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Research on Effective Teaching in High School English Classrooms from the Perspective of Second Language Acquisition

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ABSTRACT

This study focuses on the effective teaching of high school English classrooms from the perspective of second language acquisition. Based on an in-depth analysis of relevant theories and the current research status, and through investigation, analysis, and case studies, this study reveals the existing problems in high school English teaching and proposes innovative teaching strategies. The research aims to establish a learner-centered dynamic classroom, create a favorable acquisition environment, pay attention to students' emotional factors, and enhance teachers' theoretical literacy in second language acquisition, thereby improving the quality of high school English teaching and promoting the development of students' comprehensive language abilities. Based on in-depth analysis of core SLA theories (e.g., Schmidt's Noticing Hypothesis, Swain's Output Hypothesis), we adopted the validated Chinese version of the Strategy Inventory for Language Learning and a pre-post control design for task-based teaching. Through stratified random sampling of 368 students (covering rural/urban schools, Grades 10–12) and inferential statistics (t-tests, ANOVA, correlation analysis with effect sizes), results showed: (1) Metacognitive ($M = 3.06 \pm 0.49$) and compensation strategies ($M = 3.12 \pm 0.46$) were most frequently used, while memory ($M = 2.31 \pm 0.48$) and social strategies ($M = 2.22 \pm 0.55$) were underused; (2) Girls outperformed boys

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in metacognitive strategy use ($t = 5.82, p < 0.001$, Cohen's $d = 0.62$); (3) Task-based reading instruction significantly improved reading scores (experimental class post-test $M = 82.3 \pm 6.5$ vs. pre-test $M = 71.5 \pm 7.2, t = 8.92, p < 0.001$). The study proposes targeted strategies to optimize SLA environments and teaching models, aiming to enhance students' comprehensive language ability and teaching quality.

Keywords: Second Language Acquisition; High School English Effective Teaching; Metacognition Implicit Learning

1. Introduction

1.1. Research Origin

The promulgation of the “English Curriculum Standards for Full-time Compulsory Education in General Senior High Schools (Experimental)” in 2001 brought about significant changes to senior high school English teaching^[1]. This standard emphasizes the coordinated development of language knowledge and skills, incorporates emotional attitudes, learning strategies, and cultural awareness into the teaching objective system, and requires classroom teaching to break through the traditional model and construct an effective teaching environment and strategies to enhance students' comprehensive language abilities.

However, affected by exam-oriented education, problems occur frequently in high school English teaching at present. Teaching focuses on knowledge indoctrination and test-taking skills training, while neglecting the communication and cultural functions of English, resulting in students having “high scores but low abilities”, and insufficient practical language application and cultural understanding abilities^[2]. Meanwhile, there is a serious polarization in students' English proficiency, and problems such as lack of learning motivation and absence of strategies are prominent. Therefore, it is urgently necessary to integrate theories such as language psychology and sociolinguistics, deeply explore the psychological mechanism of language learning, construct an effective classroom teaching model that conforms to the laws of students' language acquisition, cultivate learning strategies, and promote the innovation of high school English teaching theory and practice^[3].

1.2. Research Status

Relevant Research on “Effective Teaching” at Home and Abroad

The concept of effective teaching originated from the

Western movement of scientific teaching in the first half of the 20th century^[4], and the research has been continuously deepened over time. Western scholars' explanations of it mainly include three orientations: goals, skills, and achievements, emphasizing respectively the achievement of teaching goals, teachers' teaching skills, and the improvement of students' academic performance^[4]. Domestic scholars believe that effective teaching is a dynamic concept, and its connotation changes along with variations in teaching values^[5]. Currently, the definition has not been unified, and there are still misunderstandings such as the efficiency theory and the purposefulness theory in teaching practice. The efficiency theory merely measures efficiency by teaching time and neglects students' active learning. The key behaviors in the teleological part are difficult to quantify, which may lead to a lack of teaching ethics and bilaterality. However, both domestic and international studies attach importance to the role of teachers in effective teaching, and the evaluation criteria are gradually shifting towards focusing on students' learning progress and development^[6].

The theoretical research of second language acquisition covers multiple fields. The cognitive load theory classifies cognitive load and emphasizes that instructional design should take students' cognitive load into account^[7], such as using charts and animations to reduce the load. The theory of language acquisition feedback points out that feedback is very important for language learning, and teachers' feedback should focus on learner factors. The frequency effect theory holds that frequency is the key to second language acquisition^[8]. Although different theories have different views, they all recognize their role. Connectionism and the ACT model advocate multimodal learning models. Although the critical period hypothesis of language acquisition proposes a critical stage, research shows that adults can also learn foreign languages well, and psychological and social factors have a significant impact^[9]. Metacognitive strategies are closely related to second language acquisition. Cultivating metacognitive

strategies can enhance learning outcomes. Non-intellectual factors such as motivation and attitude also significantly affect second language acquisition, and positive factors can promote learning. Sociolinguistic research methods focus on the sociality of language, but in the past, insufficient attention was paid to macro social and political factors.

