

A Brief Discussion on the Application Research of Micro-lectures in Senior High School English Teaching

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Abstract: In accordance with the stipulations outlined within the General Senior High School English Curriculum Standards, which advocate for the integration of information technology into educational methodologies, this study undertakes an investigation into the practical applications of micro-lectures within the context of senior high school English education. This paper elucidates the inherent benefits of micro-lectures, delineates the guiding principles for their effective employment, and elaborates on their specific implementations across various instructional settings, including review sessions, reading comprehension classes, spoken English practice. The incorporation of micro-lectures into high school English curricula has the potential to significantly augment students' zeal for language acquisition while concurrently facilitating pedagogical advancements. The author's intention is to offer a valuable resource for senior high school English instructors seeking to innovate their teaching practices through the judicious application of modern educational technologies.

Keywords: Micro-lectures; Senior High School English Teaching

Introduction

Drawing from the stipulations outlined in the "General Senior High School English Curriculum Standards (2017 Edition Revised 2020)", "it is evident that the curriculum underscores the significance of transforming teaching paradigms and learning methodologies under the influence of contemporary information technology. It encourages the extensive application of information technology to foster a profound amalgamation with course instruction, advocating for the scientific organization and execution of blended online and offline teaching approaches. This is grounded in the characteristics of English learning within an information-saturated milieu, aiming to diversify course resources and broaden learning avenues".^[1]

"The concept of "micro-lectures" encompasses an assortment of teaching resources, with teaching videos serving as the central medium. These resources encapsulate a teacher's instructional activities centered on specific knowledge points or teaching segments within the classroom setting. Their development adheres to the requisites of novel curriculum standards and teaching practices".^[2]

It can thus be inferred that micro-lectures function as auxiliary tools, leveraging online resources to augment teaching efforts. Presently, educators extensively integrate micro-lectures into their pedagogical strategies. For senior high school educators, there is a call to prudently employ multimedia teaching methodologies, merging modern media into English instruction. This is envisaged to amplify classroom efficacy, invigorate students' ardor for learning, and align with their evolving learning demands.

1. The Advantages of Micro-lectures

1.1 Conciseness

"Micro-lectures are distinguished by their compact nature, a feature that confers multiple advantages. A principal merit lies in their ability to deliver content swiftly and effectively, catering precisely to students' learning necessities and enabling them to promptly immerse themselves in the subject matter".^[3] Due to their condensed format, micro-lectures are also notably easier for instructors to develop. "Despite the absence of a universally accepted definition within academic circles, the essential character of micro-lectures is widely recognized: they are predominantly video-oriented, restricted to a maximum duration of 15 minutes, and purposefully designed to offer intensive and precise elucidations of discrete knowledge areas".^[4]

This compactness imbues micro-lectures with a remarkable degree of efficiency. For educators, this format introduces an innovative method for lesson delivery, one that is time-effective and supportive of sustained student focus. Students, on the other hand, find micro-lectures captivating, fostering a constructive interplay between instructor and learner within the classroom setting. The eclectic array of content amenable to micro-lectures empowers teachers to exhibit a variety of video-based materials and pedagogical aids, substantially broadening

students' understanding and serving as a potent supplement to traditional teaching methods. It is incumbent upon educators to meticulously curate educational resources for inclusion in micro-lectures.

Positioned as a streamlined educational instrument, micro-lectures bear significant worth for both instructors and pupils.

1.2 Targeted Instruction

In comparison to traditional classroom instructional techniques, a salient characteristic of micro-lectures is their capacity for "targeted" or "focused" learning. Micro-lectures are meticulously crafted to revolve around singular knowledge points, ensuring a concentrated content delivery. Educators can devise micro-lecture modules that are finely tuned to distinct knowledge points, thereby guiding students to concentrate their learning efforts on those specific concepts with precision. The pedagogical aims within micro-lectures are unequivocally delineated.

Illustratively, a micro-lecture might zero in on the vocabulary associated with a given unit or the auditory components of a chapter. This pinpointed methodology guarantees that pivotal knowledge elements are accentuated throughout the learning journey, facilitating students' acquisition of expertise. Consequently, the efficacy of learning is augmented, culminating in heightened learning efficiency.

