

Study on the Application of TED-Ed Micro-course in College English Teaching

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Abstract: From the object of Micro-lesson teaching and the characteristics of video, the current platform and products of Micro-lesson are not diverse enough, and because the platform function is more complete, teaching objects are very broad and so on, TED-Ed video has attracted the attention of the field of education. TED-Ed is one of the most influential platforms of online micro-lesson teaching in foreign countries, compared with most of the domestic platforms and resources of Micro-lesson, the platform structure is more complete, and the resources are video with the complete structure which matches words knowledge with original animation. Based on these characteristics, this paper thinks that TED-Ed Micro-lesson video is very suitable for application in college English. Based on this, this paper first briefly analyzes the concept and basic characteristics of Micro-lesson teaching and Micro-lesson of TED-Ed, then analyzes the basic flow of using this resource to carry out Micro-lesson of college English, and studies how to effectively apply the excellent resource of TED-Ed, and to give full play to the advantages of Micro-lesson teaching.

Keywords: Micro-lesson Teaching; TED-Ed; College English

College English is an important basic course that contemporary college students should master, but because of the weak foundation of students and the rigid teaching mode, the English level of contemporary college students is universally general, so it is necessary to realize the learning process from learning to thinking, from thinking to output and consolidation through the process of preview, discussion, review and so on with the form of Micro-lesson. It can be seen that Micro-lesson can bring innovation and practical effect to college English teaching, improve students' flexibility and initiative in learning, but at the same time, it also requires higher resources of Micro-lesson. English teaching is different from other subjects, so students should be more immersed in learning, and create international English scenes through high quality resources, so as to improve the ability of students' English application and understand the culture of English comprehensively and truly. At present, the quality of English Micro-lesson resources in China is not high, and most of courses are charge, which is not conducive to English teaching, and college students can not obtain the required resources effectively and efficiently. As a result, this paper thinks that more high-quality resources should be applied in English Micro-lesson teaching, such as the platform of TED-Ed and so on, the mode and method of English Micro-lesson teaching should be optimized according to its structural characteristics, so as to improve the teaching quality of college English quickly and effectively.

1. Basic concept of Micro-lesson teaching and TED-Ed Micro-lesson

1.1 Basic concept of Micro-lesson teaching

Micro-lesson teaching means that students will learn by the video about 8 minutes, and the video is regarded as a teaching carrier, Micro-lesson resources are mainly in the form of video to record the teacher's explanation of a certain knowledge point. Micro-lesson resources are divided into four parts: knowledge points, knowledge introduction, content explanation and after-class

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task, every part should be indispensable. The Micro-lesson is not the compression of the classroom content, not the teaching plan, but a complete teaching activity which contains the teaching objectives, contents and realization strategies and evaluation, however, many videos of Micro-lesson in China have neglected the strategies, evaluation and after-class tasks.

1.2 Basic concept of TED-Ed Micro-lesson

TED is the abbreviation of a non-profit organization in the United States. TED speech and TED-Ed are all important business branches of the organization. TED-Ed is the unique knowledge resource formed by using lively original animation as video carrier and matching audio. You can search, browse and learn what you need through TED or TED-Ed websites. The content of TED-ED is diverse, in addition to the explanation of professional knowledge, there are many brain-inspired science knowledge, the video is made by animation, video producers and related fields of authoritative experts together, so it has the characteristics with screen interesting, content interest, content scientific and other.

TED-ED micro video is composed of four parts: content of micro video, problem thinking, deep mining and discussion. Content of Micro video is the core of TED-ED Micro-lesson. The time of popular science video is about 5 minutes, and the time of professional knowledge video is about 12 minutes. The part of the exercises is directly related to the content of the explanation, most of them are creative questions, in order to get their own answers, which require students to combine relevant field knowledge and think deeply. The deep stage of excavation is a limited extension of knowledge, which helps students to expand relevant knowledge in independent inquiry. The stage of discussion is that carry out a deeper discussion of a certain detail part or difficult knowledge.