In the research on effective teaching of high school English, cultivating students' learning autonomy has been valued and can be achieved through methods such as demand analysis and log recording^[10]. In the implementation of the new high school curriculum, teachers are confronted with problems such as high pressure and difficulty in knowledge connection. They need to clarify their roles and adjust their attitudes. Meanwhile, teachers should possess high quality to promote students' development. In this study, "second language" refers to the language acquired outside the mother tongue. The research on second language acquisition focuses on multiple relationships. Effective teaching aims to promote students' growth and involves aspects such as the learning environment, content methods, and students' active participation.

2. Metacognitive Research on Second Language Acquisition in High School English Classroom Teaching

2.1. The Theoretical Framework of Metacognition

2.1.1. Definition of Metacognition

In 1976, cognitive psychologist Flavell proposed metacognition, which is the cognitive subject's understanding of their cognitive activities. It encompasses knowledge of cognitive processes and outcomes, as well as active monitoring and regulation of cognitive processes^[11]. Cognitive activities are intellectual operations targeting external, concrete objects, such as understanding the content of an article when reading English. Metacognitive activities are the monitoring and regulation of cognitive activities themselves, such as determining the purpose of reading and evaluating the effect of reading. The ultimate goal of both is the same, which is to enable cognitive subjects to complete cognitive tasks. However, their modes of action are different. Cognitive activities directly promote progress, while metacognitive ac-

tivities indirectly promote development through regulation.

2.1.2. The Structure of Metacognition

Metacognition consists of metacognitive knowledge, experience, and monitoring. Metacognitive knowledge covers knowledge of cognitive subjects, objects, and activity strategies^[12]. Cognitive subject knowledge refers to learners' understanding of the characteristics of their own and others' cognitive abilities. Knowledge of cognitive objects involves the understanding of cognitive materials, tasks, and activities; knowledge of cognitive activity strategies encompasses various learning strategies. These knowledge is interrelated and form an organic whole.

Metacognitive experience is the cognitive or emotional experience generated by the subject in cognitive activities, often occurring in learning that requires a high degree of conscious thinking, such as the feelings about the difficulty of writing and one's progress when writing in English.

Metacognitive monitoring is the active, timely, and conscious monitoring and regulation carried out by the subject throughout the cognitive activity based on metacognitive knowledge and experience, including links such as formulating plans, actual control, checking results, and taking remedial measures.

2.1.3. The Function of Metacognition

Metacognition holds a core position in cognitive activities and has functions such as promoting intellectual development, improving cognitive efficiency, enhancing learning ability, and contributing to the development of subjectivity^[13]. Sternberg's triarchic theory of intelligence regards metacognition as the highest-level component of intelligence. It can assist learners in planning cognitive activities, choosing appropriate strategies, and adjusting based on feedback, thereby enhancing learning efficiency and effectiveness.

2.2. Effective Classroom Teaching of Metacognitive Knowledge and High School English as a Second Language Acquisition

2.2.1. Cognitive Subject Knowledge and Second Language Acquisition in High School Students

Cognitive subject knowledge has a profound influence on the second language acquisition of high school students.

Learners' cognition of their language ability and learning motivation directly influences their learning attitude and strategy choices. For instance, in the task of memorizing English vocabulary, some students, due to poor memory results in the past, develop the perception that "they are not good at memorizing words", and then adopt negative coping methods in subsequent learning, such as passively completing the task of memorizing words and being reluctant to try new memory methods. Teachers need to guide students to objectively understand their abilities, establish positive learning beliefs, and stimulate learning motivation through classroom encouragement, personalized learning feedback, and other means.

2.2.2. Knowledge of Cognitive Objects and Second Language Acquisition in High School Students

Knowledge of cognitive objects is related to students' understanding and grasp of learning tasks. Take English reading as an example. Students who clarify whether the reading task is "analyzing the argumentative structure of the article" or "extracting key factual information" can choose strategies such as skimming, scanning, or intensive reading more accurately^[14]. When assigning reading tasks, teachers should explain the nature and requirements of the tasks in detail. For example, when explaining the reading of argumentative essays, they should guide students to pay attention to elements such as the thesis, evidence, and argumentation methods, and help students optimize metacognitive knowledge and improve learning efficiency.

