**The strategy of introducing micro-lesson teaching method into Korean intensive reading and pronunciation teaching in colleges and universities**

Abstract: The micro-lecture teaching method is a new and effective approach that has shown significant advantages in the Korean intensive reading and pronunciation instruction at universities. This paper explores the theoretical foundation of the micro-lecture teaching method, the principles of micro-course design, and its comparison with traditional teaching methods, as well as its theoretical support in language education. It also examines the application strategies of micro-lectures in Korean intensive reading and pronunciation instruction, covering content selection and design, the development and utilization of teaching resources, and the implementation of the teaching process. By integrating multimedia resources, utilizing online platforms and tools, and innovating with localized learning materials, the micro-lecture teaching method has effectively enhanced students' Korean pronunciation accuracy and their ability to learn independently.

Key words: micro-lesson teaching; Korean language teaching; pronunciation teaching; teaching strategies

 **foreword**

With the rapid advancement of information technology, Korean language teaching in universities is undergoing a transformation in teaching methods and tools. Traditional intensive reading and pronunciation instruction often face limitations due to time and space constraints, making it difficult to meet students 'personalized learning needs. The micro-lecture method, with its focus on key themes, concise content, and diverse formats, offers new perspectives for Korean language education. This article explores strategies for integrating the micro-lecture method into intensive reading and pronunciation instruction in university Korean language courses, aiming to enhance students' Korean pronunciation skills and self-learning abilities by optimizing teaching content and methods, thereby adding new vitality to Korean language education.

1. **The theoretical basis of micro-lecture teaching method**
2. **Principles of micro course design**

It is widely recognized that the effective application of micro-lesson teaching methods relies on videos as a key teaching medium. These videos comprehensively document the teaching and learning processes of teachers both in and out of the classroom, including engaging and insightful segments that integrate specific knowledge points and teaching processes. This method leverages a wealth of micro-lesson educational resources to facilitate modern and innovative teaching, with its main advantages being clear themes, concise content, and short duration. With the help of micro-lesson educational resources, students have more choices and can tailor their learning to their actual needs, such as their learning pace and requirements, thus enabling them to learn or review anytime and anywhere, regardless of time and location. After watching micro-lesson videos multiple times, students can reinforce their classroom knowledge and learn more about the correct pronunciation of Korean, thereby enhancing their learning autonomy[1].

The construction of micro-lessons should adhere to three fundamental principles: thematic focus, content refinement, and two-way interaction. Thematic focus means concentrating on key knowledge points, while content refinement involves compressing the duration to within ten minutes. Complex knowledge should be broken down into manageable segments, and visual aids such as mind maps and information charts should be used to facilitate understanding. In terms of interactive design, engaging methods like instant Q&A, in-class quizzes, and level-up exercises can be integrated to create a two-way learning loop. The teaching design should follow the cognitive path of 'cognitive activation—meaning construction—practical internalization.'

1. **Comparison between micro-lessons and traditional teaching methods**

The new teaching model and traditional educational methods exhibit significant differences in the transmission of knowledge. In terms of time and space, the traditional model relies on systematic lectures in fixed venues, with teachers controlling the entire teaching process and students following a unified schedule, which is highly constrained by time and space. In contrast, the fragmented learning model leverages digital platforms to break through physical boundaries, allowing for the suspension or review of learning content at any time, thus enabling personalized pace control. Regarding knowledge visualization, traditional classrooms primarily use a linear method combining blackboard writing and verbal descriptions, whereas the new model innovatively employs audio-visual integration technology to transform theoretical concepts into perceptible three-dimensional information. This modular learning system enables students to precisely reinforce their cognitive blind spots, overcoming the efficiency limitations of traditional standardized teaching, and truly realizing the educational philosophy of teaching according to individual aptitude.

1. **Theoretical support of micro-lessons in language teaching**

The micro-lesson model in language teaching has a solid theoretical foundation. From a constructivist perspective, students 'active exploration and interactive practice in simulated scenarios form the core mechanism of knowledge construction. Krashen's principle of 'comprehensible input' is fully embodied in micro-lesson design. Teachers select diverse multimedia materials, such as film clips and interview recordings, to ensure the diversity of language input. By controlling the difficulty level, learners can gradually accumulate language elements. Contemporary language teaching research emphasizes the critical role of cultural context in cognitive development. Micro-lessons incorporate authentic materials like BBC cultural documentaries and Reuters news reports, enabling learners to enhance their language skills and intercultural communication abilities while understanding Western thought patterns. This dual-track teaching design vividly illustrates the application of sociocultural theory in teaching practice.

