

## Study on the Application of Mini Lecture in College English Teaching Mode Based on Second Language Acquisition

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**Abstract:** Mini lecture, a new teaching resource, short and swift, conforms to the current development trend of education. From the perspective of second language acquisition theory, this paper discusses application of mini lecture in College English teaching mode and its second language acquisition.

### 1. Introduction

The rapid development of technologies such as the Internet and mobile terminals has enabled micro-concepts to reach to people. Whether it is micro-blogs, micro-channels, micro-messages or micro-movies filled with the lives of contemporary college students, the natural mini lecture is a new and innovative teaching resource. The flexibility of various forms and the ability to view and learn repeatedly anywhere and everywhere has attracted the attention of many learners, and it has also triggered the micro-curricular research in education. So how do we use micro-courses in the teaching of college English as we choose content? This article will be a preliminary exploration of the theory of second language acquisition [1].

### 2. The Related Research of Mini lecture

In this situation, mini lecture, a new online teaching method, appears before teachers and students. "Mini lecture teaching refers to the process of teaching and learning that takes video as the main carrier and records the teacher's teaching around a certain point of knowledge. Its core is the classroom teaching video, in addition to related teaching design, material courseware, and teaching. It is a new type of teaching." [2] Since the mini lecture only focuses on a certain teaching knowledge point or a certain number of teaching links, its teaching focus is very clear, and the time is shorter than the normal teaching hours, usually about twenty minutes. Teachers are easy to make, students are also easily accessible, can watch online, and can also be downloaded to computers and mobile phones for repeated viewing.

Wu Bingjian pointed out that "video is a learning resource for augmented reality, and it is also conducive to the creation of a learning environment. It is easier to implement a natural user interface and realize the application of semantic interconnection. While teachers are paying attention to students' learning skills evaluation in the 21st century, they are also promoting themselves.

Micro-curricula is not only convenient for students to learn anytime, anywhere, but also easy for teachers to learn from each other's learning, is conducive to the integration of teaching resources. Teachers can teach students in accordance with their aptitude through mini lecture. For students with weak basic English skills, teachers can make a series of micro lesson videos for grammar items, vocabulary, and sentence patterns. Students can perform systematic learning according to their own time and learning habits. If students need basic English follow-up courses or extended courses, mini lecture may play a greater role. As mentioned above, English teachers are often restricted by professional knowledge when they are explaining an extended course in English. In view of the fact that microteaching allows peer teachers to learn from each other and conduct teaching reflections, English teachers can also ask relevant professional teachers to conduct the teaching of their mini

lecture. The amendments, thereby improving the teaching level and quality, not only benefit the students, but also improve the teacher's ability.

From the perspective of psychological research, "most of people get information from the visual, 11% from the hearing." It can be seen that the main way for people to obtain information is visual and auditory. Mini lecture integrates sound, image, and content into a single, intuitive and vivid way to present complex things. Students are more intuitively exposed to language communication situations. This enhances interest in learning English while helping students in their knowledge. Establish a connection between points and language points to deepen the understanding and internalization of the input language and further effectively promote students' English acquisition.

### 3. The Status of College English Teaching

Before entering university, college students usually have 10 to 12 years of English learning experience. This period of study is the basic stage of language learning. The content is based on the basic knowledge and skills of language. In the meantime, they have contacted and mastered the basic English grammar from tense to voice, from tone to word segmentation, and to various stress sentences. According to the National Senior High School English Curriculum Standard, students should master about 3,000 English vocabulary when they graduate from high school. All of these make the students have the basic skills of listening, speaking, reading and writing. If college English teaching entering colleges and universities continues to focus on basic English grammar and vocabulary, if it continues the high school English teaching model, it will be difficult to meet the needs of college students. The author believes that in college English teaching, we must strive to make the language itself disappear from the student's line of sight, so that the student's focus can be returned to the tasks to be completed. In other words, the position of English in the minds of learners should take place. Changes should be converted from the previous level of simple word games to the tools used to convey information. As a result, the center of teaching and learning will be placed on the use of language as a tool [3].

