

A Study on the Analysis and Application of a smart classroom Teaching Model of College English from the Perspective of Second Language Acquisition

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Abstract: The article discusses the "acquisition and learning" hypothesis, the monitoring hypothesis, and the input and output hypothesis from the basic principles of second language learning. It uses the "class" as an example to analyze the pre-class, in-class, and post-class aspects of the English intelligent classroom from the perspective of second language acquisition. It aims to provide a realistic foundation for future English language construction, and provide a practical basis for future English language construction.

1. Introduction

In 2007, the Ministry of National Education issued *The Teaching Requirements for College English Classes*. In 2014, the *Guidelines for College English Teaching (for Comments)* were issued, it was clearly proposed that "in college English teaching, the latest information technology should be combined with the curriculum to promote students' active, independent and personalized learning." The development of mobile network provides a good basis for English classroom reform, especially the application of cell phones in English teaching is a new opportunity. *The 35th Statistical Report on the Development of the Internet in China*, released by the China Internet Network Information Center in February 2015, states that mobile phones will revolutionize the classroom and that smartphones are the biggest challenge facing traditional classrooms [1]. Since mobile phones are more portable and more suitable for students' mobile learning, they are more conducive to students' independent learning. In recent years, scholars at home and abroad have studied English intelligent teaching from several perspectives, including teaching design principles, intelligent teaching models, cognitive characteristics of second language acquisition, and teaching concepts. Based on second language acquisition, this study explores the English smart classroom teaching model supported by mobile technology. In English smart teaching, input, output, interactivity, and learner strategies are the main factors that affect second language acquisition. The theory of second language acquisition has positive significance for foreign language teaching in the new situation and building English smart classroom.

With the rapid development of technology today, people are increasingly using smartphones. Mobile phones are gradually becoming an emerging tool for English teaching because of their ease of use and easy operation [2]. In college English teaching, the integration of smart phones and English courses will become the main direction of English teaching in the future, and the theory of second language acquisition has a positive effect on improving the efficiency of college English learning.

2. A Brief Overview of Second Language Acquisition Theory

The theory of "second language acquisition" was proposed by the famous American educator Krashen in the late 1970s.

2.1 "Acquisition and learning" hypothesis

"Acquisition" is an unconscious behavior of learners in the learning process, which is the basis of students' independent use of language. "Acquisition" is a self-conscious learning process. In this process, teachers' teaching and students' practice should be paid attention to, so that students can

better master grammar.

2.2 Monitoring hypothesis

The essence of the supervision hypothesis is that there is an internal relationship between "acquisition" and "learning". "Learning" is a self-conscious language learning process, which requires teachers to continuously motivate and teach learners in English, while "acquisition" is to realize the overall framework of English learning through subconscious cognition, so that students can be clear about their learning tasks and learning priorities.

2.3 Input hypothesis and output hypothesis

In the input and output hypothesis, "input" refers to the input knowledge. Attention should be paid to the readability of the knowledge when input, so as to ensure that students can have a correct understanding of the knowledge in the shortest time. "Output" refers to the output of English, that is, the use of knowledge. When a student's knowledge has reached a certain level, "output" can enable learners to pay more attention to English sentence patterns and grammar in the process of learning, thus improving their learning efficiency.

3. Analysis of a smart classroom Teaching Model of College English from the Perspective of Second Language Acquisition

In the current era, smart phones have become an important tool for building English smart classroom in colleges and universities. Schools attach great importance to the "mobile class". It is not uncommon for students to interact with teachers through their mobile phones [3], so the use of smart phones to create a smart teaching classroom not only meets the current development characteristics of the times, but also meets the new era of student learning requirements.

3.1 Pre-class

From the perspective of "acquisition and learning", "learning" is the key to students' learning effectiveness, while "acquisition" is to help students build a complete English structure. Therefore, under this assumption, teachers should focus on the use of "ketangpai", i.e., teachers should use it to create a set of questionnaires or tests about students' learning status based on the English syllabus and teaching contents in order to better understand and analyze students' learning status, so as to develop good learning plans and tasks for them [4].By delivering the teaching materials to students in advance through "ketangpai", students can pre-study before class according to the requirements of the teaching plan and transform unconscious knowledge input into conscious input. At the same time, with the pre-studied lesson materials, students can better understand the key points and difficulties of the text and become proficient in the text structure, grammar vocabulary, etc.

