

# On Teaching Mode of Comprehensive English Micro-Course in Colleges and Universities

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**Abstract:** Comprehensive English in Colleges and universities is an important subject, which is directly related to the students' English level. The so-called micro-course is a teaching segment. The combination of micro-course can better serve the teaching, and that it can be suspended and repeated is an important feature of micro-course. In the fast-paced information age, the application of micro-course greatly improves the quality of English teaching. This paper analyzes the reasonable application of the micro-course teaching mode in the comprehensive English teaching of colleges and universities, and puts forward relevant suggestions to improve the teaching effect and help students master English skills.

After the implementation of the new curriculum reform, more and more English teachers pay attention to the teaching methods, and exploring new teaching programs has become the focus of current research. Comprehensive English, as an important learning in colleges and universities, is directly related to students' English level. However, conventional English teaching is boring, students lack interest in learning, and the teaching effect is poor. As a new teaching method, a large number of researches show that the application of micro-course in teaching has the effect of improving teaching<sup>[1-3]</sup>. Now we try to use micro-course in comprehensive English of colleges and universities, and summarize its application effect. The results are as follows.

## 1. The Basic Concept of Micro-course

In the conventional classroom education, the basic definition of "course" is a unit of time limited and organized teaching process. Its main function is to implement the complete and partial teaching objectives. Unlike "course", the "micro-course" lacks the time limited and organized nature of "course". The essence of "micro-course" is a teaching segment, assisted by the flexible combination of method in classroom teaching. The concept of "micro-course" was first put forward by David Penrose in 2008, an American professor, and teaching was carried out through the methods of online learning and online learning, that is, the recorded teaching video was broadcast to the students, which includes the learning objectives and key points. The teaching video is generally controlled at about 10 minutes, and the teaching content is highly targeted. In this teaching mode, the learning effect of students was significantly improved<sup>[4-5]</sup>.

"Micro-course" needs to meet the application conditions of interactivity, effectiveness, and auxiliaryness<sup>[6~7]</sup>. (1) Interaction. To meet the interactivity requirements of "micro-course", a video of students learning English can be recorded on site, so the sense of communication and intimacy will be greatly improved in this mode. During the teaching process, teachers can communicate with students about the content of "micro-lecture", improve students' sense of participation in English teaching, and stimulate the motivation and initiative of students to participate in English teaching. Interactivity also helps students to better feedback questions to English teachers, and allows teachers to carry out targeted teaching to improve students' mastery of teaching content. (2) Effectiveness. The duration of the "micro-course" is generally about 10 minutes, so as not to affect the normal classroom teaching. The development of "micro-course"

must make students and teachers feel the effect. "Micro-course" teaching is not a fancy, but really allows students to learn English knowledge. Therefore, the idea that "micro-course" is to make teaching content into video is wrong, "micro-course" video frequency has the characteristics of clear organization and clear teaching focus. The effectiveness of "micro-lessons" enables students to actively participate in "micro-lessons" teaching, improving their learning initiative. (3) Auxiliary. "Micro-lessons" are tools to assist teaching, which cannot affect the classroom teaching of English teachers. If you want to use "micro-lessons" to improve the learning effect of students, you must play the auxiliary role of "micro-lessons", and use "micro-classes" moderately. Under normal circumstances, "micro-course" is only used to pave the way for difficult English knowledge, and the traditional teaching mode is still used for key teaching.

## **2. Teaching Mode of Comprehensive English Micro-course in Colleges and Universities**

### **2.1 Application Before Class**

The "micro-lecture" teaching mode is different from the traditional teaching mode. Before the classroom teaching starts, you must make adequate preparations and produce interactive, effective and auxiliary "micro-lecture" videos. This link is not easy for most English teachers, and requires teachers to have high professional quality and solid English foundation. As we all know, preparing lessons is an important part of classroom teaching, and it is also the first part of the "five major links" of teaching. Insufficient preparation of lessons will have a greater impact on the quality of teaching. There are many contents involved in classroom teaching, so students are lack of understanding of the key points, and lack of understanding of the relationship between different knowledge points. As teachers, you need to help students grasp the learning focus and the relationship between different knowledge points in classroom teaching to improve the teaching quality of English classroom teaching.

In the process of making "micro-lectures" videos, teachers are often dazed and unable to find entry points. In fact, they can use the modern information tools to check relevant materials on the Internet. The topic of "micro-lectures" is the title of the lecture chapter. There are certain discrepancies, and then the corresponding information is retrieved. If there is no relevant "micro-lecture" data on the Internet, you can independently produce micro-lecture materials, make animated videos by using office software such as PPT. And teaching videos can be recorded in the classroom as the video resources of "micro class". In this way, the basic conditions of interactivity, effectiveness, and support of the "micro-classes" are guaranteed, so that students' enthusiasm for participating in micro-classes will also rise, and the teaching effect will naturally improve.

