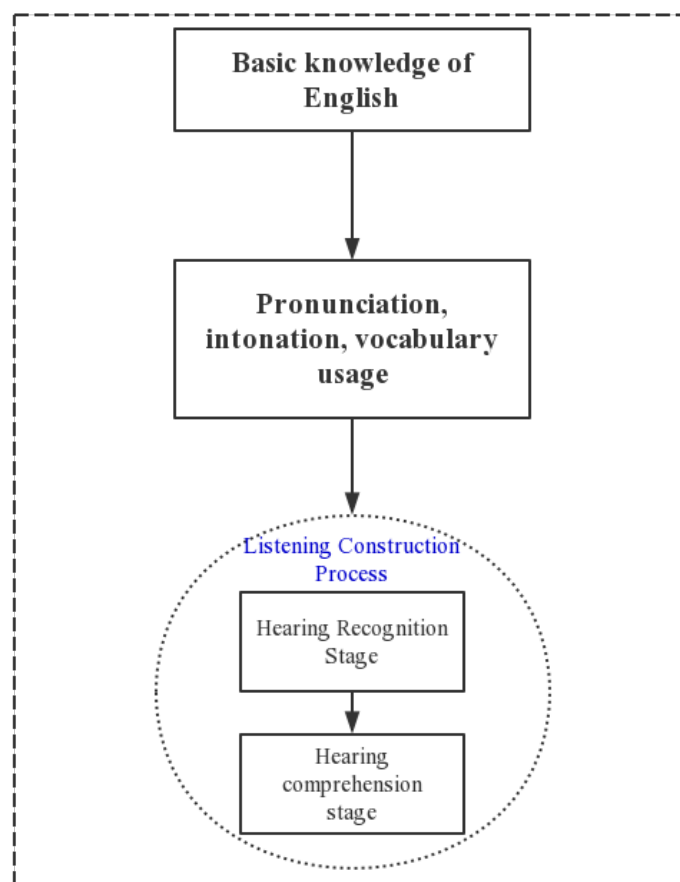Fig.2 Part of the Oral Teaching Process

Fig.3 Teaching Process Diagram of Listening Section

3. Design of Micro-Course Teaching Model for College English Listening and Speaking

In order to better promote the teaching effect of college English listening and speaking class and improve students' English listening and speaking ability, college English micro-class teaching mode is mainly composed of four stages, that is, collection and production of micro-class video, students' pre-class micro-class learning, micro-class teaching activities in class, and network interaction and learning between teachers and students after class.

3.1 Collection and Production of Micro Courses

Microlectures are short video clips that are as short as 30 seconds and as long as 20 minutes. This short, condensed video mode can better adapt to the fast pace and fragmented modern lifestyle, and help students to carry out cognitive learning more intuitively and intensively in a short time. Video materials for college English listening and speaking teaching should be 5 to 15 minutes in length. Microlectures can be either off-the-shelf materials collected from the Internet or other media, or made by teachers themselves. Teachers should be careful when selecting materials, and the video content should be close to the teaching content

Closely connected, if necessary to use video editing software to produce and cut. We should design and record the microcourse carefully. Achieve a variety of forms, vivid content, can use video, animation, explanation and other ways to present. In recording, digital cameras or smart phones can be used, and media editing software can be used for modification and optimization.

3.2 Micro-Class Learning Before Class.

As shown in figure 4, teachers can add text material notes, explanation, listening test questions and after-class practice and discussion content after the micro class. And then before the class

through the network platform, such as WeChat, weibo, QQ, release these video materials, students are required to preview before class, and appropriate to assign students some preview topics.
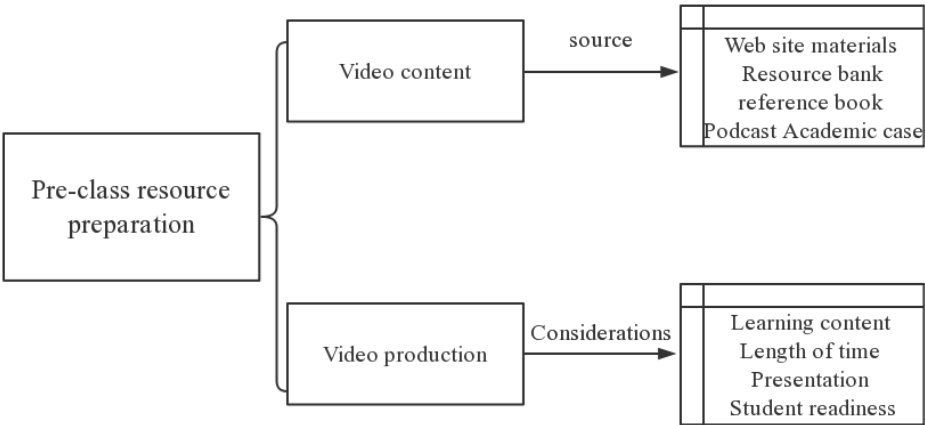
Fig.4 Pre-Class Preparation Work Chart

