

# Research on College English Micro Course Teaching under the Guidance of Second Language Acquisition Theory

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**Abstract**—Under the background and premise of the continuous development of modern information technology, micro course plays an important role in teaching and has become a powerful assistant for educators. This information-based teaching channel has attracted extensive attention in the educational field. Nowadays, micro class platform has become a powerful helper of College English teaching. The rise of micro class provides a stage for teachers to realize their own ideas. This new educational idea and method can open a new window for College English teaching, bring new reform and upgrading, and play a good role in reforming and alleviating the disadvantages of traditional teaching. Under the influence of second language acquisition theory, the application of micro class will embark on a new road, which is more in line with the development trend and needs of education in China. This paper focuses on the research of College English micro course teaching under the guidance of second language acquisition theory, hoping to provide some references and suggestions for relevant workers.

**Index Terms**—Second language acquisition theory, college English, micro class teaching.

## I. INTRODUCTION

Second language acquisition refers to second language acquisition. In addition to the mother tongue, students' learning other languages belongs to the goal guidance of acquisition, which increases language wisdom and knowledge in unconscious learning. Through short and concise process and link design, College English micro class can enable students to imperceptibly improve their English knowledge and application ability. The organic integration of second language acquisition theory and College English micro class teaching can not only comprehensively improve the efficiency of its independent application, but also provide help for the cultivation of students' understanding ability. Under the background of the rapid development of science and technology, the application and dissemination of micro courses have become more popular and have a large adaptation area. The integration of second language acquisition theory and multimedia micro courses can make college English classes move towards a new turning point and milestone, which remains to be seen.

## II. OVERVIEW OF SECOND LANGUAGE ACQUISITION

The study of second language acquisition theory began in American linguist Krashen. Second language acquisition the 1960s, and the most influential one was put forward by theory is probably composed of five branches, such as monitoring hypothesis, affective filtering hypothesis, natural order hypothesis and so on. Acquisition refers to the unconscious instillation of language knowledge by students in a more natural environment and atmosphere. This learning process must not be conscious and deliberate, which is contrary to the traditional learning theory. Under the influence of second language acquisition theory, students can still obtain a second language through the acquisition theory even after the golden period of language learning and cultivation. For example, through the comprehensible input hypothesis, students can hear and read language materials. This teaching method is more difficult than language knowledge itself, and can enable students to understand the original meaning and true face of the language. The affective filtering hypothesis refers to that students are influenced by the outside world in different aspects such as learning motivation and learning personality. This influence may be reflected in the absorption of language knowledge. It can be seen that in the learning process of second language acquisition, whether language input or language output is the premise and condition for learners to master the second language. In terms of content selection, the addition of micro courses can reflect the advantages of mobile learning and online learning, integrate learning into life, and give students more opportunities and space to contact the second language. For English learning, we can combine the theory of second language acquisition with micro class, and put forward different hypotheses according to the difference between acquisition and learning. Learned language learning is similar to children's learning of their mother tongue. It is a kind of learning in a natural state. This state is unconscious. As learning, it refers to teachers' objectively beneficial indoctrination of the second language and the training of technical contents such as words, grammar and sentence patterns. Under the influence of second language acquisition theory, many scholars believe that only through language acquisition can we promote the actual growth of second language ability, that is, the natural mechanism generated when people use language. This theory itself provides some help and Enlightenment for the setting and selection of micro course content.

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### III. THEORETICAL BASIS AND REFERENCE OF SECOND LANGUAGE ACQUISITION

As an integral part of second language teaching, second language micro course teaching should first follow the rules of second language acquisition and establish teaching objectives based on it. In 1982, Krashen proposed learning/acquisition hypothesis, natural order hypothesis, monitor hypothesis, input hypothesis and affective filter hypothesis[1], which influence the second language teaching profoundly.

#### *A. Learning/ Acquisition Hypothesis*

Krashen defines "acquisition" as a subconscious process, which is the result of natural communication that focuses on the significance of meaning, just like the process of children's acquisition of mother tongue. While "learning" is a conscious process, that is to say, language can be learned through the classroom lectures and deliberate practice and memory. Krashen believes that only "acquisition" can directly promote the development of second language ability. Micro-course teaching that follows the second language acquisition theory is supposed to interact the learning of language knowledge points, the input of language structure and the cultural emotions.

