Research of Corpus-Based Second Language Acquisition and Foreign Language Teaching Interactive Relationship

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Abstract: Based on the interdisciplinary characteristics of second language acquisition research, this article systematically sorts out the research methods of second language acquisition from the perspectives of linguistics, psycholinguistics, social culture, and cognition, and examines the language accuracy, complexity, and fluency of learners. Measurement methods and corpus analysis methods are used as supplementary research perspectives, expounding the different understandings of the research perspectives on second language acquisition research and different corpus collection and analysis methods. The article concludes with a summary of the application status of second language acquisition research methods in my country, and points out that there is no right or wrong research method itself. Chinese second language acquisition researchers should flexibly choose and combine research methods from different perspectives and make them local To promote the scientific development of second language acquisition research by conducting multi-party verification.

1. Introduction

In theory, if there is enough highly contextualized language input, any learner can reach the third stage of vocabulary development-the second language entry integration stage. In this stage, the learner fully integrates the semantic, syntactic, and morphological information extracted from the highly contextualized language input into the vocabulary, and establishes a direct and strong connection between the second language vocabulary and the concept, and the second language learner Acquire the ability to use second language vocabulary automatically similar to using native language. However, the actual situation tells us that it is difficult for second language learners to reach the third stage of vocabulary development. Most learners' vocabulary development becomes rigid at the second stage. The main reason is that learners do not have access to a large number of high-level words. Contextualized target language input. It is for this reason that traditional vocabulary teaching and learning that ignores the role of context is not effective. The large-scale corpus happens to be able to provide learners with a large number of highly contextualized target languages, opening up a whole new look for second language vocabulary acquisition.

A corpus refers to a language database that is composed of a large amount of information actually used in the language and is dedicated to language research, analysis and description. It was created by collecting representative real language materials actually used by people on the basis of random sampling. Corpuslinguis tics is the science of language analysis and research on the basis of corpus; Corpuslinguis tics provides a new method and idea for language research and teaching. It uses real language data as the research object. Systematic analysis of a large number of language facts; it studies language behavior, not language ability, that is to say, it looks for the rules of language use by investigating the actual use of language. It is not only an important breakthrough in research methodology, it also breeds continuous renewal of language description frameworks and even language concepts. Modern corpus linguistics refers to the knowledge that specializes in the study of large-scale corpora stored in computers. In this sense, a computer corpus is a huge corpus that is integrated by a large amount of language information used in real situations, which can be retrieved by a computer and is specially researched. It is playing an increasingly important role in modern linguistic research and language education with its unique advantages such as large capacity, authentic corpus, fast and accurate retrieval.

The corpus-based vocabulary acquisition research has many different research directions according to different characteristics and purposes. The following mainly introduces the three most commonly used currently. The first is the research on the grammatical form and semantic function of vocabulary. The main method of this kind of research is: first retrieve all the examples of synonyms that need to be distinguished in a large corpus, and then do a multi-level retrieval of the collocation forms before and after the core words, and then summarize the most commonly used grammatical forms, and then search for these forms Classify the semantic content, and finally retrieve the words most closely related to these semantic functions. Taking the comparison between the easily confused words cause and leadto as an example, by searching their collocations in the LOB corpus, the results show that their significant collocations are quite different. The collocations on the right side of Cause are mostly "problem-like" nouns such as suffering, alarm, harm, clash, strike, etc.; while the collocations on the right side of leadto express negative meanings, such as anarchy, in terception, fears, reduction, etc. Expressing positive meaning, such as ap peasement, ceasefire, progress, etc. It can be seen that the difference between the two is reflected in the difference in the collocation probability of positive and negative words in semantic expression. The study of vocabulary acquisition in this direction not only provides a quantitative basis for the relevant grammatical forms specified in the grammar book and the context in actual use, but also finds out the similarities and differences through grammar-semantic analysis. This proves that if two words are confused in understanding and application due to the overlap of their semantics, they can be eliminated by examining their collocation words and the differences in their semantic expression functions. The second is the study of vocabulary acquisition based on phrase structure. The method is not to start with a core word to find a fixed collocation pattern for both sides of nephritis, but to first establish a structural framework, that is, to locate and search between the two structural words, and then use the middle word as the core to analyze the language features in the left and right directions. In-depth discussion step by step. The characteristic of this computerized corpus-driven research is that it can continuously activate the researcher's language intuition and language theory knowledge, inspire people to express and explain the structural forms of language from multiple aspects and perspectives, and use quantitative examples. It shows that when people use language naturally, they often choose more than one word at the same time and group these words into chunks in the form of structural collocation.