**Second, the introduction of micro-lesson teaching method into the current situation of Korean intensive reading and pronunciation teaching in colleges and universities**

In traditional Korean intensive reading and pronunciation instruction, teachers primarily use methods such as gesture demonstration, phonetic comparison between Korean and Chinese, and analysis of the placement of speech organs. However, these methods have certain limitations in practical teaching. Firstly, the gesture demonstration method and the analysis of speech organs require real-time demonstrations by the teacher in class, which demands a high level of cognitive ability from students, requiring strong abstract thinking skills, thus making the learning process less intuitive. Secondly, while the phonetic comparison method can help students establish a connection with their native language's pronunciation, it is prone to negative transfer from native language pronunciation habits and makes it difficult to accurately distinguish the essential differences in pronunciation characteristics between Korean and Chinese. Currently, college students face many challenges in Korean intensive reading and pronunciation instruction, such as difficulty in pronunciation and inaccurate pronunciation, and are easily influenced by their native language's pronunciation, leading to unsatisfactory learning outcomes [2]. Additionally, traditional Korean intensive reading and pronunciation classroom teaching lacks sufficient time, with few opportunities for pronunciation practice in class and no targeted or effective guidance after class. The learning resources are relatively scarce, and students' pronunciation is not precise enough.

**Third, the application strategy of micro-lessons in Korean intensive reading and pronunciation teaching**

**(1) Selection and design of micro-lesson content**

1. Determination of teaching objectives for intensive reading

The teaching objectives for intensive Korean pronunciation instruction should be precisely defined, aligning with curriculum standards and meeting students' actual needs. These objectives should focus on core aspects such as Korean phonetic rules, sound changes, and intonation and tone. For beginners, the goals should include mastering the correct pronunciation of vowels and consonants and distinguishing similar phonemes. For advanced learners, the focus should be on skillfully using Korean phonetic rules such as linking and aspirated sounds and accurately grasping intonation changes in daily conversations. The design of these objectives should follow the SMART principle—specific, measurable, achievable, relevant, and time-bound. For example, setting a goal that students can read a Korean sentence with five complex sound changes within one minute after learning from three micro-lessons provides clear criteria for evaluating teaching effectiveness, helps students understand their learning direction, and enhances learning efficiency.

1. Modular design of micro-lesson content

Breaking down the content of intensive Korean pronunciation teaching into modular knowledge units is highly beneficial for systematic learning. For example, it can be divided into modules such as 'Basic Vowel and Consonant Pronunciation,' 'Detailed Explanation of Sound Changes,' and 'Tone and Reading Techniques.' Each module can be a standalone lesson, lasting 8 to 10 minutes, focusing on a single knowledge point. The 'Detailed Explanation of Sound Changes' module can be further divided into sub-modules like 'Phonation Phenomenon,' 'Contraction Phenomenon,' and 'Exhalation Phenomenon.' These sub-modules can use animations to illustrate changes in pronunciation, compare standard and incorrect pronunciation audio, and provide textual explanations to make abstract rules more concrete and vivid. The modules are designed with a progressive relationship, moving from basic pronunciation to complex sound changes, which aligns with students' cognitive development. At the end of each module, there are summaries and in-class exercises to help students consolidate their learning, form a complete knowledge system, and prevent fragmented learning[3].

1. The integration of interactivity and participation

By integrating interactive elements into Korean intensive reading pronunciation micro-lessons, student engagement can be significantly enhanced. A variety of interactive formats can be designed, such as incorporating a 'follow-aloud imitation' segment after explaining pronunciation rules. This segment uses speech recognition technology to allow students to record their pronunciation and compare it with the standard audio, with the system immediately providing feedback on pronunciation issues. Additionally, a 'pronunciation correction challenge' can be set up to display examples of incorrect pronunciation, allowing students to judge and correct them, thereby stimulating their initiative in learning. Open-ended tasks, such as 'analyzing the intonation features in classic lines from Korean dramas,' can be assigned through discussion areas to encourage students to share their insights and provide feedback to each other, enhancing the fun and collaboration in learning. Gamification design, like a 'Korean pronunciation challenge,' can also be introduced, turning knowledge points into level tasks. Students earn points by completing these tasks, using a fun and engaging approach to boost their enthusiasm for learning, allowing them to strengthen their pronunciation skills through interactive practice[4].

**(2) Development and utilization of micro-lesson teaching resources**

1. Integration of multimedia resources

The Korean intensive reading and pronunciation micro-lessons should integrate a variety of multimedia resources to create an immersive learning experience. In terms of audio resources, in addition to standard Korean pronunciation demonstrations, materials such as Korean news broadcasts, movie and TV dialogues, and folk songs can be collected to expose students to different speech tones in various contexts. For video resources, creating lip-sync videos that vividly show changes in lip shapes and tongue positions, combined with animations demonstrating the flow of pronunciation air, can help students better understand the principles of pronunciation. By integrating text materials with multimedia, such as presenting rule explanations, example sentences, and animations when explaining phonetic changes, the input of multimodal information can enhance memory retention. Using image resources to create tongue position and lip shape diagrams corresponding to Korean letter pronunciations can help students accurately grasp the key points of pronunciation. By integrating various media resources, the teaching content can be enriched, and the effectiveness of micro-lessons can be improved.

