Analysis of the Role of Micro-course in the Reform of College English Teaching

Ying Chen
School of Foreign Studies
Xi'a University, 710065

Abstract—**Micro-course started earlier in foreign countries. However, micro-course in China is still in the stage of exploration and preliminary application. Micro-course is the product of education and teaching informationization. Micro-course has received extensive attention and recognition from educators at home and abroad with its short and precise, and highly targeted characteristics. As far as foreign application results are concerned, micro-courses has a very good role in improving students' interest in learning and promoting students' learning efficiency. This paper mainly discusses the role of micro-course in the reform of college English teaching. It is hoped that more people will understand and be familiar with micro-course, which will lay a certain foundation for its comprehensive promotion and application.**

Keywords—Micro-course, College English, Teaching Reform, Role

I. INTRODUCTION

With the development of society and the progress of the times, especially with the widespread popularization of information technology such as the Internet, all walks of life have undergone profound changes in terms of interconnection and information transmission. The application of the network greatly improves the real-time and efficiency of information interconnection. From a certain perspective, informatization has become the mainstream of reform and development in all walks of life. As a new media teaching method that emerged under the condition of informationization, micro-course has been widely recognized in improving students' enthusiasm, initiative and comprehensive literacy.

II. ADVANTAGES OF MICRO-COURSE COMPARED TO TRADITIONAL TEACHING

A. Teaching Time Is Short and Teaching Content Is Specific

Under the traditional teaching mode, teachers should accurately grasp the teaching progress during the teaching hours, and strive to teach all the preset teaching contents to students within 45 minutes. As the traditional teaching mode is relatively boring and single, students will inevitably have inattention in the course of teaching. Once students slightly overlook, they may miss the knowledge points taught by the teacher, which will be conflicts between course time and student's study time. How to convey as much professional knowledge as possible to students in a short period of time, which is well solved in the micro-course as the setting time of micro-course is generally within ten minutes. Due to the small and precise design of micro-course, students can generally maintain a high level of learning enthusiasm and attention in such a short period of time. Psychological tests also show that in ten minutes, students will have a deep memory of what they see and learn. It can be seen that although micro-course is short-lived, its teaching effect is great, and the teaching results obtained are sometimes even more ideal. The content setting of micro-course is generally more specific as a micro-course is devoted to a issue or a knowledge point. Although micro-course is small, it is very targeted and oriented because of its concentration.

B. Teaching Is Personalized

Traditional English teaching in colleges and universities is limited by the progress of teaching and classroom time. It is difficult for teachers to take into account each student. They can only use cramming teaching method, which obviously lacks layering. The micro-course is different and its production process is relatively simple. Teachers can develop specific micro-course according to the learning situation of different students and different students only need to choose the appropriate course according to their own learning situation. At the same time, the micro-course based on network is also easy to attract students' interest in learning.

C. Teaching Content Is Easy to Formulate

In recent years, Chinese informatization has developed very fast. Mobile phones, computers, and networks have become the standard configuration for many college students. In the micro-course environment, teachers can flexibly formulate teaching content. Some of these teaching content are suitable for mobile phones and some are accessible by computers. The formulation of teaching content can be fully requested by students and implemented by teachers. It can also be done by teachers to guide students. Under the perfect campus network condition, micro-course breaks the shackles of time and space on education and teaching, and students learn completely in an open and relaxed environment. At the same time, the characteristics of micro-course can activate the rigid knowledge that is often expressed through words, often giving students a refreshing feeling. One of the reasons why many students are willing to participate in the design and production of micro-course teaching content is that students like the open way and rich content of micro-course from their heart.

