

# Practice and Exploration of Micro Class in Middle School English Teaching

Yali Yin

Lanzhou Oriental School, Lanzhou730070, Gansu, China

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**Abstract:** With the continuous development advantage in the teaching process of junior middle school. Micro class is a new teaching method of science and technology in China, information technology has played a great role in the field of education. It has the advantages beyond the traditional education model. It can effectively improve middle school students' English learning ability and improve students' English level. This paper mainly analyzes the problems of micro class teaching in middle school English teaching, and analyzes the application of micro class teaching in English teaching, hoping to provide an effective reference for the improvement of middle school English teaching level.

**Keywords:** Micro class; Junior high school English Language Teaching

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## 1. The significance of micro-lectures in English teaching

### 1.1 Micro-lectures can increase students' interest in participating in the classroom

There are great differences in the learning ability and learning interest of different students in the middle school learning stage. The traditional English teaching mode is relatively rigid and rigid, and the same standard of teaching is carried out for all students, which greatly reduces the learning effect of students. The use of micro-class video teaching can guide students to complete the preview of knowledge before class, and can complete homework independently in class. Problems and doubts that are difficult to solve in the homework can be solved through group communication, and problems that are difficult to solve in the group can be solved through whole-class discussion. In this teaching method, students can fully join the classroom and maximize the teaching efficiency<sup>[1]</sup>.

### 1.2 Micro-lecture is conducive to the realization of layered teaching

Micro-lecture teaching video can give full play to its own advantages of mobility, so that students can arrange their own learning plans and learning time well, so that teachers can better achieve layered teaching. Students can make up for their own deficiencies through micro-lecture videos outside of class, so that all students can keep up with the rhythm of teaching. Students can grasp the progress and rhythm of learning and watching videos by themselves, and can pause to take notes or do their own thinking at any time. Improve the effectiveness of English teaching<sup>[2]</sup>. The content of micro-lecture video teaching can be permanently saved, and students can learn repeatedly at any stage to meet the learning needs of students at different levels and achieve layered teaching.

## 2. Deficiencies in the application of micro-lecture teaching in junior high school English teaching

### 2.1 Inconsistency between regular class time and micro-class teaching

The time of micro-lecture teaching is relatively short, generally within ten minutes, while the normal teaching time in my country is generally 40-45 minutes. It is a complex and difficult thing to grasp the time and attract the attention of students. If the relationship between the two is not handled well, it will have corresponding adverse effects.

### 2.2 There is a state of incongruity between micro-lecture teaching assistance and teaching goals

Some English teachers have misunderstandings about the relevant role of micro-lecture teaching, lack of correct cognition of the complementarity of micro-lecture teaching and the completeness of teaching objectives, and have paid more attention to micro-lecture teaching, as the main teaching course. In the actual application process, keeping the micro-lecture materials consistent with the

teaching objectives is a more complicated task and will waste a lot of time.

### **2.3 Lack of professional teachers in micro-lecture teaching**

To give full play to the role of micro-lecture teaching in middle school English teaching, teachers need to continuously improve their teaching ability and better combine video technology with English teaching rules. Micro-lecture teaching involves a multi-disciplinary and multi-field comprehensive teaching model.

## **3. The application of micro-lectures in junior high school English teaching**

### **3.1 Review old lessons**

Review is an important part of the teaching process, which can help students consolidate their foundation and improve their learning ability and problem-solving ability. At the same time, review can also make up for the defects of teachers in the teaching process and improve their teaching quality .

### **3.2 Introduction of new classes**

Classroom introduction is an indispensable part of Chinese middle school English classrooms, and the effect of classroom introduction will have a direct impact on the overall quality of the classroom. At the beginning of the classroom, whether teachers can arouse students' attention, guide students to turn their attention to the classroom, and mobilize students' enthusiasm for learning are closely related to the design form of classroom introduction .

### **3.3 Teaching new courses**

Micro-lecture teaching is mainly divided into three levels in the teaching of new courses: First, the analysis of key and difficult points. In the course of classroom teaching, there are big differences in the degree of difficulty and comprehensibility of the teaching content. There are many difficulties in each class, and teachers need to spend a lot of time and energy to explain. However, the classroom teaching time is relatively limited, and some students cannot master important and difficult knowledge in the short classroom teaching. If teachers make these difficult and difficult knowledge into micro-lecture videos and guide students to conduct independent learning after class, it can help students better grasp the difficult and difficult knowledge. Second, knowledge induction. English teachers can deeply grasp and excavate the teaching materials, research and organize the English learning process and knowledge structure, create an effective English learning environment, and guide students to summarize and grasp the common laws of language in an ideal learning environment. Finally, content expansion. Under the constraints of time and space, the knowledge that students learn in English classrooms is relatively limited. Faced with this situation, middle school English teachers need to add some extended content when making micro-lectures for students to learn after class.

## **Conclusion**

With the continuous deepening of education reform, schools have continuously improved their own teaching programs in order to keep up with the development trend of education system reform. Micro-lecture video teaching has advantages that traditional teaching methods do not have, and has been widely recognized in middle school English classrooms. English teachers analyze the basic situation of students in teaching activities, fully respect students' autonomy, use this as the basis for making micro-lecture videos, improve the fit between micro-lecture videos and classroom teaching, and help students learn more Learn English well. Teachers' application of micro-teaching in middle school English teaching can optimize the teaching mode, enhance middle school students' interest and enthusiasm in learning English, and continuously improve students' English learning level.

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