1. Application of network platforms and tools

To fully leverage online platforms and tools to optimize the teaching of intensive Korean pronunciation micro-lessons, one can use platforms like Xuetong and Yuchang to publish micro-lesson videos. These platforms offer functions such as course distribution, homework assignment, and learning data statistics, allowing teachers to monitor students' progress. By using social media platforms like TikTok and B, teachers can share tips for learning Korean pronunciation and engaging pronunciation teaching videos, thereby expanding the reach of learning resources and attracting more student attention. For tool usage, Camtasia can be used to record and edit micro-lesson videos, adding subtitles and highlighting key points. Quizlet can be used to create vocabulary cards for Korean pronunciation, making it convenient for students to review anytime and anywhere. Kahoot! can be used to design online pronunciation knowledge contests, enhancing the fun and interactivity of learning. By effectively utilizing these online platforms and tools, the limitations of time and space can be overcome, creating a blended learning environment that integrates online and offline activities, thus adding new vitality to Korean pronunciation instruction.

1. Localization and innovation of learning materials

The teaching materials for intensive Korean pronunciation should be innovatively optimized to cater to the learning characteristics of local students. Chinese students often face pronunciation challenges, such as the different pronunciations of 'ㅇ' at the beginning of words and within words, as well as pronunciation rules. Specialized teaching materials should be developed to help students overcome the negative impact of their native language by comparing the pronunciation differences between Chinese and Korean. These materials should also incorporate elements of local culture, such as incorporating Korean expressions related to traditional Chinese festivals and cultural comparisons into micro-lessons. This approach helps students understand cultural differences while learning pronunciation, thereby increasing their interest in the subject. Based on the needs of students 'daily life scenarios, practical learning materials should be innovatively designed, such as' Campus Korean 'and' Travel Korean' themed micro-lessons. These micro-lessons simulate real-life situations like asking for directions on campus, ordering food in a restaurant, and introducing tourist attractions, allowing students to practice pronunciation in real-world contexts, enhancing their language application skills, and making Korean learning more relevant to everyday life.

**(3) The implementation of micro-lesson teaching process**

1. The transformation of the teacher's role

In the teaching of Korean intensive reading and pronunciation micro-lessons, teachers should shift from being mere knowledge transmitters to becoming facilitators and organizers of learning. Before class, teachers carefully design the content of the micro-lessons, select resources based on teaching objectives, and create videos to build a learning framework for students. During the class, teachers no longer dominate the lecture but use online platforms to monitor students 'progress in real time. They provide one-on-one guidance or group discussions and pronunciation evaluation activities to address pronunciation issues that students encounter during the micro-lesson, guiding students to analyze and learn collaboratively. For example, after students complete the' Korean pronunciation 'micro-lesson, teachers organize online pronunciation groups where students listen to each other's pronunciation and offer suggestions for improvement. Teachers provide timely feedback and summaries to help students improve their pronunciation skills. After class, teachers analyze students' learning data to assess the effectiveness of the lessons, adjust subsequent teaching strategies, and implement personalized teaching guidance.

1. The cultivation of students' independent learning ability

By utilizing micro-lessons on intensive Korean pronunciation, we aim to foster students 'independent learning skills. These micro-lessons guide students to create personalized learning plans based on their pronunciation foundation and learning goals, allowing them to independently manage their learning pace and focus on areas that need improvement. For instance, students with weaker pronunciation skills can repeatedly watch the basic pronunciation modules and practice reading aloud, while those with a stronger foundation can delve into advanced phonetic rules. We encourage students to use the extended resources provided by micro-lessons, such as recommended Korean learning apps, online dictionaries, and original Korean audio-visual materials, to enhance their language perception. Additionally, we set open-ended learning tasks, such as' creating and sharing Korean pronunciation notes 'and' recording a self-introduction video in Korean, 'to stimulate students' initiative and creativity. This approach aims to cultivate students' abilities in self-management, self-supervision, and self-evaluation, laying a solid foundation for lifelong learning.

1. The combination of classroom and extracurricular learning

Integrate Korean intensive reading audio micro-lessons into both classroom and extracurricular activities to ensure seamless learning. In class, teachers use micro-lessons for introductions to spark students 'interest. They play a Korean dialogue micro-lesson with common pronunciation errors, encouraging students to identify and discuss these issues, leading to corrections and the introduction of new content. During the class, key and challenging topics are reinforced through corresponding micro-lesson segments, complemented by classroom exercises and interactive activities to deepen understanding. After class, students are assigned micro-lesson tasks, such as watching designated videos, completing follow-along exercises, and submitting pronunciation recordings on the learning platform. Teachers provide online feedback and corrections, and organize online learning communities to encourage students to share their learning experiences and exchange pronunciation techniques, fostering a continuous learning environment. By organically integrating in-class and out-of-class learning, this approach extends the time and space for learning, consolidates learning outcomes, and enhances students' comprehensive abilities in Korean intensive reading and pronunciation.

 **epilogue ：**

In summary, the micro-lesson teaching method has significant application value in the Korean intensive reading and pronunciation instruction at universities. By leveraging meticulously designed micro-lessons, a wide range of teaching resources, and a flexible and efficient teaching process, students' accuracy in Korean pronunciation and their ability to learn independently have significantly improved. In the future, it is essential to continue researching the application of the micro-lesson teaching method in Korean language education, continuously refining teaching strategies to better meet the diverse and personalized learning needs of students, thereby promoting the continuous improvement of Korean language teaching quality.

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