Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 5, No. 2, 2023

English Teaching as A Second Language under the "Second Language Acquisition Theory"

-- Take Huanglong County High School as an Example

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Abstract: Due to the general low English performance, high school English teaching has become the key and difficult project of education and teaching in northwest China. Appropriate teaching methods will improve the teaching effect, and the guidance of "two language acquisition theory" is the breakthrough. proposed by Krasin in the 1980s, "two language acquisition theory" points out the difference between acquisition and learning, and believes that the learning effect after childhood is far less than that of acquisition, and unconscious learning activities are more conducive to stimulating students' interest in independent learning and directly promoting the acquisition of language knowledge. If teachers can effectively guide classroom activities through "unconscious immersion" and help students complete language acquisition and practice, then it will well mobilize students' learning enthusiasm and achieve the improvement of their grades.

Keywords: Language Acquisition Theory; Classroom Teaching and Teaching Strategy.

1. Introduction

As an English teacher in a small county, I am well aware of the disadvantages of English learning as an inferior subject, and I also know the involuntarily in the process of English teaching. For students, after entering high school, often choose to give up English, first of all, because of the frustration of English learning, only this subject is a hope; second, many years of failure from the bad study habits, after class review has been forgotten, and even homework and effective classroom listening is difficult; and after entering high school, the subject learning more professional, systematic, need a certain basic knowledge, abandon English seems to be a wise choice. For teachers, the syllabus has basic requirements, students' learning tasks are heavy, it is difficult to do everything from scratch teaching, coupled with the discipline management requirements of discipline, classroom polarization, students in a daze, no learning state after class and other problems.

In the face of this phenomenon, it is the best teaching method to stimulate students 'internal motivation, and teaching to establish students' independent learning habits is one of the best teaching strategies, so how to strengthen the effect of students' independent learning? Krasin proposed the "two language acquisition theory", emphasizing the importance of acquisition and abandoning the learning strategy always emphasized. He believed that the knowledge acquired through the unconscious immersion process will directly promote the development of second language ability. How to effectively use acquisition to carry out the processing, processing and sales of classroom activities, so that students can better absorb, is the ultimate goal. After in-depth theoretical learning, the following effective measures are summed up.

1.1. The Research Object of this Subject

The school grade is taken as the research object. At present, I am in a county-level high school with a senior grade one and five classes. The average English score is between 50 and 60 points. The general teaching process is very difficult.

1.2. Research Methods

(1) Literature research method: through reading a large number of relevant literature, master and doctoral papers, books and journals, to obtain the relevant theoretical basis and research results of relevant research issues, so as to clarify the research purpose, research status, research content, research methods and innovation points.

(2) Interview method: interview students about their classroom teaching feelings, understand their attitudes towards different teaching strategies, and compare the different effects of different teaching methods. Through interviews with students and teachers with teaching experience in similar teaching scenarios, we can understand the characteristics of the teaching objects and make preparations for the teaching of two language acquisition theory. At the same time, in the evaluation stage of teaching effect, students' learning feelings should be understood, so as to improve the verification of teaching effectiveness.

(3) observation method: through the process of teaching practice of students' learning behavior, feedback behavior and change state observation, from the perspective of teachers record and analysis the two-language acquisition theory in different reading materials and the application of teaching scenarios, understand the two-language acquisition in English classroom teaching, and possible problems, problem solutions and the influence on the teaching effect.

(4) Inductions: Collect relevant literature and materials, summarize theories and phenomena, analyze the influencing factors of combining English classroom teaching and theoretical research, and provide theoretical basis for practice, and provide practical methods for classroom teaching. At the same time, the specific situation in the application process of classroom teaching is summarized, and the shortcomings and deficiencies are found and improved. After the improved teaching practice is put into use again, the merits are

summarized and the final summary and reflection are obtained.

