

The Innovation of TESOL's Method and Theory Under the Background of International Education

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Abstract: Since 1970s, second language acquisition has been studied as an independent subject for more than 40 years. As a leading figure in this field, the famous American linguist Krashen proposed the monitor theory. At present, this theory is one of the most comprehensive and influential language acquisition theories in the world, but it is also controversial. Some scholars put forward different views on the input hypothesis. This paper will analyze the influence and deficiency of Krashen's input hypothesis on College English learning, and put forward teaching suggestions for the existing English listening and speaking course.

Keywords: TESOL; Language monitoring theory; Input hypothesis; I + 1 theory; Student centered teaching principle

1. Introduction

With the accelerating process of education and economic globalization, there is a serious shortage of high-level English teachers in China. International English teachers with standardized professional teaching skills are rare, so the demand for international teacher resources is more urgent. TESOL means "teaching English to Speakers of other languages". Chinese translation is "teaching English as a foreign language". Its theme is to explore the methods and theories of English teaching and improve the level of English teachers. TESOL originated in the United States, and has been studied and studied as a professional course of College English education in the United States. To carry out the research on TESOL teaching methods and theoretical innovation can help to cultivate the high-level English teachers urgently needed in China, so that these English teachers can form a scientific teaching system for non English native students, so as to guide the actual classroom teaching, and enable students to be willing to learn, able to learn, and have a solid grasp in classroom teaching activities English listening, speaking, reading and writing function, adapt to the increasingly competitive workplace environment. In the study of TESOL, Professor Krashen's five hypotheses on second language acquisition are of great significance. This paper will also analyze and study Krashen's five hypotheses on second language acquisition, especially the input hypothesis, and design a set of practical and effective English teaching methods according to the I + 1 theory and the learning purpose and motivation of students in the Institute of international education.

2. Krashen's hypothesis

2.1 Acquisition / learning hypothesis

Krashen's hypothesis is divided into five parts: acquisition learning hypothesis, monitor hypothesis, natural order hypothesis, input hypothesis and affective filter hypothesis. Among them, the acquisition / learning hypothesis is the most important one, which is the starting core of all Krashen's forces. Krashen believes that there are two ways for adults after the age of 18 to learn a language: acquisition and learning. Acquisition is a subconscious process, a process of analyzing and processing knowledge after internalizing knowledge; learning is a conscious process with strong subjectivity. In the process of learning, influenced by subjective consciousness or inherent learning style, learners will pay more attention to the rules and forms of language. Krashen believes that the fluency of second language acquisition depends on what learners have learned, not what they have learned^[1]. From a certain level, acquisition and learning are mutually exclusive. In order to achieve greater success in language learning, learners' acquisition must be enhanced.

2.2 Input hypothesis

Input hypothesis is another core theory of Krashen, which holds that second language acquisition only occurs when learners make comprehensible input. If the learners' language input is comprehensible, comprehensive and sufficient in the process of learning, then the necessary grammar or the core of the language will be acquired automatically. It is worth noting that Krashen emphasizes the importance of language input environment in the input hypothesis, that is to say, the difficulty of language input is higher than the learners' current language ability. If the second language learners' current language level is I, then the difficulty of language input is I + 1, and so on. Although language input has certain difficulties, it is more challenging and easier to improve learners' learning motivation, which is also of great significance to learners' future language learning.

3. The influence of Krashen's input hypothesis on College English Teaching

In the context of international education, English plays an increasingly important role in international trade and communication, and has become an international language. At the same time, more and more Chinese students choose to go to native English speaking countries for further study and study, which can obtain advanced theoretical knowledge and acquire English in foreign language environment. In this context, in order to help students get rid of the dilemma of "dumb English", English Teaching in Colleges and universities has explored a set of practical and effective teaching methods, so that English learning is no longer just a tool to cope with examinations and obtain academic degrees, but to give it more practical significance, so as to help students study abroad to lay a good language foundation and better understand English Adapt to life abroad^[2]. Therefore, in the context of international education, English teaching should reform and innovate its teaching mode according to the characteristics and special needs of students, and explore a set of scientific and feasible English teaching methods, so as to fully mobilize students' initiative in learning English, so that they can be more willing to learn English and learn English, and then lay a good language foundation for future study abroad .

4. The application of input hypothesis in College English Teaching

4.1 Multiple language input

At present, the language input in China's English teaching is mainly based on textbooks. Among them, English listening and speaking course is a course mainly based on language input and output. Its teaching mode mainly discusses and exercises according to the theme provided by textbooks, and encourages students to express themselves subjectively according to what they have learned. The advantage of textbook teaching is that it is very systematic, but it also has great limitations, which is not conducive to broaden students' knowledge and communication. In the era of diversity, second language teachers should let students contact more language knowledge, so that they can quickly grasp the characteristics of the language and complete more corpus accumulation. Language learning includes listening, speaking, reading and writing, which is a whole and cannot be carried out alone. Therefore, listening is not the only part of language input. Teachers should guide students to effectively combine listening, speaking, reading and writing.

4.2 Student centered classroom teaching mode

According to Krashen's acquisition / learning hypothesis, acquisition is a kind of subconscious behavior, which is based on natural communication. Therefore, in English teaching, teachers need to help students effectively turn language input into language output, so that they can produce more subconscious behavior^[3]. Teachers can improve students' acquisition ability through the teaching mode of "input understanding absorption internalization reorganization output". This kind of teaching mode needs to be student-centered, according to the actual reflection of students to make the improvement of teaching plan, such as group discussion, classroom debate, situational communication, language games and so on. Teachers should not interfere with students too much. In the classroom, teachers can only act as a designer and guide. With the improvement of students' subject status, their learning interest and participation will also be improved. At the end of the class, the teacher summarizes the teaching according to the actual learning situation of the students.

4.3 The teaching content of the combination of examination oriented and practical application

Examination oriented education is a way to select talents in our country, which has a deep-rooted and unbreakable social status. On the premise of not changing the selection method, we should improve the quality of teaching, so that students can get more beautiful, useful and rich experience in the process of learning. In second language learning, teachers should improve students' practical ability, so that students can connect with practice and apply knowledge to practice^[4]. Teachers can increase students' language use rate through dialogue. Due to the limitation of the environment, the time of students' language input is mainly concentrated in the classroom. Therefore, teachers should make full use of the classroom time, improve students' language application ability through dialogue, and encourage them to communicate after class, so as to extend the time of language output. According to Krashen's I + 1 theory, teachers can also formulate reasonable and targeted language ability training for students according to their actual situation, so as to improve their confidence in second language learning.

5. Conclusion

Krashen's input hypothesis is an important theory in the field of second language acquisition and one of the most influential and controversial theories in the world. In second language teaching, teachers should combine Krashen's input hypothesis theory with learners' subjective role, carefully analyze and study students' learning purpose and motivation, and explore a set of effective teaching methods in line with the international education background.

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