

## Application of Micro-lessons in the Layered Teaching of College English Listening and Speaking Course

Guo Huiying

Medical School, Yunnan Business Management College, Kunming, China

Email: 962824759@qq.com

**Keywords:** college English; listening and speaking class; layered teaching; micro-lessons

**Abstract:** Based on the application of micro-lessons in layered teaching of college English listening and speaking course, the concepts of layered teaching and micro-lessons are analysed in this study. The application of micro-lessons in the stratified teaching of college English listening and speaking courses is analyzed around two points: the application of English listening, the application of oral English classes, and it hopes to help with the development of teaching activities.

### 1. Introduction

Language competence refers to the ability to understand and express meaning, intention and emotional attitude by listening, speaking, reading, and writing in a social context. In the process of language use, listening and speaking skills are most widely used, and it is an inevitable trend of English teaching development to constantly improve students' English listening and speaking abilities [1]. The Chinese students' core literacy index system developed by experts organized by the ministry of education also includes foreign language literacy, which is defined as "the ability to understand, express and communicate in other languages through oral or written language forms according to one's own wishes and needs". The ultimate goal of language learning is communication and use [2, 3]. However, English is the second language that most Chinese students are learning. Due to the language environment and exam format, students are generally weak in the development of their listening and speaking ability, resulting in better written expression and poor communication [4]. A large proportion of students only use English to communicate for a short time in class. And English teachers pay more attention to the written application of sentence patterns, vocabulary spelling, grammar and other knowledge in class, and relatively little training in listening and speaking skills. In extracurricular activities, students have little chance to improve their English listening and speaking ability due to the limited English proficiency of parents and family environment [5, 6]. Meanwhile, the non-native language social environment also restricts the development of students' listening and speaking ability. The proposal of core literacy makes teachers realize the importance of language ability and students' independent learning ability in language learning, and it is an inevitable trend of English subject development to improve students' English listening and speaking ability [7].

Our society has entered a "micro era" based on the Internet, tablet computers and smart phones [8, 9]. The emergence of WeChat and Weibo proves that people tend to receive and digest new information in an efficient and fragmented form. The arrival of the micro era not only brings about great changes in people's production and lifestyle, but also profoundly affects people's way of understanding the world and thinking [10]. As a result, more and more learners have become part of the micro era, and this change has diversified their learning styles [11]. As the most widely used language in the world, English plays an important role in international politics, economy and culture. As the world's second largest economy, China's growing international status and openness pose a challenge to the English proficiency and language skills of its citizens [12]. With the constant enrichment of various teaching resources and video and the popularity of various mobile terminals such as smart phones, ipads and tablet computers, learners' learning methods are constantly changing and are no longer limited to the knowledge acquired in school [13, 14]. Learners can

reasonably allocate their time and energy according to their actual situation, and use various mobile devices to learn knowledge. In the era of the popularization of the Internet, teachers' educational concepts are also constantly innovated, and students are also good at accepting the change of this learning mode, which provides favorable conditions for the application of micro-lessons in English teaching. Therefore, it is of practical and theoretical significance to study the application of "micro-lessons" in English teaching.

In the process of improving students' individual listening and speaking ability, it is difficult to realize independent learning and consolidation practice, because the improvement of students' listening and speaking ability mainly relies on interactive training. In order to change the embarrassing situation that students can't get specific implementation of after-class listening and speaking practice, it is necessary to develop resources that enable students to learn independently and have interest in learning, enable students to do interactive listening and speaking practice in the extracurricular learning environment, and master the time and energy of learning by themselves. To make students like and take the initiative to participate in the language listening and speaking learning is a research topic that English teachers have been keen on and has not been settled. Through the application of multimedia, it is necessary to explore and develop micro-lessons resources that are more suitable for in-class learning and after-class consolidation in college English teaching.

With the development and progress of China's education, more and more attention has been paid to English listening and speaking ability [15]. At present, in the social development, English is another language that people should learn [16, 17]. In order to improve students' listening ability and English expression ability, in college teaching, teachers should pay attention to the cultivation of students' quality, so as to better apply to social development [18]. In the actual teaching, teachers can adopt the stratified teaching method according to the actual learning situation of students and apply the micro-lesson to guide students' independent learning, so that students can continuously improve themselves and improve their English ability [19, 20]. In this study, the application of micro-lessons in the stratified teaching of college English listening and speaking is analyzed.

## **2. Concept of stratified teaching and micro-lesson**

The application of micro-lesson mainly relies on computer technology to present 5-10 minutes of teaching video for students, so that students can learn according to their actual situation. Through micro-lessons teaching, teachers can guide students to learn independently and improve their learning efficiency.

