

A Study on the Blended Teaching Mode of College English Based on Micro-lessons

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Abstract

Contemporary college students should have excellent English proficiency. As a mandatory public course at the university level, developing students' overall English skills plays a crucial role in their growth. With the rise of the Internet, blended teaching, exemplified by micro-courses, has demonstrated significant potential for application. Effectively utilizing micro-class formats and implementing online and offline blended teaching is essential for enhancing the current state of English education. The blended teaching approach merges the convenience of information technology and online resources with the benefits of traditional classroom settings. This method not only boosts teachers' enthusiasm for instruction but also enhances students' engagement in English learning by refining teaching techniques, resources, evaluation methods, and feedback mechanisms. This article outlines micro-class and blended teaching, underscores the importance of college English blended teaching within the micro-course framework, and proposes specific strategies to address current challenges in English blended instruction. The aim is to enhance the effectiveness of English blended teaching, rectify existing shortcomings in college English education, leverage the advantages of information technology, inspire students' motivation for self-directed learning, employ inquiry-based teaching, and establish a new English teaching paradigm in the digital age.

Keywords

Micro-lessons; college English; blended teaching; education

Introduction

With the development of information technology, the existing education mode and teaching content are optimized by using computer and network technology, so as to improve the quality of teaching and make education not limited by time and space. Online teaching, represented by micro-lessons, has attracted more and more attention from educators. As a public course, college English can promote the diversification of college English teaching and promote the deep integration of computer information technology and English teaching. The micro-course-based college English blending is a teaching model, which is helpful to improve the current quality of English teaching, promote the transformation of English teaching reform to the direction of informatization, and improve students' enthusiasm and autonomy in English learning.

1. Brief analysis of micro-lessons and blended teaching

With the popularization of mobile phones, tablets, and other electronic devices, short videos have become an important way for people to obtain information. There is no unified understanding of the definition of micro-lessons, but it is generally believed that micro-lessons show a certain knowledge point or a single teaching link in the form of short videos in

the form of small videos, and teachers use interesting teaching methods to show students. Compared with the original teaching method, the micro-course pays more attention to the specificity of knowledge points, breaking through the disadvantages of dense knowledge points in traditional knowledge learning and the difficulty for students to learn and master repeatedly.

1.1 Advantages of micro-class teaching

Compared with the traditional teaching method, the micro-course has the following outstanding advantages: firstly, the teaching purpose of the micro-course is clearer, and compared with the complexity of the content of the traditional syllabus, the micro-course is clean and clear, with a clear theme and teaching logic; Secondly, micro-lessons are highly interactive and not limited by time and space, with the help of micro-lessons, students can also learn in an environment outside the classroom; Thirdly, the micro-course teaching resources are rich and expressive, and the teaching is vividly displayed to students through multimedia forms such as videos and pictures, so as to improve students' learning acceptance; Finally, the knowledge points of the micro-course are more condensed, and the students change the redundant learning content in the past and complete the learning with short and concise micro-courses so that the students' learning initiative and enthusiasm are improved. The wide application of micro-courses in teaching represents a significant advancement. Under the development trend of information technology, the potential application of new teaching theories and models is being discussed.

1.2 Brief analysis of blended teaching mode

Blended teaching is not only a mixture of online and offline teaching, but also a mixture of teaching resources, teaching modes, and teaching styles. Compared with traditional face-to-face teaching, blended teaching combines the advantages of traditional teaching and online teaching, and students can maximize their enthusiasm for learning. The implementation of blended teaching reflects the changes in educational concepts and methods brought about by the transformation of teaching modes in the Internet era. In blended teaching, teachers are no longer one-way educational indoctrination but comprehensively adopt inquiry-based teaching, task-based teaching, and cooperative teaching to guide students to enter learning independently. The adoption of blended teaching means that online education is no longer an embellishment, but has become a major part of students' knowledge learning along with classroom teaching. In online teaching, students are no longer limited to passive learning but have selective learning. The biggest feature of blended teaching is that it blurs the inherent education methods and teaching content, and replaces it with a more flexible and convenient learning concept (He Hui, Yuan Jianguang, & Wang Quinoa, 2022).

