Original Paper

Research on the Teaching Model of College English Listening, Speaking, and Reading in the Online Environment Based on Second Language Acquisition Theory

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Abstract

The deep integration of network technology has put forward innovative requirements for college English audio-visual and oral teaching. This study aims to explore a new teaching model guided by second language acquisition theory, in response to the limitations of traditional classrooms in terms of language input quality and interactive opportunities. The study combines classic theories such as Krashen's Input Hypothesis and Sven's Output Hypothesis with the characteristics of the network environment to construct a dynamic teaching framework that integrates "input interaction output". This model ultimately manifests as a series of specific measures, including building a multimodal resource library, designing online tasks centered on meaning negotiation, reforming the evaluation system, and reshaping the role of teachers, in order to effectively promote the overall generation of learners' language abilities in cyberspace.

Keywords

Second Language Acquisition Theory, Online Environment, College English, Audio-Visual Teaching, Teaching Model

1. Introduction

College English audio-visual and oral teaching is currently in a critical stage of being reshaped by digital technology. The online environment not only provides a vast amount of authentic language materials, but also creates communication possibilities that transcend temporal and spatial limitations, which provides strong support for the comprehensible input and meaning negotiation interaction emphasized by acquisition theory. However, the instrumental nature of technology itself cannot automatically translate into language acquisition effectiveness, and teaching practice often faces

practical challenges such as fragmented content, shallow interaction, and insufficient learning support. Therefore, how to systematically integrate the inherent laws of second language acquisition with the external advantages of online teaching, and construct a scientific and operable teaching model, has become the core issue that must be faced to improve teaching quality. This also constitutes the starting point and goal of this research (Shago, Bushisso, & Olamo, 2025).

2. Analysis of Online Teaching Environments Based on Second Language Acquisition Theory

2.1 Core Perspectives of Second Language Acquisition Theory and Their Implications for Teaching

The theory of second language acquisition serves as a foundation to support the understanding of how individuals learn languages. The Input Hypothesis proposed by Krashen states that, in order for an individual to acquire language, he/she must be provided with comprehensible input that is slightly above his/her current competence level; this can be viewed as a ladder to allow students to reach their next step of competence level. The Output Hypothesis proposed by Sven states that forcing students to produce meaningful language will take them from thinking semantically about language to thinking syntactically about it, as simply understanding language will not create fluent expression (Hongyan, 2024). Additionally, Lang's Interactive Hypothesis shows that the feedback students receive, and the ability to adjust their language during negotiations of meaning, provide the crucial link between comprehension and the production of language. Collectively these ideas tell us that the best way to create a productive environment for second language acquisition is to continually provide input that can stretch the learner's ability, force learners to produce and use language under pressure, and provide the opportunity for targeted clarification and correction when learners encounter difficulties in the communication process. These ideas form the basis for the design of online teaching models.

2.2 New Opportunities for English Listening, Speaking, and Viewing Instruction in Online Environments

For the purposes of audio-visual and oral English teaching using audio-visual materials and audio-visual materials, the virtual classroom has exceeded what traditional classrooms could offer. By providing access to a greater variety of audio-visual materials beyond that available via textbooks, traditional classroom hours or school environments, the virtual classroom allows students access to a wider range of authentic English materials from around the globe (e.g., news reports, television shows, academic lecture etc.) providing students with authentic and relevant audio-visual materials to learn from. The variety of authentic materials available in terms of the variety of accents, dialects and accents will provide students with a rich environment for their audio-visual language learning experience. The availability of these authentic audio-visual materials opens up an avenue for students to be able to access authentic resources anywhere in the world and allows for students to communicate and connect with others in the world who speak the same language via either real-time or delayed, in-person or via on-line collaboration platforms. The authentic communication needs that arise from the students' use of authentic resources results in language negotiation and language accommodation. The

entire learning history of each student on various online platforms also offers teachers insights into the specific listening comprehension and oral production challenges facing each individual student, offering teachers the opportunity to provide tailored advice for future audio-visual training resources and additional audio-visual practice opportunities (Li, 2023).

