

Study on the Acquisition Strategies in College English Reading Curriculum from the Perspective of Second Language Acquisition

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Abstract: Based on Theory of Second Language Acquisition, this paper analyzes the acquisition strategies in college English reading curriculum from the perspective of monitoring hypothesis, input hypothesis and affective filter hypothesis. The current reading atmosphere of “more learning, less acquisition” needs to be changed.

Krashen's theory of second language acquisition consists of five hypotheses: the acquisition and learning hypothesis, the natural order hypothesis, the monitoring hypothesis, the input hypothesis, and the affective filter hypothesis, of which the input hypothesis is the central element [1]. Krashen's acquisition and learning hypothesis emphasizes that "learning" does not become “acquisition”. "The fluency of learners in second or foreign language learning is the result of "acquisition" rather than "learning". Wu Ding'e, a Chinese scholar, argues that in the whole process of second language learning, if there are two pathways, acquisition and learning, they are interpenetrating, intertwined and inseparable [2].

In the teaching practice of English reading courses in Chinese universities, learning and acquisition are complementary and inseparable. While learning is dominant, the time and quality of acquisition need to be improved. In order to improve the quality and efficiency of acquisition, it is necessary to clarify the various strategies of acquisition in college English reading classes in terms of theories of second language acquisition.

1. Monitoring hypothesis

Most people have been "learning" for a long time and are familiar with the rules of grammar, so they pay too much attention to the form and grammatical norms of the language and ignore the interactive properties of the language, which naturally contributes to the embarrassing situation of dumb English. The reading of English texts by university students after school is an effective supplement to English reading classes, and the reading process involves both active learning and unconscious acquisition by the reader. The two are compatible and complement each other.

1.1. Moderation (coordination, meta-cognition) strategy

Moderation strategies are cognitive strategies for readers to understand and control their own cognitive processes, and readers can plan, implement, reflect on, evaluate and adjust their learning processes at any time. Moderation strategies help readers to understand when and if they have made errors in reading comprehension and how to correct them, and help them to organize and regulate the learning process effectively. Meta-cognition strategies include planning strategies (setting reading goals, skimming supplementary reading texts, and analyzing completion tasks), monitoring strategies (following up on attention while reading, and self-questioning of text material) and regulating strategies (correcting and adjusting cognitive strategies when problems are identified, difficulties are encountered, or deviations from goals are made).

1.2. Processing strategy

A strategy for linking new learning material to existing knowledge in the mind in order to increase the deep processing of new information. They include mnemonic methods (positional mnemonics, multi-sensory mnemonics, reduction and songwriting, associative mnemonics, keyword methods, visual imagery, episodic mnemonics, meaningful mnemonics), note-taking, questioning, generative learning, using background knowledge, making connections to reality, etc. A necessary condition for reading comprehension is that students have basic knowledge related to the text they are reading (a certain percentage of word recognition), and that they develop low-level cognitive processing skills (word recognition, syntactic analysis, propositional synthesis) and high-level cognitive processing skills (construction of contextual models, use of background knowledge, reasoning) through reading processing strategies. Understanding the meaning of a reading text requires the coordination of both levels of cognitive ability to construct a coherent, hierarchical mental representation.

1.3. Decoding and constructing strategy

Reading English texts requires decoding English language information (including obtaining factual information, understanding the meaning of words and phrases in context, making sense of referents in context, understanding and summarizing the main idea of a discourse, and inferring the implied meaning of a discourse), matching textual information (letters, words, phrases, utterances) to their sounds and being able to recognize the formation of syllables and words, and converting text into phonological and semantic reconstructions. Improved through reading experience, prediction, verification and revision, students identify, understand and apply information in reading.

1.4. Organizing strategy

Organizing strategies are the systematic and orderly classification, collation and summarization of reading texts in relation to existing knowledge and experience, rationalization their structure and forming an intrinsic, clear organizational structure that facilitates memorization. English reading begins with text structure analysis to target key information and identify the function of discourse. Mastery of English texts includes summarizing the author's ideas from text reading, sorting out the text's structural relationships and writing outlines, refining the thematic content of paragraphs and chapters, memorizing key information, figuring out the text's writing intentions, and grasping the author's emotions and attitudes. The proper use of organizational strategies can enhance students' ability to summarize and analyze and reason about English reading texts.