D. The Production of Micro-Course Is Easy to Systematize

Micro-course uses video, audio and text to express and explain knowledge. These elements of the production of micro-course can be spliced and cropped at will. Some people like the micro-course form to a module, which can be flexible to

form a specific system. The production of micro-course is also relatively simple, generally including material selection, teaching content formulation, material composition and other links. These jobs may be difficult for some teachers at first. However, with the increase of the number of productions and the accumulation of production techniques, it will be easier to make micro-course. Due to the education system, English teachers in colleges and universities in China are basically graduated from English majors. Although some teachers graduated from comprehensive schools, they are not comfortable with the use of computer and communication methods. Even so, many teachers are very easy to master the production of micro-course, which is one of the reasons why micro-course is developing rapidly in liberal arts.

III. . DEFECTS OF TRADITIONAL COLLEGE ENGLISH TEACHING

A   The Content of Textbook Lacks Innovation

Although the reform of English teaching in colleges and universities in China is being continuously implemented, the knowledge of teaching materials is relatively lagging behind. Many of contents of the textbook have been separated from the development of the times, and even some contents have gone wrong. For example, in the book of "The Practice and Skills of English-Chinese Translation (Fourth Edition)" published by Tsinghua Press, there are many factual errors, such as English does not correspond to Chinese translation, word spelling, etc. For example, "lighting" in the second paragraph on page 365 is misspelled. In translation, it is translated as "lightning" and the correct word spelling should be "lightning". In the book of "College English Writing" published by Beijing Forestry University, it is also pointed out that there are a lot of errors, such as "a valuable experiences" on page 29 should remove the "s" in the experiences, "poplar" on page 177 should be "polar" and so on.

B   Teaching Concept Is Relatively Backward

Compared with developed countries, the concept of higher education in China is generally backward. Specific to the English teaching in colleges and universities, this problem seems to be more prominent. First of all, English is a very communicative subject. However, our higher English teaching design is based on test-taking, which leads to a serious disconnect between learning and use. The high scores and low abilities we often talk about is the result of talent training under this kind of education system. How to improve our English education philosophy is not just an education issue, it is even a social issue. With the development of economy and the progress of society, our requirements for the quality of talent cultivation continue to increase. Unfortunately, there is still a big gap in the training of professional foreign language talents and the requirements of society. This is a real problem that we must face right now. How to solve this problem well? As far as the author believes, the innovation of our higher English teaching philosophy is the primary and fundamental.

C   Assessment System Is Unreasonable

As mentioned before, English is a comprehensive applied subject, but the traditional exam-based education assessment system has largely stifled the essence of English, that is, language application. Students' learning focus will be guided to the mastery of basic theory and the understanding of some grammar. Admittedly, these factors are an essential part of English learning, but they are significantly magnified in the proportion of English learning, so that the most important aspects of English are not taken seriously.

IV. APPLICATION PRACTICE OF COLLEGE ENGLISH TEACHING REFORM BASED ON MICRO-COURSE

A   Create A Complete Micro-course Video Chain

The teaching effect of a single micro-course is very weak, but systematic micro-course can exert great effect in education and teaching. When college English teachers are designing and producing micro-course, they should generally set up two types of micro-course. One is knowledge-based and the other is application-based. The knowledge-based micro-course generally consists three parts, project preparatory knowledge, teaching content and the expansion outside the curriculum. Before the class, students can have a general understanding of the content of education and teaching through micro-course. After class, students can expand their knowledge through micro-course. This mode can not only improve the efficiency of classroom teaching, but also fully mobilize the enthusiasm of students to learn, play the role of students' subjectivity, and broaden their knowledge. The application-based micro-course generally includes course project practice process and training focus analysis. The application-based micro-course focuses on cultivating students' language skills, guiding students to use what they have learned, and allowing students to further consolidate knowledge in the use of knowledge.

B   Constantly Enrich Teaching Content of Micro-course

In a certain sense, micro-course is a subversion of traditional teaching, and it is also a supplement and assistance to traditional teaching. In the process of using micro-course for teaching, college English teachers must pay attention to distinguish different situations based on their own teaching experience. Some courses are suitable for classroom, and some are more scientific in the form of micro-course.