2.3 Key Characteristics and Challenges of Listening, Speaking, and Viewing Instruction in Online Settings

Audiovisual teaching presents a distinct feature of resource ubiquity and learning autonomy coexisting in the online environment. The abundant online materials provide learners with unprecedented freedom of choice, but also bring practical difficulties in information screening and attention management. The high degree of autonomy in the learning process relies on individual conscious planning, and the lack of external structure can easily lead to scattered and interrupted learning paths. Although asynchronous discussions and remote collaboration have expanded the possible forms of interaction, text communication is difficult to completely replace face-to-face conversations in carrying voice, intonation, and instant feedback, posing challenges to deep level meaning negotiation and emotional connection. These features collectively point to a core issue, which is how to organically integrate the effectiveness of technology supply with the structure of the learning process.

2.4 Practical Evaluation and Dynamic Adjustment Mechanism of Teaching Mode

The practical evaluation and dynamic adjustment mechanism of teaching mode requires the curriculum implementation team to establish a periodic teaching reflection and revision process. This mechanism relies on multi-channel evidence collection, including text analysis of classroom online interaction records, archiving of representative works completed by students, and regularly distributed anonymous learning experience feedback questionnaires. After each teaching unit, the course team needs to hold a collaborative review meeting to jointly examine these evidence materials, focusing on discussing the expected and unexpected effects of the established teaching design in actual implementation, such as whether a certain interactive task has truly facilitated meaning negotiation, or whether the difficulty of the provided audio-visual resources matches the preparation level of most students (Chen, Ke, & Zhang, 2024). Based on the consensus reached during the review, the team made targeted adjustments to the teaching scripts for subsequent units, which may involve replacing some input materials, adjusting the rules and instructions for group activities, or adding targeted practice sessions for a certain language point. At the middle and end of the semester, this mechanism promotes a more structured pattern review, evaluating the effectiveness of the core elements of the pattern based on the overall quality of students' language output and longitudinal comparative data, and planning the next iteration direction of teaching in activity design or technology application. This cyclic mechanism transforms the teaching mode from a static text scheme to an organic organism that can continuously grow and optimize in real teaching situations, ensuring that teaching practice can always meet the constantly changing needs and challenges of learners.

3. Constructing Models for University English Listening, Speaking, and Viewing Instruction in Online Environments

3.1 Theoretical Foundations and Fundamental Principles for Model Development

The theoretical basis for pattern construction is directly derived from the classic interpretation of language learning mechanisms in second language acquisition theory, in which comprehensible input, meaning negotiation interaction, and driving output constitute three interrelated cornerstones. The establishment of basic principles requires a close integration of these theoretical cores with the practical conditions of the network environment. The first principle requires that the organization of teaching content must follow the quality and sequence of language input, ensuring that the audio-visual materials provided online form an organic whole with increasing difficulty and thematic relevance. The second principle emphasizes that the design of learning activities should create sufficient opportunities to guide learners to engage in purposeful communication and collaboration while completing real tasks. The third principle focuses on providing sustained support for the learning process, advocating the use of technological tools to provide timely feedback on students' understanding and output, and allowing them to engage in adaptive exercises at their own pace. These principles collectively provide a clear direction for the design of integrated teaching models in the future (Weiran, Xin, & Jiaolan, 2022).

3.2 Designing an Integrated "Input-Interaction-Output" Teaching Model

The integrated teaching mode of "input interaction output" is systematically designed around the complete chain of language ability generation. Teachers select and organize video sequences containing news clips, documentary selections, and situational dialogues based on thematic units as core input materials, which form a gradient in language difficulty and presentation style. Students independently watch videos and complete preliminary comprehension tasks before class, and their online recordings provide a clear focus for classroom interaction. Classroom time is mainly used for in-depth discussions on cultural differences, complex viewpoints, or language difficulties in the input materials. Learners solve problems or engage in role-playing through group collaboration, during which they have to use and adjust their language forms to achieve communication goals. The subsequent output tasks are directly anchored to the previous input and interactive content, requiring students to collaborate in producing an English video report or writing a critical essay, and the results will be displayed and peer-reviewed on the class platform. The entire process enables newly acquired language knowledge to be repeatedly activated and applied in diverse contexts, thereby promoting its internalization and stability.