#### *B. Natural Order Hypothesis*

In the second language learning process, whether there is no teaching guidance or there is teaching guidance, language acquisition is a natural transition step by step in order. Most English teachers comply with the law of language acquisition process when setting micro courses. Based on students' language characteristics, learning basis and learners' own ability, they respect the learning law and take into account the students' memory characteristics and acceptance level at this stage. In the selection of knowledge points, the transition from simple to complex and progressive layers can enable students to do a good job in the connection of new and old knowledge [2]. In the College English curriculum standard, although it does not clearly point out the different requirements for the language skills of college students in different grades, in the specific teaching, teachers should still adhere to the idea of teaching students according to their aptitude and going up step by step. The micro class is not long, and the video is usually about 8 to 10 minutes, but the selection of knowledge points and content should be progressive and coherent at all levels.

#### *C. Monitoring Hypothesis*

In the context of second language acquisition, language knowledge can fully reflect its instrumental value only in the process of practice and application. Language is a tool for communication and communication. Through teachers' teaching of English knowledge, students must also check their knowledge and practice after class [3]. Micro class is a typical sparrow. Although it is small and has all five internal organs, although the time is not long and the content is short and concise, it must include the review of previous knowledge points, the explanation of new knowledge, and the design of different links such as classroom interaction and homework arrangement. In the process of completing the homework in class, it reflects the influence of monitoring and telling the theory. In the process of completing the homework,

it consolidates, grasps and constantly counts and digests the new knowledge. In micro class design, most teachers will design after-school homework or in class homework. The design of English homework is not limited to oral form or written form, which will help students consolidate their new knowledge and content.

#### *D. Input Hypothesis and Affective Filtering Hypothesis*

From the perspective of second language acquisition theory, language acquisition must be achieved through continuous language input. Without continuous language input, a continuous language acquisition process cannot be formed. This input can be understood as the input process and input methods that students are interested in. Students can listen to a large amount of knowledge that is useful or interesting to themselves and internalize it in their mind. The function of English micro class is to connect these knowledge to form a system [4]. From all the English knowledge sections, the mastery of vocabulary, pronunciation and grammar is always in a basic state and position. At present, although many students understand the advantages of English micro class, they can't keep watching for a long time. The main reason is that in addition to the lack of internal motivation of students, the external reason is that teachers don't do a good job in the form attraction and external design of classroom, so they can't catch the attention of students. On the contrary, if students are more interested in the cultural knowledge behind the language and western customs and customs in the process of language acquisition, they will naturally acquire language knowledge in a more pleasant atmosphere to overcome the fear of difficulties and exclusion.

### IV. CURRENT SITUATION AND DEFICIENCY OF COLLEGE ENGLISH MICRO COURSE TEACHING

#### *A. Teaching Ideas and Concepts are Too Old*

In the traditional English micro course teaching, the concept and thought are not open and advanced. Influenced by the idea of exam oriented education, although students have entered the university stage, the English curriculum still pays more attention to the improvement of the scores of CET-4 and CET-6. In the current college English curriculum and teaching system, the test scores are still very important for students' graduation and future development. Therefore, some college teachers take helping students pass the customs examination first as their main learning purpose, but in the process of English learning, only relying on the paper score and the result of one examination is not enough to reflect the students' comprehensive language application ability. Whether students can smoothly adapt to the environment and correctly use language communication and communication in the workplace after entering the workplace is the essence of learning English. Secondly, there is a lack of sufficient innovation consciousness in the traditional English micro course setting. When making the course video, teachers only change the paper text into the electronic text, change the soup without changing the dressing, and do not make a substantive increase or innovation to the content.

### *B. Video Settings Lack of Interest*

Some English micro class video settings lack the necessary aesthetics and interest, so that students are not interested, which is also the key factor affecting the teaching effect of micro class. Firstly, under the influence of traditional teaching ideas, some teachers have certain differences between the design of video and the aesthetic concept of modern students. When watching video, students feel that it is better to read books and feel boring; Secondly, teachers take the teaching content as the main content in the production of micro class videos, which will reduce the students' sense of visual impact. Some micro class videos are set with relatively single teaching means and do not introduce diversified teaching carriers such as animation, video and image as auxiliary. This phenomenon also makes students' English learning unable to meet the expected standards.

