

A Probe into College English Smart Class Teaching Model from the Perspective of Second Language Acquisition

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Abstract: Smart class supported by mobile technology has gradually become a hot spot and focus on foreign language teaching and research fields. The latest revised college English teaching requirements of the Ministry of Education clearly stipulate that college English teaching objectives include three aspects. In the process of foreign language smart class teaching, input, output, interaction and learners' strategies play an important role in the cognitive process of second language acquisition. The development of mobile Internet has brought basic conditions for the reform of college English smart class teaching, especially the use of mobile phones in college English classroom teaching, which has brought a new turning point to education. How to reform oral English teaching and find effective ways to cultivate students' English communicative competence is the key to achieve this teaching purpose. And it has brought rapid development to the study of language acquisition. Second language acquisition refers to the process of mastering a language other than the mother tongue through conscious learning or unconscious absorption under natural or guided conditions. Based on the review of second language acquisition theory from the perspective of cognition, this paper puts forward the idea of "Three Links and Three Steps", a College English smart class teaching mode from the perspective of second language acquisition, and explores the implementation process. Finally, the paper analyzes the implementation effect of College English smart class teaching mode and puts forward corresponding suggestions.

1. Introduction

Second language acquisition refers to the process of mastering a language other than mother tongue through conscious learning or unconscious absorption under natural or guided circumstances [1]. The theory of second language acquisition has a long-term impact on both second language learners and second language teachers, and its impact is particularly obvious in college English teaching [2].

The latest revised college English teaching requirements of the Ministry of Education clearly stipulate that college English teaching objectives include three aspects [3]. That is, "to cultivate students' comprehensive ability to use English, especially listening and speaking ability", "to enhance students' autonomous learning ability" and "to improve comprehensive cultural literacy".

The first one is listening and speaking ability, so it is not difficult to see that cultivating students' language communication skills is the most fundamental purpose of college oral English teaching. How to reform oral English teaching and find effective ways to cultivate students' English communicative competence is the key to achieving this teaching goal [4].

With the rapid development of science and technology, the use of smart phones has become very popular [5]. The development of the mobile Internet has prepared the basic conditions for the transformation of college English smart class teaching, especially the use of mobile phones in college English classroom teaching, which has brought a new turning point in education [5]. In college English teaching, the smart class combining smart phones with English courses will be the mainstream trend of future teaching, and the second language acquisition theory has important guiding significance for optimizing college English smart classroom teaching [6]. And it has brought rapid development to the study of language acquisition. We should constantly find and solve problems in the application, so that the second language acquisition theory tends to be perfect and more suitable for China's basic national conditions [7].

2. Problems in present college English teaching

2.1. Limited by time and space

At present, the application of second language acquisition theory is always limited by time and space. Secondly, recitation input is also an important way to obtain comprehensible corpus input [8]. However, in teaching practice, teachers can easily find that college students' English proficiency, especially oral English skill, is not satisfactory. The phenomenon of "dumb English" is still widespread, and many students have difficulties with English expression [9]. Input needs to be noticed, understood and absorbed before it can be integrated into the interlanguage system and then appear in output. It is common for students to use mobile phones to interact with teachers in teaching. Students prefer to use mobile phones to find information, do exercises, watch micro-lessons, exchange information, send Weibo, and shoot videos. Under the guidance of second language acquisition theory, we explore the "Three Links and Three Steps" smart class teaching mode of college English. "Three Links" refers to three teaching links --- before, during and after class. "Three steps" refers to dividing the smart class teaching activities in each link into three steps. Table 1 is the flow chart of the "Three Links and Three Steps" smart class teaching mode of college English.

Table 1 College English "Three Links and Three Steps" smart class teaching mode

Schedule (Three links)	smart class teaching activities (Three steps)	Theoretical Guidance of Second Language Learning
Before class	Use mobile learning platform for learning situation analysis and strategic guidance.	Meta-cognitive strategy, establishing learning objectives and formulating learning plan.
	Upload study plans and micro-class teaching videos on the learning platform, online task assignment and requirements.	Input-input that is noticed
	Implement online questionnaire vote and warming-up activities before class.	Interaction + input
In class	Give lectures, practice discussions, online and offline mixed teaching	Comprehensible input + absorption of internalized language
	Work in groups and learn from each other	Absorb internalized language + cooperation strategy
	Study online independently, upload recordings and videos.	Processing + output
After class	Complete online assignments and unit tests	Output + teaching effect detection
	Complete the online questionnaire and reflect after class.	Meta-cognitive strategy to evaluate learning effect.
	Organize online extracurricular activities and create more meta-language environment.	Intentional learning+incidental learning

