

Research on Second Language Acquisition of English Teaching Majors from the Perspective of Applied Linguistics

Yi Lu

University of York, York, YO10 5DD England, UK

yilu00911@gmail.com

Keywords: Applied linguistics; English teaching; Second Language Acquisition

Abstract: English, as the most widely used language, is used for communication in the vast majority of cross-border communication and activities. Therefore, strengthening ELT for college students is crucial. Applied linguistics is an emerging discipline that mainly studies the practical application of language, but its content is very rich and it is a comprehensive discipline. With the development of applied linguistics, there have been some changes in the dissemination and teaching of language disciplines, especially significant reforms in the practicality of language. This article organically combines applied language with ELT (English Language Teaching), and through their interaction, has important practical significance for the reform of the English education system and the comprehensive cultivation of social talents. The interaction theory is very suitable for ELT in universities and should fully leverage the role of communication to encourage students' communication. Teachers must change their teaching ideology, understanding, and measures. For example, teachers can listen to students' suggestions for teaching before teaching, see which aspects of learning content students have a high interest in, or use more open methods for teaching.

1. Introduction

Colleges and universities are the main positions to train and transport advanced knowledge talents for the society. Looking at the current "talents" from the perspective of the times, they must not only have excellent knowledge ability, but also have good language communication ability, especially under the macro background of global integration, the development of various industries and even countries is a whole [1]. Under such circumstances, transnational exchange activities will inevitably become very necessary and frequent. Whether they can play a positive role in social development in such an environment depends on talents. In addition, a large number of lectures make English teachers in colleges and universities lack energy and time, and they can't teach students in accordance with their aptitude, so they can only choose the teaching method of full-time irrigation, so students can't fully understand and absorb the knowledge taught by teachers, which makes teachers unable to take care of every student, resulting in teaching problems [2-3]. Applied linguistics is a new discipline, which mainly studies the practical application of language, but its content is very rich and it is a comprehensive discipline. With the development of applied linguistics, some changes have taken place in the dissemination and teaching of language subjects, especially in the practicality of language [4]. This science pays more attention to the practical application of language, and the research foothold lies in the solution of practical problems, mainly solving problems in communication and communication, and paying attention to the context and expression of reality. This paper attempts to study the second language acquisition of ELT majors from the perspective of applied linguistics. ELT course, as the most important base to improve students' English level, plays an important role in it. Such realistic requirements also put forward new requirements for English education reform [5]. In the current ELT methods, most people think that English environment is very important. For example, Beliz, a representative figure, proposed to set up the ELT process according to the natural process of mother tongue learning and create a natural learning environment for it. Moreover, colleges and universities must attach importance to the construction of natural environment and combine the influence of mother tongue learning

environment to carry out ELT effectively[6]. Textbooks with specific topics can often bring a lot of language information to students. In such textbooks, after each text, there is after-school reading with the same theme, and some words appear frequently. In this regard, teachers should also establish a good teacher-student relationship with students, so that students can have a sense of closeness and trust in themselves. As the saying goes, being close to their teachers and believing in them, in this case, students can participate in English learning with more enthusiasm and interest, and ensure the efficiency and quality of ELT.

2. Overview of Second Language Acquisition Theory

Second language refers to the second language learned by a person outside of their mother tongue, and "second language acquisition" is a theory that explores the essence and detailed process of second language acquisition. Since the 1970s, as cross-border communication between countries around the world has become increasingly frequent, research on second language acquisition theory has also begun to emerge in large numbers. ELT in our country mostly adopts the method of information input, treating students as carriers of information input, and inputting language information to a certain extent. At this time, the students' brain forms an impulse to output. In addition, the interests or emotions generated by students in English learning, as well as learning motivation, are also included [7]. The affective filtering hypothesis suggests that individuals can achieve the highest memory efficiency and foreign language learning efficiency only under lower emotional factors. Otherwise, teaching efficiency will decrease. Krashen's theory states that any language learner must utilize language acquisition and systematic learning methods when learning a certain language. Moreover, Krashen believes that in the process of learning, students not only need to input language materials, but also must understand the input content to make language acquisition meaningful[8]. Furthermore, through emotional filtering, students can effectively master the acquired language. In this process, the intensity of emotional filtering is inversely proportional to the amount of language intake by students.