## V. TEACHING STRATEGIES OF COLLEGE ENGLISH MICRO COURSE UNDER THE GUIDANCE OF SECOND LANGUAGE ACQUISITION THEORY

### *A. Strengthen the Innovation and Optimization of Teaching Ideas*

If teachers still adhere to relatively backward educational concepts and ideas in the process of micro class design and use, it is difficult to improve the effectiveness of teaching. In view of the problems existing in the traditional college English teaching, educators should strengthen the positive change of the traditional concept of education, take the second language acquisition theory as the arm, and improve the students' English practical application ability and classroom design ability. In the specific micro class teaching process, we can combine the test content with the students' oral practice, and change the test content into oral English when making the micro class video, Let students speed up the process of language output and expression and increase their memory and mastery of English knowledge. At the same time, teachers can also use micro class teaching to teach the basic knowledge of the classroom, save more time and space in the classroom, help students carry out situational communication or oral dialogue, and create a good English teaching language atmosphere in this way, so that students can get the growth of English ability under the immersion of the language environment.

### *B. Strengthen the Introduction of Classroom Tasks by Using Micro Courses*

From the perspective of second language acquisition, the design of College English micro course should embark on the design path of smart classroom, so as to enrich and diversify the College English teaching mode, and broaden the selection range of English teaching materials and English content. English teachers can help students make phased learning plans through different forms such as mobile app or online micro class, formulate learning tasks according to the learning basis of different students, establish effective and achievable phased learning objectives, arrange learning plans online and issue guidance plans, and students can upload and watch videos according to the teacher's Micro class,

According to the arrangement requirements of preview tasks, start to strengthen the content of this unit and study in advance. Among them, in the process of classroom task arrangement, we should pay attention to the different processes from language output to input, truly change the traditional learning morality into current acquisition, and change from language passive input to attention input [5]. In addition, teachers can also upload to the network software in the form of questionnaire survey or online voting. Students can give their own answers to relevant questions according to the relevant contents they preview in advance. In this process, students can express themselves freely, and do a good job in knowledge internalization by combining the new curriculum with knowledge output. This process is conducive to accelerating the detection of English learning results, Let teachers and students form implicit curriculum interaction.

### *C. Carefully Screen the Contents of Micro Courses*

The correct application of second language acquisition theory requires the correct selection of learning content in English micro class. Second language acquisition theory has different theoretical branches, and different theoretical branches have different Enlightenment on the selection of English micro class content:

Firstly, under the theoretical enlightenment given by the input hypothesis, language learning should be input and instilled in an unconscious state. This is the essential difference between the current acquisition theory and the traditional scholar theory. It can be understood that the level of language input should be higher than the existing level of language skills. With the help of the application of micro courses, the input of students' learning content can be improved to a great extent. The time of micro class is about 8-10 minutes, which will not be too long. Therefore, this short and concise subject restriction determines that micro class is not suitable as a platform for a large number of language output. If excessive video materials or textbook audio are interspersed in a too short time, it will be suspected that the guests will seize the host. When designing the task, teachers should ensure that the content is challenging and catch the students' attention. For example, they can debate a topic in combination with the article or text. Students can find out the positive and negative arguments in groups, and use other examples to support it. In the process of debate, students can judge which translation is more in line with the expression habit, or they can find their own arguments as support in reading. Such micro class classroom design can enable students to constantly contact different language expression usages, gradually become familiar with language knowledge, and transform the newly exposed materials into their own language ability, which is an explicit internalization of knowledge.