2. Two Language Acquisition Guides the Theoretical Research

The famous American linguist Stephen D. Krashen In the 1970s, the comprehensibility input hypothesis (the Comprehensible Input Hypothesis) was systematically and comprehensively revealed the process of second language acquisition. The main content consists of five hypotheses: learned / learning hypothesis, natural order hypothesis, monitoring hypothesis, input hypothesis and emotion filtering hypothesis. [1]

2.1. The Natural Sequence Hypothesis

This hypothesis holds that two-language learners may follow a certain order when learning formal grammatical projects, which is a natural and specific order and is independent of the factors of the learners' age and learning conditions. Some grammatical structures will be mastered by learners before others, and this order is the natural order. [2] The controversy over the learned order is whether there is such a natural learned order and, if any, what are the factors affecting this order. Some scholars believe that this order can only be learned by observing the learners' language performance. Studies based on environmental differences show that the performance of language learners is closely related to the learning task. With different learning tasks in one stage, the language performance of learners is different, which will also have a great deal to do with the environment the learners are in. In addition, the order of acquisition is related to the difficulty, complexity and frequency of language.

2.2. Enter the Hypothesis

Language input is one of the most important problems in foreign language learning. Foreign language learners will choose different learning styles and learning strategies in the learning process. However, successful foreign language learners must accept a certain amount of language input (input) in their learning activities to promote language acquisition.[3]

There are two parts in the input hypothesis: input and output, input and listening and reading skills, refers to the output and speaking and writing skills, is the discourse, the core content of the input hypothesis is the comprehensible input, the most basic way to understand the input language, namely "understandable language input" is a necessary condition for language acquisition. [4]

For high school students studying, They are out of the stage of thinking, Form their own unique way of thinking, With the characteristics of the psychological development of high school students: 1. The intelligence level is close to the adult peak state; 2. Emotional experience is stronger than that in junior high school, The emotional content is broad, With a certain degree of continuity, Form a various state of mind; 3. Increinitiative active purpose of volitional motivation, To master their own behavior; 4. The scope of interest is further expanded, And have a certain stability, Personality traits tend to be stable, ripe; 5. Improvement of motivation level, Greater concern for all aspects of society, Have a certain evaluation ability; 6. Further enhance the self-awareness, Ask others to understand and respect themselves; 7. Make friends enthusiastically, Attention to the opposite sex is rising.

Therefore, the learning method of the input hypothesis is more suitable for the psychological characteristics of high school students. The teacher gives him the understandable input, and remembers and uses it on the basis of understanding, so as to achieve the output. The input hypothesis can be represented by the i + 1 formula. The i represents the current level of learners and 1 represents language material slightly above the current level of learners. The ideal input should have the following characteristics: 1. The input material is understandable. Uncomprehensible input can only interfere with learners; 2. The input material should be interesting and be related to learning; 3. The purpose of input is acquisition rather than learning, so the input is not grammatically sequential; 4. The key to language acquisition is sufficient intelligible input. As long as a large amount of understandable input, learners can acquire deeper language and make progress.

2.3. The Emotional Filtering Hypothesis

The main idea of the emotion filtering hypothesis is that the emotional state of learners will lead to the blocking of the input language information, making it unable to reach the language acquisition mechanism, which is exactly in line with the psychological characteristics of some students in our school. There are many reasons for emotional filtering, such as lack of learning motivation and confidence, or poor emotional state.

3. Classroom Practice Methods

Combined with the above learning and exploration of some hypotheses in the two-language acquisition theory, understand its core ideas and guiding methods, carry out a series of classroom teaching activities with the three hypotheses in the two-language acquisition theory as the guiding ideology, in order to achieve the improvement of teaching effect.

3.1. Create a Communicative Context

Negotiate with class director and other leaders, agreed, agreed to strengthen the cultural layout of English language, in order to allow students to better understand the language as a tool of traffic, the students 'learning environment for a exotic customs and characteristics of exclusive environment, let the students in the context of English language use, create characteristic, style of English art, using photos to auxiliary, give students a imagination space, let the students in the daily activities to see, hear and contact get English, gradually cultivate the students' ability to accept.