2.2.3. Knowledge of Cognitive Activity Strategies and Second Language Acquisition in High School Students

Metacognitive strategic awareness is a key element in second language acquisition. In the learning of English writing, students need to master various strategies such as planning writing ideas, monitoring the writing process, and evaluating writing outcomes^[15]. Teachers can organize group discussion activities to allow students to share their methods of formulating writing plans, such as how to conceive the framework of an article and allocate writing time. Through mutual evaluation of compositions, teachers should guide students to learn to check for grammatical errors, logical coher-

ence, etc., thereby helping students master and flexibly apply metacognitive strategies and improve learning outcomes.

2.3. Metacognitive Experience and Second Language Acquisition in High School Students

Metacognitive experience plays a key mediating role in second language acquisition. At different stages of second language acquisition, the content varies. In the early stage, students focus on the difficulty and familiarity of the task; in the middle stage, feel the learning progress and difficulties; in the later stage, focus on the achievement of learning goals and the evaluation of learning effects. It can activate metacognitive knowledge, connect the relevant knowledge in long-term memory with the current regulatory activities, provide information for regulatory learning activities, help students adjust strategies, and ensure the smooth progress of learning.

2.4. Metacognitive Monitoring and Second Language Acquisition in High School Students

Metacognitive monitoring runs through the entire process of second language acquisition, covering important links such as planning, process control, and result evaluation. Take English reading as an example. Before students start reading, they set reading goals based on the length and difficulty of the article, such as "Finish reading and summarize the main idea of the article within 15 minutes," and choose corresponding strategies, such as browsing the title and subheadings first to obtain the main idea of the article. During the reading process, continuously monitor students comprehension levels. If students find it difficult to understand a certain paragraph, adjust strategies in a timely manner, such as looking up new words and re-reading key sentences. After reading, students evaluate whether the reading goals have been achieved. If not, analyze the reasons and adjust the subsequent learning strategies. Research shows that self-monitoring ability is closely related to academic performance. Students with excellent academic performance tend to be better at actively regulating the learning process, which highlights the importance of metacognitive monitoring in second language acquisition.

3. The Role of Implicit Learning in Second Language Acquisition in High School English Classroom Teaching

3.1. The Connotation and Mechanism of Implicit Learning

In 1965, the American psychologist Reber proposed implicit learning, which refers to the learning method in which an organism unconsciously acquires experiences from its environment and changes its behavior^[16]. It occurs by chance in situations where key information is not obvious, and the acquired knowledge is difficult to consciously express and extract. For instance, people can identify grammatically correct sentences but may not be able to state specific grammatical rules. This is a typical manifestation of implicit learning.

3.2. The Role of Implicit Learning in Second Language Acquisition

3.2.1. The Role of Implicit Learning in Second Language Phonetics and Reading

Implicit learning plays a significant role in second language phonetics and reading. In speech learning, research shows that the combination of implicit learning and explicit learning has a better effect, and implicit learning has a dominant effect and long-term validity, such as the English speech learning experiments^[17].

It was confirmed that the performance of the specific experimental group was excellent, and the implicit learning group performing comparably to the explicit group. In the field of reading, students can enhance their comprehensive language ability by accumulating implicit knowledge through extensive reading and audio-visual activities, supplemented by explicit guidance from teachers. Teachers should provide abundant learning materials and create a relaxed atmosphere to help students develop language sense and intuitive ability through implicit learning, thereby improving their language literacy.

3.2.2. The Role of Implicit Learning in Second-Language Grammar

At present, there exist problems in domestic English grammar teaching, such as overemphasizing the explanation of rules or overemphasizing communicativeness while neglecting grammar rules. Implicit cognition research inspires English grammar teaching. Teachers should emphasize the vividness and interest of language. By presenting audio-visual and textual materials containing implicit grammar items, teachers guide students to automatically recognize grammar rules and form a sense of language in the process of coming into contact with vivid language materials. At the same time, the teaching sequence of implicit first, then explicit should be followed to improve teaching efficiency and enable students to master dull grammar knowledge imperceptibly.

3.2.3. The Role of Implicit Learning in Second Language Writing

Writing is generally a process dominated by implicit learning. In writing teaching, teachers should handle the contradiction between the explicit nature of classroom teaching and the implicit nature of actual learning properly. Teachers should adopt teaching methods such as discussion-based and situational approaches to create favorable implicit learning conditions for students. Teachers should focus on explaining key information, present the article in the form of example text, guide students to learn implicit writing in their spare time, and provide guidance and encouragement to help students deeply understand the internal structure of the writing object and improve their writing abilities^[18].

3.2.4. The Role of Implicit Learning in Second Language Vocabulary

Vocabulary is the foundation of language learning. The repetitive priming effect in implicit memory indicates that any learning is useful. In vocabulary learning, even if students forget immediately after learning, the learning process is not in vain. The previous learning will promote the subsequent learning. Teachers should guide students to increase the frequency of vocabulary exposure through various means, such as reading and listening practice, and take advantage of the characteristics of implicit learning to improve the effect of vocabulary learning.