2. The Principles of Micro-lectures

2.1 Emphasis on Student-Centricity

In leveraging micro-lectures as an adjunct to traditional teaching methodologies, instructors must remain steadfastly committed to a pedagogy centered around the learner. Irrespective of the supplemental educational strategies employed, primacy must always be accorded to the students' requisites. The instructional delivery should be congruent with the learners' educational needs and finely tuned to their academic proficiency. It is crucial to eschew the adoption of fashionable teaching techniques solely for the pursuit of innovation, as such practices diverge from established educational tenets. When curating micro-lecture resources, educators should judiciously select materials that harmonize with students' cognitive development stages. These resources may be procured from online repositories or self-generated, encompassing short video clips and audio-visual productions crafted by the teacher.

Furthermore, upon integrating micro-lectures into the curriculum, instructors can augment the learning experience with supplementary extracurricular content. This strategy not only serves to augment students' knowledge beyond the confines of prescribed textbooks but also serves to expand their intellectual horizons. Students are exposed to information that transcends the scope of their formal coursework, thereby catalyzing their intrinsic motivation to pursue English language learning with vigor and autonomy. This approach is instrumental in nurturing students' foundational competencies within the subject domain. Enabling students to assume agency over their learning trajectory, facilitating dynamic interactions with educators, and perpetually honing their learning acumen is paramount.

In this manner, the utilization of micro-lectures as a didactic tool can significantly enhance the educational experience by prioritizing the students' learning requirements, enriching their knowledge base, and promoting the development of critical subject-specific competencies.

2.2 Knowledge as the Prerequisite

Incorporating micro-lectures within the pedagogical framework, educators must uphold the principle that the dissemination of knowledge to students forms the bedrock. Typically conveyed through visual and video mediums, micro-lectures serve to vividly illuminate the pivotal and intricate concepts delineated in textbooks, rendering them accessible within the classroom environment.

For example, when endeavoring to teach students English vocabulary, instructors can fabricate micro-lectures that incorporate standardized audio pronunciations of lexical items. This method empowers students to internalize the accurate pronunciation, establishing a robust foundation for their oral communicative abilities. Additionally, within these audio recordings, role-play scenarios can be integrated, featuring the recently acquired vocabulary.

By adopting such an approach, educators can significantly enhance the educational experience by grounding the use of micro-lectures in the fundamental prerequisite of knowledge transmission, thereby enriching students' understanding and enabling them to apply linguistic concepts in real-world contexts.

2.3 Engagement Through Enjoyment

The fabrication of micro-lectures ought not to be confined exclusively to the propagation of knowledge; such a narrow focus risks rendering the educational experience tedious, neglecting to galvanize students' interest. Consequently, when electing or devising micro-lecture resources, educators are advised to harness enjoyment as a vehicle to enthrall students. Amidst the burgeoning landscape of the internet, an abundance of resources is at one's disposal, necessitating the discerning curation of content that is simultaneously captivating and enlightening, thereby augmenting students' apprehension and retention of knowledge.

Within an enjoyable learning milieu, the level of student engagement is liable to escalate. Throughout the learning endeavor, students are endowed with the opportunity to interact with their counterparts, collectively deliberating upon and elucidating perplexing notions. This peer-

mediated interaction cultivates a spirit of camaraderie and collaboration, imparting a positive ambiance to the classroom setting.

By embracing an approach that intertwines education with amusement, educators can cultivate a more vibrant and interactive learning atmosphere, where students are not merely passive recipients of knowledge but active participants in their own educational journey. Micro-lectures, when employed strategically, can serve as a potent tool in achieving this goal.

3. Strategic Deployment of Micro-lectures

3.1 Leveraging Micro-lectures for Review Sessions in Senior High School English Education

The strategic utilization of micro-lectures extends beyond the introduction of new content to encompass review sessions, which are pivotal in consolidating students' acquired knowledge—a critical component of the educational process. Historically, teachers have reinforced students' comprehension through the completion of exercises contained within textbooks or accompanying workbooks. However, the ubiquitous integration of information technology into educational settings now permits teachers to augment their review sessions with micro-lectures in senior high school English classes. By crafting PowerPoint presentations (PPT) that hone in on discrete knowledge points, educators can tailor their instruction to accommodate the diverse proficiency levels of their students. For instance, the creation of dual versions of PPT—one geared toward students with rudimentary proficiency and another aimed at those with advanced proficiency—ensures that the review process is inclusive and enables all students to reinforce their knowledge on the basis of their existing competencies.