3.2 In-class

The "acquisition and learning" in the curriculum is the hypothetical "learning process", therefore, in teaching, attention should be paid to the transfer of English knowledge, and teachers can adopt a group approach to integrate English knowledge into their own language system.

3.3 Post-class

After completing the smart teaching of English in college, teachers should use the English teaching platform to provide students with English homework and unit tests so that they can better understand their learning status. At the same time, teachers can also evaluate students' learning status and communicate with them to solve the problems they encounter when doing homework through the smart teaching platform [5].According to the second language acquisition theory, after completing the post-assessment, the teacher should evaluate the students' homework, analyze the completion of the homework, and give feedback and suggestions so that the students can better grasp their learning status. Teachers are also able to make corresponding adjustments in future teaching.

4. Effective and Rational smart classroom for the Learning Process

Due to the limitations of classroom teaching, teachers are often only able to take care of individual students and are unable to manage everyone effectively. Teaching through smart classroom can effectively solve this problem, thus alleviating the teaching difficulties caused by individual student differences. The teaching objectives are moderated and the problems are analyzed specifically according to the students' learning status. In the English smart classroom, the teacher will have the students answer questions in class and arrange class exercises according to different learning levels.

For example, students in basic classes have a lot of problems with training and appearing in the classroom due to their poor foundation. To deal with this problem, teachers should strengthen the students' guidance, enhance their understanding and mastery of basic English, and ask and answer targeted questions in the classroom. This approach will not only protect students' self-esteem, but also improve their self-confidence, thus effectively motivating them to learn English. For the students in the developmental group, there are many of them and they are very capable of learning, but they are passionate about learning English, so the teacher should provide them with targeted guidance so that they can develop in a better direction. In the usual learning process, it is important to give children more incentives so that they can feel their shortcomings and experience the joy of success at the same time, which will motivate them strongly to learn English. For students with good grades, teachers can ask difficult questions or arrange difficult classroom assignments to encourage and guide students to engage in inquiry-based learning so as to improve teaching effectiveness. In conclusion, teachers should not judge students by their own professional standards. When students of different levels are given different problems and exercises, their interest in learning can be maximized, thus their enthusiasm and initiative in learning can be increased, which will lead to an overall improvement of their overall level. It is important to establish a college English smart classroom with adequate student participation. In the process of implementing teaching according to students' needs, the teaching content must also be strictly managed to ensure uniformity and specialization, so that the quality of college English teaching can be further improved.

5. How to Address Differences in Second Language Acquisition Class

In class, the teacher works on words, phrases and texts effectively, depending on the text. When some students cannot understand correctly and misunderstand, the teacher will help to find them. Teachers can instruct in various ways and design a variety of extra-curricular assignments and evaluation methods to make students aware of their defects, make them face their defects, and motivate and inspire them to learn without forgetting them. In class, depending on the content of the course, the appropriate teaching objectives should be set for students of different levels. This will ensure that students at three different levels of English learn what they need to learn in order to achieve their goals. Teachers need to create an equal learning environment in the classroom so that students can gain more freedom and enable them to complete the class more quickly, thus ensuring that each group can gain and improve in the teaching. In college English teaching, teachers often put the after-class assignments together with the in-class assignments and ignore the different students. Everyone's learning ability is different, and treating them all the same will have a great impact on the overall learning effect. For example, students in basic classes, because of their low learning level, tend to "plagiarize" when they encounter English homework. Students with high grades have more knowledge in English. When doing the same homework, they find it too simplistic and feel that it is a waste of time to do the same exercises over and over again, which gradually creates a vicious circle that affects their interest in learning and lowers their motivation to learn. It can be seen that teachers need to use the smart classroom approach to distribute homework to different levels for different students. For example, students in the basic class should strengthen their basic knowledge because their basic skills are weak. Students in basic classes can complete them independently to prevent plagiarism and to experience their success. In addition, for students with high grades,

teachers can arrange higher difficulty assignments for them to explore independently in the class.