### **2.2 Application in Class**

A good beginning is half the success, so we should attract the students' attention five minutes before the beginning of the class and set off a class climax. Classroom introduction should be relaxed and natural. The boundless classroom introduction will not only eliminate the enthusiasm of students, but also affect the subsequent classroom teaching content. In the practical application of English classroom teaching, classroom introduction can be carried out by means of physical introduction, situational introduction, game introduction and song introduction. However, classroom introduction should be valued instead of only being an ornament. The specific classroom introduction methods include three kinds, namely seeing introduction, thinking introduction and discussing introduction. Seeing introduction is the simplest introduction method, mainly attracting the attention of students by using indirect and bright methods, so that students can quickly understand the focus of learning and quickly enter the learning state. The thinking introduction is to ask a question before class, and use the curiosity of students to carry out classroom teaching, which is widely used in English classroom teaching. The discussing introduction is to let students discuss by themselves, encourage them to express their opinions, and teachers introduce topics at a proper time. This kind of classroom introduction plays an important role in mobilizing students' enthusiasm for learning and discussion.

Classroom activities are also an important teaching method in English classroom teaching. Linguist Exley once said that the biggest disadvantage of language teachers is their speaking attitude. As a language teacher, if they always explain knowledge in the classroom without the participation of students, students will get nothing in the learning process. Learning is not a process of passive acceptance. As the main body of learning, students should actively receive knowledge. Teachers can play a leading role in helping students to learn.

### **2.3 Combination of Blackboard Teaching and Micro-course Teaching**

More than 90% of the information received by the human brain comes from the eyes. Blackboard writing is a kind of visual code for teachers to promote the students to accept the teaching information, and it is also an important teaching tool. There is a close relationship between the quality of blackboard writing design and teaching. In English review class, blackboard writing design is often neglected, and teachers often do what they want in the course of class. They write what they think on the blackboard and lack a layout. This kind of cluttered layout will not only promote students' classroom review, but also affect the quality of students' thinking. Micro course selection is also an important part of teaching. Students can understand the teaching content from the micro course, design the teaching content on blackboard with the aid of mind map, effectively use symbols, graphics, colors, words and lists, write out the key points and difficulties of teaching, use the method of connecting lines to express the connection between different knowledge points, and properly insert the micro course in the teaching process, so that students can better understand what teachers want to express to improve the quality of teaching.

## **3. The Application of Teaching Mode of Comprehensive English Micro-course in Colleges and Universities**

### **3.1 To Improve Students' Autonomous Learning Ability**

The effectiveness and interactivity of "micro-course" make students' enthusiasm for learning fully aroused. Students will actively participate in the teaching of "micro-course" while feeling the advantages of micro class teaching. Different from the traditional teaching mode, the "micro-course" teaching mode is more interesting, and students' interest in learning will be greatly improved. In addition, the "micro-course" video can be paused at any time, which is conducive to personalized teaching. Students have the right to choose the time and place for English learning. This right greatly meets the needs of students and is conducive to the improvement of students' autonomous learning ability.

### **3.2 To Enrich Students' Learning Options**

The application of the "micro-lecture" teaching mode enriches teaching methods. Students can flexibly choose between the traditional teaching mode and the micro-lecture teaching mode, which enriches the learning choices of students. Students can use the Internet to learn English knowledge, and the rest of the time is used for English teachers' communication and analysis of the important and difficult points of the teaching content, which is of great significance for improving the quality of English teaching.

### **3.3 To Improve Students' Cognitive Ability**

Students' knowledge of English determines their learning effectiveness. As an English teacher, its teaching goal is often to enable students to use the English knowledge they have learned, but as a language subject, the teaching content is boring, especially the teaching of English words and English grammar. The "micro class" teaching mode makes the boring teaching content visualized, which is conducive to students' understanding and mastering of English knowledge. In addition to mastering English knowledge, the "micro class" also adds guidance to students' learning direction and learning objectives, and improves students' ability to use the learned English knowledge to answer questions. Furthermore, "micro-lesson" also adds guidance to students' learning directions and learning goals, and improves students' ability to use the knowledge of English to answer

questions.

#### 4. Summary

In summary, the application of the micro-lecture teaching mode in comprehensive English teaching in colleges has a significant effect. It can mobilize students' learning interest and self-confidence, can significantly improve the quality of teaching, and is worthy of comprehensive promotion and use.

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