

Application and Challenges of Micro-lessons in College English Teaching

Shaojie Wu

Enshi Polytechnic, Enshi 445000, Hubei Province, China

Abstract: In higher education, English has always been the focus of teaching, and college English teaching must be vigorously innovated. Through the analysis of the English teaching situation in some colleges and universities, we discovered that micro-lessons an innovative teaching method, has been applied to a certain extent, but the circumstances under which micro-lessons are applied are not favorable. Many college English teachers recognize the value of micro-learning applications, but the shortcomings in the teaching also cause many challenges in the application of micro-lessons. This article will analyze the application value and specific challenges of micro-lessons in college English teaching, and propose some suggestions on the application of micro-lessons.

Keywords: College English; Micro-lessons; Teaching

Publication date: March, 2020

Publication online: 31 March 2020

***Corresponding author:** Shaojie Wu, eszywsj@126.com

1 Introduction

Overall, the level of college English teaching has improved to a certain extent compared with the past, and there are more diverse innovative teaching methods that can be applied in teaching. In the context of Internet Plus-based education, the application of micro-lessons in college English teaching has received a lot of attention, and many teachers have also attempted to perform innovative teaching by using micro-lessons. It is worth noting that there is a big difference between micro-lessons and other innovative teaching methods, and the application of micro-lessons is also relatively difficult. Many teachers do not know how to apply micro-lessons in teaching, and the application of micro-

lessons in college English teaching is relatively low. In view of this, it is necessary and important to find out strategies for better application of micro-lessons in college English teaching.

2 Overview of the application of micro-lessons in college English teaching

The application of micro-lessons in college English teaching is of great significance and its application values are multi-layered. This also explains why many teachers use micro-lessons as a carrier of performing innovative teaching^[1]. From the perspective of specific application value, the application of micro-lessons can not only provide teachers with specific choices for performing innovative teaching, but also enrich the teaching content better, and help students grasp the key points in the classroom. However, compared with other innovative teaching methods, micro-lessons are more complicated, and the application of micro-lessons in teaching is also relatively complicated. In dynamic teaching, there are many factors that can influence the application of micro-lessons. Under the influence of some factors, the application of micro-lessons also faces many challenges. Similar to the integration of resources from micro-courses, the specific objectives of the application of micro-teaching methods are clear, and discovering the values of micro-lessons is difficult. When it is impossible to tackle the relevant difficult factors and to better cope with related challenges, the application of micro-lessons will become merely superficial in teaching, and the value of its application in teaching cannot be fully exerted. For teachers, how to effectively respond to various challenges is also a practical issue that they have to think about when applying micro-lessons^[2].

3 Specific challenges of micro-lessons in college English teaching

3.1 The integration of micro-lesson resources requires more from teachers

The basis of the application of micro-lessons in college English teaching is the collection and integration of micro-lessons resources, but this is a challenge for many teachers. Although the level of informatization of English and other subjects in the university is high, informatization teaching is not equivalent to micro-lesson teaching. A high level of informatization of teaching creates a better environment for the application of micro-lessons, but the status of the integration of micro-lessons resources is either good or bad is the key to the application of micro-lessons^[3]. Many teachers have become accustomed to the inherent teaching rhythm, and some older teachers have become more dependent on the inherent teaching experience. In this case, the enthusiasm for the integration and application of micro-lessons resources at the ideological level is relatively low. In addition, the total amount of teaching resources related to college English teaching on the Internet is very substantial. It is also difficult to collect the most suitable teaching resources in a short period of time and integrate related resources into micro-lessons. However, the integration of micro-lesson resources is the basis of micro-lesson applications. Difficulties at this level have also become a specific challenge in the application of micro-lesson in college English teaching.

3.2 It is difficult to pinpoint the teaching objectives of micro-lessons

The application of micro-lessons in college English teaching needs to clarify the basic goals, and the application of micro-lessons should also serve to better achieve the overall teaching goals. However, due to the teacher's limited knowledge of the application of micro-lessons and the lack of experience in the application of micro-lessons, it is difficult to accurately and precisely conduct the teaching of micro-lessons^[4]. In this case, the application of micro-lessons is often simply repetitive, and the application of micro-lessons in different lessons cannot be connected well. In the absence of specific targets as the guides, the application of micro-lesson in teaching will have a blind spot. Many teachers are unable to control the teaching rhythm while applying micro-lessons in classroom teaching, which also weakens the practical effectiveness of micro-lessons.

For a long time, the training of listening, speaking, reading, writing, translation and other special abilities is a specific goal in college English teaching, but in the new era, the environment, conditions and needs of college English teaching have changed a lot, and the teaching goals have become more diverse. The application of micro-lessons to cater to specific teaching goals is also worth pondering, which also puts forward specific requirements on the application of micro-lessons for teachers.

3.3 Discovering the values of micro-classes is more difficult

The application value of micro-lessons in college English teaching is very diverse, but discovering the specific value is not easy. Fully discovering the values of micro-lessons is also a challenge for teachers. At present, many teachers regard innovative teaching as an important issue in teaching, and it is easy to ignore the unity of innovative teaching and improvement of teaching effectiveness in their ideologies^[5]. Therefore, most teachers use micro-lessons as a choice of performing innovative teaching, and even use micro-lesson as a carrier for other innovative teaching methods. The application value of micro-lesson is regarded by teachers as "teaching", while regarded by students as "learning". Teachers can easily discover the value of micro-lessons at the level of "teaching", but it is difficult to effectively discover the value of micro-lessons at the level of "learning". Especially when classroom teaching is the dominant teaching style and the model of college English is relatively rigid, the application form of micro-lesson is often relatively unidirectional, and simply using it as a medium for innovative teaching is not conducive to the exertion of its inherent value.

