

Research on the Design of Micro-class Teaching Mode for Embedded Oral English Teaching in Senior High School

Zhou Zhou

Caofeidian NO 1 Middle School, Tangshan, Hebei, China

Abstract: *This paper explores how to use the embedded method to carry out low-level oral makeup teaching in the listening and speaking class for 5-8 minutes. The design of the micro-class teaching mode of embedded oral makeup teaching, which is a class in class, is studied and discussed from the aspects of teaching principles, design principles, class structure, and class plan compilation.*

Keywords: embedded; Making up the difference teaching; Teaching mode; Design study.

1. INTRODUCTION

With the promotion of English teaching in senior high school classroom, the proportion of spoken language in teaching language is increasing. The new curriculum standard of senior high school English also attaches great importance to spoken language teaching, raising the requirements of oral language teaching to a new level. However, due to various reasons, not all the students who have entered high school have achieved the expected development of their oral proficiency. In order not to affect students' learning pursuit of improving oral English level, but also to allow students with low oral English ability to get appropriate development, and try to participate in the topic discussion of oral English teaching in senior high school. We propose to embed a 5-8-minute oral makeup class in the oral teaching class of senior high school, to provide students with basic training of oral expression, so that students can slowly meet the requirements of oral teaching in senior high school in terms of knowledge and skills. This is the micro-class teaching mode of embedded oral English teaching in senior high school.

2. PRINCIPLE OF MICRO-CLASS TEACHING MODE OF EMBEDDED ORAL ENGLISH TEACHING IN SENIOR HIGH SCHOOL

Principle refers to the objective laws that must be followed by the development of things. The teaching principle refers to the classroom generation rules that the teaching staff must follow when arranging teaching activities. Students, teaching content, teaching environment and teachers are the four basic elements of classroom generation. Therefore, it includes four meanings: 1. The natural law of students' learning ability generation; 2. The internal logic of the knowledge system of the discipline taught; 3. The restriction of teaching environment on material conditions; 4. Teachers' personal accomplishment and personal opinions on relevant knowledge.

As mentioned above, our explanation of the principle of the micro-class teaching mode of embedded oral English teaching in senior high school is that senior high school English teachers, according to the actual level of students' oral ability and the teaching and training knowledge system of oral English skills, design a basic teaching form of 6-8 minutes of oral English teaching activities. This teaching form not only meets the learning needs of students with poor oral ability, but also ensures the normal development of oral teaching in senior high school for students with good oral ability.

3. DESIGN PRINCIPLES OF MICRO-CLASS TEACHING MODE FOR EMBEDDED ORAL ENGLISH TEACHING IN SENIOR HIGH SCHOOL

The etymological interpretation of the principle is that people must abide by or prohibit violation of the hard rules when engaging in certain activities. There are also some principles that must be followed in the design of the micro-class teaching mode of embedded oral English teaching in senior high school, which are: The principle of low starting point: oral English is also graded. Students who participate in the micro-course of oral makeup teaching are inherently weak. Therefore, we are designing a micro-course for oral makeup teaching. Start with a simple oral learning task. Because a lower starting point is conducive to attracting students to participate in teaching activities and helping students master the spoken language content they have learned. The students' interest in learning has increased, which is very beneficial to the smooth progress of the micro-course of oral makeup teaching.

The principle of high frequency: the occurrence of spoken language is closely related to daily life, and the topic of spoken language is a bit of daily life. Therefore, the focus of people's attention and frequently occurring topics in daily life must be the teaching content that we focus on in the micro-class of oral makeup teaching, because oral language comes from life and serves life. This is why the principle of high frequency should be implemented in the design of micro-class for oral makeup teaching.

Communicative principle: The original intention of communication is communication, and the purpose is to establish or enhance friendship. The two sides of the dialogue choose topics of mutual concern to communicate and express their views and suggestions, so as to establish or enhance friendship based on common values or outlook on life. Communicative principle is the basic principle of designing the micro-class for oral language teaching, because our purpose of language learning is communication. In order to achieve cross-cultural communication and learning, this is the purpose of oral teaching.

Topic principle: oral English teaching must focus on a specific topic. In oral communication, language follows the thought and expresses freely, but it can not deviate from the central theme. If we deviate from the central theme, we will not reach the consensus formed by this theme, and communication activities will lose their practical significance. This is why the embedded oral makeup teaching must implement the principle of topicality.

The teaching principle of integrating listening and speaking: oral teaching has not only the characteristics of spoken language but also the teaching function. Speaking is to train the ability of speaking, while listening is to train students' ability of listening comprehension. Only when you understand can you make a correct response. On the other hand, only by speaking correctly can the listener understand. Therefore, when focusing on the teaching of students' oral ability, it is necessary to properly design listening activities, which is conducive to promoting the coordinated development of students' oral ability and listening comprehension ability.

The teaching principle of integrating speaking and writing: oral teaching is to train students' language output ability, while writing teaching is to train students' written output ability of target language. Speaking is relatively free in form of expression, while writing is much more standardized in form of expression. In the design of the micro-class for oral makeup teaching, some writing teaching activities should be properly designed as consolidation assignments after class, which can consolidate the teaching results of oral English and is very beneficial to the overall improvement of students' language ability.

4. HOW TO DESIGN THE EMBEDDED ORAL ENGLISH TEACHING MICRO-CLASS IN SENIOR HIGH SCHOOL

The 5-8 minute oral English teaching embedded in the can gradually cultivate students' oral English ability and make students transition from dumb English to dare to speak English, which is a leap process of ability improvement in the implementation process. Not only that, teachers also need to have strong teaching skills, but also need to have strong ability to organize teaching. Teachers should design interesting and vivid links in teaching design, and make teaching tasks interesting and entertaining. As shown in the initial questionnaire, 53.3% of students think that the way to improve oral English is to sing English songs, which means that most students want to learn in a relaxed and pleasant environment. In short, teachers should change teaching methods more in the process of implementation to firmly grasp students and attract students. Through the experiment, the teaching of making up for differences embedded in oral English in classroom teaching can indeed improve students' oral English level, which is worth promoting in senior high school English teaching.

5. CONCLUSION

The research shows that the teaching of making up for differences embedded in oral English in senior high school English teaching is in line with students' learning conditions and teaching laws. Teachers teach in the classroom every day

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