2. The theoretical basis and necessity of blended teaching of college English based on micro-courses

2.1 Theoretical basis of blended teaching of college English

In the analysis of the human body's learning ability, people often achieve the process of learning knowledge by building images in the brain. Through information activities with the surrounding environment, learning images are spontaneously constructed in the brain, and based on the established images, the more images there are when exposed to new information knowledge, the lower the difficulty of learning. In the use of blended teaching, the use of micro-lessons is used to concretize the original abstract knowledge into videos or pictures, to strengthen the English knowledge and skills learned, and students to transform from abstract language learning to concrete graphic information, so as to realize the internalization and absorption of knowledge. In addition, according to psychological research, in addition to vision, human contact with new ways also includes hearing, touch, smell, and the human ability to process abstract information is mainly carried out through hearing and touch. Compared with a single information-receiving channel, the use of dual channels to receive information helps to improve the quality of learning. In micro-course teaching, the method of video and audio is mainly used, especially in English as a language, which relies more on the comprehensive use of hearing and vision and adopts a blended teaching method to reduce the difficulty of learning, complete the reconstruction of new knowledge, and improve the learning effect (Zhao Yanyan, 2018).

2.2 Analysis of the necessity of blended teaching of college English using micro-courses

In recent years, the English blended teaching represented by micro-classes has achieved good results in practice, which has improved students' interest in learning English, changed students' passive learning habits, and improved students'

independent learning ability. Traditional college English is often taught in the form of PPT, with a single means, boring knowledge, and students' lack of interest in learning. Some teachers take into account the time constraints in the teaching process, and the speed of teaching is significantly beyond the speed of students' comprehension, resulting in students generally feeling that it is difficult to learn English. With micro-lessons, students can watch teaching resources repeatedly and consolidate their learning effects through repeated viewing. In terms of the transformation of teaching roles, the blended teaching represented by micro-classes puts students in the main position, and teachers play a subordinate service role in answering students' questions. Through the interaction between teachers and students, they cooperate with each other to solve questions and problems. In addition, the English blended teaching in the form of micro-lessons, with the help of the convenience brought by information technology, integrates resources in curriculum setting, curriculum structure, and teaching evaluation. Students of different majors can choose different knowledge points to focus on according to the needs of their majors. The construction of a series of micro-courses in college English can realize the diversification of English teaching resources and promote the reform of curriculum content and system (Tang Bin, 2020).

3. Problems in English blended teaching based on micro-lessons

3.1 Blended teaching is difficult and teachers' abilities are insufficient

As the main form of blended teaching, micro-class puts forward new requirements for teachers' comprehensive ability, and teachers generally have the problem of insufficient ability in the implementation of blended teaching. On the one hand, the courseware production of micro-courses requires teachers to have multiple abilities such as data search, video editing, and platform function use, while teachers generally lack training, and the level of micro-course courseware production ability is different. Some teachers simply understand the micro-lesson as a video of the original teaching content but fail to understand the internal logic of the micro-lesson and do not reconstruct knowledge. Taking blended teaching as the starting point, we pay attention to the effective integration of online teaching and offline teaching. Some teachers simply understand blended teaching as uploading courseware for students to learn independently, without considering the interaction between online and offline, and without reconstructing the existing English course knowledge, and formulating courseware content suitable for online teaching according to students' learning needs. In the process of making micro-lessons, new requirements are put forward for teachers' comprehensive information literacy, and teachers not only have to complete daily classroom teaching but also take time to make targeted micro-lessons, which increases the workload of teachers and makes teachers less enthusiastic about participating.

3.2 Students are not motivated to participate in blended teaching

As the main participants in blended teaching, students need to change their passive learning habits and gradually adapt to the change of teaching methods in English learning. In college English teaching, some students do not pay enough attention to English and do not care about the implementation of blended teaching, which makes it difficult for teachers to get positive feedback from students in the implementation of blended teaching. Compared with the strangeness of classroom teaching, the use of blended teaching is bound to require students to spend energy on online learning in their spare time, especially the learning method represented by micro-lessons, the courseware is short and concise, and students need to pay more patience and initiative to learn in their spare time. Although some students participate in blended teaching, they often cannot get timely guidance from teachers, and can only explore by themselves in the face of difficulties in learning, which can easily lead to the reduction of the efficiency of blended teaching based on micro-lessons and affect students' enthusiasm for learning.

3.3 The blended teaching platform and teaching hardware equipment need to be improved

The smooth development of blended teaching is inseparable from the development of online platforms and the investment of hardware equipment. At present, the blended teaching of college English often focuses on equipment purchase and neglects platform development. On the one hand, with the development of the mobile Internet, most students can basically use smartphones and tablets to complete online learning and do not need to buy special computers, which greatly reduces the investment in hardware equipment in colleges and universities, but the network construction lags behind, and some universities have poor networks and slow network speeds, which affects the efficiency of students' online learning; On the other hand, blended teaching relies on platforms, but some universities ignore the importance of platform development. The characteristics of blended teaching are not considered in the function setting of the platform, and there are problems such as imperfect functions, poor user experience, and insufficient stability of the platform.

