

The Design of Micro-class for Embedded Vocabulary Teaching in Senior High School

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Abstract: *The author of this paper explored to embed a 5-8-minute small lesson in a 45-minute big lesson, and used this small lesson to make up for the differences in vocabulary learning ability of students who did not meet the teaching requirements of senior high school. This article is mainly about the design of embedded vocabulary makeup teaching micro-class, involving the definition of the subject, the principle of design, the principle of design, the function introduction of subdivision class type, and the design of teaching process and cases.*

Keywords: embedded; Vocabulary teaching; Micro classroom; Design study.

1. INTRODUCTION

People often say that language is like a building and words are like bricks. It can be seen that vocabulary is important for English learning. After entering the senior high school stage, students who feel that vocabulary is not enough and can not be used are precisely caused by the lack of specialized learning and systematic training in this aspect in the last learning stage. If this problem is not solved in time, it will seriously affect the construction of students' language learning ability in other aspects. Therefore, in order to ensure that the normal learning progress of the majority of students will not be affected, we envisage that a small class of 5 to 8 minutes will be embedded in a relatively long learning period to repair and reconstruct the relevant abilities of students with poor vocabulary ability. This is the origin of the embedded micro-class of vocabulary teaching.

2. DEFINITION OF EMBEDDED MICRO-CLASS FOR VOCABULARY GAP TEACHING

In the senior high school stage, in order to meet the learning needs of students with weak vocabulary foundation, teachers squeeze out 5 to 8 minutes of time in each 45-minute class to carry out systematic teaching of vocabulary learning ability for these students. This relatively independent time teaching unit, which is responsible for this teaching function, is called the high school English embedded vocabulary teaching micro-class.

3. THE PRINCIPLE OF EMBEDDED MICRO-CLASS FOR VOCABULARY GAP TEACHING

Under the guidance of constructivism teaching theory, combined with the natural law of the generation of students' vocabulary ability, and using the design concept of micro-course, the students' vocabulary ability that needs to make up the difference, such as knowledge construction ability and skill construction ability, is cut into tiny ones "Points" and arranged in a scientific order to form an embedded teaching micro-course for making up differences. In the process of promoting the embedded teaching micro-course, select a small "point" of knowledge or skills each time, and design a 5-8 minute small lesson, After the design is completed, it is embedded into a 45-minute class for teaching.

4. DESIGN PRINCIPLES OF EMBEDDED MICRO-CLASS FOR VOCABULARY CORRECTION TEACHING

In order to make the design of the micro-class of vocabulary gap teaching more efficient and the promotion of the micro-class of gap teaching more smooth, teachers should follow the following principles when designing the teaching plan of the micro-class:

4.1 Principle of root word priority

The word root is the basis of the word structure. After the word root is processed by word-formation and added with different affixes, the word instantly expands several cognate words with different parts of speech and different meanings. This is of great help to the rapid expansion of vocabulary. Therefore, when designing the micro-class of vocabulary complement teaching, we should give priority to the root words with strong word-formation ability as much as possible, which will lay a good foundation for students to expand vocabulary independently after class according to word-formation method.

4.2 Principle of selecting high-frequency words

The curriculum goal of the micro-class of vocabulary makeup teaching is not only to help students with weak vocabulary to learn common basic vocabulary, but also to help students learn and accumulate vocabulary efficiently. Therefore, when we design the embedded vocabulary makeup teaching micro-class, we give priority to the high-frequency use of vocabulary under

high-frequency topics as teaching example words. Such words are used frequently in life, which is conducive to achieving the learning purpose of "learning for use" and easy to stimulate students' interest in learning.

3.3 The principle of combining "spelling" and "reading"

The method of combining spelling and reading can show students the corresponding relationship between the spelling form of words and language symbols, so that they can find the pronunciation rules of some letters or letter combinations. This is helpful for students to quickly remember the spelling form of words according to their pronunciation, reduce the difficulty of memorizing words, and improve the efficiency of memorizing words.

3.4 The principle of learning and practicing

The teaching method of both learning and practicing shortens the time interval between students' cognitive stage and learning and using stage, and the probability of forgetting that may occur in the process is greatly reduced. And because the newly learned vocabulary is immediately practiced and consolidated, the memory effect at the cognitive stage is further strengthened. At the same time, the method of both learning and practicing makes the vocabulary from a single ideographic and phonological symbol that does not have the communicative function, and after it is put into the sentence of the title example, it has the communicative characteristics of expressing its meaning. That is, it is endowed with the "life" breath of existence. The contextualization and living of vocabulary use have been specifically implemented. Students' enthusiasm and interest in learning vocabulary will naturally be improved.