4 Application of micro-classes in college English teaching

4.1 Integrating Micro-lesson Resources with Teaching Content

The integration of micro-lesson resources is the basis for the application of micro-lectures in teaching. Therefore, teachers should pay enough attention to the integration of micro-lesson resources, and clarify the direction of the selection of micro-lesson resources based on the established teaching content, and carry out the specific integration of micro-lecture

resources^[6]. For example, in the teaching of European and American culture-related knowledge, teachers can obtain corresponding teaching resources on the Internet by referring to the knowledge points such as European and American cultural differences and differences in language expressions under cultural differences. On this basis, teachers should integrate micro-lecture resources in designing lessons, make specific micro-lesson courseware, and choose 5-8 minutes of each lesson's teaching time for using micro-lessons. Integrating micro-lesson resources with teaching content can reduce the difficulty of integrating micro-lesson resources to a certain extent. Teachers also need to conduct horizontal comparisons between micro-lesson resources on mature online education platforms and MOOC platforms, and collect and organize them to fit the teaching practice. Teachers can also transform the online teaching resources that are highly consistent with the content of the teaching into micro-lecture resources, and integrate micro-lessons into the overall teaching^[7].

4.2 Clarification of the specific goals of micro-lessons

In order to avoid the superficial application of micro-lessons in college English teaching, it is important to clarify the specific goals of micro-lessons. For example, Jilin University of Foreign Studies attaches great importance to the teaching of foreign languages such as English. Even in the major of economic management, English teaching is the core subject. In the application of the micro-lesson method, teachers will clarify the specific teaching goals from three perspectives, i.e. interest cultivation, special ability improvement, and examination response. After the overall teaching goal is established, the teacher will elaborate on the teaching goal and clarify the teaching goal of the micro-lesson under the guidance of the teaching goal^[8]. Thanks to the clear specific objectives of micro-teaching, teachers have a more rhythmic explanation of key and difficult knowledge during micro-lesson in the classroom, and autonomous learning tasks related to micro-lessons also serve specific teaching goals. On the basis of fully understanding the actual situation of teaching in other college English teachers, the specific objectives of micro-lesson should be established, so that the micro-lesson method can be applied with clearer directions and purposes.

4.3 Multi-angled discovery of the specific value of micro-lesson applications

The application value of micro-lessons in college English teaching should be better discovered. At the level of "teaching" by teachers, micro-lessons need to be effective carriers of innovative teaching. At the level of "learning" by students, teachers must fully consider the English proficiency level of the students, and try to apply micro-lessons in accordance with the students' special ability in English language for training purpose. For example, teachers can create a micro-lesson-based flipped classroom teaching model that allows students to make micro-lesson courseware in the preview session and teachers can display it during micro-lesson^[9]. In this case, students have become the subject of knowledge learning, and the students also continuously acquire and learn knowledge in the process of resource collection, sorting and analysis on the online education website. In addition, under the flipped classroom teaching mode, students can have a deeper understanding of college English teaching and learning, and teachers can also guide students more effectively in micro-lesson-based flip classroom teaching. After the application potential of micro-lessons can be fully unleashed, the application of micro-classes in college English teaching can also better promote the overall teaching effectiveness^[10].

5 Conclusion

College English teachers who are the initiators and drivers of teaching activities need to have a comprehensive understanding of what micro-lessons are and how micro-lessons are applied in teaching. Knowing all these, teachers can actively try to apply micro-lessons in teaching. Because there are many challenges in the application level of micro-lectures, it is inevitable that certain problems are likely to occur in practical applications of micro-lessons. In this case, the teacher must constantly review and analyze the application of micro-lessons, find and solve the deficiencies in the application, and accumulate more useful experience. Through continuous teaching review and adjustment, micro-lessons can also be better integrated with conventional teaching.

References

- [1] Xu YY, Guo M. Analysis on the Effective Use of Micro-

- Lessons in College English Teaching [J]. Campus English, 2017(14): 52-53.
- [2] Zhang HC. The Effective Construction of College English Micro-Lesson Teaching Mode in the Information Age [J]. English Square, 2017 (3): 99-100.
- [3] Wang YH. Feasibility Analysis of Micro-lesson-based "Flipped Classroom" Model in College English Teaching [J]. Modern Communication: Academic Edition, 2017 (23): 32-32.
- [4] Zhou Y. Application and Reflection of "Micro-Lessons" in College English Teaching of Physical Education: From the Perspective of Meaningful Learning Theory [J]. Information on Culture and Education, 2019 (6).
- [5] Jin J. Exploration and Application of Micro-Lessons in College English Teaching in the Era of Informationization [J]. Overseas English, 2018 (2).
- [6] Li YY. Analysis and Countermeasures of Micro-Lesson Flipped Classroom and College English Teaching: Taking College English Teaching in Hankou College as an Example [J]. Educational Teaching Forum, 2017 (13).
- [7] Yu J, Sun B. A Probe into the Application of the "Flipped Classroom" Model of Micro-Lessons in College English Teaching [J]. Overseas English, 2017(7): 103-105.
- [8] Zeng QX, Fu JP. Research on the teaching mode of combining micro-lessons and webquest in college English teaching under the concept of hybrid-styled learning [J]. Science and Technology Outlook, 2017, 27(28).
- [9] Jiang XL, Zhou XY. The application of flipped classroom teaching mode based on micro-lesson in college English teaching [J]. Xueyuan, 2018 (34).
- [10] Yan FX, Miao LH. Application of Micro-lesson-based Flipped Classroom Teaching Model in College English Teaching [J]. Journal of Heilongjiang College of Education, 2019 (6).