2.2. There is little chance to acquire English naturally

Second language and foreign language are the two most frequently used terms in second language acquisition research. Many experts have made a distinction. In their view, a second language generally refers to a language that has the same or more important status as its mother tongue in the country, while a foreign language generally refers to a language used or studied outside the country. The difficulty of this learning method is obvious, especially in countries like China, where the teacher-student ratio is seriously out of balance. It is difficult for us to create a natural learning environment to learn English as naturally as our mother tongue. On the other hand, in teaching practice, teachers benefit from using mobile phone learning platform, and students can

complete listening and other learning tasks by themselves. Students can listen to and understand audio content repeatedly according to their own situation, and complete corresponding exercises. Teachers upload movies, videos and other resources related to this course content on the Smart Classroom website. Students can watch and learn through the mobile phone client, and students and teachers can enjoy and communicate in real time through the discussion function of the intelligent classroom, which not only plays a role in reviewing, but also enhances the communication with students after class. This limited classroom language input can not directly and effectively improve students' language ability, which leads to the phenomenon of "dumb English" that students can only deal with some reading and writing tasks in classrooms. Therefore, the reform of English classroom teaching in China is imperative.

3. The solutions to the problems based on the second language acquisition theory

3.1. Exploring where the problem lies

At present, English has become the most frequently used Esperanto. With the integration of the world economy and the deepening reform and development of China, more and more Chinese are learning English, which has basically become the second language of many Chinese. Teachers use the smart classroom mobile phone client to design the questionnaire of learning situation analysis, and conduct online learning situation analysis and strategy guidance for students. The last question is that students are afraid to answer questions. This phenomenon is very common, but few teachers specialize in how to eliminate this phenomenon. A survey on the causes of classroom confusion was conducted among 100 college students in a certain school, as shown in Figure 1.

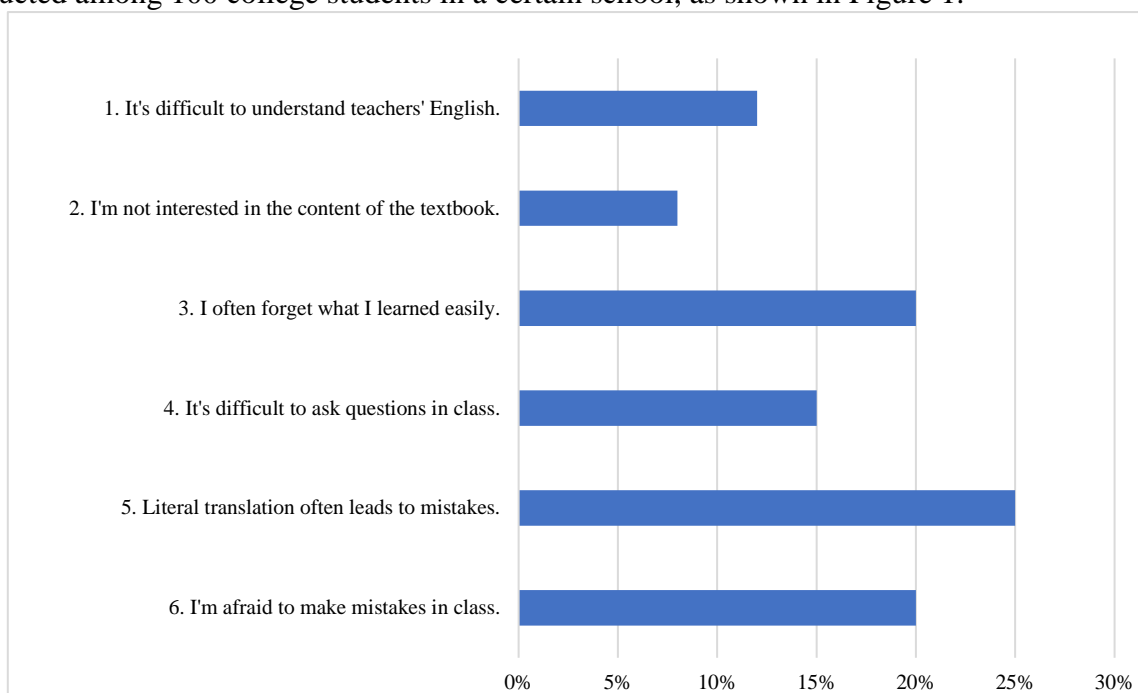


Figure 1 Survey of students' confusion in class

Figure 1 shows students have a lot of difficulties in English learning due to lack of appropriate learning methods. At this time, teachers can use the group learning method to help students integrate English knowledge into their language structure through discussion. Therefore, teachers regard the use of mobile learning platform as a part of the process assessment results, which improves students' enthusiasm for using intelligent classrooms, thus promoting the realization of learning objectives.