The characteristics of micro-lessons teaching are as follows: firstly, the time is short. Micro-lesson video is generally in 10 minutes, and the teacher concentrates a certain knowledge point together to guide the student to study this content. Secondly, the theme is clear. The application of micro-lessons teaching method in teaching is to use multimedia and other tools to record the key and difficult contents of a certain knowledge point and guide students to master the content. In this way, students will learn more easily, which is conducive to the development of teaching activities. Thirdly, it is conducive to targeted teaching. Teachers can upload the teaching video to the learning platform of student, and students can conduct targeted learning in combination with their own learning situation after class, which is conducive to reviewing and consolidating the learning content.

Stratified teaching is to divide students into different levels according to their learning situation, ability development and other factors. Teachers will set different teaching objectives for students and adopt targeted teaching methods to teach students. Teaching students in this way can meet different learning needs of students and promote the improvement of students' comprehensive quality.

### **3. Application of micro-lessons in stratified teaching of college English listening and speaking course**

#### **3.1 Application in English Listening**

In college English teaching, the cultivation of students' English listening ability plays a very important role and is an essential skill in their future work. In some colleges and universities of our country, although some schools emphasize the cultivation of students' comprehensive English quality, in the actual teaching, they still use the teaching method of infusion. In the listening teaching, the teacher will play the listening content for the students, and the students will do the listening questions in class, and finally check the answers. This teaching method can not only improve students' English listening ability, but also affect students' learning enthusiasm, which is not conducive to the development of teaching activities. As an individual, students' learning environment and growth environment are different, so there are some differences in their English listening ability. In classroom teaching, teachers should respect the differences between students. In classroom teaching, teachers should respect students' dominant position, strengthen communication with students, and make students take the initiative to participate in English learning, so as to improve the efficiency of classroom learning and the quality of teaching. The application of stratified teaching method can stimulate students' interest in learning, make students realize the importance of English listening, and improve learning efficiency.

In addition, in college English teaching in our country, listening teaching time accounts for a small proportion of the total class hours, about two lessons per week, which is very unfavorable for students' English listening ability. If teachers apply micro-lessons teaching to all students, it will not only fail to meet the learning needs of students, but also easily make students resist.

In order to improve students' English listening ability, in class teaching, teachers can adopt stratified teaching method to divide students into different levels. Based on this, micro-lessons teaching can be carried out to guide students to improve themselves in learning and improve the quality of teaching. In the practical teaching, firstly, students are divided into different levels. Students with good learning ability and strong listening ability are divided into one group; students with strong learning ability and weak listening ability are divided into one group; students with poor learning ability and poor listening ability are divided into one group. Then, according to the teaching content, teaching objectives are designed for students and teaching video is made. Secondly, teaching video is shared on learning platforms of students, such as WeChat official account, QQ group, etc., to guide students to learn independently. Finally, classroom presentations and teacher evaluations are conducted. Teaching in this way can stimulate students' interest in learning, improve their enthusiasm for learning, and promote the improvement of students' comprehensive quality.

In this study, the English speech of the 2014 Olympic Games is taken as an example. In the teaching, the teacher can intercept a section of the Olympic English video, and the video playback time is controlled at 10-15 minutes. Then the teacher presents to the students in the form of micro video. Students at different levels are assigned different tasks: the first group, students with strong ability: what information can we learn from the listening content? Can you describe it? Please express it in your own language. The second group, students with average ability: several movements are involved in the explanation, a brief explanation. The third group: translate video content. In this way, students are guided to learn independently, so that students can understand the role of English listening in daily life, so as to improve students' learning ability.

#### **3.2 Application in oral English class**

Speaking course in college English is an important course to improve students' oral expression ability and listening ability. In the stratified teaching of oral English, the application of micro-lessons teaching can stimulate students' interest in learning and promote the cultivation of students' comprehensive quality and learning ability. In traditional teaching, teachers generally use cramming teaching method, which not only affects students' learning efficiency, but also goes

against the improvement of teaching effect. In classroom teaching, teachers can provide students with actual micro video according to the stratification of students, guide students to learn English knowledge, and express in practical problems.

In the college English teaching materials, there is a part of content that mainly introduces the British culture. When teaching, teachers can make this part of content into video and share it to the learning platform of students, and then use the learning platform to ask students questions and guide students to answer questions online. Such as: what is Britain's geographical position? What kind of political management is being adopted in the UK? How's that British economy? Then the teacher guides the students to answer the questions in English, so as to improve the students' oral English ability and promote the smooth development of teaching.

#### **4. Conclusion**

In a word, in the stratified teaching of college English listening and speaking course, the application of micro-lessons teaching can change the traditional teaching mode and stimulate students' learning interest, which is beneficial to the improvement of students' English expression ability and listening ability. In practical teaching, teachers should reasonably apply this teaching method, so as to stimulate students' learning desire and promote their all-round development.