2. Input hypothesis

According to Krashen, the ideal input should have four characteristics: comprehensibility, be both interesting and relevant, be non-grammatical and have a sufficient amount of input. The reading of English texts should respect the preexisting cognitive and English language levels of university students and should not be overdone. It is important to respect individual interests but not to choose books at random. Text topics that are not relevant can lead to readers giving up reading or fragmenting their learning midway. The most sensible reading is to forget about grammar and chapter structure and to let the reader become absorbed in the exciting content of the text. The more input there is, the more students can acquire and therefore the better they learn.

2.1. Language foundation

English text reading skills are closely related to university students' language foundation (including vocabulary, knowledge of syntax, knowledge of chapter structure, reading strategies, background knowledge, intercultural communication skills, etc.), thinking schema, and reading assessment. Students should know and master 3,000-5,000 core English vocabulary words and understand the basics of language such as phrases, sentence patterns, multiple meanings and grammatical knowledge in order to read texts smoothly and to effectively avoid the direct impact of word density on the reading of English texts.

Teachers can provide pre-reading vocabulary instruction, focusing on activating students' prior knowledge of vocabulary and training their vocabulary guessing skills; at the same time, they can help students to better understand the contextual meaning of the words they are learning and help them to understand the position of key words in the semantic field. Teachers can consciously introduce knowledge of etymology, word formation and word derivation; they can also do so by identifying synonyms, near-synonyms and using inductive strategies, as this knowledge helps to stimulate students' interest in independent vocabulary learning. Teachers should guide their students not only in obtaining the meaning of a word from the lexicon but also in acquiring information about the word's collocation, grammatical patterns and usage from the examples provided by the dictionary. This information is often the basis for their correct use of the word [3].

2.2. Reading concentration

English language fundamentals, phonological awareness, concentration, working memory, reading mode, difficulty of the text reading task, attractiveness of the text content to the reader, ability to connect the text content to the reader's interest range, reader's physical and emotional state, and reader's level of willpower all affect the effectiveness of English text reading. To improve English text reading concentration, auditory perceptual training (including auditory working memory, auditory concentration, fine control and auditory processing speed), visual perceptual training (including visual concentration, visual working memory, fine control and visual processing speed) and sensory integration training should be strengthened.

2.3. Word recognition and the proportion of vocabulary

The characteristics and difficulty of the content of English texts directly affect the reading comprehension of university students. In general, the proportion of vocabulary required for basic reading of texts is less than 5%, and the proportion of vocabulary required for proficient reading of texts is less than 2%. The percentage of literacy is greater than 95% before the reader's vocabulary, knowledge of syntax and chapter structure, phonological awareness, reading strategies, background

knowledge and intercultural communication skills can have a positive effect on reading comprehension. Language knowledge, competence and text reading interact with each other to ultimately restructure and construct the meaning of the text. In a similar vein, the density of vocabulary should be lower in fast and general reading of English texts. University students use short term memory, phonetic text-aided memory, image text-aided memory, discourse memory and other memory methods and approaches to assist in cognition and understanding of the lexical difficulty (high frequency words, low frequency words) and lexical breadth (commonly used words, specialized words) of the text they are reading, as a means of improving their ability to read English texts.

2.4. Multi-modal texts

Multi-modal texts (multi-modal interactions with text such as pictures, colour, opening, print layout and visual representations of knowledge in texts) have a significant impact on university students' reading interest preferences, reading habits, reading experience, reading effectiveness, reading speed, text content prediction, ability to discern key and detailed information, vocabulary and sentence and paragraph comprehension and inference, and logical thinking skills. Readers experience, predict, select, verify, revise, integrate and determine textual information based on previous experience, background knowledge and visual information. Multi-modal text discourse is enriched by typographic design, font, typeface, symbols and graphics, and margin width print layout, and the images in the text harmonize, corroborate, illustrate, supplement explanation and interact with each other, deepening the reader's further understanding of the detailed information in the text. The interaction between multi-modal text and textual content constructs rich connotations and meanings for readers, which can stimulate reading interest, strengthen awareness of literacy, identify key information, understand and infer detailed information, predict text content, and train logical thinking skills, thus optimizing the reading effect and improving college students' reading ability[4].