3.5 The principle of combining the two "laws"

The two methods refer to morphology and syntax. We should try to combine the two methods when teaching students to make up differences in vocabulary. When students learn a word, especially a verb, the teacher should explain the basic lexical knowledge of the word and the basic syntactic application knowledge of the word to students quickly and concisely. This is beneficial for students to have a complete understanding of the characteristics of the use of the word in thinking, and accelerate the generation of students' ability to use key words.

5. STEPS AND CASES OF EMBEDDED MICRO-CLASS FOR VOCABULARY GAP TEACHING

Guided by the analysis of the students' English vocabulary test results, we found 800 words commonly used in junior high school. According to the characteristics of vocabulary from easy to difficult, we divide the English embedded vocabulary gap teaching micro-class into three stages. The first stage deals with 300 words, the second stage deals with 300 words, and the third stage deals with 300 words, 200 words. After vocabulary learning at each stage, we will carry out phased vocabulary testing on this part, so as to find out the problems at this stage in time and Reflecting on this round of classroom experiment, the teachers of the research group put forward suggestions and suggestions for improvement in the next stage through discussion.

The teaching steps of the embedded vocabulary recognition micro-class mainly include five steps: students try to read the target words - teachers guide difficult words - students read the target words themselves - lexical micro-skills explanation - lexical micro-skills practice.

Case 1

Lecturer: Zhao Zhufei Subject: English Duration: 6 minutes

Teaching content 1 The 10 English words taught in this lesson: closed, day, early, supermarket, borrow, from, dictionary, tomorrow, give sb a hand, after class.

Design intention duration of teaching steps

Step 1 Students try to read the target word closed,day,early,super market,borrow,from,diction ary, tomorrow, give sb a Hand, after class Spelling of target words for 18 seconds

Step 2 Teacher guide difficult words closed,dictionary,supe rmarket, early. Help students understand Correct difficult words for 23 seconds

Step 3 Read the target words by yourself and let the students check their eyes The slogan is consolidated for 20 seconds

Step 4 Explanation of lexical micro skills:

A monosyllable and a few disyllable adjectives are followed by - er or - est to form the comparative and superlative.

Note: Before the superlative, add the definite article the to let students master

This lexical micro skill application skill is 2 minutes and 45 seconds

Step 5 Vocabulary Skills

For example:

tall- taller-tallest

Short-shorter-shortest small-smaller-smallest large-larger - largest

Practice to master the application skills of this micro skill 2 minutes and 15 seconds

After class, reflect on the word "early" in the vocabulary learned in this section, so let students Understand the basic composition of the comparative and superlative adjectives. Through concise explanation and demonstration of drawing inferences from one instance, students have a very intuitive understanding of the lexical phenomenon of the comparative and superlative. The drawback is that the training method is too simple, and the enthusiasm of students is not fully mobilized. In the future teaching, we should pay attention to mobilizing the enthusiasm of students.

6. CONCLUSION

Through the teaching practice and exploration of embedded vocabulary filling in three stages, students have a certain understanding of how to remember and understand vocabulary. Classroom teaching and vocabulary activities have greatly improved. Students have been able to actively practice new methods according to the guidance of teachers, and basically get rid of the traditional and mechanical way of learning words. Most students have formed the skills and strategies of learning words to a certain extent. The efficiency has been significantly improved. The attitude of students in learning English has also changed, and they have formed the good habit of memorizing words every day and reviewing and consolidating them regularly. At the same time, my English class has become more relaxed than before, and students' participation is also more active. The students' ability to recognize and understand vocabulary has been significantly improved.

Through the comparison of students' scores, it is found that more than 90% of the students' scores have gradually improved compared with the results of the bottom test, which also confirms that the micro-class of embedded vocabulary gap teaching is a feasible and positive attempt to solve the problem of vocabulary gap in English teaching in weak high schools in ethnic areas such as our school under the current full-time large class teaching background, which makes the vocabulary gap teaching feasible in time and space. At the same time, the introduction of the five-step teaching model of the embedded vocabulary teaching micro-class provides us with an operable vocabulary teaching model in the subsequent teaching, which not only helps teachers save teaching time, but also helps students grasp the meaning and usage of words in the classroom, and improves students' learning efficiency.

As English teachers, we must have a positive teaching attitude, active teaching thinking and reasonable and effective teaching methods. We should continue to learn, dare to learn from and try new methods, dare to improve, constantly summarize experience in actual teaching, try every way to stimulate students' learning interest, mobilize students' learning initiative, and effectively help students improve their English vocabulary ability and promote their English learning. There is no end to learning and no fixed method of teaching. We should be brave in exploring and constantly looking for scientific and effective teaching methods to truly improve students' vocabulary learning ability and promote the development of English learning.

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