The Corpus-Based Study of the Interaction between Second Language Acquisition and Foreign Language Teaching

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Abstract: Although the relationship between second language acquisition research and language teaching is constantly changing, however, second language acquisition research does inject many new concepts into language teaching and trigger many new teaching methods. Second language acquisition has its own rules, and language teaching should follow this rule. A full understanding of the process of second language acquisition is helpful to language teaching. The results obtained by foreign institutes of second language acquisition and the role of foreign language teaching methods research and teaching practice are enough to make us realize that we must seriously consider how to apply the results of second language acquisition research to foreign language teaching in China.

1. Introduction

Today's mainstream linguistics focuses its research on clearing up language acquisition. To study language acquisition, we must first understand the content of acquisition. This is true for mother tongue acquisition as well as second language acquisition. For foreign language teaching, if you understand the content of second language acquisition, you can target it in teaching activities. However, proper teaching content does not mean that everything will be fine. Take Chinese English learners, the English verb is now in the singular third person with the s at the end of the word. This is a rule that every English beginner knows, but some people have studied English for more than 10 years. Repeated mistakes in simple rules. The reason may be improper way of learning. Aiming at the two aspects of learning content and approach, this article intends to explore the role of chunks and no ticing in foreign language learning from a theoretical perspective. Blocks are for the content of learning, and attention is for the way of learning. Based on the characteristics of the corpus, this article explores how the chunk and attention theory can be effectively applied to foreign language teaching based on the corpus.

2. Corpus Method

A corpus is a large-scale database that uses computer technology to process and store massive natural language materials for automatic retrieval, indexing, and statistical analysis. A corpus is a new type of resource that uses search tools to describe the language more accurately and reliably. A corpus approach is the creation or use of a corpus for research. At present, most of the researches carried out using corpus methods are connected with computer technology, that is, the corpus is recorded, classified, stored, labeled, retrieved and statistically analyzed by computer. Using the corpus method, researchers can not only find corpus arguments from different types of corpora, but also use analytical methods to quantify the collected corpora. Starting from the language itself, researchers can study the laws and characteristics of language development. The development of computer corpora and its combination with linguistic research have provided new theories and methods for the study of second language acquisition, and expanded the imagination space for the study of second language acquisition. With the help of computer information technology, corpora can be used not only to test and develop language theories, but also to provide a large amount of rich corpus information for second language teaching to promote mutual aid. In addition, based on the corpus, researchers are thinking about the nature of learners' second language ability At the same time as the extension, it is also innovating the principles and methods of second language

teaching in order to improve the quality and efficiency of second language teaching and learning.

In the research statistics on corpus and second language acquisition and foreign language teaching in the past ten years, most researches focus on lexical collocation, word frequency statistics, grammatical error analysis, synonym research, and learning strategy analysis. Co-occurrence and multi-context comparison are less concerned. In addition, the research corpus is mainly concentrated in the Brown corpus (BROWN), English-speaking corpus (BNC), American Contemporary English Corpus (COCA), Chinese English Learner Corpus (CLEC), and Peking University Chinese Linguistic Research Center. (CCL), Shanghai Jiaotong University Science and Technology English Corpus (JDEST), and some self-built small corpora, etc., show the development trend of comparing the native language corpus with the learner corpus. From this, it is found that the problem of English learners using English is related to intermediary Research on vocabulary, syntax, pragmatics and discourse. A series of studies have shown that corpora is an effective tool in second language acquisition and teaching. Learners can use this to guide their own learning, and educators can guide teaching based on common issues of corpus research. For researchers, they should Further exploration based on reflection on previous research. First, the corpus provides researchers with a large number of examples. Researching corpora needs to start from multiple aspects. Previous studies paid more attention to vocabulary and collocation research, while ignoring the semantic, pragmatic, and contextual information provided by the corpus, and lacked integration. These methods and methods of information have caused a single traditional process with poor results. Second, the corpus or corpus used in the research is relatively aging, the samples are updated slowly and cannot keep pace with the times, and it is not targeted for different studies. In addition, Existing corpora are mostly concentrated on written corpora, and some oral corpora, audio-visual corpora, etc. that better reflect language intonation, social context, and other sublingual information need to be further developed. Therefore, in subsequent research, researchers should improve from these aspects, broaden the corpus research ideas, comprehensively compare it with syntactic, semantic, and pragmatic (contextual) information in the corpus of second language learners and make full use of Language information presents multi-module, multi-interface, and multi-level research.

