

Practical and Micro English Teaching Classroom Design and Application Based on Output-oriented Measure

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Abstract. In the information era with rapid development, students have more abundant and diversified access to resources. In the context of impact of diversified media including 4G networks, WeChat, and smart phones, the traditional teaching model can't keep up with the time while both students and parents are having higher expectations for the English classroom. However, class time is limited, so for teachers, how to integrate these favorable learning resources such as movies, news, songs, and other multimodal languages, sounds, pictures, and videos into students' listening and speaking teaching but not take up time should be new teaching models and concepts teachers should be actively looking for. In addition, the integration of micro class and flipped classroom provides teachers with a new perspective.

Introduction

At present, the micro-teaching focuses on how to pass on and demonstrate information but ignores the teaching methods and teaching process, which will not actually help classroom teaching. Taking the practical English course as an example, under the guidance of the output-oriented theory, the key points of product promotion tasks are selected, and the design of the micro lessons is discussed from the aspects of teaching background, teaching design, teaching objectives and teaching links. Practice has shown that the design of micro-courses guided by the output-oriented approach is closely related to the real communication situation and communication tasks, and is conducive to motivating students' learning; the learning-centered teaching design promotes learning and application integration, and overcomes student-centered focus in traditional teaching, as well as the shortage that practice is separated from theory.

Micro Classroom Features

Shorter teaching time

Teaching videos are the core components of micro classes. According to the cognitive characteristics and learning patterns of primary and secondary school students, the length of micro-curriculum is generally about 5-8 minutes, and the longest period should not exceed 10 minutes. Therefore, compared to the traditional 40 or 45 minute class lesson, micro lesson can be considered as segment clip or microteaching examples.

2. Less teaching content

Compared to extensive traditional classroom, the micro class will have intensive questions with highlight theme, which will be more suitable for the needs of teachers. Micro class aims to highlight a certain key point (such as key, difficult and doubtful points in teaching) or reflect the teaching and learning activities of certain teaching sector and teaching theme. Compared to the sophisticated traditional classroom, micro class is more concise and that is why it is called micro classes.

3. Smaller resource capacity

In terms of size, the total capacity of micro-curriculum videos and supporting auxiliary resources is generally around several tens of megabytes. The video format must be a streaming media format (such as rm, wmv, flv, etc.) that supports online playing, which can be smoothly played by teachers and students to view teaching plan and Powerpoint etc.; in addition, it should also be flexibly downloaded to terminal devices (such as laptops, mobile phones, MP4, etc.) to

achieve mobile learning and ubiquitous learning., which are suitable for teachers to review, comment, reflect and research.

4. Topic highlights, specific content

A course is about one topic or a course and a thing. The problem of research comes from the specific problems in the specific practice of education and teaching: life thinking, teaching reflection, difficulty or breakthrough, emphasis, learning, strategies, teaching methods, education and teaching perspectives, etc. Or specific, real, self, or peersolvable issues.

An Empirical Study on Improving Students' Listening and Speaking Ability by Constructing the Micro-curriculum + Flipping Class Model

The combination of micro-curriculum and flipped classroom model takes the best of both, organically integrates into the classroom model of the output-oriented measure, enriches classroom activities, attracts students' interest, and is conducive to developing students' independent thinking and language application skills. The experiment is as follows:

Randomly select three natural classes and introduce flipped classroom along with micro classroom to them for a year, trying to get effective output. First of all, students are given a great deal of documents before every listening and speaking course. Students will be given documents about five cities and their English introduction videos, which are after-school micro lessons. In every class, there will be a representative to flip the classroom to introduce the city. After the introduction, there will be group comment instead of teacher evaluation so as to mobilize students' enthusiasm. Secondly, music, movie clips, speeches, and related input, games such will be introduced based on micro class and flipped classroom. For example, while talking about road trips and adventures, there will be a section of guessing, which has achieved a good result. Finally, in order not to take up classroom time, grammar will be taught based on micro class and students are free to choose based on wechat.

The results prove that based on the theory of output orientation, the combination classroom model of flipped class and micro lessons is more popular among children of independent colleges based on output-oriented theory, which effectively uses classroom time and achieves the purpose of effective output. According to the examination papers and performance statistics, 80% of students in the three classes have significantly improved their spoken language, 95% of students actively participate in classroom activities and almost no students watch their mobile phones in class.

The Significance and Enlightenment of Empirical Study on College English Listening and Speaking Teaching

First: Two main principles: teachers act as the main lead while students become main body. Students complete the output task. The virtuous circle of teachers and students is the key to a vivid and interactive lesson. The organic combination of the two, the integration of extracurricular diversified resources and textbooks can achieve the purpose of applying knowledge and fundamentally rejecting the uselessness of college English learning.

Grammar explanations: The grammatical input is related to the oral and sentence-based refinement in listening and speaking, but for students with a low level of independence, the grammar cannot be passed in one sentence. Otherwise, he won't be able to use it by himself. However the class time is limited, so wechat or micro class will not take up class time and can help them apply knoweldge into application.

The flip of games: scene games or action guessing games can be used to achieve output. For example, teacher can make different powerpoints to describe characters, such as entertainment characters, cartoon characters, sports figures, and others. Then, students are responsible to describe those characteristics based on different groups and we will see which group get the most right answers. This kind of games are more interesting and suitable for students in independent colleges who are active with divergent thoughts.

Improve teachers' micro-class production techniques. Under the output-oriented measure, all

input that is conducive to output can be deemed as the support of the classroom model. How can teachers, as the media, play their roles in making the teaching concept reflected? In the contemporary society where knowledge is exploding, only by constantly updating oneself and improving oneself can we keep up with students' thinking and the pace of the times. In the context of micro-classes and flipped classes combination, teachers should constantly improve their production levels and a beautiful powerpoint will attract students' attention and allow students to have an appetite first.

Conclusion

In short, based on the theory of output-oriented measure as well as content setting, the combination of micro class and flipped classroom will help to optimize the classroom and can effectively improve students' listening as well as speaking abilities so that students will be brave to talk. In addition, the flipped class also increased the enthusiasm as well as initiative of students, which will help to let the interaction between teachers and students be smooth. It is in line with the requirements of Ministry of Education for college English and the requirements of the future society for students.

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