

# The Application of TESOL Education in Chinese International High School English Teaching

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**Abstract:** In the research of TESOL education, the five hypotheses about second language acquisition put forward by Dr. Krashen, an American linguist, are of extremely important research significance and exploration value. Some researchers have given different views on the input hypothesis theory among these five hypotheses. Therefore, this paper will specifically analyze the impact of TESOL education under Krashen's input hypothesis on high school English teaching, and its shortcomings, thus giving teaching advice on how to apply the current high school English curriculum.

**Keywords:** TESOL Education; Input Hypothesis; High School English Teaching.

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## 1. Introduction

With the accelerating internationalization of higher education, there is a shortage of high-level professional English teachers in China. There are very few overseas language teachers with standardized and normative English professional education ability, making the demand for international teachers particularly urgent. TESOL means "Teaching English to Speakers of Other Languages", dedicated to improving the quality of life the ability of teachers in English teaching by studying the teaching techniques and methods of English classes. TESOL originated in the United States and has now become the main teaching tool for the professional courses of English pedagogy in American high schools.

## 2. Hypotheses Involved in TESOL Education

In the late 1970s, Krashen, an American linguist, expounded his monitoring method of second language acquisition. The model very clearly and fundamentally introduced Professor Chomsky's metaphor of children's innate speech ability - the mechanism of speech acquisition. The monitoring model is mainly composed of the following five assumptions: Acquisition-Learning Hypotheses, Natural Order Hypotheses, Monitor Hypotheses, Input Hypotheses, as well as Affective Filter Hypotheses

### 2.1. Acquisition/Learning Hypothesis

Most important of these five hypotheses is the Acquisition/Learning Hypothesis, and it is also the starting point and foundation of Krashen's theory. Adult second language learners generally use two methods to learn a target language, namely acquisition and grasping. Learning, however, remains a deliberate process. A programming language's fundamental structures and principles are taught to learners throughout the teaching process. Krashen suggests that learning a second language fluently depends more on what we acquire than what we learn. As a result, learning is a deliberate process. Throughout the learning process, students place a greater emphasis on the language's forms and norms. As Krashen explained, the smoothness of a second

language teaching approach is primarily determined by "what you have acquired, not what you have actually learned".

### 2.2. Input Hypothesis

Among these five hypotheses, another core part is the Input Hypothesis. Krashen pointed out that the second language acquisition process of second language users could only occur when there was "comprehensible input", and that once the sentence input process was understandable and sufficient, all necessary methods of the programmed language would be naturally mastered. In the Input Hypothesis, Krashen mentioned a very critical condition of sentence input, that is, the input ability must be higher than the current Chinese ability of the second language users, and not too much higher. This concept is also termed as the  $i+1$  theory in the science of second language learning. In light of the fact that the student of Chinese as a second language has now reached level I, the difficulty of Chinese input must be  $i+1$  as opposed to  $i+2$ . That is to say, only when the difficulty of the sentence input is higher than the second language ability of the learner for second language, the learner for second language is capable of mastering the main content of the sentence. However, this input remains challenging for second language learners. The sentence input should not be too much more difficult than the language ability of the second language acquirer, for it can make them lack the courage to acquire the second language, but it also shouldn't be too close to the second language learner's language ability, as it can leave them with a lack of ability to master the language.

Today, Krashen's monitoring model is still under suspicion by some scholars, but the monitoring model undoubtedly has a significant influence on the learning and acquisition of second languages, especially the  $i+1$  theory in the input theory. By utilizing the  $i+1$  concept, second language teachers can properly set up and arrange their second language lessons, thus allowing learners to acquire the second language in a faster and easier manner.

### **3. A Preliminary Exploration on the Application of TESOL Education in the English Teaching in International High Schools in China**

Application in college English courses: English is becoming progressively more crucial for worldwide commerce, trade, and communication as globalization in education picks up pace. More and more Chinese students are traveling to study abroad in nations where English is the primary language. They may learn new things through doing this, as well as a second language like English in a foreign country. Additionally, students who study abroad are becoming younger on average. In the context of the global education and learning paradigm, the value of English has become even more apparent. Students who wish to study abroad now learn English not just for exams but also so they may get degrees from foreign universities. In addition, it has the practical objective of providing students with a strong foundation in language so they may later more easily adapt to life abroad. Therefore, English education has to be modified and enhanced in order to satisfy the common characteristics and unique demands of students taking English lessons overseas.