4. Effective Language Input and Output in High School English Classrooms: Active Construction and Acquisition by Learners

4.1. Thoughts on Constructivist Theory in Second Language Acquisition

Constructivism is an important stage in the development of learning theory. It follows behaviorism and cognitivism and further deepens the understanding of the learning process. Behaviorism regards learning as a simple connection of stimulus and response, cognitivism focuses on the internalization of knowledge^[19], while constructivism emphasizes that learning is an active and constructive process of learners, featuring bidirectional and diversified characteristics. Based on their previous cognitive structures, learners selectively perceive external information and construct the meaning of current things. Meanwhile, previous knowledge will also be reconstructed due to the differences in specific examples. In the field of second language acquisition, this means that learners no longer passively accept-language input but actively participate in the construction of language abilities.

4.2. Language Input and Output in Second Language Acquisition from the Perspective of Constructivism

4.2.1. Viewing the Input Materials from the Perspective of Constructivism

Krashen's "Input Hypothesis" suggests that input at the level of $i + 1$ (slightly above learners' current level) is conducive to acquisition, but this theory ignores the learners' subjective initiative. Constructivism emphasizes that language input materials must first attract the selective attention of the subject. Only the content that is noticed can be understood and absorbed. Take English reading teaching as an example. Students' attention and selection tendencies towards reading materials will directly affect the effectiveness of knowledge acquisition^[20].

4.2.2. The Input Process from the Perspective of Constructivism

Krashen believes that the filtering mechanism controls the quantity of input and absorption. However, construc-

tivism holds that learners acquire new language abilities as an active construction process, and the transformation from input to absorption involves activities such as assimilation and adaptation^[21]. When learning English, students' exposure to new language knowledge integrates it with their original knowledge structure and adjust their cognitive patterns to adapt to the new content. This process is bidirectional, involving both the construction of meaning for new information and the transformation and reorganization of the original experiences.

4.2.3. View Input Results from Constructivism

From the constructivist perspective, the result of input is a brand-new structure, featuring integrity, transformability, and self-adjustment. In the process of second language acquisition, each input interacts with the original structure to generate a new one, promoting the continuous development of the language knowledge structure^[22]. For example, when learning English grammar, the newly learned knowledge is integrated with the original grammar system to form a more complete structure. It can generate appropriate outputs according to different contexts and self-adjust to adapt to subsequent learning.

5. Investigation and Research on Effective Learning Strategies for High School Students in English Classrooms and Structural Analysis

5.1. Research Objectives

This study focuses on the English classrooms of high school students, aiming to comprehensively understand the application of effective teaching strategies. Through the investigation of the main learning strategies such as memory and cognition, accurately grasp the characteristics and problems of students' strategy application, provide a scientific basis for teachers, and improve the effectiveness of high school English classroom teaching, aiming to comprehensively explore two core issues: first, the application characteristics of students' English learning strategies (including memory, cognitive, compensation, metacognitive, emotional, and social strategies) and their correlation with English academic achievement; second, to verify the predictive effect of differ-

ent learning strategies on students' English performance, and clarify the differences in strategy application among students of different genders and academic levels^[23].

5.2. Research Methods

5.2.1. Survey Subjects

Six classes were randomly selected from 48 classes in rural and urban areas, covering two classes each from Grade 10 to Grade 12, with a total of 368 students participating. The ratio of male to female students was 51.6% and 48.4% respectively, to ensure that the sample could reflect the learning conditions of students in different regions and grades^[24]. This study obtained the ethical approval from the participants. Before the investigation, informed consent forms were distributed to all participating students and their guardians (for minor students, guardians were required to sign), clearly stating the research purpose, data usage and privacy protection measures, and students could voluntarily withdraw from the study at any time.

5.2.2. Investigation Tools

Questionnaires were selected to measure the application of students' language learning strategies. Meanwhile, the final high school English test papers, set according to the requirements of the college entrance examination were used to evaluate students' grades, which was convenient for correlation analysis.

The scale includes 50 items, covering 6 strategy dimensions (8 items for memory strategies, 10 items for cognitive

strategies, 9 items for compensation strategies, 11 items for metacognitive strategies, 7 items for emotional strategies, and 5 items for social strategies), using a 1–5 Likert scale (1 = never used, 5 = frequently used). To verify the reliability and validity of the scale, a pre-test was conducted with 50 high school students who were not included in the formal sample. The results showed that the overall Cronbach's α coefficient of the scale was 0.86, and the Cronbach's α coefficients of each dimension ranged from 0.78 and 0.83, indicating good internal consistency; the KMO value of the scale was 0.83, and the Bartlett's test of spherical result was $p < 0.001$, indicating that the scale had good structural validity and was suitable for this study.