3.3 Technology-Supported Teaching Activities and Process Arrangements

The teaching activities supported by network technology are arranged in three stages: self-learning before class, deep interaction during class, and extended application after class. Teachers use the course management platform to publish theme related video materials and guiding questions, and students need to complete the viewing and submit preliminary understanding summaries or questions online. Classroom teaching relies on video conferencing tools to organize group discussions or debates on

common issues that arise during preview. Screen sharing and real-time chat functions assist in visualizing and communicating viewpoints in real-time. In the post class stage, students are required to jointly improve the project plan in a collaborative document based on classroom achievements, or use simple audio and video tools to record an oral report and upload it to the class space for mutual evaluation. The learning analysis function integrated into the platform can track the frequency and quality of students' participation in various tasks, providing teachers with objective basis for adjusting teaching pace and intervention focus, thus forming a complete cycle from resource push to learning feedback (Wu, 2025).

4. Implementation Measures for University English Listening, Speaking, and Reading Instruction in Online Environments

4.1 Building a Multimodal, Immersive Audiovisual Input Resource Library

Building a multimodal and immersive audiovisual input resource library requires teachers or course teams to systematically screen and organize materials from diverse public sources. This process initially focuses on original English audiovisual content with clear thematic categories, such as academic institution lectures, documentary clips, selected dialogues from films and TV series, and news interview programs, which collectively offer essential linguistic diversity in style and presentation. After obtaining raw materials, appropriate processing is needed based on pedagogical objectives, such as adding toggleable bilingual subtitles for videos or segmenting lengthy audio clips by content with keyword prompts. The processed resources should be graded according to dimensions like language difficulty, speech rate, and topic category, then uploaded to the school cloud drive or dedicated course platform to form a centrally managed digital repository. The directory structure of the resource library must be designed clearly and intuitively, enabling teachers and students to easily search and retrieve relevant content by thematic units or language skill objectives. These organized and annotated resources ultimately need to be closely integrated with specific teaching units and pre-class tasks, ensuring the provided language input maintains richness and appeal while precisely serving each stage's learning goals (Lan, 2020).

4.2 Designing Online Interactive Activities Centered on Meaning Negotiation

Effective online interactive activities should aim to create authentic communicative needs, making meaning negotiation an essential pathway to achieving task objectives. This means that tasks designed by teachers must include gaps in information, perspectives, or solutions, requiring group members to continuously engage in English communication to bridge these gaps. For instance, in the "Online Detective Mystery Solving" activity, each member possesses only partial clues and evidence, necessitating video discussions to share information, challenge inconsistencies, and collaboratively deduce the complete conclusion. Asynchronous discussion forums can address contentious situational questions, prompting learners not only to present their own arguments but also to question ambiguities or potential flaws in others' reasoning, thereby practicing precise expression and logical rebuttals in

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written communication [8]. Real-time video conferences are more suitable for simulating high-pressure scenarios such as business negotiations, customer service, or crisis public relations, where clearly defined roles and time constraints compel participants to actively explain, clarify, and compromise. Technology tools play a supportive role in this process, with shared whiteboards enabling visual representation of complex processes, while text chat boxes allow keyword assistance when verbal communication proves challenging. After each core activity, students should be guided to write brief reflection reports, focusing on analyzing misunderstandings encountered during communication and their resolutions, transforming spontaneously negotiated behaviors in practice into transferable communicative strategy awareness. This complete cycle—from creating gaps, multimodal interaction, to metacognitive reflection—systematically transforms online interactions into a catalyst for deep language acquisition.

4.3 Establishing an Output-Oriented Formative and Summative Assessment System

An effective evaluation system needs to go beyond isolated testing of language knowledge and instead comprehensively track the development process of language proficiency in real communication tasks. Formative evaluation forms the daily observation network of this system, where teachers systematically analyze students' explanations and defenses in online discussions to clarify their viewpoints, their specific roles in group projects and their completion quality, as well as their difficulties and breakthroughs recorded in learning logs, in order to depict a personal trajectory of continuous progress. The details automatically recorded by the learning platform, such as the replay frequency of a certain listening segment and the duration of stay on a specific grammar explanation page, provide teachers with data references for understanding individual learning strategies and difficulties. Summative evaluation focuses on examining students' ability to integrate multiple skills to complete complex outputs throughout the entire cycle, such as planning and producing an English micro documentary about community culture, which includes research, interviews, writing, voiceover recording, and editing. Evaluators use structured metrics to make comprehensive evaluations from multiple dimensions, including coherence in content organization, accuracy in language form, expression of cross-cultural awareness, and effectiveness of team collaboration. This system emphasizes the learning function of evaluation itself, providing constructive and detailed feedback after each important task is completed, and clearly indicating the direction of subsequent efforts. In the end, this evaluation method shifts learners' focus from avoiding errors to improving overall expression efficiency, so that the evaluation results can not only measure learning outcomes, but also provide practical basis for the two-way improvement of teaching and learning (McManus, Kerschen, Khoruzhaya et al., 2025).

