

# Innovation of University English Language Teaching Model Based on Second Language Acquisition Theory

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**Abstract:** Anyone who is capable of learning one language is also capable of learning any other language. If you are raised to a language from birth in a particular environment, you will eventually master the ability to use the language. The whole process is referred to as language acquisition. Krashen's second language acquisition theory offers an exceptional opportunity for the improvement of university English language teaching (ELT). The theory of second language acquisition offers theoretical and methodological support for ELT in universities. There are several problems in ELT in universities, including the variations in English basic conditions created by different regions and the differences in students' English learning. This paper aims to investigate the enlightening impact of this theory on ELT from the perspective of students and English teachers and optimize university ELT based on the existing situation of university English teachers' application of second language acquisition theory in class.

## 1. Introduction

With the significant growth of China's economy and increasingly active foreign economic and trade exchanges, the demand for foreign language talents is slowly going down. The demand for talents who possess both professional knowledge and a foreign language is even more urgent. There are numerous issues with ELT in universities, including those caused by professors and students[1]. Exploring the reasons why students and teachers are involved in ELT in universities is mainly to enhance the instructional techniques, improve the ELT results of universities, and provide a better learning environment and learning methods for university students' English learning[2]. Different educational levels in different regions impact the ability and level of English teachers in diverse regions, leading to uneven English scores of students, especially in oral English[3]. Furthermore, a large number of lectures allow university English teachers to lack energy and time, and they can't teach students based on their aptitude. They can only select the instructional technique of full house irrigation, so students can't fully comprehend and understand the knowledge taught by teachers. The theory of second language acquisition is a significant wealth for ELT work in universities, and it is very enlightening for the development of ELT work in modern universities[4].

ELT in university is a systematic project, which requires to link and revitalizing students' English knowledge in middle school, and then redesigning the students' ideological understanding of foreign language learning, so, therefore, students can understand the significance of language application from the viewpoint of foreign language learning concepts[5]. It is of huge guiding importance to apply second language acquisition theory in university English classroom teaching. The application of second language acquisition in university English classrooms can allow students to learn in the English language environment, thereby enhancing the quality of English classroom teaching[6]. Anyone who has the ability to acquire one language is also capable to acquire any other language. If you are exposed to a language from birth in a certain environment, you will slowly master the ability to use the language, and the whole process is referred to as the language acquisition process[7]. This paper explains Krashen's second language acquisition theory, assesses the relationship between second language acquisition and English learning, and optimizes university ELT based on the current situation of university English teachers applying second language acquisition theory in class.

## 2. An Overview of Second Language Acquisition Theory

### 2.1 The Connotation of Second Language Acquisition Theory

According to Krashen's monitoring hypothesis, learners who master a second foreign language by acquisition can interact with others easily and smoothly, and learners who master a second foreign language by acquisition think that language monitoring by applying rules is the only way. Krashen's monitoring theory is the most influential second language acquisition theory. The majority of ELTs in China use the information input method, which views students as the carriers of information input and inputs language information up to a predetermined level. Currently, students' brains form the impulse to output. As a significant part of Krashen's second language acquisition theory, the affective filter hypothesis focuses on the affective factors contained in ELT, including teachers and students. Currently, most schools teach English based on the specialties of several departments and universities, but they don't teach based on English grades. It is quite hard to teach English in different classes based on English scores, which mainly originates from the impact of teaching venues, teachers, students' level, and other factors.

### 2.2 Second Language Acquisition Theory and Its Relationship with ELT

With the vigorous development of higher education in China, the number of students attending universities is steadily rising, and their quality and abilities vary. Due to the different educational levels in different regions and the quality of English teachers, the phenomenon is that students' English scores are quite variable, and their spoken English level is mixed when they reach universities. Second language acquisition can be considered as a process of language learning, focusing on the learning of a second language based on the mother tongue; On the other hand, the learned language cannot be considered as a second language, and it still requires to fulfil the conditions of holding a higher position in the native language[8]. English teachers in universities give many lectures, therefore they can't have enough energy and time to prepare lessons for university students. Therefore, teachers are jammed into the classroom, and the level of student engagement in the classroom is not considered seriously. During the teaching process, university English teachers should distinguish the two languages, and by applying the language rules, understanding the appropriate and scientific teaching of language. People distinguish "second language" from "foreign language" based on the language family of the language they learn. If it is the same as the learner's native language family, it can be considered as the second language. The application of second language acquisition theory to ELT at three levels is reflected in Figure 1.