#### **3.1. A diverse and effective language learning atmosphere**

English texts make up the majority of the English language intake in China. This course has always been a technique of learning and teaching a language, using English hearing and speaking as an example. This course focuses mostly on listening resources and training around a subject when it comes to teaching English listening and speaking. Then, utilizing items they have previously seen and read, this subject is expanded to assist pupils in expressing their own thoughts. The organization of this method of instruction is a plus, but the lack of organization in the discourse's substance is a drawback. In this period of diversification, second language teachers need to expand more discourse content systems while relying on textbooks so as to assist students in more discourse preparation.

As we all know, mastering a language is divided into listening, speaking, reading and writing. But in the mastery of a language, these four abilities are never separate, but only a manifestation of an overall mastery. Therefore, although the English listening and speaking course focuses on cultivating learners' English listening and speaking skills, the introduction of composition corpus is not simply listening, but reading content, which is another effective way to help learners complete the introduction of writing corpus. This requires the teacher to give proper guidance before the specific introduction, including the background knowledge involved in the topic and the application of basic terminology. In the part of the background knowledge involved in the topic, teachers can make use of small fragments of translated texts, and guide learners to consult relevant background information by themselves, so as to enhance their initiative and enthusiasm.

#### **3.2. Daily classroom teaching highlighting the student-centered concept**

In the second language learning, how to convert the Chinese input into the most effective Chinese output is a

crucial part. After mastering a variety of information input methods, teachers must set up a series of specific teaching links so that students can understand and accept the information provided, and integrate the information, so as to achieve their own effective output. The teaching method of "input - understanding - absorbing - reorganization - output" can be adopted so as to help students develop their skills in second language practical application.

In postgraduate courses in English, especially in the course of language listening and speaking, when importing English corpus, the learner-centered form of classroom is the most effective way to promote learners to recognize, accept and reorganize the imported content. It is in this process that the role of a teacher is not only the organizer of classroom teaching, but also a designer and a guide. By guiding learners to engage in small games, group discussions, classroom discussions, etc., teachers help learners to get psychologically prepared before language output.

#### **3.3. The organic combination of exam-oriented education and practical teaching**

In the important context of English teaching in international high schools in China, the main purpose of students in foreign classes to learn English is no longer simply to cope with the tests at home and abroad. Students in international classes generally have two purposes for learning English: to take foreign English tests (IELTS or TOEFL) or to make adequate language preparations for studying abroad. Therefore, schools should design English listening and speaking courses for international classes according to the characteristics of learners in these classes. They should not only emphasize the learners' language practice ability, but also consider cultivating the learners' test-taking ability.

Teachers may tailor their courses depending on the aptitude and age of their pupils by using Krashen's "i+1" theory as a model. For instance, during their first year, when they are still adjusting to university life, students might pick themes that are relevant to their jobs, and discussion should be the primary method of import and export. People should learn more about foreign languages and improve their hearing, speaking, and grammar skills via input courses. Kids may easily adjust to school life and begin to learn what words mean in various languages in a welcoming setting. The input and output of speaking style may gradually be adjusted in the second part of the semester to educate students how to think and express themselves. The ability to assess your language proficiency abroad should also be made simpler.

#### **3.4. Specific scenarios for language learning assessment**

The majority of students who don't major in English have different language learning objectives than students in international cooperation programs. Students enrolled in international cooperation courses must also pass the IELTS, TOEFL, and other exams needed by foreign schools, in addition to completing the CET-4, CET-6, and other domestic language exams. This is conducted to assist students in being as prepared as possible for the many linguistic circumstances they would encounter while studying abroad. Therefore, in addition to being different from the common non-English majors in school in terms of word input criteria, there are also differences in word output. At the same time, based on the different purposes for which students in international cooperation courses learn a second language, or the

evaluation criteria for vocabulary learning in specific situations based on the learning content can also promote students' motivation for vocabulary learning, thus arousing their enthusiasm for language learning at school. The situational training for students' oral input knowledge points in the current unit such as role play and small discussions, and the IELTS or TOEFL listening and speaking simulations conducted once or twice per semester will greatly mobilize students' interest and initiative in learning, and help them to make greater achievements with less effort.

#### **4. Conclusion**

Krashen's language theory is a key theory in second language acquisition research. It is also one of the most influential and controversial theories about second languages nowadays. When conducting second language courses, based on input hypothesis theory proposed by Krashen, and according to the students' own foundation, this study carefully analyzes and explores their teaching purposes and motivations, and explores a reasonable teaching model in the context of junior high school English teaching that adapts to domestic conditions.

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