2.5. Text selection

Teachers should provide students with reading materials that meet the needs of professional development and students' interests, are moderately difficult (following the principle of gradual progression from easy to difficult, from less to more, from shallow to deep), have novel and timely themes, and are close to students' campus and social life, such as history and humanities, military encyclopedia, fashion and gossip, emotion and marriage, suspense and adventure, and current affairs. Teachers may wish to draw on the established Lansdowne and European literature. Teachers are advised to draw on the well-established Lance and AR (STAR) grading systems in Europe and the USA to guide the recommendation of English reading content for university students. Before class, teachers use the initial reading test to understand students' initial vocabulary and establish a grading system for reading English texts based on individual student differences. Each student selects texts according to a minimum threshold of English text reading comprehension, improves vocabulary through reading outside of class, and then advances to reading outside of class according to their level of proficiency, continually improving their comprehensible vocabulary for reading.

3. Affective filtering hypothesis

Students who are highly motivated, confident, feel good about themselves, have low levels of anxiety and are extroverted are more likely to succeed in acquiring a second language.

3.1. Motivation

College students are generally active, energetic, and extremely eager for success and self-esteem. Teachers should continually motivate college students through multiple channels and in a variety of ways. For example, provide reading role models to strengthen reading behaviour; follow the principle of listening, reading, writing and listening first in learning methods, and try to let students listen first, then read or read while listening, and slowly transition to blind listening, general reading, intensive reading and speed reading; advocate the combination of independent selection and organizational guidance, the unification of decentralized and centralized, online and offline synergy, mutual recommendation of reading, reading backbone leading reading, teachers speaking reading, communal reading, online reading, and exchange of reading gains and experiences. Offline, we regularly carry out activities such as theoretical study of reading, guided reading of good books, talks and exchanges, special lectures and sharing exchanges. Online, we make full use of the class communication software to arrange reading contents, release discussion topics, guide exchanges and discussions, recommend books, etc., and guide online and off-line reading; teachers give timely recognition and rewards, guide university students to participate in reading and sharing activities, join reading communities, find like-minded reading partners, and promote the desire to read through peer motivation and community growth; motivate university students with practical goals and ambitious ideals. The students are encouraged to read with realistic goals and ambitions.

3.2. Incidental acquisition (implicit learning)

This is when learners focus on activities such as reading, listening to songs, watching films and retelling English texts without the intention of memorizing the words, but with the objective result of acquiring the vocabulary and knowledge of English. Krashen advocates reading 'from a story', as reading an engaging and entertaining story can counteract the barrier of an unfamiliar language and make people forget that they are reading a language that is not their mother tongue. Incidental acquisition is characterized by flexible timing, a wide range of content and a variety of activities, which are integrated into the context of reading and provide rich and flexible vocabulary meanings that readers can use in a variety of ways. Incidental acquisition, which is naturally facilitated in reading, is closely related to the text reading task and promotes the development and balance of students' vocabulary, grammar, chapter and cultural knowledge. Incidental acquisition and intentional learning are equally significant, have no priority and should be organically integrated and developed in a coordinated manner according to the learner's actual situation in English language learning.

3.3. Non-intellectual factors

Non-intellectual factors include psychological factors such as interest in reading, motivation, emotion and will. Teachers should enrich students' English text reading resources in the teaching process, stimulate college students' interest and internal motivation in reading English text, trigger students' desire to explore and learn, cultivate students' text reading habits, and establish a cordial communication channel between teachers and students. Create colourful teaching situations and a relaxed and lively classroom atmosphere, adopt flexible teaching methods and approaches to inspire students to think positively and develop their English text reading skills. Students are guided to carefully taste and understand good words and sentences and chapter structures from multiple perspectives and areas to enlighten their logical thinking. Students are encouraged to think outside the box and develop their imagination. Students are guided to transition from general and intensive reading to in-depth reading, to expand their thinking and reflect critically, to empathize with the profound emotional connotations of English texts, to immerse themselves in the wonderful contexts

of language, to appreciate the profound ideas and spiritual connotations conveyed by the content of the texts, and to truly enter the author's winding and complex inner world.

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