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The Practice of Micro-lesson Teaching Mode of College English in a Ubiquitous Learning Environment

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Abstract: *With the development and maturity of information technology, college English is bound to require corresponding teaching reform. The "Ubiquitous + Micro-lesson" teaching mode of college English is valued because it can better achieve the teaching objectives and tasks under the new situation and meet the cognitive and personalized learning requirements of the new generation of learners. In this paper, we take "The Delights of Books" in Unit 6 of New Target College English Book 1 as an example, and analyze and discuss the construction and practice of "Ubiquitous + Micro Lessons" in college English teaching from three aspects: preparation before class, internalization during class and consolidation after class.*

Keywords: *"Ubiquitous + Micro-lesson"; Construction; Practice*

Introduction

The Ten-Year Development Plan for Education Informatization (2011-2020) and the Thirteenth Five-Year Plan for Education Informatization call for a revolution in information-based education in Chinese higher education. The goal of using information technology to achieve the teaching objectives of university English as specified in the Teaching Requirements for University English Courses is to cultivate students' comprehensive English application skills so that they can communicate effectively in English in their future studies, work and social interactions, and at the same time enhance their independent learning ability and improve their comprehensive cultural literacy to meet the needs of China's social development and international exchange, and to cultivate comprehensive applied talents with independent thinking and international perspective. It is the current teaching and research task of university English teaching reform.

Ubiquitous Learning and Micro-lesson Concepts

Ubiquitous learning (U-Learning) refers to communication at all times, ubiquitous learning, a kind of 4A (Anyone, Anytime, Anywhere, Anydevice) learning approach that allows any learner to conduct learning activities anywhere, anytime, using technology tools available at hand. Micro-lessons, also known as mini-video courses, are 5 to 10 minutes long and include teaching design, materials, teaching reflections, practice tests, student feedback, teacher comments, and other supporting teaching resources in the form of online teaching. Since its introduction by Chinese scholar Tiesheng Hu from the Khan School in the United States in 2011, microlearning has provided a new solution to the problems in university English teaching. Microlearning is popular among the new generation of college students because it is short and concise and

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makes the deep and boring theories interesting. It can not only better adapt to students' reliance on and love of mobile devices in the new era of ubiquitous learning environment, but also integrate students' fragmented learning time, provide supplementary materials and knowledge expansion for college English classroom teaching, improve students' independent learning ability, strengthen effective interaction and communication between teachers and students, and make up for the limited class time of multimedia classroom teaching and the lack of reasonable and effective evaluation and supervision of single students' online independent learning. The shortcomings of evaluation and supervision can't give full play to the advantages of online learning. In "ubiquitous + micro-lesson", students learn through pre-class microclass videos, and then complete assignments and activities; teachers provide feedback and reflections according to students' completion, and tailor classroom teaching methods and approaches. This kind of interaction and teaching method promotes students' independent learning and meets their individual learning needs. At the same time, the two characteristics of fragmented content and short time of micro-lessons meet the public's need to learn in various fragmented time, and also seamlessly match with the characteristics of ubiquitous learning. The purpose of "ubiquitous + micro-lesson" is to establish a teaching mode that "everyone can learn, learn at all times, and learn everywhere". Through "ubiquitous + micro-lesson", students' interest and autonomy in learning English will be greatly enhanced, which will eventually improve the quality of university English teaching.

The Design Basis of "Ubiquitous + Micro-lesson" Teaching Mode

Changing Roles of Teachers and Students

In the "ubiquitous + micro-lesson" teaching model, the teacher's role is changed to that of a guide and facilitator of students' learning, while students change from being the recipients of knowledge to active learners and participants of teaching activities. The teacher prepares micro-lessons related to the teaching content, and the students use information technology to complete the self-study of micro-lessons before class and discuss effectively with the teacher and classmates in class.

Changes in Classroom Teaching Methods

The "ubiquitous + micro-lesson" teaching mode reforms the traditional "teacher lectures + students learning new knowledge" teaching method, which mainly adopts a discussion-based learning method. It requires teachers to set up a variety of learning activities for students to conduct discussion-based learning, test students' learning before class, and help and guide students to internalize what they have learned through discussion and output; students can fully understand and master more challenging problems and improve their ability to solve practical problems within classroom teaching time. In order to better illustrate the teaching mode of "ubiquitous + micro-lesson", the author takes Unit 6 "The Delights of Books" of New Target College English Book 1 as an example to design the teaching mode of "ubiquitous + micro-lesson" and carry out classroom The classroom practice.