C   Construct A Micro-course Teaching Platform to Improve Learning Efficiency

College English teachers should rely on the network and information technology to create an teaching interactive platform for micro-course that is suitable for the characteristics of this subject. The micro-course content is released through the platform to realize the sharing of teaching resources, so that students can browse teaching content anytime and anywhere. The construction of this platform can be based on only English, or it can be constructed in combination with other disciplines. As far as the author's personal point of view is concerned, the comprehensive micro-course platform is more likely to enhance the

learning effect of students. At the same time, relying on the specific science and engineering micro-course platform, it can also avoid the difficulty of platform design due to the weak information level of English teachers.

After years of development, micro-course has basically stabilized. In the future, micro-course in college English teaching will gradually develop in the direction of systemization, platformization and resource sharing. At the beginning of micro-course, it appeared in the form of fragmentation. They were independent of each other and had little contact with each other, failing to form a group effect. In the follow-up application, this problem gradually exposed drawbacks. Therefore, in the development of micro-course, systemization has become the consensus of the industry. Similarly, the platformization of micro-course is gradually proposed in the long-term education and teaching. The platform-based micro-course design puts higher demands on the majority of English teachers. Nowadays, some micro-course platforms have integrated interaction and message systems. Such a platform is more time-sensitive and interactive, and teachers and students can communicate more deeply on the platform.

V. CONCLUSION

In summary, college English teachers should fully understand the characteristics of micro-course before applying it. When applying micro-course to teaching practice, the emphasis should be on highlighting the short and precise characteristics of micro-course and expressing specific knowledge points in the shortest possible time. As an emerging teaching method born under the condition of informationization, micro-course can not completely replace the traditional teaching mode. Teachers must let students fully understand the advantages and disadvantages and differences between the traditional teaching mode and the micro-course mode, and actively guide students to adopt different learning methods for different issues. Only in this way can micro-course be perfected and sublimated on the basis of traditional teaching methods.

REFERENCE

[1] Du Xue. Discussion on the Application of Micro-course in College English Teaching [J]. Learning Theory, 2014 (29): 204-206.

[2]   Jing Lihua and Ma Wenjia. Analysis of the Application of Micro-course in College English Teaching [J]. Chinese and Foreign Entrepreneurs, 2017 (10): 217 + 221.

[3] Wang Yan. Discussion on the Application of Micro-course in College English Teaching [J]. English Square, 2017(10): 81-82.

[4] Ye Feng. Research on Effectiveness of English Micro-course in High School Teaching [D]. Suzhou University, 2016.

[5]   Qi Yuelin. Application of Micro-course Teaching Mode in College English Teaching [J]. Guangdong Sericulture, 2018 (09): 51-52.

[6] Li Yao. Effective Application of Micro-course in College English Teaching [J]. Reading and Writing (Education and Teaching Journal), 2016, 13 (01): 15.

[7] Hu Tiesheng. "Micro-course": A New Trend in the Development of Regional Education Information Resources [J]. Environmental Construction and Resource Development, 2011, (10): 61-65.

[8] Zheng Shutang Chief Editor. New Vision College English 4 Reading and Writing Course [M]. Beijing: Foreign Language Teaching and Research Press, 2008.

[9]   Wang Chunying and Li Ruilin. "New Vision College English (Reading and Writing Course)" Needs to Be Revised Again [J]. Journal of Zhaotong University, 2015, (2): 115-119.

[10] Yao Xuelian. Discussion on the Reform of College English Teaching [J]. China Science and Education Innovation Guide, 2009, (14): 25.

[11] Zhao Xiao and Li Zhigao. The Application and Development Trend of Micro-course in College English Teaching [J]. Journal of Huaibei Vocational and Technical College, 2015, 03: 44-45.

[12] Ouyang Zhiqun. Enlightenment of Micro-course on College English Teaching Reform [J]. Higher Education Journal, 2015, 15: 85-86+88.

[13] Wang Lili and Yang Fan. Research on the Reform and Development of College English Teaching under the Background of "Internet +" [J]. Heilongjiang Higher Education Research, 2015, 08: 159-162.