

# The application of "Micro-class" and "Flipped classroom" in College English Teaching

Lei Liang

School of Foreign Studies, Xi'an University 710065, China

810489066@qq.com

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**Abstract:** With the correlation between information technology, teaching is becoming more and more thorough, the concept of "Micro-class" and "Flipped classroom" puts forward a new way of thinking for present college English teaching. It is the need of modern English teaching development. It puts forward higher requirements for teachers and students from every perspectives. This article discusses how to improve the effect of college English teaching through "Micro-class" and "Flipped classroom".

## 1. The introduction

With the rapid development of Internet information technology, China's higher education is facing challenge and reform from the information age. As a public basic course for college students, college English should not only cultivate their comprehensive English application abilities, but also improve their comprehensive cultural literacy. To achieve this goal, a number of education innovations and reforms of education arise at the historic moment. As the new teaching mode, the emergence of "micro-class" and "flipped classrooms" realize the requirement of the network teaching, and make up for the deficiency of the traditional teaching mode, letting the students can be truly autonomous learning and enhance the interaction between teachers and students, it optimizes the teaching effect greatly.

## 2. The definition of Micro-class and Flipped classroom

### 2.1 The Micro-class

Micro-class originated from micro-course in the United States in 1960. It is a brand new teaching resource based on teacher knowledge or teaching process and teaching activities undertaken for the content of the Micro-teaching videos. Characterized by brevity, enrichment, completeness, outstanding, independence, it requires the teachers' in-depth analysis, reasoning and design of the teaching content to embody so much characteristics within a 10 minutes video. It includes the core content and teaching material, and covers the relevant teaching reflection, testing of auxiliary teaching resources after class.

### 2.2 The Flipped classroom

Flipped classroom can make the learning process more flexible, proactive, greater participation in students. In this mode, students do the online learning through the video and other teaching materials made by the teachers out of class, building the knowledge construction autonomously, and then receive the personalized and targeted guidance of the teacher in class. The biggest characteristic of flipped classroom is that it broke through the time limit, limit of thinking, letting the student learn knowledge through their favourable way, like watching video, playing APP, e-book, and also communicate with classmates to discuss by using the web WeChat, QQ, to improve their participation enthusiasm and enhance individual initiative, so as to facilitate the in-depth occurrence of knowledge internalization.

### 3. The application of "Micro-class" and "Flipped classroom" in college English teaching

#### 3.1 The teaching present situation of college English

The new round of public foreign language teaching reform initiated by the ministry of education has incorporated public foreign language teaching into the national strategies, college English has been paid more and more attention. However, due to various factors, there are still some problems in college English classroom teaching: ①The academic hours of college English are being compressed and the level of courses is increasing. ②The teaching method is single, the classroom interaction is little, and the students have no interest in learning. ③Under the traditional teacher-centered teaching mode, students mainly accept passively. ④They are not only lack of enthusiasm for learning, but also tend to lack self-confidence. ⑤They are often anxious and shy about class speeches or activities. ⑥Students' curiosity and thirst for knowledge are not easily mobilized, and the cultivation of self-learning ability is out of the question.