5.2.3. Investigation Methods

A combination of questionnaire survey and individual inquiry was adopted. During the questionnaire survey, the purpose and method were explained to the students to eliminate their concerns. A total of 368 valid answer sheets were collected. Subsequently, individual inquiries were conducted for the students who exhibited the highest and lowest frequencies of strategy application to obtain more abundant information.

5.3. Result Analysis

5.3.1. Overall Situation

Comparison of the overall average scores and frequent application frequencies of various English learning strategies (see **Table 1**).

Table 1. Statistics on Scores and Application Frequencies under Different Strategy Categories.

Strategy Category	Overall Average Score	Frequency of Application (Never/Rarely Used)	Frequency of Application (Sometimes Used)	Frequency of Application (Frequently Used)	Average Score of Boys	Average Score of Girls	The Average Score of the High-Scoring Group	The Average Score of the Low-Scoring Group
Memory Strategy	2.31	30	14	0	2.26	2.38	2.47	2.17
Cognitive Strategy	2.83	22	23	5	2.74	2.96	2.98	2.7
Compensation Strategy	3.12	15	25	10	3.09	3.16	3.29	3.07
Metacognitive Strategy	3.06	18	22	10	2.93	3.26	3.23	3.11
Emotional Strategy	2.75	25	19	6	2.64	2.9	2.64	2.87
Social Strategy	2.22	34	12	4	2.16	2.3	2.21	2.2

It can be seen from the data that various English learning strategies exhibit significantly different distributions in terms of the overall average scores and the frequency of frequent use. The compensation strategy ranked first with an overall average score of 3.12 points and a frequency of use of 10. The metacognitive strategy followed closely, with an average score of 3.06 points and was also frequently used 10 times. This indicates that in the actual learning process, students use these two types of strategies relatively frequently. Being able to master and apply these strategies to a certain extent indicates that they have high practicality and operability in high school English learning. It may also be that teachers' emphasis and guidance on these two types of strategies in the teaching process are relatively effective.

Regarding the situations of memory strategies and social strategies, the average score of memory strategies is only 2.31 points, and the frequency of its frequent application is 0. While the average score of social strategies is 2.22 points, and the frequency of its frequent application is only 4 times, which is at a relatively prominent and low level. Such results indicate that in current high school English teaching, there may be deficiencies in the teaching of memory strategies and social strategies. Students have not fully recognized the significance of these two types of strategies for English learning. At the same time, they also lack effective learning guidance and seldom apply them actively in actual learning. For instance, the absence of memory strategies may lead to low efficiency of students in basic learning links such as word recitation and grammar memorization. Insufficient application of social strategies may restrict students from improving their comprehensive English abilities through means such as communication and cooperation with others.

5.3.2. Gender Differences

At the level of gender differences, the phenomenon that girls score higher on average than boys in most English learning strategies is worthy of in-depth exploration. In terms of cognitive strategies, compensatory strategies, metacognitive strategies, and emotional strategies, girls had a significant score advantage, reaching 2.96 points, 3.16 points, 3.26 points, and 2.90 points respectively. This might be related to the differences in brain structure and function between boys and girls. Existing studies have shown that women often have certain physiological advantages in language processing, emotional perception, making them more proficient in

the application of emotional strategies and strategies related to language cognition. Meanwhile, social and cultural factors may also have significant influences. Society generally encourages girls' meticulous and serious qualities in study, prompting them to apply various strategies more actively in English learning.

In addition, the differences in the frequency of applying English learning strategies between male and female students are closely related to their learning habits and styles. Boys tend to learn through independent exploration and practice. In terms of memory strategies, boys may rely more on short-term memory and mechanical repetition, resulting in a relatively higher frequency of never or rarely applying effective memory strategies. Girls, on the other hand, pay more attention to the planning and organization of their studies. In terms of the application of cognitive strategies, girls are better at summarizing and generalizing learning methods and taking study notes. Therefore, they perform better in the frequency of "sometimes applying" strategies. In addition, the differences in social behaviors between boys and girls can also affect the application of social strategies. Girls are usually more willing to exchange learning experiences with classmates and cooperate to complete learning tasks, which may lead them to use social strategies more frequently than boys.