In the context of grammar review sessions, for students with nascent proficiency, teachers can delineate the structural components of grammar points within the PPT, assisting students in apprehending the foundational applications of grammar rules and furnishing them with elementary exercises for practice. Conversely, for students with elevated proficiency, the PPT can encompass more intricate grammar points, challenging them to refine their grammatical acumen. By employing micro-lectures to assemble a compendium of review questions, teachers can orchestrate targeted revision for students across the spectrum of ability, thereby optimizing the review process for the entire classroom cohort.

3.2 Implementing Micro-lectures Within Senior High School English Reading Sessions

Within the context of reading classes, educators can harness micro-lectures as a tool to augment students' comprehension and contextualize textual content. This technique can substantially enhance students' grasp of reading materials by visually illustrating pertinent concepts through videos, thereby stimulating students' sensory perceptions and enriching their overall learning experience.

Considerably, within Unit 2 of the obligatory second volume of the People's Education Press senior high school English textbook, entitled "Wildlife Protection," there exists a segment dubbed "Reading and Thinking," which encompasses an article titled "A Day in the Clouds." This narrative delves into the perilous state of Tibetan antelopes, recounting their recuperation from the brink of extinction, and advocates for the preservation of our natural habitats. Antecedent to the reading session, the teacher can construct a micro-lecture video centered on Tibetan antelope conservation. Via this video presentation, students can garner a deeper appreciation of the creatures' living conditions and be reminded of the imperative need for environmental guardianship. Subsequent to viewing the video, the teacher can orchestrate a discourse where students articulate their reflections and sentiments, and prompt them to deliberate on the merits of wildlife preservation. This pedagogical approach not only facilitates a more profound understanding of the article but also bolsters students' knowledge concerning Tibetan antelopes, intensifying their fascination with wildlife protection, which can cultivate a sustained dedication to ecological responsibility throughout their lives.

3.3 Utilizing Micro-lectures for Enhancing Oral Proficiency in Senior High School English Education

Given that English is intrinsically a communicative medium, students engaged in its study must cultivate the capability for efficacious articulation beyond mere rote learning, thus circumventing the pitfalls of "silent" English. An inability to express oneself fluently in English might imperil prospective vocational avenues for students. A holistic English curriculum, encompassing listening, speaking, reading, and writing, with an emphasis on oral dexterity during the formative high school years, is paramount. Competence in spoken English not only fortifies students' self-assurance but also arms them with the requisite skills for proficient interpersonal discourse across sundry future engagements.

Integrating micro-lectures for the purpose of oral English enhancement can markedly refine pronunciation and intonational accuracy. Educators can deploy audio segments within class sessions, enabling students to attentively listen and emulate correct enunciation, thereby assimilating genuine English phonetics.

When conceptualizing micro-lecture content for speaking instruction, teachers should endeavor to contextualize the lessons within the ambit of quotidian existence. Self-authored audio recordings that mirror daily routines can imbue the learning process with greater resonance and appeal for students. Homework assignments that involve the recording of audio clips during leisure periods can galvanize students to habituate speaking practice. Sharing these recordings in a communal classroom setting fosters a sense of collective learning and encourages peer-to-peer educational exchange.

Moreover, the creation of micro-lecture animated videos grounded in familiar thematic material can constitute an engaging and participatory avenue for speaking skill refinement. These videos, displaying solely English subtitles, prompt students to furnish voice over narrations, which not only augments their speaking proficiencies but also elevates their comprehension and pragmatic application of English within realistic scenarios.

4. Conclusion

"Micro-lectures are characterized by their versatile design, sharp focus on pivotal aspects, and compelling engagement, which collectively serve to expedite students' acquisition of substantive knowledge, bolster core disciplinary proficiencies, and foster the development of cognitive faculties".^[5]

References

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