

Research on the Teaching Mode Based on Micro Video—A Case Study on the Practical Course of Undergraduate Oral English

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Abstract: This paper takes the oral English teaching training course as an example to carry out the practical research of the teaching mode combined with micro video, in order to improve students' understanding and mastery of oral English application, using the methods of literature research, questionnaire survey and classroom observation. On this basis, this paper puts forward the strategies and suggestions of applying the new teaching mode to the teaching skills of Undergraduate oral English course.

Keywords: Micro video, Undergraduate students, Teaching, Oral English, Mode, Case Study

1. Introduction

This study is mainly related to the teaching mode based on micro video mode of Undergraduate English oral Course under the environment of information technology and the network in China, Chinese University English classroom teaching needs to be optimized because the mode and effect of University English Teaching in China have not been able to mobilize students' learning enthusiasm, and the teaching effect is not as good as expected. The research background is mainly from two aspects: foreign language teaching informatization and the teaching mode based on micro video.

1.1 Review of literature:

In the research of blended teaching mode based on micro-video, it is necessary to use micro video to provide learners with reference objects of imitation learning for pre class learning, create a real situation for problem discussion for classroom activities, and provide rich review resources for consolidation after-class. Zhang Wei,&Deng Wenxin (2016) said that the feature of micro video lies in its "micro". Through short and concise animation clips, sophisticated video content can be made at a clear sight for learners. Compared with previous lengthy videos, it is more targeted and timelier, and keeps pace with the times^[1].

Combined with the theme of this study, firstly, we searched "micro video" on CNKI(China National Knowledge Infrastructure) and obtained 17,087 relevant results. According to the publication time of literatures, there are few research data related to micro-video in China from 2008 to 2012, with an average of 3 literatures per year, 34 in 2013, 127 in 2014, 338 in 2015, 445 in 2016 and 376 from 2017 to January 2018, but there are 17087 today. According to the literature survey data, the research on micro-video started in 2008 in China, and the number of published literatures has been on a rapid rise since 2012. It can be seen that the number of Chinese scholars on micro-video research is increasing year by year.

1.2 Theoretical Basis

In the construction of any mode, there must be a corresponding theoretical foundation to form a mode. In this study, the construction of the blended teaching mode based on micro-video also has its theoretical basis as a foundation, as shown in Figure 1, in which learning theory includes autonomous learning theory and cooperative learning theory.

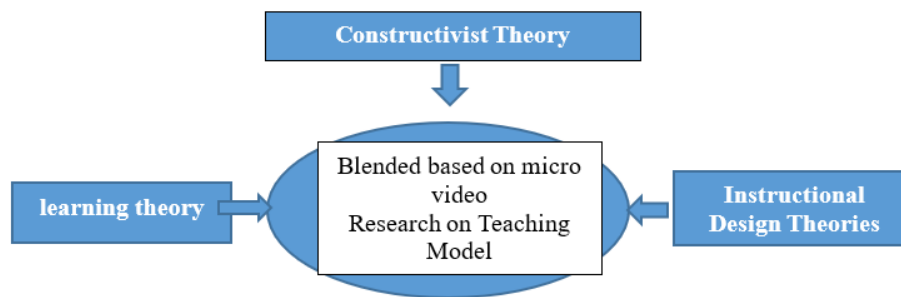


Figure 1: Theoretical basis instructional design research

Constructivism (He Kekang & Li Wenguang, 2002) believes that learning is to actively construct internal knowledge structure through the process of information processing activities of relevant learning materials under specific situations and the cooperation of others, so as to carry out meaningful learning. Constructivism learning theory was first proposed by Swiss philosopher and psychologist Jean Piaget (He Kekang & Li Wenguang, 2002) [2]. He believes that children gradually construct cognitive structure in the process of contact with the outside world. This cognition is not invariable^[2]. In the future learning and life, they constantly change and improve the cognitive structure through knowledge and experience. Constructivism emphasizes the initiative of learning, the situational nature of learning and students' meaningful learning, and pays attention to how to construct a new cognitive structure from the original cognitive structure and experience.

In this practical research, teachers provide the experimental group with a certain independent choice platform, such as freely choosing the time to watch the video (within the specified time range), involving the mutual evaluation between learners in the evaluation process, and the way of self-selection of practice.