In recent years, in order to solve the problems faced, the Ministry of Education of the People's Republic of China has promulgated the "Requirements for College English Teaching", which has identified the college's English development series as four categories: language skills, language and culture, and languages. In order to cultivate students' ability to perform professional work in English environment, ESP (English for Specific Purposes) and EAP (English for Academic Communication) have emerged. All of these improvements aim at learning English from the learning of the language itself. Use language. These courses have their own rationality. They add content and vitality to college English teaching, but we cannot but point out that ESP and EAP have difficulty in setting up courses, for example, the course content must take into account the students' different professions and needs. The explanation of the course will be limited by the professional background and academic ability of the teacher. Even the selection of the teaching materials will be difficult. It is difficult to find a teaching material that can adapt to the needs of the students at the same time. Therefore, how to solve the above problems, maximize teachers' professional talents and foreign language backgrounds, and maximize the students' ability to apply foreign languages become issues that every college English teacher needs to ponder and explore.

At present, it is the era of explosion of information knowledge. With the rapid development of science and technology, a variety of information products have been introduced and the network has become an indispensable part of people's lives. Various innovations have brought irresistible new ways of acquiring knowledge. From distance learning to digital learning, mobile learning, and even to newer forms—ubiquitous learning, people can easily access information they need through the Internet anytime, anywhere. These developments have also changed the knowledge structure and the way of acquiring knowledge of college students.

Technological innovation has given rise to new ways of learning. This has **not** been a challenge for traditional classroom teaching. Wang Cairen summed up the three different levels of modern English teaching: First, the macro mode is the English teaching process mode; second, the Middle view mode is the outline design level mode; third, the micro mode is the classroom teaching mode.

Good macroscopicity, good medium view, good microscopic view, and concluding that any kind of idea can not be said to be misguided or even harmful. This must consider the level of demand. The diversity of teaching models also determines the diversity and variability of methods [1]. This article does not want to discuss the new ways of learning and the traditional way of learning in class. It just wants to explore how to use new learning methods to meet the classroom learning in the new situation so as to optimize the learning effect of students. In the Internet age, since the learning style has changed, the teaching method most directly related to it has to change. College students generally have strong self-learning abilities, and their levels are different. How to use limited time and space resources to obtain more effective knowledge information in order to meet the needs of students for English learning in the age of explosion of information knowledge has become an urgent problem to be solved in college English teaching [4].

#### **4. Second-Language Acquisition Theory and Its Implications in Mini Lecture**

Micro-curricula integrates mobile learning and ubiquitous learning into life, so that learners have more opportunities for more time to come into contact with a second language. For English teaching, its philosophy is consistent with Krashen's second language acquisition theories. Krashen puts forward five hypotheses based on the distinction between "acquisition" and "learning": Acquisition and Learning Hypothesis, Audit Hypothesis, Natural Sequential Hypothesis, Input Hypothesis and Emotion Filtering. He believes that adults gradually acquire second language ability through two approaches. One is acquisition. This is similar to children learning a native language. Learning a second language under an unconscious, natural state is unconscious. The second is learning. This is done through teachers' explanation of linguistic phenomena and grammar rules and supplemented by conscious practice and memory. Krashen believes that only language acquisition can directly promote the development of second language ability, which is the production mechanism when people use language. Due to the "acquisition" and input hypothesis, "learning" and audit hypothesis are more closely linked, then the enlightenment of the theory on mini lecture content selection is described below.

As mentioned earlier, the acquisition emphasizes the input of language in an unconscious state. As the most critical input hypothesis in the Krashen hypothesis, it further adds that language acquisition requires receiving a large amount of "understandable language input" by understanding the information. Comprehensible language input is a second language input that is slightly higher than the learner's current language skill level. When "i" is used to represent an existing language level, "i+1" is a language input that learners can easily accept and acquire.

