

The Application of Flipped Classroom Mode Based on Microlecture in College English Teaching

LIU Yu

General Foreign Languages Teaching Department, Baicheng Normal University, Baicheng, 137000, China

liuyu58825@126.com

Keywords: Microlecture, Flipped Classroom Mode, College English Teaching, Application, Research and Analysis

Abstract. Under the current situation, with the continuous development of science and technology, the development of diversified times has a certain impact on the learning and teaching methods of students. In the face of the changing situation of the times, the traditional teaching methods are no longer suitable for the teaching needs of the new period. Therefore, it is necessary to optimize and innovate the teaching methods and modes to meet the changing teaching needs. With the popularity of the Internet era, English teaching in colleges and universities has been affected by many factors. Therefore, teachers should actively grasp the network teaching resources in the process of English teaching, improve the existing problems in traditional English teaching with the help of the flipped classroom teaching mode and help students to achieve the goal of individualized learning and free learning at anytime and anywhere. This paper studies and analyzes the application of flipped classroom model based on microlecture in college English teaching, hoping to enlighten the whole college English teaching work.

Introduction

Under the new situation, the continuous changes of the times have a great impact on the teaching work, and the teaching methods and modes should also be changed. The increasing popularity of various media equipment can effectively improve the boring shortcomings of traditional teaching, combined with college English teaching, microlecture based flipped classroom model in college English teaching can effectively improve the interest of students in learning. Therefore, teachers should actively apply the flipped classroom teaching model to English teaching. This paper analyzes the current situation of the teaching model based on microlecture and flipping classroom. This paper also expounds the application effect of the flipping classroom teaching mode, and makes a detailed analysis of the application of the flipping classroom model based on microlecture in college English teaching, hoping to enlighten college English teaching.

An Analysis of the Current Situation of the Research on Microlecture and Flipped Classroom

The Connotation and Significance of Microlecture. The so-called microlecture refers to the "micro-video network course", which can combine the difficult points, key points, and doubts of a certain subject knowledge, and so on, and is designed and developed by combining the corresponding teaching activities, teaching themes and teaching experiments. This teaching model can combine the teaching content with the actual teaching goal closely, and ensure that the whole teaching resources are optimized and play a full role, so as to help teachers and students to obtain a unique teaching experience [1]. Microlecture is a new teaching method, which can effectively supplement the teaching resources in the traditional classroom teaching and help students to broaden their views on the range of knowledge. Microlecture video is a kind of teaching mode which is expanded and optimized by combining the actual teaching resources. With the continuous development of science and technology, more and more people use various intelligent products and devices. With the help of microlecture, mobile learning, distance learning, online learning and ubiquitous learning can be realized effectively, which can also help students and teachers to achieve better teaching results.

The Connotation and Significance of Flipped Classroom. The so-called flipped classroom refers to the inversion of knowledge teaching and the internalization of knowledge, thus effectively changing the roles of teachers and students in the traditional teaching process, and realizing a new teaching mode through the planning and utilization of classroom teaching time. This teaching mode originated from the woodland park high school in Rocky Mountain, Colorado, USA. Teachers Jonathan Berman and Aaron Sams posted the videos online, initially to help students who were absent from classes to make up for classes, and then asked students to watch the videos after class. In order to improve the efficiency of classroom teaching, this teaching method is welcomed by many students. Later, it developed into a more and more popular teaching model for students, parents and teachers, which changed the traditional classroom teaching mode by asking students to watch videos at home, and replaced the traditional classroom teaching. In actual classroom teaching, students are required to complete homework and interact and communicate with each other. This kind of flipped classroom mode reverses the traditional teaching method of teacher teaching in classroom and allows students to finish homework after class, which gradually develop into a perfect flipped classroom teaching mode [2].