#### 3.2 The application of "Flipped classroom" in college English teaching

##### 3.2.1 Making micro-class video before class

Teachers give full play to the individual teacher's generality and individual character through collective lesson, and design the teaching content key knowledge and make the related micro-class video lesson for student online learning before class, such as words, phrases, grammar, etc. They can also set up different modules according to the listening, writing, speaking, reading, translation and other arrangements. Teaching objectives are effectively integrated into the micro-class video. Micro-class production can reflect several aspects of the characteristics: (1) highlight the difficulty. According to cognitive psychologists, the human brain is most focused in 10 minutes, 10 minutes' micro-class video do not need to do everything, it should use short and concise design of the teaching content to make a logical production, and be easy for students to understand, but also to cut to the theme; (2) attract the students by the aid of media. The process of students' micro-class learning is completely not under the supervision of the teachers, so micro-class should make full use of a variety of courseware software, letting its animation, video, sound fully attract the attention of students, so as to mobilize the enthusiasm of students learning; (3) reserve the problem. The goal of micro-class presentation is to let students think about the content in class, prepare for discussion and internalize knowledge, so it is necessary to set questions in micro-class to help students consolidate and digest the content. After watching the micro-class video, whether the students understand the content of learning, video followed by four or five small questions can help students test timely, and make a judgment on their own learning. If some questions are not answered well, students can go back and look at them again and think about what went wrong. Students' answers to questions can be summarized and processed to help teachers understand students' learning status. The follow-up of evaluation technology enables students to obtain empirical data in the relevant links of learning, which is beneficial for teachers to truly understand students. The flexibility of micro-class determines that students can arrange time to study independently according to their own situation, and carry out selective and targeted learning, or even infinite repeated learning. Though the teacher is not completely the masters in traditional teaching, but the dominant class status is not abating, instead, the production of micro video not only set high requirement for teacher's professional knowledge and the ability to guide the student, putting forward the challenge to control the student's experience and ability, but also test the teachers' modern education technology ability. In this process, teachers should constantly change their teaching concepts, summarize experience and reflect on themselves, so as to further improve the teaching efficiency.

##### 3.2.2 Discuss and communicate the knowledge in class

It moves to next step after the students learn the micro video, that is the unit of language output and consolidate learning content link, this process mainly includes two phases: (1) discuss the problem, first, students discuss with classmates, communicate and answer each other within the team after learning and micro video and doing the assignment, dealing with their own problems learned in the micro-class; second, each group representatives will share the results of their group to the class, and

the teacher delivers the summary and comments on each team's report; (2) invert the classroom, according to the different subjects of different units, the teacher assigned tasks with various language output forms, such as: Film dubbing, stage performance, speech contest, English knowledge contest, English-Chinese translation, etc. Through these colorful output activities, the participation of students and the exercise of students' comprehensive English ability were deeply improved. In addition, teachers can give timely feedback and evaluation on students' completion of tasks in class, so that students can find their shortcomings in the advantages and disadvantages of themselves and their peers, and lay a foundation for further progress. In this process, teachers play the roles of designer, supervisor and instructor respectively, and they should do a good job in role transition to assist students to effectively complete the learning objectives.

### 3.2.3 Revise and consolidate the knowledge after class

At the same time, college English class have more courses and less time, this characteristics also decided that we cannot look only to the classroom, the students need to use class time to promote learning in class and after class, even the perfect combination of them. Teachers can make use of network platform for students to release the homework, answer their questions, share experience, in addition to this, teachers can also ask for the student's creative points, screening the students under the application of the opinions and suggestions of feasible to class teaching, promote the interaction between the positive and effective teaching, even monitor the completion of the assignment. Allowing students to see their ideas adopted by teachers will also greatly promote students' participation in the teaching and learning process.

Information transfer is carried out by students before class. Teachers not only provide video, but also provide online tutoring. "Absorption internalization" is completed through interaction in class. Teachers can understand the learning difficulties of students in advance, give effective guidance in class, and mutual communication between students is more conducive to promoting the internalization process of students' knowledge absorption.

## 4. Conclusion

To sum up, compared with traditional college English teaching, micro-class-based flipped classroom has many advantages. It effectively expands students' learning space, releases students' pressure in time and environment, and makes the classroom a place that is conducive to teacher-student interaction, deepening and internalizing knowledge structure. But it also puts forward higher requirements for teachers, it needs the teacher's more in-depth analysis and research on teaching content and students ability in class design and better serve the students and guide students in classroom teaching. Teachers should establish a firm belief in educational reform and have the high education information literacy. Meanwhile teachers should capture the key point of flipped classroom, it is the improvement of the benefit of students' "absorption and internalization" learning process that brought by class discussion. In the future we need to further improve and develop this new teaching mode, making it a better service for teaching and be beneficial to radically improve application of language ability of students.

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