3.3 Micro-Class Classroom Teaching

In classroom teaching, teachers can make full use of these video materials to let students practice and learn. The role of teachers has changed accordingly, from a single instructor to a mentor and organizer, and students are no longer just passive learners. On the basis of video learning, teachers can supplement blackboard writing, electronic documents, Flash and other forms of learning resources. At the same time, focus on the difficulties and key points in the video, to deepen the impression of students. As shown in figure 5, teachers can also group students according to teaching needs, arrange students to have group discussions to enhance oral practice opportunities, and design different communicative activities on a certain topic. It is also a good choice to ask students to give lectures according to the content of video learning.
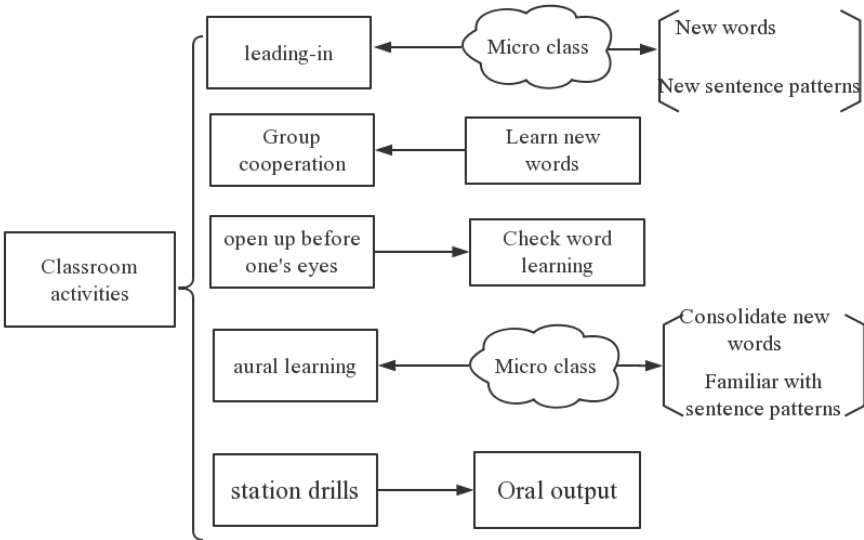
Fig.5

3.4 After-Class Interaction and Communication

As shown in figure 6, teachers can assign homework to students according to what they have learned. Homework can be done in the form of exercise questions and discussion questions.

Students reflect on what they do not understand or need to learn further in class, and use the network platform for discussion and interaction, fully express their own views, and conduct in-depth communication with teachers. Listening and speaking class time is limited, so we need such a platform and way to continue learning after class. At the same time, teachers can also use some specially made micro courses and publish them on the platform to help students who are capable of learning to further their learning, which will better solve the problem that due to students' different levels, the teaching in class cannot be well adapted to local conditions.
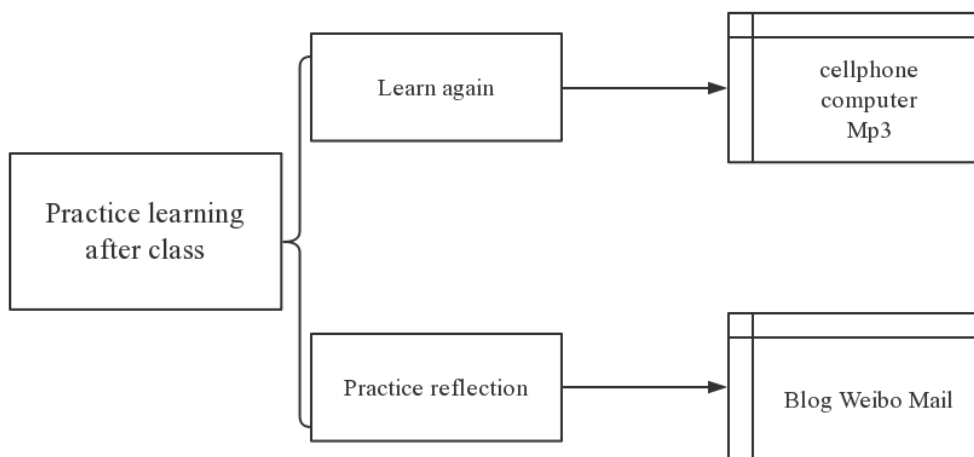

Fig.6 Microcourse Teaching Process after Class

Conclusion: based on the micro class under the new situation, the process of teaching English listening class need to actively cooperate with all the teachers and students, teachers in teaching at the same time, needs the participation of students, the classroom questioning, discussion and group activities of the students would have to be positive support, only mobilize the classroom learning atmosphere, infected students make them into the learning environment, to become a full class, the teacher and the students' cooperation is an important factor. One teacher to skilled use of information technology means, through teaching practice, should take care of most of the students in the process of classroom teaching, the characteristics of appropriate choice to present the teaching content of micro video, and in students' autonomous learning, teachers should as far as possible to provide students a variety of types of teaching resources, to meet the needs of students, make them get the best learning effect.

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