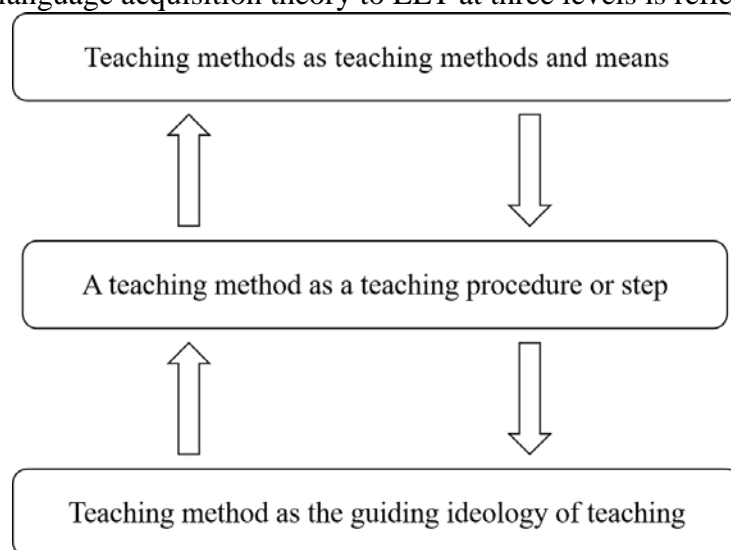


Fig.1 Second Language Acquisition Theory is Used in Three Levels of ELT

Students' interest or emotion in English learning, along with their learning motivation, are also included. According to the affective filter hypothesis, only under low affective factors can people get the highest memory efficiency and foreign language learning efficiency. Otherwise, the

effectiveness of the instruction will suffer. For instance, when teachers are in ELT, if they are in a bad mood, it is likely to impact the teachers' enthusiasm for teaching and decrease their enthusiasm for imparting knowledge. It is of great guiding principle to use the theory of second language acquisition in university English classroom teaching. Against the background of the new curriculum reform and frequent exchanges between foreign students at home and abroad, university English teachers started to study the teaching strategies used by foreign teachers and consider second language acquisition theory to investigate methods suitable for ELT in China.

### **3. The Application of Second Language Acquisition Theory in ELT in Universities**

#### **3.1 Improve Language Quality**

Second language acquisition contains two methods of acquisition: natural acquisition and directed acquisition. Due to the lack of an acquisition environment, we can't ignore the acquisition function, nor can we overlook the value of learning by focusing solely on the acquisition function. In ELT, teachers should blend the form and function of language to achieve an all-round improvement of students' language. At the same time, students should have applied basic cognitive ability and level. To achieve this objective, teachers can easily simulate the acquisition environment, consider the all-English instructional mode, organically blend acquisition with learning, and assist students to master English rapidly and comprehensively based on rational environmental conditions. In the classroom teaching process, teachers should master how to describe the challenges and core points in the teaching materials, therefore students can write and learn English knowledge in a state with clear objectives and learn English in an input way[9]. Students should be competitive in their daily teaching activities so that they can keep up with each other. Mainly, during the process of ELT in universities, each class should be equipped with a student having exceptional English learning performance as the study committee member of this class, which will lead and promote the ELT situation of the whole class. Because of paying attention to the teaching environment, universities must pay attention to cultivating students' language sense. Based on psycholinguistic knowledge, language can directly stimulate people's sensory organs, thus creating a unique reaction in the brain and understanding the social diversity of language.