In the comparison between the high- and low-score groups, the average scores of students in the high group on all strategies except emotional strategies were higher than those in the low group. Especially in the compensation strategy and metacognitive strategy, the scores of the high-score group reached 3.29 and 3.23 respectively, while those of the low-score group were 3.07 and 3.11 respectively. This reflects that students in the high-score group have a stronger awareness and ability in strategy application. Metacognitive strategies emphasize self-monitoring, regulation, and evaluation of the learning process. Students in the high score group can better apply this strategy, indicating that they are good at adjusting learning methods and progress according to their learning situations, and promptly identifying and addressing problems that arise in learning. The proficient application of compensation strategies enables them to flexibly adopt alternative or remedial measures when encountering language barriers, thereby effectively enhancing the learning effect. The deficiency of low-score students in the applica-

tion of strategies may be one of the important reasons for their unsatisfactory academic performance.

The comparison of the frequencies of various English learning strategies under different application frequencies (never/rarely, sometimes, often) was conducted. It shows that, in terms of the distribution of usage frequency, the number of “never/rarely used times” is generally high. This phenomenon is particularly prominent in memory strategies and social strategies, with the number of never/rarely used times reaching 30 and 34 respectively. This not only indicates that students have a relatively low mastery of these two types of strategies, but also reflects the possible deficiencies in the teaching process. For instance, in the teaching of memory strategies, teachers may overly emphasize mechanical memory while neglecting the imparting of efficient memory methods such as associative memory and contextual memory, resulting in students applying memory strategies remaining at an inefficient level.

In contrast, the compensation strategy and the metacognitive strategy performed more prominently in terms of the frequency of “sometimes used” and “frequently used”, reaching 25 times and 10 times, and 22 times and 10 times respectively. This indicates that students have a relatively high acceptance of these two strategies and gradually realize their importance during the learning process. Meanwhile, the differences in the application frequency of different strategies also provide directions for teaching improvement. Teachers should design more targeted teaching activities for the strategies that students use less frequently, and guide students to master and apply these strategies, to achieve an overall improvement in English learning ability.

5.3.3. Lack of Internalized Environment

The frequency of applying social strategies ranked last in this study. Especially, the scores of questions related to interaction with native speakers were low, reflecting that high school students in China lack opportunities to interact with native English speakers and the internalization environment of foreign language teaching, which limits the application of social strategies and the practical language application ability.

To sum up, through the investigation and analysis of students’ application of language learning strategies, it can be found that there are differences among students in the application of different strategies, and gender and academic

performance also have certain influences on the application of strategies. In future English teaching, teachers can, based on these differences, provide targeted strategic guidance and training to help students improve their ability to apply learning strategies, thereby enhancing their English academic performance.

5.4. Thoughts and Suggestions on Teaching Strategies for High School English Classrooms Based on Second Language Acquisition Theory

5.4.1. Conduct thorough Investigations and Research to Enhance Students’ Strategic Awareness

Teachers should comprehensively apply various methods such as questionnaires, symposiums, classroom observations, individual understanding, and reading students’ learning diaries to comprehensively summarize the situation of students’ use of learning strategies^[25]. According to the individual differences and different learning styles of students, targeted learning strategy training plans are designed, and the training is carried out step by step and in a planned manner. For example, by using learning method guidance courses or holding special lectures on learning strategies, systematically introduce the basic knowledge of learning strategies to students; Invite students who have successfully learned English to share their experiences, and stimulate their enthusiasm for applying learning strategies through exemplary demonstration. In the daily teaching process, teachers should skillfully incorporate learning strategies, guide students to apply these strategies in practice, and continuously summarize and improve.

5.4.2. Create a Teaching Environment to Promote the Internalization of Second Language Acquisition

Teachers should create a foreign language scenario in the classroom and introduce relevant content by using multimedia resources. Adding English elements to campus culture construction, such as setting up English wall newspapers, blackboard newspapers, and school magazines, holding English corners, English evenings, English competitions, and other activities, provides students with more opportunities to use English, and cultivates their sense of responsibility

and achievement in learning. Meanwhile, students are encouraged to make pen pals with foreign middle school students, improve their language application ability through letter communication, and promote the effective internalization of second language acquisition.

5.4.3. Promote Autonomous Learning and Cultivate the Ability for Lifelong Learning

The core of strategy training lies in cultivating students' awareness and ability for autonomous learning. Teachers should actively create conditions and guide students to participate in formulating phased learning goals and methods to achieve them, enabling students to learn to plan their learning paths. In the teaching process, students are encouraged to consider the context and use methods such as speculation, consultation, and inquiry for learning, to cultivate the ability for independent thinking and problem-solving. Teachers should design inquiry-based learning activities, such as group cooperative exploration of English cultural phenomena and analysis of English literary works, to stimulate students' innovative thinking and practical abilities. Teachers should guide students to make full use of resources such as libraries, computer networks, radio, and television to obtain rich English information, broaden learning channels, and expand their knowledge horizons. Teachers should guide students to conduct self-evaluation during the learning process, adjust their learning goals and strategies promptly based on the evaluation results, gradually develop the habit of autonomous learning, and lay a solid foundation for lifelong learning.