2. Basic process of applying TED-Ed in college English

2.1 Selection and design phase of TED—ED micro-video

There are more and more original micro-videos on the platform of TED-ED, it has more than 100000, and can be more comprehensive browsing and download through YouTube of TED' website and other platforms, but based on the network control of our country, even if the law does not specify the behavior of "turning over the wall ", it is impossible to browse TED-ED video directly through the external network, but the video can be downloaded through the website of TED, and there are many TED-ED videos directly related to knowledge such as English grammar. B site, translation library and other platforms in China have TED-ED videos of translated English-Chinese bilingual, but not comprehensive, mostly are popular science knowledge or anecdotes, and this kind of video lacks a complete learning process of TED-ED, a major advantage of the translation library is that it has the function of shutting down English/Chinese letters at will. To collect resources from the above three platforms, each has its advantages and disadvantages. If the students have a good foundation, they should download the original video through the website of TED to carry out immersive English teaching; if the students have a weak foundation, or to cultivate students' innovative thinking in English and understanding foreign life should be as the main teaching purpose, they can design micro-lesson teaching through the TED-ED resources of the translation library platform, combined with teaching design.

Because the resources are limited, if teachers have a strong ability to operate information software, they can contact the content of course, make TED-ED video related to teaching content through 3DMAX、PR and other software, and pay attention to the structure and duration of the video when making it. If TED-ED resources are collected through domestic websites, they should improve the exercises, mining and discussion links by recording supplementary video, and avoid the lack of discussion links and other structural problems or too long time.

2.2 The exercise design stage of TED-ED

The exercises in TED-ED video are designed by the producer in advance, mainly to examine the basic content of the micro video, so it can be used directly in English teaching. If it is not in accordance with the teaching purpose and progress, teachers can tailor the relevant exercises and supplement the relevant knowledge. Due to the student's patience and other factors, there are usually about 5 exercises, including objective multiple choice questions and subjective questions and answers, the exercises are directly related to the content of the explanation, the expansion is weak, so students can answer quickly. After the answer, the system will give a feedback, and correct the wrong answer, prompt this question at which stage in the video, help learners to accurately look back to the video, consolidate knowledge errors.

2.3 The stage of deep knowledge point mining in TED—ED

At this stage, a deeper knowledge module is provided by TED-ED, and students can learn selectively according to their own interests. This part should be supplemented and modified by teachers according to the teaching objectives, text description, sharing external links and other ways to help students collect relevant information more accurately and expand their independent knowledge

more effectively.

2.4 The discussion stage of TED-ED

For the convenience of students to discuss and communicate between students and teachers, students and students after class, because discussion module of TED-ED can not be used directly, teachers can realize offline flexible discussion through WeChat group, DingDing and other platforms. Teachers should give a broad scope of discussion according to the knowledge system in this link, and encourage students to conduct English phonetic dialogue through the network platform, so as to enhance students' oral English ability.

3. Study on the strategies for effective application of TED-Ed Micro-lesson in college English

3.1 Do a good job of collecting English Micro-lesson resources

The quality, quantity and diversity of resources are very high in Micro-lesson teaching. Because the original resources of TED-ED can not be used effectively, English teachers should conceptualize the TED-ED, that is, the complete micro-video of the learning process presented by interesting animation. Teachers can perfect the structure of traditional micro-lesson resources through reprocessing, giving them the characteristics of interesting and complete process for TED-ED video. Students can not only remember the basic knowledge, but also cultivate their own thinking ability and exploration enthusiasm through various stages of learning.

3.2 Optimization of other teaching processes

Teaching is a whole, in order to give full play to teaching advantages of TED-Ed, we should not only solve the problem of resources, but also optimize other teaching processes, for example, in the teaching of basic knowledge and application of English, teachers should take students as the main body, choose or supplement interesting and well-structured teaching materials as far as possible, and increase productive teaching links, so that students can think more and produce results, the purpose of this process is to cultivate students' thinking ability and enthusiasm, and to enhance students' confidence in English learning and communication through the whole process. In addition, teachers still need to pay attention to teaching feedback, if students do not complete the task of discussion and other stages, or there are problems, they should give timely respect, care and communication, and give guidance in psychological, behavioral and other aspects, help them to improve their ability of learning, solve problems of life, and improve their personality.

4. Conclusion

Above all, the TED-ED video has the complete teaching structure of Micro-lesson, has the advantages that traditional micro-lesson video does not have, can play an excellent effect in English teaching. However, due to practical problems such as resources and students' learning situation, we should try to use TED-ED video to carry out Micro-lesson teaching, adjust the frequency and content of this form of teaching in time through feedback, so that it can play its due effect. With the accumulation of practical experience and TED-ED resources, colleges and universities should design a perfect and complete teaching system of Micro-lesson in combination with college English teaching materials, so as to improve college students' English ability of application, thinking ability and exploring spirit.

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