#### **3.2 Pay Attention to the Cultivation of Students' Interests**

In the input of English language information, the external environment is preferable to classroom input, which is an essential concept in the hypothesis of language input. Based on the theory of second language acquisition, some university English teachers build diversified language environments for university students along with English classroom teaching. Learning grammar is crucial for students learning English. When teaching English grammar, teachers should use appropriate, effective, and scientific instructional strategies, in order to help students in making reasonable imagination and reasoning, and realize systematic and comprehensive learning through the construction of a knowledge system[10]. Today's world is a knowledge economy, and as economic globalisation continues to grow, high-tech innovations, especially multimedia network technology, have been widely adopted and developed in the field of education. Computer-assisted learning for university students is significant to the realization of students' personalized learning and the improvement of learning efficiency. An essential supplementary teaching tool for ELT in universities, multimedia equipment supports students' personalised learning and contributes to raising the bar for ELT in universities. The structure of an intelligent ELT system based on second language acquisition theory is reflected in Figure 2.

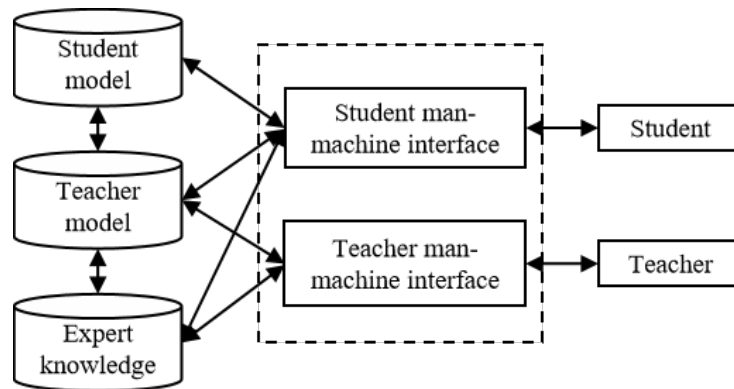


Fig.2 Structure of Intelligent ELT System Based on Second Language Acquisition Theory

The University English classroom is the key platform for university students' ELT, which also serves as the primary delivery method for English instruction to students. At the same time, the English classroom is also a crucial setting for teachers and students to interact. University English teachers must grasp the complexity of inputting English language information in English class based on students' English level and the characteristics of learning a second language and offer students with university English language knowledge and information with suitable difficulty and knowledge. The process of developing language sense is ongoing and strongly tied to intuition, which is unconscious behavior. However, during the language learning process, the speed of the process relies on the presence or absence of consciousness. Therefore, it is important to enhance students' listening ability and adapt their senses to external stimuli through continuous practice and study, which is a procedure of practice and sensory function. In the actual ELT process, teachers can offer students timely, appropriate, and accurate language information by forming a real language environment and supporting students to give attention to the relationship between the form and function of language, in order to promote students' interest in grammar learning.

#### 4. Conclusions

ELT is primarily used to develop student's communication skills. Therefore, during the process of students' learning, teachers must support students' self-acquisition processes and provide them with scientifically sound guidance as they study. From the students' point of view, teaching students at different levels according to second language acquisition theory is a process of teaching students based on their ability, which must take into account the psychological endurance of students who receive poor grades. ELT at universities aims to develop and enhance students' practical application skills and communicative competence in English. Therefore, university teachers must fully integrate the second language acquisition theory to increase students' self-acquisition process and understand students' scientific and autonomous self-acquisition. Universities should make clear the ELT training objectives, adopt practicality as the guiding principle, actively implement English curriculum reform, consider flexible instructional approaches, and reinforce the stimulation and comprehensibility of information input with the aid of modern teaching means, like multimedia and network, in order to help university students continuously increase their interest in learning and thereby improve their overall English application ability. University English teachers should stand at the forefront of the university English classrooms, use second language acquisition theory, adopt new instructional methods, and create a fun environment for students to study English in order to enhance the quality of university English classroom teaching.

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