The Construction of the Micro-course Teaching Mode of College English Listening and Speaking Course Based on Cognitive Linguistics

Fan ZHU
Foreign Language School, Wuhan Institute of Bioengineering, Wuhan, Hubei, China
49550767@qq.com

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Abstract. The number of the international free Mooc continues to increase. The lack of listening and speaking ability hinders the studying of the international curriculum for college students. Study on the listening and speaking course is mainly theoretical research, strategy research, and combination of multimedia and network. This paper tries to combine the micro-course, college English listening and speaking class, cognitive linguistics, to build a new teaching model of listening and speaking course, so that the ability of listening and speaking could be improved. And students could learn the progressive world in English.

Introduction
With the continuous improvement of information technology in the field of teaching, information-based teaching of college English, whose representative is micro-course, is becoming more and more important. Through the review of the research of the micro-course in the past five years, it can be found that the content of this field mainly includes the connotation and characteristics of the micro-course, the design and application, and the making method. The constant introduction of free micro-courses in the world provides us with a lot of resources. The prerequisite is that students have the ability to understand the English language. It is a very common phenomenon that Chinese students' listening and speaking ability has always been lower than the ability to read and write. This article will discuss how to use the micro-course to improve the teaching effect of college English listening and speaking class from the perspective of cognitive linguistics.

Current Situation of College English Listening and Speaking Teaching Reform
In 2008, Canada's Dave Cormier and Bryan Alexander jointly put forward the Mooc term. Currently Coursera, Udacity, and edX three major course providers provide free online courses. When the three major providers continue to expand, the European Union, the United Kingdom also closely keep up the pace. Rapid development in Europe and the United States, Mooc impact the traditional higher education. In China since the implementation of the education reform of improving college students' listening and speaking in 2007, the remarkable results have been achieved. The education reform of improving college students' audio visual education in China since 2007[1]. But unfortunately, in the era of international Moocs actively promoting the popularization of higher education quality resources, education equity, improving the quality of education, reducing the cost of education, many college students in our country complete the study of College English Course (some learners are studying college English course) and could not achieve the language requirements of learning the international Moocs. As the survey showed, the language barrier is the main reason for stopping 55% of students from completing the Moocs study[2]. Therefore, it is necessary and urgent to help students to improve their English listening and speaking ability.

The Concept and Characteristics of the Micro-Course
Micro-course is a kind of modern teaching method of active exploration, which subverts the traditional teaching mode. The core component of the micro-course is instructional video. At the
The Teaching Idea of Cognitive Linguistics

Cognitive linguistics has provided us with the most accurate, systematic and perfect language model[3]. Cognitive linguistics emphasizes teaching context and language use; pays attention to the communicative function of language; advocates designing communicative task whose degree of difficulty increased gradually; provides a large number of input and output of the opportunities for learners. Because it makes the learners not only acquire the structure of the semantic matching, but also obtain the social and cultural information in the communicative process[4]. Therefore, the second language teaching based on cognitive linguistics can take into account the form, meaning and function of the language, and combine the advantages of the traditional teaching methods to improve the teaching effect.

The concept of foreign language teaching in cognitive linguistics can be roughly summed up as the following three basic teaching ideas: © The teaching goal is construction acquisition motivation drives teaching process, © the input of asymmetric frequency is the teaching content, the teaching efficiency is promoted by explicit instruction, © experiential and communicative activities as the main teaching activities[5]. The four steps of teaching are reflected: Forming image schema through experiential activities and repeated training; Construction concept; construction acquisition and discourse output, which are cyclic development.

The Construction of the Micro-Course Teaching Mode of College English Listening and Speaking Course Based on Cognitive Linguistics

The teaching mode of college English listening and speaking course based on cognitive linguistics divides college English listening and speaking course into three aspects: preview before class, practice in class and consolidation after class. This model takes the micro-class as the carrier, constructional acquisition as the goal, guiding students independent learning and individualized learning. Students learn and apply new knowledge through the preview, putting forward problems, experiencing activities, building concepts, acquiring construction, outputting chapter, presenting the results. Teachers organize class teaching through designing experiential activities, answering questions, creating language communicative context, grouping and cooperation, evaluating feedback. Student-centered and teacher-guided classroom teaching, the idea runs through the whole teaching process.

Before Class

After analyzing the learning needs and teaching content, teachers not only make the traditional lesson plans and courseware, but also the micro-course video. Students complete the preview of the teaching materials, combining with micro-course video, learn new knowledge, understand the background knowledge and key difficulties, and record the problems encountered in preview and their own thinking. Thus, before class, teachers make the micro-course video based on learning needs analysis and analysis of the teaching content; students have a preview through micro-course video.

In Class

College English listening and speaking course contains four steps: experiencing activities, building concepts, acquiring construction, outputting chapter. Teachers first let students raise the difficult problems encountered in the preview. In view of the common problems of students, teachers design and arrange the experiential learning task, to guide students to understand the concept of language.
Then, by adjusting the input frequency, distribution and order of the structure, teachers can improve the efficiency of students' acquisition structure. Finally, teachers create a language environment in the classroom, designing the output task with the text as a unit, giving timely feedback to students' achievements. Through the group collaboration, students’ abilities of summarizing, abstracting and using construction creatively could be trained. After putting forward their thinking and doubt, in the process of experiencing activity, students explore actively, induce, analyze and construct semantic network system, summarizing the significance of the relationship between motivation, formation of image schema, so as to construct concept. On the basis of the concept, students watch the micro-course video, summarizing the form and function of the structure, exploring the creative use of construction. Through cooperation and exchange of learning and discussion, students complete the text output task and present their learning results for the purpose of completion of Knowledge internalization and innovation.

**After Class**

Teachers should have teaching reflection after class, through the network communication platform (qq group, Wechat group), sharing excellent works of students, giving feedback timely, providing suggestions, summarize the teaching results: the deficiencies and improvement. Students also need to reflect on their own learning, with the help of micro-course video to consolidate the key and difficult points. The learning ability of students is different. For some students the expanded micro-course could be provided for the purpose of self-studying and improvement. And the weaker students can consolidate knowledge through reviewing the micro-course video.

**Summary**

Micro-course teaching mode based on cognitive linguistics, take construction acquisition as the teaching goal, micro-course as a carrier before class, in class and after class. Before class learning new knowledge and finding the problem are important. In class students should focus on the difficulty understanding and application. After class review, consolidation, internalization and expansion are main task.

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