4.4 Promoting Teachers' Role Transformation into Designers, Facilitators, and Collaborators

The successful transformation of teachers' roles into designers, guides, and collaborators is rooted in the redefinition of their work focus and core skills. As designers of the learning environment, teachers need to invest a lot of time in the front-end architecture of the curriculum, which includes selecting original audio and video materials with clear themes and pronunciation from various sources such as

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documentaries, interviews, and film and television dramas based on specific language proficiency goals, and designing accompanying comprehension questions and exploratory tasks from shallow to deep, in order to build a clear goal and orderly resource for self-directed learning starting point. When students enter the learning process, the responsibility of teachers shifts to being sharp guides. They must continuously pay attention to the exchange of viewpoints in online discussion forums and the modification traces in collaborative documents. By analyzing these participation data, they can infer students' thinking processes and difficulties encountered, and then choose to provide precise guidance by asking open-ended questions, supplementing background information, or adjusting task granularity. The core purpose is to stimulate deep thinking and maintain the direction of learning activities. In the advanced stage of project-based learning, teachers need to further transform into equal collaborators, such as participating in the logical review of scripts as "invited consultants" when student groups prepare for English news broadcasting projects, or playing the role of representatives of the other company in simulated international business negotiations, naturally demonstrating how to clarify positions and resolve deadlocks in real language exchanges. This series of coherent role practices requires teachers to develop comprehensive abilities such as curriculum design, data analysis, online communication, and situational feedback. The depth of their transformation directly affects the interactive quality and learning effectiveness that online teaching can achieve.

4.5 Enhancing Technical Support and Personalized Learning Pathway Assurance Mechanisms

A sound guarantee mechanism requires the school's technical department and teaching team to collaborate in establishing a stable and reliable basic service framework. The technical department is responsible for ensuring the smooth operation of the course platform, cloud storage, and video conferencing tools during peak periods, and arranging dedicated personnel to provide real-time consultation on common software operations for teachers and students, in order to eliminate unnecessary learning barriers caused by unfamiliarity with the tools. The teaching platform should have the function of recording and analyzing basic learning behaviors, such as marking video clips that students repeatedly pause watching or frequently search for new words. These data can be transformed into preliminary judgments on students' understanding difficulties and interest directions through professional interpretation by teachers. Based on these feedback information, teachers provide students with optional extension resource packages or more challenging alternative tasks outside the core learning path, allowing those with weak listening to access more detailed annotated dialogue materials, while guiding students with outstanding oral skills to try participating in online debates or dubbing activities. Regular review meetings on learning progress require the participation of teachers and students to discuss the key points and strategies for the following weeks based on existing learning records and achievements. The static learning plan can be transformed into a roadmap that can be dynamically adjusted according to the actual situation. The collaborative operation of this series of measures aims to shape a universal online teaching environment into an adaptive learning space that can perceive individual differences and provide corresponding support (Shengnan & Jing, 2025).

5. Conclusion

Placing the core principles of second language acquisition theory in the context of online teaching can provide a clear theoretical path and practical blueprint for the reform of college English audio-visual and oral teaching. The constructed model and its supporting measures emphasize the coherence and integrity from rich input, deep interaction to effective output, attempting to restore the social nature of language learning in a technology empowered environment. This exploration indicates that future teaching practices will pay more attention to the learner's central position and cognitive laws. Through the deep integration of technology, theory, and teaching art, it will promote the continuous evolution of college English audio-visual and oral courses towards a more efficient and humane direction. Its successful implementation still depends on educators' creative debugging and reflection in specific contexts.

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