3.2. Adjusting teaching plan according to students' needs

For a native English speaker, there are a lot of chunks in their brain, which are the guarantee of their fluent language output. Once there are communication barriers in the process of

communication, the importance of interactive adjustment will be reflected. Combining with the characteristics of College English teaching and applying the interactive hypothesis theory, teachers can provide interactive learning environment for students in English teaching. The following is a survey of 20 college English teachers in a university, including teachers of English majors and non-English majors, and then makes statistics on the specific operation of classroom instruction design. As shown in Figure 2, it is a survey of College English teachers' classroom teaching design.

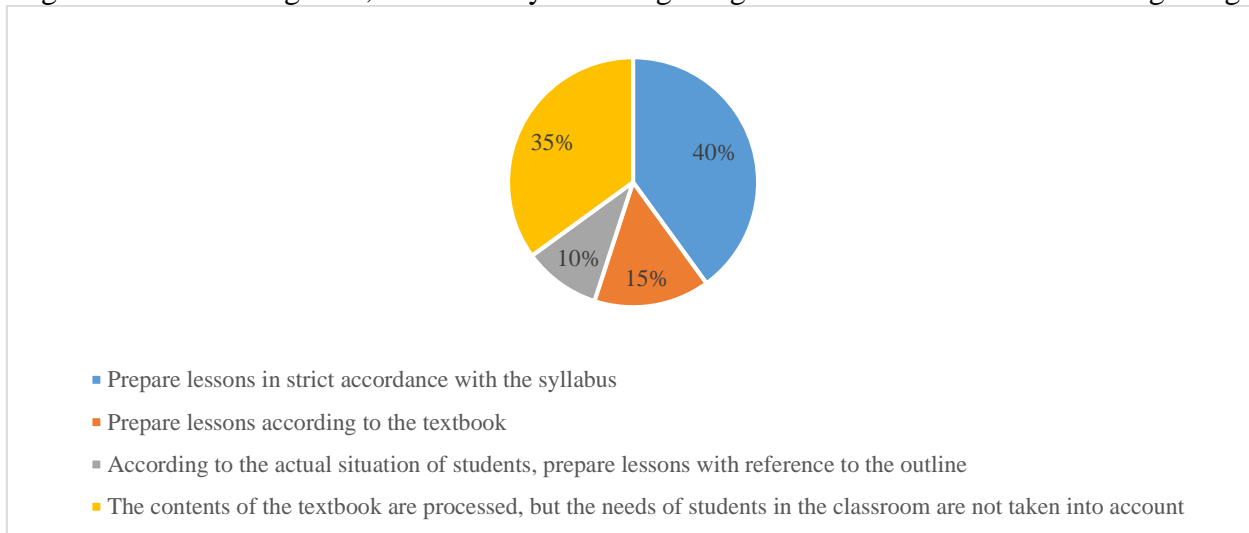


Figure 2 Survey diagram of classroom teaching design for college English teachers

It is difficult for people to acquire a language in a short period of time. Therefore, for language learners, the language environment is very important. In view of the difficulty of students' classroom consolidation exercises, teachers should fully consider the students' needs and choose learning material accordingly. In the whole teaching process, mobile learning platform is widely used for intelligent teaching, and the teaching effect is greatly improved compared with the traditional classroom.

4. Conclusions

The application of smart teaching supported by mobile technology in college foreign language teaching must follow the cognitive laws of second language acquisition by language learners in order to achieve its due effect. The popularization of modern teaching equipment, especially the use of multimedia computers as an important teaching aid, will greatly improve the language environment in the classroom. Foreign language teaching researchers and teachers should use the theoretical guidance of second language acquisition to study the new era of university foreign language smart classroom teaching mode, so as to use its advantages to continuously improve the effect of university foreign language teaching and benefit the majority of foreign language learners. First of all, multimedia technology can stimulate learners with more vivid language and images through audio-visual means, so that learners can understand and master the acquired information more accurately. On the other hand, as teachers, we should be good at reflecting and summarizing how to carry out our classroom teaching to attract students' attention. Teachers can make their teaching language more humorous, or they can speak some "digressions" appropriately. It is related to the knowledge learned, but it makes students feel no pressure to learn, thus attracting students' attention. With the rapid development of the times, English teachers should pay attention to the application of second language acquisition theory in the actual teaching process. Guided by the second language acquisition theory, in the process of foreign language teaching, we should gradually improve "The Three Links" in college English smart class teaching, improve the course quality and effectively improve students' English level.

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