There is no doubt that mini lecture increase the input of students' learning, but according to this theory, combined with the characteristics of mini lecture for 10-15mins, the author thinks that it is not suitable to use mini lecture as a platform for large input of languages, such as video resources that are inserted for a long time or The audio content of the textbooks, but more should be in the form of tasks that need a lot of reading or listening input in the end of the micro lesson. Tasks are as interesting and challenging as possible. For example, a debate question that combines texts and reading materials requires students to identify pros and cons and support them with text or other examples. It is also based on two translations given by a translation theory to a certain type of word or sentence, allowing students to judge which translation is more consistent with expression habits, and find the theoretical basis for support in reading. The selection of reading and listening materials is based on the topic of the text. The difficulty is slightly higher than that of the student. This enables the student to continuously learn new language expressions and usages based on the context and inter-lingual information on the basis of understanding most of the language materials. Gradually, the language material that is newly exposed is gradually internalized into language capabilities that can be used autonomously [5].

The nature of "learning" is consistent with our traditional English teaching model. Krashen believes that language learning only plays an audit role, people speak and the discourse is the "acquisition" system. It was produced and checked by the "learning" system before it became the spoken language. The effectiveness of the monitoring mechanism depends on three factors:

sufficient time, emphasis on language forms, and understanding of grammar rules. It can thus be seen that only when the acquisition and learning are coordinated with each other, there are a large number of language materials that can be understood by the learner, and under the supervision of the learners, the second language learners can improve their communicative competence.

College students have basic knowledge of English grammar and a certain amount of vocabulary. They have a certain level of self-monitoring, but they need further guidance for more complicated grammar knowledge such as virtual tone, independent main frame structure, and long sentence structure analysis. The cultural and social knowledge involved in some of the texts is also relatively unfamiliar. Based on these current conditions, in order to enable students to have the ability to use native English correctly, combined with the characteristics of learning and monitoring hypotheses and the short and short courses of mini lecture, the author believes that the selection of micro-curricular content should be based on skillful courses, and each unit can be divided into The grammar knowledge, semantic knowledge, phonological knowledge, text structure, non-linguistic knowledge, etc. For example, a micro-curricular course will explain some grammar knowledge points of this unit, select several representative sentences in the text as the key explanations, and use examples of famous phrases or movie clips as examples to deepen student impressions. A theme of a mini lecture, a grammatical rule or cultural phenomenon, giving students enough time to contact the knowledge point, such pre-class targeted learning has a positive effect on self-monitoring of students in the classroom. .

Krashen believes that the realization of language acquisition is based on the emotional filtering of the input language. The process is input-filtering-language acquisition organ-acquired ability, which indicates that emotion Factors directly play a role in promoting or hindering, these factors include motivation, personality and emotional status. Successful learners should have self-confidence, strong motivation, and low levels of anxiety when conducting second language acquisition.

In the traditional classroom, students may not be prepared for advance exams, they may not be able to grasp the teaching content and peer pressure and other factors that cause anxiety. They may also be less confident because their English is lower than their peers. After the introduction of micro-classes, students can watch videos repeatedly to learn knowledge in advance. This is a relaxed, free and stress-free learning method. Therefore, the selection of micro-curricular content should be closely related to the topic of the classroom. The extra-curricular reading or listening materials involved in the task should also be consistent with the class discussion. In this way, when the discussion in the classroom, students have a certain degree of the topic. The knowledge reserve requires only appropriate classroom mobilization so that students can complete the discussions with relative ease and boldness. In addition, in the mini lecture, the knowledge points need to be explained in a simple way. Use life dialogue examples as much as possible, and combine pictures, animations, or videos to visualize complex things. This not only helps to enhance interest in English learning, but also can deepen the Input language understanding and internalization.

## **5. Conclusion**

In recent years, with the popularization of the Internet, the teaching of English mini lecture has developed rapidly in China. However, due to the influence of traditional teaching concepts, this teaching method still has many deficiencies. Teachers should actively change their teaching concepts, apply the theory of second language acquisition to English teaching on the basis of full understanding, strengthen the input, output, and interactive teaching of corpus in the process of acquisition so as to further improve English teaching and learning. Efficiency, through the theory of second language acquisition, enables students to effectively improve their English ability.

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