#### **References**

- [1] Esther de Leeuw. Native speech plasticity in the German-English late bilingual Stefanie Graf: A longitudinal study over four decades[J]. *Journal of Phonetics*, 2019, 73.
- [2] Goun Lee, Dong-Jin Shin, Maria Teresa Martinez Garcia. Perception of lexical stress and sentence focus by Korean-speaking and Spanish-speaking L2 learners of English[J]. *Language Sciences*, 2019, 72.
- [3] Anjana Warren. Thai-Sikh diaspora and identity: participation of Sikh students in the extracurricular activities at the university[J]. *South Asian Diaspora*, 2019, 11(1).
- [4] Kang, Y., Lei, M., & Gong, G. Visualization construction algorithm of micro-course system based on mobile network. *Journal of Discrete Mathematical Sciences & Cryptography*, 2017, 20(6-7), 1453-1458.
- [5] Pashajavid, E., Shahnian, F., & Ghosh, A. Provisional internal and external power exchange to support remote sustainable microgrids in the course of power deficiency. *Iet Generation Transmission & Distribution*, 2017, 11(1), 246-260.
- [6] Bostock, M. G. Kirchhoff-approximate inversion of teleseismic wavefields. *Geophysical Journal of the Royal Astronomical Society*, 2018, 149(3), 787-795.
- [7] Seymour, J. R., Seuront, L., & Mitchell, J. G. Microscale gradients of planktonic microbial communities above the sediment surface in a mangrove estuary. *Estuarine Coastal & Shelf Science*, 2017, 73(3), 651-666.
- [8] Grandin, R., Doin, M. P., Bollinger, L., Pinelpuysegur, B., Ducret, G., & Jolivet, R., et al. Long-term growth of the himalaya inferred from interseismic insar measurement. *Geology*, 2017, 40(12), 1059-1062.
- [9] Cho, U., Mete, O., Kim, M. H., Bae, J. S., & Chan, K. J. Molecular correlates and rate of lymph node metastasis of non-invasive follicular thyroid neoplasm with papillary-like nuclear features and invasive follicular variant papillary thyroid carcinoma: the impact of rigid criteria to distinguish non-invasive fo. *Modern Pathology An Official Journal of the United States & Canadian Academy of Pathology Inc*, 2017, 30(6), 810.
- [10] Granter, S. R., Beck, A. H., & Jr, P. D. Alphago, deep learning, and the future of the human microscopist. *Archives of Pathology & Laboratory Medicine*, 2017, 141(5), 619.

- [11] Li, H., Diao, S., Li, J., Ma, B., & Yuan, S. An updated meta-analysis of 23 case-control studies on the association between mir-34b/c polymorphism and cancer risk. *Oncotarget*, 2017, 8(17), 28888-28896.
- [12] Baldermann, A., Dietzel, M., Mavromatis, V., Mittermayr, F., Warr, L. N., & Wemmer, K. The role of fe on the formation and diagenesis of interstratified glauconite-smectite and illite-smectite: a case study of lower cretaceous shallow-water carbonates. *Chemical Geology*, 2017, 453, 21-34.
- [13] Petersen, D. A spectral sequence for stratified spaces and configuration spaces of points. *Geometry & Topology*, 2017, 21(4), 2527-2555.
- [14] Miao, C., Zhang, J., Zhao, K., Liang, C., Xu, A., & Zhu, J., et al. The significance of microrna-148/152 family as a prognostic factor in multiple human malignancies: a meta-analysis. *Oncotarget*, 2017, 8(26), 43344-43355.
- [15] Gong, Y., Chen, R., Zhang, X., Zou, Z. M., & Chen, X. H. Role of immune microenvironmental factors for improving the ipi-related risk stratification of aggressive b cell lymphoma. *Biomedical & Environmental Sciences*, 2017, 30(7), 492-500.
- [16] Leeman, J. E., Rimner, A., Montecalvo, J., Hsu, M., Zhang, Z., & Von, R. D., et al. Histologic subtype in core lung biopsies of early-stage lung adenocarcinoma is a prognostic factor for treatment response and failure patterns after stereotactic body radiation therapy. *International Journal of Radiation Oncology Biology Physics*, 2017, 97(1), 138.
- [17] Hong, Y. R., Lee, S. H., Dong, J. L., Min, H. K., Chan, K. J., & Chae, B. J., et al. The stratification of patient risk depending on the size and ratio of metastatic lymph nodes in papillary thyroid carcinoma. *World Journal of Surgical Oncology*, 2017, 15(1), 74.
- [18] Huang, Y. H., Liang, K. H., Chien, R. N., Hu, T. H., Lin, K. H., & Hsu, C. W., et al. A circulating microrna signature capable of assessing the risk of hepatocellular carcinoma in cirrhotic patients. *Scientific Reports*, 2017, 7(1), 523.
- [19] Jonsson, B. L. G. Wave splitting of maxwell's equations with anisotropic heterogeneous constitutive relations. *Inverse Problems & Imaging*, 2017, 3(3), 405-452.
- [20] Gibson, W. E., Gonzalez, R. S., Cates, J., Liu, E., & Shi, C. Hepatic micrometastases are associated with poor prognosis in patients with liver metastases from neuroendocrine tumors of the digestive tract. *Human Pathology*, 2018, 36(3), 587-596.