3.2. Stratified Teaching, Gradually Improve

The input theory emphasizes that the occurrence condition is i + 1, i + 1 for the understandable input material, i represents the current level of the student, 1 can be considered as the input material above the learner level, giving him an understandable part and allowing him to create and develop on top of the understandable part. The specific practice methods are as follows.

(1) The class is divided into several groups. In the process of class activities, the group standard is according to the existing level of students, and the group leader is set up. The tasks of each group have different tasks, and the exercises or theme tasks in line with the stratification of students are formulated, and in the display, a lot of positive words are used.

(2) Topic led, can use the questionnaire method, interview know students care about topics, willing to explore the content in the classroom, encourage students to play video or music, such as various ways of discussion, increase activity atmosphere, create a positive, close to the students' real life discussion atmosphere, to enhance their interest in the learning English, lead students from the interest, can gradually realize independently use English theme.

(3) The learning unit will be smaller, there will be mentoring activities in the group, play the role of the group leader and other students with strong interest in English and learning ability, and carry out internal learning activities with one or more areas, so as to form a good English learning atmosphere within the class and form a healthy competition.

3.3. Reward Mechanism

Children aged 3-12 years are the best time to learn the language. Whether from the input or output, the earlier they get to enlightening English, children will not have much translation process. [5] High school students have passed the best time to learn language, with the attitude of adults to learn English, and because of the bad learning experience, may produce the resistance to learning, so we need to combine emotion filtering theory for positive guidance, such as timely and a large number of reward activities, whether in the test or meeting activities such as large and small activities, give students positive good feedback, form a positive learning atmosphere.

4. Summary of the Inquiry Activities

Through the Krashen "two language acquisition theory" input hypothesis, the acquisition sequence hypothesis and emotion filtering hypothesis theory study, combined with the actual situation, using different methods, to carry out different classroom teaching activities, some students 'learning enthusiasm has improved, and through different research way of integrating students' opinions on different teaching methods and feelings, found that the problems of the inquiry activities are:

1. Teachers' own autonomous learning ability and activities of innovation is not enough, different teachers have different teaching methods and characteristics, have different teaching main direction, the process of the teaching activities is not a consistent to realize the specialization of the theory, but combines the different ideas and experience of teacher’s organization teaching activities, teaching effect cannot be directly defined.

2. The student’s learning initiative is still not enough, even if the school leaders and teachers in the cultural layout gives students full free space to create, but the students to accept English ability is not instantaneous improve, rejection psychology can't overcome in a short time, thus cannot get timely emotional value.

3. The time span is not enough, the realization of the theory of teachers need to study, in the process of teaching activities of continuous grinding and persistent experiment can achieve, in the process of research, only a few weeks or so, is not able to immediately see the academic performance, which requires teachers in confidence in the process of implementation, firm.

The achievements achieved are:

(1) Close to the relationship between teachers and students, enhance the friendship between students, students need to kiss the teacher, can letter, through a period of reward mechanism and positive energy lead, students gradually began to the teacher, willing to chat with the teacher, communication on learning confusion and trivia in life, also began to accept the teacher advice, willing to make friends with the teacher, on this basis, the teacher on the knowledge can better be absorbed understanding.

(2) Create the overall positive learning atmosphere of the class, form a good competitive relationship between each other, and promote the effective improvement of the learning effect.

Classroom teaching is the main battlefield of school education teaching activities, teachers are the commander and leader, students are the battle of the main soldiers —— learning, the language learning theory as the guiding ideology of the battle, provides students with step growth space, build a gradually improve stage, starting from the environment, solve the external cause: follow the law gradually forward; break the internal cause: overcome the fear, embrace self, from each angles to provide thinking direction, help students to realize self-value in class.

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