Second language acquisition can be said to be a process of language learning, emphasizing the learning of a second language based on the mother tongue; However, the language learned may not necessarily be able to be called a second language, and it also needs to meet the conditions of occupying a higher position in the domestic language [9]. People who use English as their mother tongue have developed special language reactions, and their behavioral habits have formed close practical connections with the English language. In such a situation, they naturally blurt out English words during communication, just like natural intuition, which is the level that can only be achieved by mastering a language to a deep level. The process of language acquisition is a subtle process that is not noticed by learners and is mainly obtained through communication and exchange among learners; However, language learning is supported by conscious behavior and requires learners to understand the rules and forms of a certain language in order to obtain it. It is a conscious practical activity [10]. However, after language learners learn a certain language through "acquisition", they can communicate smoothly with others. If they learn a certain language through "learning", they can only control the language. If students have a strong interest and motivation in learning English, and their relationship with teachers is also very harmonious, their effectiveness in learning English will be greatly improved. Conversely, their learning effectiveness will be significantly reduced.

3. A Study on Second Language Acquisition of English Teaching Majors from the Perspective of Applied Linguistics

Starting from the characteristics of the discipline itself, the function of applied linguistics itself is practicality. With the continuous development of disciplines, English educators take applied linguistics as the direction and make in-depth exploration of teaching reform, which is also one of the important bases. Judging from the current situation of ELT, there are still some problems in the application of applied linguistics, and a mature and complete teaching structure system has not yet been formed. Generally speaking, the organic integration of the two has ushered in a new

development peak for modern ELT, but behind the achievements, there are also some teaching concerns, as shown in Figure 1.

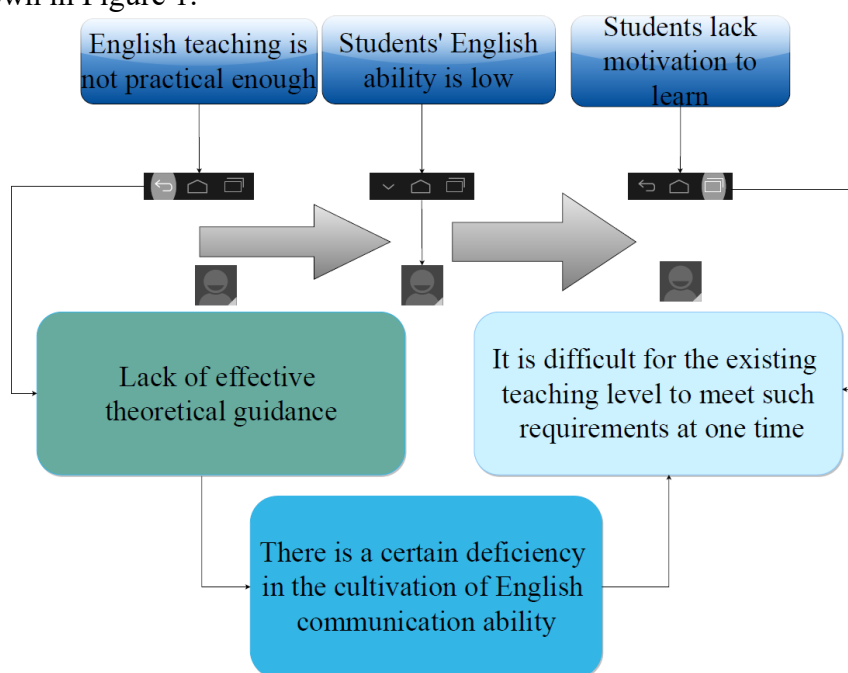


Figure 1 Modern ELT Worry

The success of teaching and the promotion of teaching reform are closely related to the application of applied linguistics in subject education. Returning to the teaching curriculum itself, if the academic and theoretical attributes of English cannot be organically unified with its applicability, it will be difficult to achieve the goals of teaching reform, and theory will also be difficult to play a guiding role in practice. This article conducts research on second language acquisition in ELT majors from the perspective of applied linguistics.

3.1. Pay attention to the cultivation of students' interest

When carrying out ELT in colleges and universities, we should follow the teaching process of listening and speaking first and then reading and writing. At present, ELT in colleges and universities fully realizes the importance of English environment. For example, Belize emphasized that the ELT process should be set according to the process of mother tongue learning, and the effectiveness of ELT can be improved by creating a good teaching environment. In view of this situation, in the process of ELT, it is necessary to carry out English training and learning at all stages step by step, and provide excellent English learning environment for students as much as possible in the process of English learning, carry out ELT in a teaching environment close to English mother tongue, and establish an English communication environment within the school to improve the teaching efficiency of ELT. Strengthening the learning of applied language and defining the learning objectives of applied language are the ways for applied language to guide ELT. The importance of applied language in ELT is illustrated by regularly offering courses in applied linguistics to educators and students. According to the theory of second language acquisition, a good second language learning environment and the creation of opportunities can be said to be an ideal grammar teaching method, which is conducive to learners' effective learning and application of grammar. Therefore, in the actual ELT process, teachers can provide students with timely, appropriate and accurate language information through the creation of real language environment, and guide students to pay attention to the relationship between language form and function, so as to promote students' interest in grammar learning.