The Application Effect of Flipped Classroom Teaching Mode

The Role of Teachers can be Changed. In the application of the flipped classroom teaching mode, the situation of teachers as the dominant position in the classroom has been changed in the traditional sense, and teachers are becoming more and more the promoters and guides of teaching. The teacher is no longer the leading teacher in classroom teaching, and the teaching process is not one-way infusion teaching. With the help of the flipped classroom teaching mode, students can give full play to their subjective initiative, the main position of students becomes more and more prominent, and they can give full play to their own subjective status in the classroom, which can effectively stimulate the interest of students in learning and learning enthusiasm [3]. At the same time, students become more and more the main role of learning. In the process of teaching, more and more teachers play the role of instructors and organizers of teaching, and in the process of organizing learning activities, Teachers can conduct teaching instruction by asking questions and organizing learning groups to conduct task-based learning and learning group discussions as well as cooperative learning. In fact, by the flipped classroom teaching model, teachers can change their role as a single knowledge informer, and turn to the developers of instructional resources design and the references to relevant teaching resources. Through the research and analysis of the corresponding teaching contents and teaching resources, the teachers put forward the corresponding teaching requirements to the students, and let the students review their knowledge before class, and through watching the video to deepen the understanding and understanding of the knowledge. The teacher can design and compile the teaching video and courseware related to the teaching goal, help the students to master the corresponding knowledge content and learning resources more conveniently, thus help the students to apply the knowledge content to the actual learning scene. Teachers with the help of the flipped classroom teaching model can more convenient for students to answer questions, let students in practice only want to learn to improve the understanding and mastery of knowledge, help the whole teaching work in a healthy and orderly manner[4].

The Role of the Student can be Changed. Microlecture teaching video has certain requirements for the autonomous learning ability of students. Under the influence of flipped classroom teaching mode based on microlecture video, main position of students is becoming more and more important, and students are no longer a single knowledge receiver. With the help of the flipped classroom teaching mode, students can allocate their learning time more freely, adjust their own learning plan and control their learning rhythm effectively. Students can obtain more or less learning resources more and more conveniently, the main position of students is effectively brought into play, students become more and more the knowledge inquiry, but not the passive knowledge receiver in the traditional sense. Students can explore knowledge in the way of learning group cooperation and team cooperation with the help of flipped classroom teaching mode in order to improve the ability of understanding and mastering knowledge, which can help students to enhance their consciousness

of cooperation. Generally speaking, with the long-term development, some students with strong learning ability can often become the role of small teachers, which help some students with poor learning ability to learn knowledge [5].

The Autonomy and Interactivity of Students have been Increased. Based on the flipped classroom mode, teachers can effectively reduce the time of knowledge explanation and narration in class, and help teachers to carry out classroom teaching more efficiently. In this case, in classroom teaching, the communication time between students and teachers is improved constantly. At the same time, the traditional passive knowledge teaching can be transformed into a flexible and interactive teaching mode through the connection of microlectre. If we encounter the corresponding teaching problems, students and teachers can carry out the corresponding research and discussion, so as to better help students to deepen their understanding of knowledge. Generally speaking, the interest of students in learning and learning efficiency are improved effectively under the flipped classroom teaching mode, and the classroom autonomy of students can be effectively improved by using the flipped classroom teaching mode of micro-class. Students and teachers can prepare knowledge and guide knowledge through microlecture video, so that students can learn knowledge more actively. In the classroom, students can put forward the knowledge that they do not understand in the microlecture video, and the teacher answers it in the classroom, which increases the sense of ownership of students and enables the students to participate more actively in the classroom teaching. Teachers evaluate the students by solving their exercises and improve the effect of classroom interaction. Through the evaluation and feedback of teachers, students can master their own knowledge learning problems, which can help students to adjust their learning plans, and promote the overall development of students [6].

The Application of Flipped Classroom Mode based on Microlecture in College English Teaching

The Production of Microlecture Video. By studying and analyzing the contents of English teaching, college English teachers can grasp the difficulties and key points in English teaching and make a corresponding video of microlecture. Generally speaking, the time of microlecture video should be limited to five to ten minutes, not more than 20 minutes, the whole microlecture video should be short and refined. In the actual video production, the teacher can use the corresponding video editing method and the corresponding animation short film as well as the PPT production way to carry on the teaching, at the end of the teaching video must design the corresponding exercise test in order to carry on the knowledge appraisal to the student and help the teacher to carry on the teaching appraisal. Teachers can help students carry out subsequent knowledge teaching combined with the actual teaching evaluation and assessment [7]. For example, in EQ (emotional Quotient) teaching, the teaching can be combined with the actual teaching content to make a part of the micro-lesson short film. Generally speaking, teachers can be set up in the following areas: 1. What is EQ? 2. The meaning and expression of EQ in life. 3. Personal emotional Quotient (EQ) of students; 4. What are the ways to improve EQ? 5. EQ performance of some successful persons; 6. The grammar emphasis in the article; 7. Grammatical difficulties in the article and so on. By setting up this kind of microlecture video teaching content, the students can understand and master the text content and the actual content of the article, so that the students can effectively grasp the corresponding teaching difficulties and key points. Combined with the microlecture video of teachers, the students develop the knowledge learning to ensure that the whole learning progress and learning sequence are effectively grasped and implemented.