4. The blended teaching mode of college English based on micro-lessons

4.1 Build a team of professional teachers and develop English micro-course resources

Blended English teaching is inseparable from the professional support of teachers. In view of the current situation that teachers have insufficient ability to teach micro-courses and the level of blended teaching needs to be improved, a professional team of teachers should be built to develop English micro-course resources. It is necessary to connect the needs of college English skills with blended teaching, summarize the key points of skills training, summarize the content according to the characteristics of online teaching and offline teaching, determine the knowledge division of the two, give full play to their respective teaching advantages, and realize the close connection between teaching content. In the development of micro-course resources, we should actively use the Internet to select a number of English micro-course resources suitable for the characteristics of the major to supplement daily teaching. Teachers should have the awareness and ability to make their own micro-lesson resources and can record micro-lesson videos under the guidance of professionals, and upload the recorded teaching resources to the platform. The development of micro-course resources should take into account the combination of online tests and daily learning exercises so that micro-lessons can become one of the important ways to assist students' learning.

4.2 Construct a blended teaching process of college English based on micro-courses

Compared with the traditional teaching mode, the English blended teaching based on micro-lessons has its own unique teaching process. Before class, teachers need to make micro-lessons and develop distinctive micro-lesson content according to the requirements of the syllabus. In addition, the micro-course also needs to be supplemented with certain teaching materials, such as explanations, practice questions, etc., to deepen students' learning impression and expand the knowledge scope of the micro-course. Considering that micro-courses can improve students' self-learning ability, certain learning tasks should be set so that students can take the tasks to learn micro-courses and deepen their learning impression. In terms of learning methods, micro-courses advocate strengthening interaction between students and changing the scene of learning alone but using a combination of inquiry-based learning and cooperative learning to strengthen students' autonomy in learning. It is necessary to focus on the key and difficult points in the micro-course, give full play to the characteristics of the micro-course, focus on the learning of key knowledge, and solve the difficult points in students' English learning. In addition, in the micro-course teaching process, after-class reflection and extension exercises should be carried out according to the teaching effect, so as to improve the next micro-course teaching through reflection, and after-class extension exercises can deepen the learning effect.

4.3 Construct an evaluation mechanism for blended teaching of college English

It is necessary to construct an evaluation mechanism for English blended teaching, so as to correctly evaluate the teaching effect of micro-lessons and improve the deficiencies in blended teaching. It is necessary to score students' performance and grades in micro-lessons, and objectively evaluate the changes brought about by blended teaching to ensure the smooth progress of English teaching. It is necessary to make full use of the advantages of online teaching in blended teaching, supervise students' online learning status, evaluate the whole process of students' learning evaluation, and point out the problems existing in students' online learning. In the classroom teaching process, the students' learning attitudes in the micro-course learning are analyzed, and an index evaluation system is established according to the students' learning progress, and an institutional assessment is formed to objectively evaluate the students' learning effect. Compared with the traditional teaching evaluation mechanism, the blended teaching evaluation pays more attention to the evaluation of the whole learning process, and the evaluation indicators are comprehensive, which can more truly reflect the learning effect of students (Wen Kaiyan, 2017).

4.4 Integration of English teaching resources and information technology

In the English blended teaching under the micro-course, it is necessary to conduct a thorough study of the existing teaching materials, integrate the existing teaching resources, and use the functions of the blended teaching platform to closely integrate the micro-course with the existing teaching curriculum. Online teaching resources and teaching activities should be integrated into blended teaching according to teaching units. Use mobile phones and other devices to integrate knowledge points into teaching activities in the form of micro-lessons. In the production of micro-lessons, teachers use video, text, audio, pictures, music, and other resources to produce teaching videos, and improve students' English skills in an all-round way by combining English knowledge points from three dimensions: listening, speaking, and writing. In

blended teaching, it is also necessary to comprehensively improve students' ability to use mobile Internet to obtain information. At present, college students are using the Internet to obtain various information and information, with the help of the Internet, students can broaden their horizons and obtain preface knowledge in time. In the implementation of blended teaching, teachers can use online courses to fill in the gaps for students, vividly show students the teaching content, cultivate students' independent learning and exploration abilities, and stimulate students' interest in learning. The content of the Internet is huge and complex, and it is necessary to guide students to screen out the knowledge content that suits them and learn to integrate and process the content of micro-courses. After completing the learning tasks, students can discuss and exchange learning experiences with each other, so as to effectively cultivate the ability of all students to organize and obtain information.

Conclusion

The English blended teaching based on micro-lessons has created a strong learning atmosphere, and a new teaching system with an information technology environment has been constructed with students as the main body. Blended teaching not only fully mobilizes students' enthusiasm for learning, but also realizes teaching diversity in course evaluation and implementation effect, laying a solid foundation for the reform of college English teaching.

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