Teaching Design and Practice of "Ubiquitous + Micro-lesson"

Pre-course Stage

According to the teaching plan and arrangement, the teacher further integrates the teaching content, divides the content that the teacher needs to teach and demonstrate, sets the micro-lesson teaching objectives and content, collects various learning resources, thus completes the micro-lesson teaching design, and then records the micro-video. Finally, the micro-video files are uploaded to the teaching platform; at the same time, learning tasks are set up and an independent learning environment is created where questions can be answered online. In the pre-classroom delivery stage, students can learn the micro-lessons at the designated time, participate in online Q&A and discussion, and complete the learning tasks arranged by the teaching, so as to achieve the transfer of knowledge. In the lesson "The Delights of Books", the teacher first delineates the learning tasks and learning priorities of the lesson. Therefore, I designed the following micro-lesson before the lesson

1. Knowledge framework. The framework of the key knowledge points of the whole chapter of this unit is presented in the form of an animated micro lesson. It gives the students a general framework and concept.

2. Key knowledge points. The three key learning tasks in this lesson are: how to find out the topic sentence; how to do explanatory writing; how to use personification for vivid sentence writing. The teacher makes micro-lessons on these three aspects according to the flash animation of the text, so that the presentation is diversified and vivid.

3. learning suggestions. Students were asked to record the key points of the micro-lesson and focus on the problems they encountered in learning, and were guided to complete the pre-study assessment to develop independent learning Xu Xi and critical thinking.

Finally, the micro-lessons and task requirements are packaged and uploaded to the school's online learning platform resources, and students are guided to download and watch them, and complete the pre-class learning stage within the specified time.

Classroom Internalization Stage

The main task of the classroom lecture stage is to answer questions and solve problems and assist students in internalizing English knowledge. Therefore, the teacher arranges typical tasks in the classroom and allows students to explore on their own initiative according to the degree of difficulty, while the teacher checks the students' learning and exploration. In the face-to-face lesson "The Delights of Books," the teacher first took a five-minute online test in the rain classroom to test the students' learning before class, and the teacher provided timely comments and feedback. Then the students were organized into groups to discuss three topics in depth: how to find the topic sentence of a paragraph quickly and effectively; how to write a good outline of an expository essay; and how to use similes to improve writing and reading skills. These three more difficult questions are used to guide students to discuss the three key points in this unit in depth and to practice their

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applications. Finally, each group is asked to present the results of the discussion and to make a reasonable evaluation of the other groups' presentations. This will ensure the internalization and application of the key contents of the lesson.

Post-lesson Consolidation Stage

The post-lesson consolidation stage is the guarantee for the success of the "ubiquitous + micro-lesson" classroom. Therefore, teachers should pay attention to the post-lesson learning phase, issue practice tasks for the important and difficult points of teaching, and guide students to apply what they have learned for the purpose of consolidation and output. Teachers should also evaluate students' completion and quality of tasks before, during and after class, and collect students' feedback on the unit, as well as assign difficult and challenging post-lesson exercises to consolidate their knowledge. For the post-lesson consolidation of The Delights of Books, the teacher used the WeChat Rain Classroom learning platform to post online vocabulary and sentence tests, and assigned the task of writing poetry using anthropomorphism, asking students to read aloud and upload their own poems. In addition, students were given the task of writing an expository essay on the Iwrite online writing platform entitled: How to read effectively, which required the use of topic sentences + supporting details in the paragraph structure. In addition, the online writing platform "How to read effectively" was assigned to write an explanatory essay, which required the use of topic sentences and supporting details.

The implementation of "ubiquitous + micro-lesson" can better facilitate the teaching of English in college and help students learn English, whether it is pre-course pre-study, classroom knowledge internalization or post-course practice and consolidation, and can better meet students' individual learning. In addition, the "ubiquitous + micro-lesson" teaching mode is beneficial to teachers' personal development. The process of finding, analyzing, and solving problems in actual teaching is simple and practical, which is a process of teaching research and reflection in itself.

To sum up, the "ubiquitous + micro-lesson" classroom teaching model proposed in this paper effectively researches and innovates the actual teaching contents, realizes the learning and internalization of knowledge, and can effectively consolidate the learned contents. "In the process of implementation, teachers should clarify its advantages and follow its construction methods, so as to achieve the goal of enhancing students' interest in learning English at university and enjoying the learning experience better.

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