Using Microlecture Video to Learn before Class. The teacher combines the actual teaching content, the teaching material difficulty and the focal point to produce the corresponding micro-lesson video, before the classroom teaching, the teacher must release the video to the student, the students unify own study ability and the study situation, and are active with the help of the corresponding network technology and intelligent equipment to carry out autonomous learning. Generally speaking, the video of microlecture is short, which greatly facilitates the adjustment and utilization of learning time of students [8]. By watching and learning before class, students can

effectively grasp the content that does not exist in the whole learning process, and after learning can communicate with the students, and then make the corresponding notes and marks. In the process of English teaching, students need to master the pronunciation of different English words. With the help of microlecture video, teachers need to grasp the actual pronunciation of English vocabulary, and pay attention to the difficulties and emphases of English listening, speaking, reading and writing displayed in the video. The teacher should combine English vocabulary, English grammar and the corresponding English paragraphs to set exercises after the video lesson, so that the students can conduct self-test, so as to strengthen the mastery and understanding of knowledge of students. For some knowledge that can not be understood and explored, students can communicate with teachers in class in a timely manner, which greatly improves the efficiency of English teaching [9].

Classroom Interaction. The flipped classroom mode based on microlecture can realize the interaction between teachers and students in classroom teaching. In the actual classroom teaching, teachers should explain and describe the incomprehension and difficulty of students in teaching in view of the video of micro-lesson teaching, and through this way deepen the undefined understanding and grasp of the knowledge content of students [10]. Teachers need to strengthen the communication with the students in the classroom knowledge explanation, so as to find out the problems existing in the actual video viewing of students. Students should be encouraged to explore and understand knowledge independently, and to express their views and opinions boldly. Students should also actively interact with teachers and tell them about their problems in watching video. In addition, teachers should strengthen the inquiry with the students, effectively design the corresponding dialogue exercises, help ourselves master the content of the textbook and improve the efficiency of the classroom.

Conclusion

In general, in the application of the flipped classroom teaching model based on microlecture, the teacher has changed the dominant position of the classroom in the traditional sense, and are becoming more and more the promoters and instructors of teaching. The whole teaching process is not one-way teaching, students can give full play to their subjective initiative, in the classroom can give full play to their main position, which effectively stimulate the interest in learning and learning enthusiasm of students. In the application of microlecture based flipping classroom model in college English teaching, teachers should actively make teaching videos with the help of micro-lesson videos, put forward teaching and learning requirements to students and explain in detail the problems existing in the video viewing of students microlecture. In order to improve the teaching quality of colleges and universities.

Acknowledgement

In this paper, the research was sponsored by the Educational Science Key Project of Jilin province during “13th Five-Year Plan” in 2018 (No. ZD18085).

References

- [1]ZHANG Donghua. A Feasibility Analysis on the Application of "Flipped Class" in College English Teaching Based on Microlecture [J]. Think Tank Era, 2018(48):285-286.
- [2]DU Fang. The Application of “Flipped classroom” and Microlecture in the Teaching of College English Reading and Writing [J]. Journal of Hunan University of Science and Engineering, 2018, 39(11):158-160.
- [3]HU Sainan. A Probe into the Application of "flipped classroom" Teaching Mode in Secondary Vocational School English Teaching [J]. New Curriculum Research, 2018(10):61-63.
- [4]HUANG Xiaoxing. Discussion on the Application of the Microlecture “flipped classroom” in

the Classroom Teaching of College English [J]. Course Education Research, 2018(40):108.

[5]PENG Yongjin, WANG Changjun. The Application of Flipped Classroom Teaching Model Combined with Microcourse in College Medical Physics Teaching [J]. Health Vocational Education, 2018, 36(18):21-22.

[6]HUANG Weijun. Research on the Application of Flipped Classroom Model Based on Microlecture in College English Teaching [J]. Overseas English, 2018(18):138-139+142.

[7]ZHAO Yan. Research on the Application of Flipped Classroom Teaching Mode based on Microlecture in Gigher Vocational College Public English Teaching under the Background of "Internet Education" [J]. English Square, 2018(09):107-108.

[8]HAN Zhicha, GAO Xinhua. The Application of the Flipped Classroom Model Based on the Microlecture in the College Physics Teaching [J]. Science & Technology Information, 2018, 16(25):123-124.

[9]WAN Qinhua, ZHENG Mingxia. A Study on the Classroom Environment of Reading and Writing in College English under the Mode of Flipped Classroom [J]. Jiangsu Foreign Language Teaching and Research, 2018(03):1-6.

[10]YANG Yunxia. An Analysis of the Application of "Flipped Classroom" Based on Microlecture in College Oral English Teaching [J]. Popular Science, 2018(09):159.