At the same time, in the evaluation of students' homework and academic performance, it should also be for different levels of students to carry out separate evaluation. In smart classroom, assessment and evaluation is a very important link, the teacher should not only evaluate the performance of the exam, but also evaluate the other abilities of the students. In a word, in English teaching, teachers should design different homework and evaluation standards according to the different learning abilities of students in the three stages, so that they can find their own shortcomings and encourage them to face up to their shortcomings, so as to stimulate their enthusiasm for learning, so that they will not be troubled by English learning.

Moreover, in the whole teaching model, the English connection is the input information and the feedback is the output. One of the most typical is Schumann's "cultural adaptation" model. The central idea of this theory is to show which response will produce which response, rather than the processing of information [6]. This concept has been introduced into the study of foreign language acquisition and emphasizes the important role of learning environment. It explains the process of language acquisition from the external factors of students themselves. Students dare not answer in class, mainly because the teacher in the usual teaching did not carry out an effective investigation of students' psychology, or did not give them the rewards and punishments they should have, which led to their self-esteem was hit, resulting in the fear of making mistakes. When dealing with mistakes, teachers should take a positive attitude, give students correct answers, encourage them to correct answers, correct corrections, let them understand their mistakes, let them dare to face their mistakes, so as to eliminate their own guilt and inferiority. The techniques of error correction and criticism mentioned above will be further discussed in future studies.

In English teaching, this kind of problem is inevitable. In order to solve these problems, we should first systematically analyze and study these problems, find out the root of the problems, and then strengthen the understanding of English teaching based on students. Using the perspective of second language acquisition to conduct intelligent English classroom teaching can organically combine realistic teaching with students' personality characteristics, teach students according to their aptitude, and effectively improve their learning efficiency [7].

6. Analysis of the Implementation Effect of College English smart classroom Teaching Model

From the perspective of teachers, the smart classroom has been designed in detail from the aspects of teaching design, website construction, resource selection and use, homework assignment, discussion topic setting, new knowledge guidance, preview and review. The application of smart teaching tools enables teachers to have intuitive, dynamic and interactive learning resources, grasp the whole process of learning from the three levels of before, during and after class, and make full use of the mobile learning platform for intelligent teaching. The teaching effect is greatly improved compared with the traditional class.

From the perspective of students, smart classroom has achieved student-centered teaching, with special emphasis on student autonomy. From the pre-class preview, to the preparation before class, to the preparation of the lesson, to the homework after class, unit of the exam, the design of the smart classroom is what the students like. It is realized through pictures, video, recording, discussion, questionnaire, voting and other forms.

In the test part, when students finish the relevant homework on the mobile learning platform, the system will automatically calculate the corresponding score according to the answer results set by the teacher. Through the evaluation of smart classroom teaching, students can effectively promote the use of it, so as to achieve the purpose of teaching.

To apply smart teaching to college English teaching, it is necessary to follow the cognitive rules of students' second language acquisition in order to achieve the expected results. Smart teaching is an important measure to promote the development of modern college English education, and also conforms to the trend and direction of the development of The Times. In the new era, foreign language education researchers and teachers should use the theory of second language acquisition to study the smart classroom of college English in the new era, so as to give full play to its own

advantages, constantly improve and enhance the quality of college English teaching, and at the same time let students benefit from it. The study of smart English teaching model from the cognitive perspective of second language acquisition is still in a brand new research field and is still in the exploratory stage. Therefore, under the guidance of second language acquisition theory, foreign language educators and teachers need to conduct more research and practice.

7. Conclusion

To sum up, with the rapid development of The Times, English teachers should pay attention to the application of second language acquisition theory in practice, introduce the second language learning theory into foreign language teaching, and gradually improve the three aspects of English smart classroom before, during and after class, so as to effectively improve their English literacy.

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