Cooperation includes many levels of connotation. It requires mutual interaction, mutual trust, reasonable task allocation and so on. Some scholars (Li Yanrong & Zhong Shiqiang, 2013) believe that cooperative learning refers to the use of group activities in teaching to enable students to participate together in order to maximize the learning of students themselves and others. Others believe that cooperative learning is a teaching strategy system, which aims to promote students' mutual assistance and cooperation in heterogeneous groups, achieve common learning goals, and take the overall achievement of the group as the basis for reward. Cooperative learning can not only obtain the best learning results, but also exercise learners' ability to communicate and cooperate with others^[3].

Teachers are the key persons to the development of micro video-based language instruction.

It is important to help teachers integrate information technology into their instruction successfully (Pettenai, 2001) [4]. As most teachers are becoming aware of the need to use information technology in language teaching in information age, the incorporation of technology into instruction is rapidly becoming a concern for educators (Koehler, 2004)^[5]. While micro video -based learning activities can promote constructivist, student-centered, and cooperative learning, teachers' use of information technology does not guarantee that they are not conducting language teaching in the traditional ways (Nunan,1999)^[6].

1.3 Objectives of the study& Research Questions:

This study aims to make a detailed study on the effectiveness on students' oral English proficiency by micro video. It is guided by the following research questions.

Research Questions:

RQ1: What are the processes of teacher-students interaction by micro video in the oral English classroom?

RQ2: What kind of strategies does the teachers employ in micro video during the process?

2. Methodology

The specific field methods used in the study in order to generate the data to answer the research questions included a classroom observation, interview, questionnaire, pre-test and post-test. Observations

were general, and specific attention was paid to both the teacher and students. The following table indicates the data sources of each research questions. See table 1.

Table 1: Data Sources

Research Methods	RQ 1	RQ 2
Classroom Observation and Recording	√	
Interview	√	
Pre-test and Post-test results		√
Compare two groups Score	√	√
Questionnaire	√	

To answer research questions, the mean scores of the experimental and the control group in pre and post tests and the questionnaire were compared using SPSS.

2.1 Interview Data

There are two types of interviews in the present study. One is the students' interviews which are conducted before the experiment in order to know more about their English learning experiences. This interview aims to find out the students' background information about English learning experience. It was conducted with the students one by one in a natural and formal way. The other type of interview is teachers' interviews which are based on the results of the classroom observation and questionnaire. The aim of the teachers' interviews is to find out teacher perceptions of teaching and learning in oral English classes in the Chinese context. Both the student interview and the teacher interview are carefully audio-taped and transcribed immediately afterwards in relation to the questions designed for the interview. Both of the interviews are conducted in English. However, Chinese is also permitted if the participant feels uncomfortable to express their thoughts in English. A digital recorder is used to record all the answers from the participants. Later, the data was transcribed into texts for future analysis. In order to avoid any subjectivity, besides the researcher, one teacher of ELT, who was familiar with corpus transcription, is invited to proofread the translation. Student's answers and teacher's opinions were generalized in the form of answers to the interview questions.

2.2 Questionnaire Data

As previously mentioned, the questionnaire is given to the students in the experimental group and the control group in order to get their evaluation of the approach and oral English learning.

The questionnaire was given to students during the class time as a normal classroom activity. Students were asked to finish the questionnaire after the purpose of this questionnaire was explained to the students. Serious and honest answers were welcomed from the students' response and the researcher observes the answering process in order to ensure the quality of questionnaire completion. The questionnaire was finished in class and the data collection rate was 100%. Then the questionnaire results were inserted into Excel forms for the convenience of comparative study. The questionnaire was separated for the experimental group and the control group in order to analyze the differences between the two groups and percentage was counted to show the differences through numbers in the next Chapter.

2.3 Pre-test and Post-test Data

The study follows the quantitative method in light of pre-test and post-test on the two comparative groups. The students of the experimental group and the control group have been orally tested at the beginning of the semester and retested at the end of the semester in order to see whether the students' overall oral English proficiency has improved or not under the different teaching methods and whether their improvement is statistically meaningful over time.

