Research on College English Blended Teaching Model Based on Micro-classes under Network Information Technology

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Abstract. With the penetration of network technology in all walks of life, my country's traditional college English teaching model has begun to reform. Based on the concept of micro-classes, the mixed teaching mode has been favored by many people. Blended teaching is a new teaching mode that combines some traditional teaching techniques with multiple teaching methods. It contains the advantages of traditional teaching mode and the convenience of online learning. Therefore, it is very suitable for college English teaching. This article starts from the concept of network information technology micro-course, briefly expounds the concept of micro-course, and introduces the development process and significance of micro-course and mixed teaching.

Keywords: Micro-class, College English, Mixed Mode, Teaching Mode, Network Technology

1. Introduction
Today's education has undergone a great change under the guidance of multimedia technology, and the teaching mode of college English is also gradually changing. Micro-class, multimedia teaching, flipped classroom and mixed teaching are all bold attempts to reform the teaching mode in the new era with new technology. English is a compulsory and important course for college students, which occupies an important position in their learning life. In that case, the time invested by students into English learning is relatively high. However, the traditional teaching mode simply allows students to passively accept and pass the test, so the efficiency and quality of English learning are extremely low. The blended teaching mode, combined with the concept of micro-class, has greatly improved the English teaching in colleges and universities. The introduction of micro-class enables students to learn things through online videos according to their own time. At the same time, more excellent teaching resources can be shared more widely.

2. Micro-Class and Mixed Teaching

2.1. Micro-Class
The concept of micro-class was mainly proposed by David Penrose, which also publicly applied by him in online course in 2008. The class mainly uses the Internet as a carrier to enable students to
achieve mobile or online learning. For example, some clear questions and major teaching contents can be made into a few minutes videos. Then you can upload these videos to some software to allow students to watch and learn on their own. People call it as micro-class for its short teaching content and clear teaching goal, which can shed light on the problem and solution in a few minutes so that students can make use of their fragment time to study. More importantly, students can repeatedly watch and study these videos to consolidate knowledge, so this class type is quite popular among students.

2.2. Mixed Teaching Mode
Hybrid teaching was mainly proposed and applied at the beginning of this century. People have conducted in-depth research on this teaching mode. It mainly refers to the scientific and reasonable mode of traditional test-oriented education with modern advanced teaching techniques and various teaching methods. The reform starts to constantly transform the teacher's subjective status into a dominant position. At the same time, it stimulates students’ subjective initiative, so that students can be in the center position of learning. In that way, the hybrid teaching mode that combines classroom instruction with online learning can not only extend the classroom learning, but also give full play to teachers’ positive guidance and students’ autonomous learning. Meanwhile, it makes college English learning more vibrant and dynamic, so that the optimal effect of college English teaching can be realized.

3. Blended Teaching Mode Design for College English Based on Micro-Class
In the blended English teaching of college, teachers should play an important leading role. In the production of micro-lessons, teachers determine the learning content and objectives of each module of college English, so teachers based on their original lesson preparation should make in-depth and vivid explanation of the specific key and difficult points given by students. In the design process of the whole teaching mode, it should include face-to-face teaching in class, self-study on the Internet, and online and offline examinations. In addition, the comprehensive evaluation of students should be informed in time so that they can make improvement timely.

![Figure 1. Mixed teaching model](image)

4. Advantages of Mixed English Teaching Mode in College Based on Micro-Class

4.1. The Change of the Teacher-Led and Student-Centered Role
Under the influence of micro-class concept and hybrid college English teaching, people pay more attention to the role change in the classroom. Under that mode, teachers are no longer act as classroom "dictator", but a shift leader of the classroom learning, while students has changed from passively accepting knowledge in the past to the center of the classroom learning. Teachers can assign students some learning tasks online or offline according to the arrangement of course tasks, teaching content and teaching objectives, and guide them to explore and learn independently by using extracurricular materials or some auxiliary tools. [4] Students can also choose their own time to learn English in college according to their own specific conditions and make appropriate adjustments to their own learning progress. Such a limited freedom can enable students to give full play to their initiative and maintain their enthusiasm for college English learning. As figure 1 shown:

![Diagram](image)

**Figure 2.** Mixed teaching model

4.2. Reflect Students' Personalized Needs with Strong Pertinence

Based on the concept of small class teaching, resources can be shared more broadly, and the choice of students would be widened. The same problems or knowledge, for example, different teacher will have their different styles of explanation. [5] When teachers upload their micro-class to the learning software, students can choose the resource according to the personal interests and hobbies. In addition, the production of the course is mainly based on some knowledge point, teaching theme and a certain micro-skill mentioned in the textbook. Therefore, it requires that the micro-course has a clear target and theme, relatively complete, simple and clear content, and highlighted knowledge point so that students can understand and grasp the essence of the class in a few minutes after watching this micro-class video.
Figure 3. Micro class

4.3. The Construction and Promotion of Teaching Resources
Although there are a large number of college English teaching materials and digital resources as well as a large number of supporting multimedia courseware, most of these teaching resources are uneven and presented only in text. However, in the teaching of college English, the level of students’ English is uneven, so the learning needs of students are not the same. In order to ensure the coherence and integrity of students’ English learning, teachers should use a hybrid teaching model to teach students and provide them personalized and targeted teaching resources. As shown in figure 2:

Figure 4. Micro class

The production of micro-lessons should also be more focused on the detailed explanation of the key and difficult points in college English, so that students can learn them repeatedly to grasp these contents and deepen their impression. In that case, micro-course is an indispensable and personalized resource in blended teaching of college English, which promotes the development of teaching resource to a great extent.
5. Conclusion
Based on the concept of micro-class, the hybrid teaching mode adopted to conduct more comprehensive and effective teaching of college English complies with the concept of modern quality education, because it uses the network information technology to combine the traditional teaching with micro-teaching. Convenience and other advantages are naturally combined, and teachers are continually and correctly guided to stimulate students' interest in college English learning and develop students' ability to actively explore and learn. Due to the introduction of network information technology micro-courses, the advantages and feasibility of the hybrid teaching model have been greatly improved. The teaching content of college English has also been enriched, and the sharing of teaching resources has been realized to a greater extent. Students can learn things without the constraints of time and space, which ensures the quality of English teaching in colleges and universities.

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