2. The Use of Corpus-Based Foreign Language Teaching

Corpus-based foreign language teaching breaks through the traditional empirical teaching of foreign language teaching. The corpus provides a large amount of real language environment available for English learners, and the students' teaching has a goal and a basis. How to make foreign language learners express as fluently as native English speakers is the core of our teaching. Universal Grammar believes that language acquisition is the result of internalization under the promotion of language learning mechanisms. This requires classroom teaching to no longer be teacher-centered. Teachers transform from teaching authority to language coach. Language teaching must follow the law of language acquisition. The process of students' self-summary and self-induction in the corpus realizes the process of students' self-construction of meaning. With the help of the highlight of the corpus, students continue to compare with their own language usage, summarize how native English speakers use it, and constantly make self-modification and self-improvement. "Learning one's mother tongue is learning the uses of language" (Muriel, 2008:53) corpus increases students' practice, enabling students to transform explicit knowledge into implicit knowledge, which is in line with the need for language acquisition through a large number of exercises Inner law. At present, the corpus is mainly used in English vocabulary teaching and writing teaching, and the two are commensurate with each other. The use of corpus for grammar teaching breaks the traditional grammar teaching method. Students express themselves through self-summary language phenomena in a large number of real languages, and at the same time they naturally acquire grammar. Students' grammatical knowledge is internalized and generated under the promotion of LAD.

3. Use Corpus to Learn Chunks

The traditional vocabulary learning method is to give an explanation of the word and show one or two example sentences. However, vocabulary may encounter various problems in actual use, such as what kind of word should be used in what occasion; when a word is polysemy, what meaning should be used in what context, and so on. The disadvantage of the traditional approach is that once words appear in a new context, learners often cannot understand them well, let alone use them properly. To better solve these problems, it is best to learn vocabulary through multiple contexts, because the vocabulary knowledge learned by this method is not only rich, but also transferable. Wang Chuming also emphasized that context is indispensable for foreign language learning. However, one of the difficulties faced by second language vocabulary acquisition is that learners do not have time to touch the rich and colorful context in the natural environment. The usual solution to this problem is to allow learners to read a large number of different chapters to achieve the so-called multi-context effect, but it is doubtful whether learners really have enough time to obtain effective vocabulary growth through reading. The corpus indexing helped solve this problem. Cobb's research proves that when multiple contexts are presented simultaneously in the form of index lines, learners can obtain flexible vocabulary knowledge from them. The effect of indexed vocabulary learning is comparable to the learning effect in natural context to a certain extent. The third is a comprehensive analysis from idea to expression. The researchers set up a small corpus by means of sample surveys, plus look up dictionaries or grammar books, and investigate the linguistic intuition of native speakers, collect as many expressions of a concept as possible, and then verify and verify them through a large corpus. Get its frequency of use, then classify it into a gradient table according to its semantic content, and list the most commonly used expressions according to its frequency of occurrence. This research on vocabulary acquisition can provide objective, true and comprehensive materials for foreign language teaching. All in all, the basic characteristic of corpus-based research methods is to start from investigating real language materials and to deal with unrestricted real language materials as the goal. The basic method is the probabilistic analysis method, that is, through the investigation of the corpus in the corpus, the probability information of language use is obtained on the basis of statistical analysis, and then the real language materials are analyzed based on the probability information. With the development of the information age brought about by the rapid advancement of telecommunications technologies such as computers, corpus linguistics has entered the mainstream of linguistics and applied linguistics. It not only created a new linguistic research method, but also opened up a new field of language disciplines. Vocabulary is an important content of language learning and language research, and vocabulary acquisition is very important for second language learners. Over the past 30 years, the study of second language vocabulary acquisition has developed rapidly and has become one of the hottest sub-fields in the study of second language acquisition, and has shown a multi-perspective, multi-level, multi-dimensional, and multi-directional research trend. When linguists' research on language shifts from traditional intuitive experience methods to experimental and statistical methods, the corpus, which plays an increasingly important role in language description and analysis, has its multi-level, multi-domain, and multi-functional advantages. It is being paid more and more attention by the linguistics community, and it has been continuously used in language research. We believe that corpus can provide new research methods for vocabulary acquisition research, open up new research fields, and help us further use the results of vocabulary acquisition research to guide second language learners' vocabulary learning and vocabulary teaching practice.

4. Conclusion

Foreign language teaching must follow the rules of language acquisition. The corpus-based foreign language teaching conforms to the basic viewpoints of UG Universal Generative Grammar. Students have cultivated an interest in English learning in the environment of a large number of real languages in the corpus, and constantly revise themselves through self-exploration and summary.

Practice enables students to become masters of learning, promotes the development of language acquisition mechanisms in a large number of practical applications, and realizes internalized language acquisition. At the same time, our teaching target is already adults. Because of the influence of the first language, it is more difficult than children in the process of language acquisition. Therefore, our foreign language teaching needs to find out the rules of the language under the guidance of teachers to achieve Language input-language acquisition mechanism-the transformation and generation of the grammar of a specific language.

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