6. Case Analysis: The Application of Second Language Acquisition Theory in Classroom Effectiveness Task-based Reading Teaching

6.1. The Relationship between the Principles of Second Language Acquisition Instructional Design and Effective Classroom Teaching

In "Principles of Instructional Design", Gagne classified learning outcomes into five categories: verbal information, intellectual skills, cognitive strategies, motor skills, and attitudes. Task-based teaching based on the theory of second

language acquisition is in line with Gagne's concept, emphasizing specific tasks as the learning motivation and goal, and allowing students to learn and use English in the process of completing tasks^[3]. Task-based classroom teaching centers on students' activities. Students complete learning tasks through thinking, investigation, discussion, communication, and cooperation. This teaching mode is conducive to cultivating students' comprehensive language application abilities and achieving effective classroom teaching.

6.2. The Relationship between Task-based Teaching in Second Language Acquisition and Reading Teaching

The application of the communicative teaching method is one of the main characteristics of task-based classroom teaching. It emphasizes the use of language in real communication and pays attention to the authenticity of language materials and the significance of communication among students^[26]. The task-based reading activity teaching mode advocates the adoption of the "top-down" reading teaching concept, determining supportive goals based on reading objectives, and highlighting discourse understanding and application. In reading teaching, by designing real tasks, such as having students read English newspapers and complete related tasks, students can naturally use language during the reading process and improve their reading ability and comprehensive language application abilities.

6.3. The Relationship between Task-Based Reading Teaching and Effective Teaching in Second Language Acquisition

The high school English curriculum standards advocate cultivating students' comprehensive language application abilities through the "task-based" teaching approach. The classroom teaching mode of task-based reading activities fully integrates the advanced teaching ideas of modern second languages, emphasizing the interactivity of language, the task-based nature of communicative learning, and the reflective nature of language teaching. In the design of teaching steps, through the processing of teaching materials, the reorganization of teaching content, and the sequencing of teaching events, teachers guide students to develop language skills, knowledge, emotional attitudes, learning strate-

gies, and cultural awareness while completing reading tasks, thereby achieving effective teaching.

6.4. Case Analysis of Task-Based Reading Activity Classroom Teaching under the Guidance of Second Language Acquisition Theory

Taking the classroom teaching of Unit 4 in the second volume (Part 1) of the People's Education Edition of High School English as an example, in the balance of multiple teaching objectives, guided by Gagne's "Principles of Instructional Design", this paper analyzes the overall teaching objectives and objective transfer of the unit where the reading textbook is located and establishes the main learning task objectives of this lesson. For example, let students understand the layout design and content sections of *China Daily* based on understanding the article, and realize that newspapers are an important source of information and knowledge. Meanwhile, various forms of activities are designed to train students' reading skills, such as word guessing, effective use of reference books, as well as listening, speaking, and writing skills.

In terms of the specific descriptions of the endpoint activity goals and the supportive activity goals, the endpoint activity goals include enabling students to understand the sections and content of *China Daily*, express their favorite pages and reasons in English, acquire reading strategies through reading activities, and produce an English school newspaper in groups of four after class. The goals of supportive activities cover helping students review the channels for obtaining news and common English newspapers and periodicals before reading. When reading, quickly read to obtain the information of the article, and help students form and express their viewpoints through two-person activities and group discussions. After reading, students can grasp the layout of *China Daily* through matching exercises to lay a good foundation for the production of English newspapers. Through individual and group activities of supplementary reading, students can form good reading strategies.

In the design of the reading activity tasks, the task goals and input material factors are fully considered. Choose authenticity tasks, such as making a school newspaper in English. The task objective is to enable students to learn

how to make a school newspaper. The input materials include *China Daily* and three English news items. During the learning process, design warm-up tasks, concentrate students' attention through live English news with audio-visual excerpts, and obtain the main idea of the news. Introduce the task and guide students to review the sources of English news by showing English newspapers. Reading tasks, obtaining details from *China daily*, training skills such as rapid reading and word guessing, etc. Language application task: Consolidate the content learned in this class and design an English version of the school newspaper. Meanwhile, the determination of task difficulty should be considered from three factors: input materials, learners, and activities, to ensure that the task difficulty is moderate, both challenging and enabling students to complete it after their efforts.

The organic combination of reading activities and learning tasks is the core of the task-based reading activity teaching mode. Reading activities are hierarchical, gradually transitioning from comprehension activities to control, semi-control, and interactive activities. It is linked, the activity content is coherent from beginning to end, and it has to lay the groundwork, logic, and regularity. It has diversity, which is reflected in aspects such as organizational forms, activity methods, and input means. Through this organic combination, the learning tasks can be completed and the effective implementation of second language acquisition can be achieved. For example, in the teaching of this class, each activity link is closely connected. From the warm-up task to introduce the topic to the introduction task to stimulate students' interest, and then to the reading task and language application task, gradually improving students' language ability and comprehensive quality.

