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Application of Micro Learning Resource in College English ESP Teaching

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Abstract:

After joining WTO, China strengthens its external communication and the demand for talents qualified for foreign exchange expands as well. Under this background, many universities began to increase the training talents qualified for foreign exchange, ESP(English for specific purposes) teaching came into being and even became one part to implement the China's Bringing in and Going Out strategy. With the development of the era, the traditional mode of College English teaching has been restrained, and can not fully improve the quality of teaching. Based on the analysis of the current development of English teaching, this paper probes into the current application of micro learning resource in College English ESP teaching and its necessity and significance and provides reference for enhancing the application of micro learning resource.

Key words: Micro learning resource; College English; ESP teaching.

In recent years, research on micro learning resource is deepening. Micro learning resource involves a variety of online courses and it is not only a curriculum mode with video as the main carrier any more. With the development of network teaching, the connotation of micro learning resource is changing. With China's accession to the WTO, China's market economy has developed more widely, import and export trade of domestic enterprises has been increasing, international economic cooperation and exchange has entered a new stage. Under this background, many colleges and universities in China began to increase the intensity of ESP teaching in order to cultivate more talents qualified for foreign exchange and promote the implementation of China's Bringing in and Going Out strategy. With the development of the era, the traditional college English teaching mode has some limitations and can not fully improve the quality of teaching. To this end, the micro learning resource began to appear in the College English ESP teaching. Research on the application of micro learning resource in the College English ESP teaching has realistic necessity.

1. Micro Learning Resource

Micro learning resources use video clips to teach, which constitute a rich, compact package of resources and show a real scene. With the accelerating pace of the development of the era, people have adapted to the fast-paced lifestyle. Micro learning resource involves a variety of online courses and it is not only a curriculum mode with video as the main carrier any more. With the continuous development of network teaching, the connotation of micro learning resource is constantly changing. In terms of the teaching model of micro learning resource, Short, Small, Fine, Powerful are main features and these features meet the needs of the development of information society and public psychology(Li Zhang, 2016). Short means the teaching activity lasts a short time, generally the time is controlled between 5 to 15 minutes. Small means the capacity and the topic of the teaching resources is small. Fine means the teaching content is well selected and the teaching activity is marvelous. Powerful means the teaching resources

are widely applicable and there is strong interaction between teachers and students.

2.ESP Teaching

ESP is an abbreviation for English for Specific Purposes, which originated in the 60s of last century. With the globalization of economy, English has become an important tool for people to conduct foreign exchange. In China, English learning is not just for a diploma, but a need for the employment and entrepreneurship. Under this background, ESP teaching emerged as the era requires. ESP teaching has clear objective, strong target and strong practicability. Most of the ESP learners are professionals, such as engineers, doctors, college students and other various personnel(Fang He,2016).ESP learners take English as a tool and use English to promote their work and learning in the future. For example, non-English majors in the colleges and universities of China use English as a tool to learn advanced technologies from abroad. ESP analyzes and meets the different needs of different learners.

Based on the different applications, there are different ESP teaching models. Such as EOP/EVP(English for Occupational/Vocational Purposes),EAP/EEP (English for Academic/Educational Purposes),EST(English for Science and Technology).

At the present time, although ESP teaching is needed in China's College English teaching, there are some problems, such as, shortage of teachers for ESP teaching, unclear teaching objectives, etc. In prestigious universities such as Tsinghua University, most of their ESP teachers are overseas returnees, although they Pay great attention to the content and depth of specialized courses, it is not easy to go deep in terms of the depth of specialized courses, one important reason is that students are not qualified in terms of English language skills. Hence, the task of ESP courses is to improve English language capacity and help the students to learn specialized courses in English.

3.Present Situation of College English ESP Teaching

The objective of college English ESP teaching is to cultivate talents for different purposes. Hence the offering of courses, the compilation and selection of textbooks should be based

on different purposes. In the real teaching process, more often than not, the teaching mode outweighs the teaching content, that is, the technology outweighs the teaching design. Although most of the teachers think that teaching design is very important, but in the implementation of the teaching, teachers tend to focus on the technical performance. On the other hand, some teachers have very good teaching design, but they are not good at technology. In fact, both the teaching design and the technological performance of the micro learning resources are important. The teaching time of micro learning resource is short, but it has a clear topic, the teaching content is very broad and can answer the questions in time. The teachers need to devote more time and energy to the content design before class, in order to meet the needs of students. Some ESP teachers in China's universities are experienced teachers, they are good at teaching and are able to apply the traditional teaching methods to the perfection. However, when faced with the micro learning resource, they are difficult to grasp the teaching rhythm, more often than not, the teaching ends abruptly when one problem has not been made understood. Some older teachers even can not use the teaching instrument of the micro era, it is difficult for them to realize the teaching of micro learning resource, so, they are more favorable to traditional methods, that is an important reason why the teaching of micro learning resource is difficult to spread in China's universities.