3. Findings

Results of questionnaire survey on the effect of oral ability training:

After the training, 39 subjects in the experimental group participated in the questionnaire survey on the effect of the "blended teaching mode based on micro video" on the training course of oral English ability. The questionnaire included the evaluation of micro video. The results are as follows (See Figure 2):

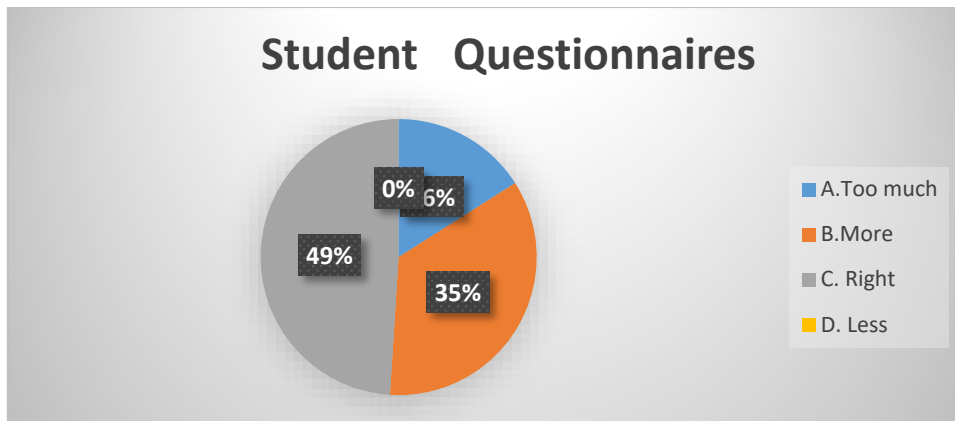


Figure 2: The amount of micro-videos to be watched before class

From the quantity analysis of the amount of micro video watching tasks arranged online, it can be seen about 46% of the participants thought the content of micro-video was suitable for oral English training courses, 13% thought it was very suitable, 38% thought it was average, and only 3% thought it was not appropriate. This indicates that the micro-video content selected by the teacher can be accepted by most learners, and can effectively acquire and internalize the key points of oral English ability from the video. (See Figure 3).

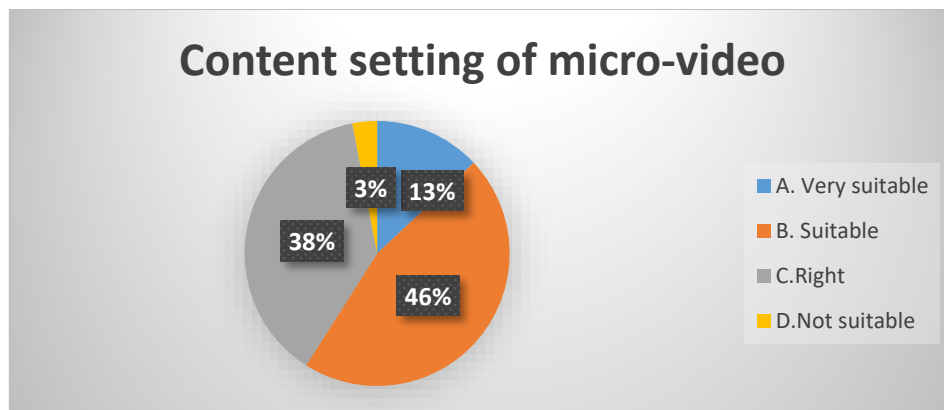


Figure 3: Content setting of micro-video

4. Conclusions

Through this study, we get the following two conclusions:

The micro video, design of classroom activities and evaluation methods in this mode mainly reflect the following advantages:

Authenticity. The micro video uploaded by teachers on the blackboard platform is the actual classroom record of teachers explaining various oral English skills. At the same time, for various practical applications, it is presented with the actual record clip of excellent teachers' actual classroom teaching as an example.

Diversity. The selected micro videos involve different disciplines and different learning stages, providing learners with a wider range of choices.

Designability. Combined with micro-video, teachers also designed different classroom discussion activities.

Practicality. In the practical research of the blended teaching mode based on micro video Class, micro teaching practice tasks are designed in two links: after each theoretical study of oral ability, the learners prepare the design of oral teaching practice activities after class, and display the learning results in the micro classroom.

Immediacy. The learning effect of each teaching ability needs to be fed back to the teacher

immediately, and the teacher can adjust the teaching method in time according to the feedback.

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