The classroom teaching model of task-based reading activities based on the theory of second language acquisition requires regular reflection on teaching actions. Different instructors and learners have different understandings and interpretations of reading materials and learning tasks^[27]. By reflecting on each step in the teaching process, raising questions, and conducting scientific research to answer them, the teaching mode can be continuously corrected, adjusted, and improved, the teaching level can be enhanced, and the professional development of teachers and the improvement of students' learning effects can be promoted.

7. Conclusions

7.1. Research Summary

This study focuses on the effective teaching of high school English classrooms from the perspective of second language acquisition. Through in-depth exploration and empirical research on relevant theories, it reveals the problems existing in high school English teaching, such as insufficient application of students' learning strategies and the need for optimization of the teaching environment. Based on this, a series of targeted teaching strategies have been proposed, including strengthening metacognitive cultivation, emphasizing implicit learning, optimizing language input and output based on constructivism, improving the guidance of learning strategies, implementing task-based reading teaching, etc. These strategies aim to establish a learner-centered dynamic classroom teaching model, create a favorable second language acquisition environment, fully consider the emotional factors of high school students English learning, attach importance to language empathy, and at the same time enhance high school English teachers' mastery of second language acquisition theories to promote the improvement of their comprehensive teaching abilities.

7.2. Research Prospects

Future research can be further expanded and deepened. On the one hand, in terms of the research subjects, high school students from more regions and schools at different levels can be covered to obtain more universal research results and provide more precise guidance for high school English teaching in different teaching environments. On the other hand, in terms of research content, the specific application of the second language acquisition theory in various links of high school English teaching can be deeply explored, such as oral teaching and writing teaching, to further enrich and improve the application system of the second language acquisition theory in high school English teaching. Meanwhile, with the continuous development of educational technology, research on the application of emerging technologies in high school English teaching should be strengthened to explore how to utilize technologies such as artificial intelligence and virtual reality to create a more immersive and

interactive learning environment for students and improve teaching effectiveness. In addition, interdisciplinary research is also an important direction for the future, deeply integrating theories from multiple disciplines such as psychology, sociology, and education, providing a more solid theoretical foundation and innovative ideas for the reform of high school English teaching, and promoting the continuous improvement of high school English teaching quality and enhance students' comprehensive language ability.

7.3. Limitations

This study has several limitations that need to be acknowledged. First, there is a risk of self-report bias: the measurement of students' English learning strategies mainly relies on the SILL self-report questionnaire. Although the scale has been verified for good reliability and validity, students may overestimate or underestimate their actual frequency of strategy application due to social desirability (e.g., catering to teacher expectations by claiming to "frequently use metacognitive strategies"), which may affect the accuracy of the data. Second, the cross-sectional design adopted in this study can only reflect the correlation between learning strategies and English academic achievement at a specific time point, but cannot confirm the causal relationship between them—for example, it is impossible to determine whether "proficient use of metacognitive strategies leads to high achievement" or "high achievement promotes the use of metacognitive strategies," and future longitudinal tracking studies are needed to verify this causal link. Third, some confounding variables were not controlled in the analysis: when exploring the impact of learning strategies on achievement, factors such as students' family socioeconomic status (e.g., parents' educational level, family English learning resources), out-of-class English learning time, and learning motivation were not included in the model, which may interfere with the interpretation of the results. Fourth, the sample has limitations in representativeness: the survey subjects were only selected from high schools in a specific region of China (covering 2 rural ordinary schools and 1 urban key school), with a relatively limited sample size and regional scope, so the research results may not be fully generalized to high school students in other regions or countries.

Author Contributions

Both authors contributed equally to the conception, design, data collection, analysis, and writing of this study. Both authors have read and agreed to the published version of the manuscript.

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Institutional Review Board Statement

The study was conducted in accordance with the Declaration of Helsinki, and approved by the Institutional Review Board (or Ethics Committee) of Inti International University, Nilai 71800, Malaysia.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The data supporting the results of this study are openly available in the Figshare repository to ensure research reproducibility, and all data have been anonymized to protect participants' privacy. The publicly available data include: (1) the original anonymized data of the SILL questionnaire, covering the scores of 6 learning strategy dimensions for 368 students; (2) the anonymized English mock test scores of the survey subjects; (3) the pre-test and post-test reading scores of the experimental class and control class in the task-based reading teaching case study.

Conflicts of Interest

The authors declare no conflict of interest.

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