4. Application of Micro Learning Resource

In order to achieve teaching effect, teachers should make the students throw themselves into the learning in the short and limited time. So, the teaching of micro learning resource has clear topic, definite direction and interesting content. The teaching of micro learning resource uses pictures and videos, which attracts the students more and strengthen the students' interests. Generally, the time for micro learning resource is within 20 minutes. During the teaching, there is no need for the students to be stressed and worried about forgetting important parts, they can interact with teachers or classmates online, in this way, they can ask questions and ask for help while they are learning. Compared with

traditional teaching, teachers can receive the feedback of the students in time and change their teaching correspondingly and make the following teaching more targeted. There are various forms for the spreading of micro learning resource, such as mobile communication, micro-blog forwarding, online broadcast, etc. Students can watch the teaching online conveniently.

In order to help students grasp the knowledge and skill systematically, the teaching content will be divided into many parts. The micro learning resource for each part lasts within 5 to 10 minutes. Many parts combine into a complete knowledge system. If what students have learned are made into micro learning resource, it will help the students to review. If the important parts, difficult parts in the class are made into micro learning resource, it will help the students to learn them again systematically and give full play to their main role in learning. Hence, a contingent of teachers are needed to meet the requirements of College English ESP Teaching. At the present time, college English teachers generally are highly educated intellectuals, they are English majors and have teaching skills, what they need to improve is their professional knowledge. The universities can improve their teachers professional knowledge and capacity through organizing expert lectures, teachers exchange activities, etc. In terms of the use of new technology, the universities can improve the teachers' information technology and the ability to use modern teaching tools. The universities can bring in some talents who are experienced in their profession and have high English proficiency, which may change the knowledge structure at the present time.

Although ESP teaching is specialized, it is inseparable with the students' life. The ESP teaching in the universities should not overlook the students' understanding and communication capacity which is essential in their life. Important task of college English teaching is to cultivate the students' communicative and comprehensive capacity. English language is a tool and serves for special purposes. The English teaching should be more practical. The textbook for ESP teaching should be based on the real need of different

professions and prepare for the real job in the future. The compilation of the textbook should not be too easy and not be too difficult as well, which should motivate the students' learning interests and confidence. In terms of preparing micro learning resource, it should be closely related to the development of the era. The micro learning resource should provide students with timely and accurate market information, targeted guidance for employment.

5. Micro Learning Resource and College English ESP Teaching

College English is a compulsory course in universities and colleges of mainland China and it requires commitment of the students. However, the time spent on each course is limited in the college learning and the students have to use the fragmented time to improve learning efficiency. With the emergence of the concept Micro, the Internet and the media are also permeating people's lives and micro learning resource is gradually known by people. Micro learning resource is a curriculum mode with video as the carrier and the time is often between 5 to 15 minutes(Ruijuan Zhang,2015).The advantage of micro learning resource is that it can explain certain content fully to the students in a short time and achieve a good teaching effect. During the teaching, teachers are exploring how to use multimedia forms such as animation and video to achieve satisfying teaching effect.

In college learning, even the time spent on compulsory courses is very limited. The teaching task must be completed in limited time. College students in mainland China need repeated practice of English to grasp the English application ability. Micro learning resource just meets the requirement of College English ESP teaching well. Students can easily obtain the teaching material and use the fragmented time to learn micro learning resource no matter where they are. In addition, micro learning resource has visual and auditory stimulation and is more lively and interesting than the traditional teaching. Micro learning resource attracts students' interests greatly and helps students to improve memory efficiency. Watching, listening and speaking is practiced in micro learning

resource with the help of exchange activities in the class and the teaching effect is improved greatly (Min Shao, 2015). ESP teaching involves a large number of contents and has a clear target. The standard of micro learning resource coincides with the requirement of ESP teaching.

In traditional class, the teachers give classes and the students receive the knowledge passively. After micro learning resource is used in College English ESP teaching, the role of teachers and students are changed greatly. The students learn actively. Role change and optimization of teachers and students give teachers more time to interact with student and give students more initiatives. To some degree, micro learning resource changes the teacher to student relationship in traditional classroom. The dominant role of teachers in class is weakened. The role of teachers changes from leader to guide, they give directions for students' learning. Meanwhile, students can conduct individualized learning by choosing micro learning resource by themselves, in this way, they become active learner instead of receiving the knowledge passively.

At present, there are three application mode of micro learning resource in College English ESP teaching, including use before class, use in class and use after class. These different modes have different functions. In terms of Use before Class, if students learn the micro learning resource before class, they can obtain the content relevant to the new lesson, learn of the key points and difficult points of the lesson, hence, the preview effect is maximized and the time spent on the introduction of the teaching content by the teacher in the class is shortened effectively. In terms of Use in Class, the video or picture can be combined with the teaching content, the time spent on the explaining the teaching content can be shortened and more time can be saved for exchange between teachers and students. In terms of Use after Class, the key points and difficult points can be summarized effectively, which is beneficial for the students to conduct analysis and induction and improve the grasp of the teaching content. Although different modes have different functions, they have a common feature, that is, they improve the teaching effect in class

effectively.

How to make micro learning resource more effective and more beneficial for the students' overall development needs to be probed into further by relevant teachers and experts in China's universities.

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