3. Interactive Relationship between Second Language Acquisition Research and Classroom Teaching

Two major approaches to second language acquisition are natural acquisition and classroom learning. Directly related to language teachers is classroom learning. The effect of classroom teaching environment on second language acquisition is positive. Although it is difficult to draw a clear line between acquiredlanguage and instructed language proposed by Krashen, we have instructed language acquisition and non-instructed language acquisition. language acquisition) is easier to understand because classroom language acquisition is directly related to language teaching and learning in the classroom. Ellis (1994) believes that language acquisition through second language teaching attempts, regardless of whether the acquisition is through formal instruction or by creating conditions, will inevitably lead to the indirect increase in the efficiency of natural acquisition in the classroom. The study of second language acquisition provides a hypothesis of the relationship between classroom teaching and second language acquisition. The role of classroom teaching in the process of second language acquisition is reflected in two aspects: the role of classroom teaching on the route of learning, and the effect of classroom teaching on the rate of learning. Effects on language learning routes Second language acquisition routes refer to the total sequence of grammatical feature acquisition and the order of specific grammatical feature acquisition. The experimental reports of the second language acquisition route research are mainly divided into two categories: morpheme studies and longitudinal studies. Well-known morpheme studies include Fathman's (1975) oral expression test, Perkins and Larsen-Freeman's (1975) translation test and film description test, and Turner's (1978) grammatical morpheme test. Longitudinal studies refer to relatively long-term longitudinal comparative studies, including tests by Felix (1981), Ellis (1984), and Schumann (1978). Various test results show that classroom

teaching based on grammatical teaching cannot change the order of grammatical morpheme acquisition. In other words, no matter what order is used to teach grammatical forms in the classroom, the learner's acquisition order is self-contained. Therefore, it is assumed that the learner has an internal learning schedule. If the classroom teaching sequence is consistent with the learner's internal learning schedule, the language acquisition efficiency will be high, otherwise the acquisition time will be prolonged. But so far, there are too few such studies to provide sufficient evidence to explain the natural order of language acquisition, so it is difficult to implement them in teaching. However, this new concept has challenged the traditional classroom teaching methods and the understanding of language difficulty. How to make classroom teaching conform to the law of second language acquisition has become the key to study the role of classroom teaching. The Communicative approach and Task-based approach that have emerged in second language teaching have been inspired by the study of second language acquisition.

Input refers to the linguistic information received by learners in their environment. This information is understandable or incomprehensible to the learner. Krashen (1982) proposed this Input Hypothesis to explain how acquisition occurs. He said that when a learner receives a linguistic information input that is slightly deeper than a known language and can understand its meaning, a pick-up or acquire occurs. Krashen expressed this input theory as i + 1. This learning process is often compared with the first language acquisition process, that is, the learner learns the second language, just as the child acquires the general past tense through the use of expression strategies through a series of stages. For example, they will occasionally use the past tense of go right at the beginning, but when they accept the verb past tense rule with / id / at the end of the word, they will expand the rule and say the wrong past form of go. Only in the end when they perfected the rule did they return to the correct form. Krashen believes that adults learning a second language may go through the same creative construction process. According to this assumption, in classroom language teaching, learners need to be placed in a learning environment that can comprehensible input and feedback when using the newly acquired language. Input theory is also meaningful for textbook writing and teacher teaching. In order to enhance understandable language information, it is necessary to create a variety of real language materials or a realistic learning environment. Absorption hypothesis. Ellis (1994) refers to the part of the learner's input that is temporarily recorded in the brain as intake. Absorption may eventually be contained in the learner's language and become part of long-term memory. However, the learner cannot process all the input received. Understanding how learners process the input they receive, and what input is needed to speed up this process, is the key to improving teaching efficiency. It helps teachers select materials, design classroom activities, and determine attitudes towards learners. Output hypothesis. The concept related to input is output. Learners need to use all the language resources they have acquired to practice comprehensible output (Swain 1985, from Hedge, 2000). The bridge between input and output is classroom interaction. Classroom interaction emphasizes the common role of language environment and learner's internal mechanism in language acquisition. Wells (1981) defines interaction as a collabo rative activity that establishes a trilateral relationship between the sender, receiver, and locale. By focusing on collecting and receiving information that is equally interesting on both sides of the language, students can acquire language skills. Class interaction requires teachers to retreat to the background and give learners the opportunity to practice the target language and negotiate new input, so that students can be assured that the language they hear is appropriate to their level of understanding. This requires teachers to allow students to make mistakes in communication. Classroom interactions include teacher statements, error handling, teacher questions, learner participation, task-based interaction, and group activities. Class interaction is for communication purpose.

4. Conclusion

Great progress has been made in the study of second language acquisition, but the current situation of foreign language teaching in China is still worrying. In our country, a university graduate spends 10-12 years in foreign language studies, and the trend is increasing. Many regions

have advanced their foreign language study time to the first grade of primary school. Of course, from the results alone, China's foreign language teaching has indeed achieved many achievements. But it is extremely disproportionate to the huge financial, material and human costs we have paid. In many European countries, foreign language teaching time is much shorter than in our country, but their communication skills are far beyond our reach. In addition to the fact that the foreign language they teach is close to the mother tongue, the main thing is that their teaching methods, teaching materials, and teaching purposes are more in line with the rules of second language acquisition. The vast majority of foreign language teachers in our country still adopt the traditional teaching method which takes grammar teaching as the main content, teacher explanation as the center of the classroom, and language knowledge as the learning purpose. In particular, many foreign language teachers in colleges and universities in China are still dismissive of the results of foreign second language acquisition research. In view of the current situation of foreign language teaching in China, we should seriously consider our teaching methods, teaching methods, teaching purposes, our teaching efficiency, and how to absorb advanced foreign language teaching experience to make our foreign language teaching more consistent with second language learning Get the rules to make it more scientific and effective.

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