Secondly, the monitoring hypothesis theory also gives some enlightenment to the selection of micro course content. In fact, the nature of learning this theory is essentially the same as the traditional teaching model, but the second language acquisition theory also requires that language learning should not only withstand monitoring and investigation, but also let people reflect the original significance of language learning through the channel of

speaking. Monitoring hypothesis theory can produce three dependent elements: time, language form and grammatical rules. Only by coordinating the learning process and acquisition process in teaching and complementing each other, can we obtain a large number of understandable language materials. Under the supervision and review of learning, learners of second language acquisition can significantly improve their ontological ability of language communication [6]. For college students, they have a good accumulation of grammar and a certain degree of vocabulary, so they have a high level of self-monitoring. However, if they use more complex grammar knowledge or relatively special language environment, students may feel strange to the long difficult sentences or parts involving cultural knowledge. Therefore, in order to enable students to speak more authentic and fluent English, combined with the short and concise characteristics of micro class teaching and the theory of second language acquisition, the selection of micro class content can be divided into units, focusing on skills and personalization, and the course knowledge can be divided into different plates, such as grammar, language meaning, language pronunciation, text structure and so on. In the editing of micro class, teachers should pay attention to using a micro class to explain a theme or grammar as clearly as possible, or introduce a cultural phenomenon to students. Don't be greedy for more and faster, and give students enough time to accept them and digest them. This thought is of great help to students' self-monitoring in class.

Thirdly, for the affective filtering hypothesis, the second language acquisition theory holds that the process of language learning is based on the filtering of the input language. Therefore, the overall second foreign language learning process can be summarized as language input, language filtering and language acquisition. In addition, it also includes language ability. This also shows that language affective factors will play an indirect or direct role in promoting or hindering the language learning process. We should also refer to the auxiliary factors such as students' learning motivation, students' personality and emotional state. Successful language learners should turn them into stronger learning motivation when using second language acquisition theory, so as to reduce the anxiety of language learning as much as possible. In the traditional learning process, students may have peer pressure due to lack of preview in advance, or low self-esteem and self-confidence due to poor language literacy. After the introduction of micro class content, students can watch the video content repeatedly and adopt a relaxed and stress-free learning state. Therefore, teachers must choose and design micro class content around the classroom theme and classroom tasks during classroom discussion. Due to the preparation of the preview process, students already have a certain reserve knowledge. They only need to express their opinions boldly and easily to complete the discussion. In addition, the knowledge points of micro courses should be selected in simple terms and step by step. They can be expressed in the form of life and dialogue, or the combination of language and cases, using pictures, sounds, animation and other carriers, so as to cultivate students' understanding and interest in language knowledge.

#### *D. Improve the Acquisition Effect through Teaching Feedback*

Effective teaching behavior is an important factor for students to learn [7]. Van den Hurk et al used data feedback in the circular mode to help teachers adopt effective teaching behaviors, and summarized six effective teaching behaviors: creating a safe and stimulating atmosphere for students to learn, efficiently managing the classroom, clearly stimulating the learning process, and flexibly adjusting teaching methods and learning strategies [8]. In order to improve the effect of second language acquisition, the effective second language teaching should include at least the following elements: teaching language knowledge for students, helping students develop language skills in listening, speaking, reading and writing, training the language sense of students, and guiding students to master the methods of language learning [9]. As a specific form of second language teaching, micro course also should contain the same elements. The effect of a micro course for language teaching needs to be evaluated through the following teaching feedback: First, students' mastery of second language knowledge and speech skills are evaluated through the online learning platform where teachers issue assignments and tests. Then through the questionnaire survey, teacher can get to know the learning level of the students to the micro course and their suggestions to the teaching, so that teacher could conduct teaching reflection, so as to improve the teaching effect. Finally, in view that some students didn't fully grasp the language points at class, teachers should guide them to review the micro video independently after class. Compared with the length of traditional classroom teaching, the micro course is much shorter, which is convenient for students to use the fragmented time for independent learning, thus they can improve the effect of second language acquisition.

## VI. CONCLUSION

To sum up, under the guidance of second language acquisition theory, College English micro class teaching needs to follow the branches and plates of second language acquisition theory, do a good job in the screening of micro class content and the design of micro class form, change the shortcomings and disadvantages of traditional English teaching, strengthen the introduction of classroom tasks, carefully screen micro class content, make use of teaching feedback, so as to improve the effectiveness of College English education.

## CONFLICT OF INTEREST

The authors declare no conflict of interest.

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