3.2. Strengthening the cultivation of students' grammar ability

Learning English is just a way for students to cope with exams, and this teaching method cannot demonstrate the true charm of language to students. Students cannot obtain the joy of

communication from it, thus losing the motivation and purpose of English learning, causing serious obstacles to students' learning efficiency. According to the affective filtering hypothesis, excessive monitoring can dampen students' enthusiasm and enthusiasm for language learning. During the process of ELT, English teachers can establish a targeted English grammar communication environment for students to communicate in English, and evaluate the grammar composition and structure used by students during their English communication. Strengthen the cultivation of students' abilities in listening, speaking, reading, and writing, so that they have more opportunities to use English in class, exams, and daily social communication. This not only helps to carry out relevant education work, but also lays a solid foundation for transporting all-round English talents to society. In order to improve students' learning abilities, English teachers can use some valuable questions to guide students in discussions and exchanges; Students can also be divided into different groups based on their level of proficiency, and through mutual cooperation, progress and improvement can be achieved for all students. In addition, the interaction theory is very suitable for ELT in universities, and the role of communication should be fully utilized to guide students to actively communicate and achieve information exchange. Teachers can play a supervisory role in this process and encourage students' communication.

3.3. Enhance students' subjectivity in learning

There are two purposes to improve students' subjectivity in learning. One is to stimulate students' subjective initiative in English learning, and the other is to enliven the classroom atmosphere, infect students' emotional state and make them learn English efficiently. Students are the main object of education, and the overall English level of students can be improved by improving their enthusiasm for learning English and increasing their interaction. Relevant educational institutions can stimulate students' interest in learning and arouse their enthusiasm by organizing students to watch English movies and organize students to hold English competitions in a planned way. Therefore, teachers must change their teaching ideas and teaching measures. For example, teachers can listen to students' suggestions on teaching before teaching, see which aspects of learning content students are interested in, or use some more open ways to teach.

4. Conclusions

In summary, applied language plays an important guiding role in the process of ELT, and at the same time, ELT can promote the development of applied language in the English field. The goal of ELT in universities is to cultivate and improve students' practical application and communication abilities in English. Therefore, when conducting ELT, university teachers should fully integrate second language acquisition theory, strengthen students' self acquisition process, and achieve students' scientific and autonomous self acquisition. This article organically combines applied language and ELT, and through their interaction, has important practical significance for the reform of the English education system and the comprehensive cultivation of social talents. The deep integration of applied linguistics and ELT is an effective and necessary way to carry out teaching reform, and its important role must be taken seriously. As a systematic project, ELT reform requires the guidance of applied linguistics, through practical connections, to continuously strengthen students' comprehensive English application ability, and cultivate more comprehensive English talents for society. In addition, fully recognize and value the significance and importance of language environment in the language learning process, take effective measures to create a good learning environment for students, and maximize the effectiveness and quality of ELT.

References

- [1] Miao-Xing Y E, Linguistics A. Literature Review: Age Effects in the Second Language Acquisition Focusing on Morphosyntax[J]. Overseas English, 2022, 20(12):26-30.
- [2] Schauer G A. Teaching and Learning English in the Primary School: Interlanguage Pragmatics in the EFL Context[J]. TESOL Journal, 2019, 20(5):36-41.

- [3] Yaw O, Amoakohene B, Akoto O. Journal of English Language Teaching and Applied Linguistics Exploring Wordless Feedback Mechanisms in an EAP course in an English-medium University: An Ethnographically-oriented Approach[J]. Overseas English, 2020, 26(10):11-14.
- [4] Deborah D. Second language learning and teaching: From theory to a practical checklist[J]. TESOL Journal, 2022, 26(7):31-37.
- [5] Syakur A. The Role of Applied Linguistics in English Teaching Materials in Higher Education[J]. Budapest International Research and Critics in Linguistics and Education (BirLE) Journal, 2021, 12(1):16-22.
- [6] Dolores Del Rocío, Andrade O. academic writing in the context of applied linguistics for english language teaching: integrating web 2.0[J]. Indonesian Journal of English Language Teaching and Applied Linguistics, 2022, 23(10):12-17.
- [7] Phil, Benson. Ways of seeing: The individual and the social in applied linguistics research methodologies[J]. LANGUAGE TEACHING, 2022, 16(7):10-16.
- [8] Feng Yong. The Implications of Krashen's Second Language Acquisition Theory on College English Teaching[J]. Overseas English, 2020, 23(1):2-8.
- [9] Yastiba A E. Preservice English Language Teacher Education in the Anthropocene[J]. Indonesian Journal of English Language Teaching and Applied Linguistics, 2021, 12(2):11-14.
- [10] Aljumah F H. Second Language Acquisition: A Framework and Historical Background on Its Research[J]. English Language Teaching, 2020, 13(8):200-214.