

Analysis of College English Acquisition Strategies

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Abstract: The second language acquisition theory proposed by Krashen in the 1980s is a relatively complete theoretical system of second language acquisition at present. Among them, the most influential is the acquisition-learning hypothesis. He believes that acquisition is the most important. Learners can successfully communicate, mainly the acquired knowledge. College English is the language that all college students in China must learn, and it is also the second language of students. This article takes the acquisition strategy analysis of college students as an observation point and discusses it in five parts. First of all, the introduction introduces the research background. Secondly, briefly introduce the second language acquisition strategy. The third part analyzes the current situation and existing problems of college English acquisition. The fourth part analyzes the strategic factors that affect students' English acquisition. The fifth part analyzes the implications of second language acquisition strategy factors for learners to learn English. Finally, let's summarize.

Keywords: College English; Second Language Acquisition Strategy; Strategy Analysis.

1. Introduction

College English course is one of the main ways for contemporary college students to learn foreign languages. The main purpose of this course is to comprehensively cultivate students' listening, speaking, reading and writing skills, so as to achieve the purpose of using English for communication. From grammar translation to communication method, a variety of teaching methods have emerged one after another. Applying these in the classroom will promote the effective development of the classroom. However, there will be some problems with the application of teaching methods. We pay more attention to how teachers "teach" and little attention to how to "learn" students. In fact, students are the main body of the whole teaching activity. If students do not adopt the correct acquisition strategy to improve learning efficiency, no matter how hard the teacher teaches, it is useless. Therefore, students must adopt effective learning strategies to strengthen language learning, so as to improve learning efficiency, and finally be able to master the language and achieve the purpose of fluent use of language for communication. Therefore, mastering the correct acquisition strategy is the key to college English learning.

2. Second Language Acquisition Strategy

The second language is referred to as "second language", which generally refers to another language learned after the first language, which is divided according to the order in which the learner learns the language. The second language described in this article refers to English. English is a compulsory course for college students, and it is the language learned after mastering the first language.

2.1. Definition of Second Language Acquisition Strategy

The second language acquisition strategy refers to the activities and means used by learners in the process of learning a second language in order to purposefully design, plan, organize, monitor and feedback the whole learning process to achieve the best learning effect according to their

own actual situation.

2.2. Classification of Second Language Acquisition Strategies

According to the cognitive theory of psychological and information processing, the second language acquisition strategy can be divided into: cognitive strategy, metacognitive strategy and social/emotional strategy.

Cognitive strategy is actually a general method used by learners to master a second language, which covers various skills and methods used by learners to process information. These strategies help learners retrieve information from memory more effectively and apply it to many occasions for language learning. In the context of English learning, cognitive strategies are specifically manifested in a series of measures and methods taken by learners to successfully master English to ensure the effectiveness and efficiency of learning.

Metacognitive strategy, that is, the plan, monitoring and evaluation of learners' own cognitive process. This can be regarded as re-cognition on cognition, a deep thinking activity. It involves learners' understanding of their own abilities, current learning tasks, and cognitive strategies adopted. In the process of English learning, learners will reflect and adjust their own cognitive process and strategies in combination with their own experience to ensure that learning can be carried out smoothly. They can also reflect on their own learning methods through exams, optimize learning strategies and make up for shortcomings by comparing with classmates or consulting others, so as to improve more effectively. English proficiency.

Social/emotional strategies aim to promote cooperation among classmates while enhancing our enthusiasm and interest in learning. These strategies help to create a positive learning environment, so that students can master knowledge and make progress together in a relaxed and pleasant atmosphere. The ultimate goal of learning a language is communication, and English learning is no exception. In the process of English learning, we should make full use of the language learning environment, communicate with more languages, cultivate English thinking, and generate interest in English learning.

3. The Current Situation and Problems of College English Learning

Krashen believes that the fluent use of a second language in communication can only be learned. The best way to learn a language is to use it in specific situations, such as chatting with people from English-speaking countries, or shopping in English, asking for ways, etc. in actual communication situations, so as to quickly improve your English ability. However, college students' English is completed in the classroom, and they learn with a plan and purpose. This way can help students acquire professional grammar knowledge and write excellent English compositions, but whether they can communicate successfully is a little difficult for the vast majority of non-English major students. In addition, language can only be improved if it is used in communication. When college students learn English, there is not enough language environment, and it is difficult to reach the level of native speakers, and there are many shortcomings in the limited classroom environment.

3.1. Individual Differences of Students

Each student in the class has his own unique personality, such as introverted and extroverted, field independent and field-dependent. Introverted students like to study alone and are not good at communication, but they study deeply in reading and listening. Extroverts like to communicate, are not afraid of making mistakes, and can get more language input and output opportunities, but do not pay attention to the accuracy of language. In addition, students' learning motivations are different. College classrooms do not consider this factor, but indiscriminately divide all students into one class, so that students' personalities cannot be fully played, resulting in students' lack of enthusiasm for learning, and some students are tired of English learning.

3.2. Teacher-led

The domestic college English classroom has always been teacher-centered. Teachers control the whole classroom. Students are just a participant. They study at the teacher's pace and completely lose the opportunity to dominate themselves. In college, in addition to liking English and looking for materials to learn after class, most students can only obtain only a little limited knowledge in English class. Therefore, teachers take the form of full-in-class irrigation, completely ignoring the mastery of students and have very little interaction with students in class. This way of classing may be acceptable for students with a high level of English, but students with poorer English will find it very difficult and gradually fail to keep up with the pace of the teacher's class, so that they will eventually lose interest in learning English. In second language teaching, we advocate student-centered, students are the center of the whole learning activity, and teachers are only assistants and providers.

3.3. The Learning Environment is Not Ideal

English learning is limited to the classroom environment. When they go out of the classroom, learners communicate in their mother tongue. Due to the different motivations and learning differences of students, there are different needs for the environment of English classes, such as introverted students, who are especially afraid of teachers to ask questions. Students who are not very good at English are particularly afraid of taking English classes. As soon as they

go to class, these students will show anxiety, tension and fear. These emotions are bound to affect English learning, which is not conducive to cultivating students' enthusiasm for learning, but will be counterproductive.

3.4. Mother Tongue Interference is too Strong

Because there is no hierarchical teaching, the limited classroom environment does not mean that teachers teach in English throughout the whole process. In order to take care of all students, teachers use grammar translation in the classroom and teach in their mother tongue. Language is a human thinking tool. To learn English, you must understand the national thinking of English-speaking countries and cultivate target language thinking. A large number of mother tongues are used in the classroom, which is not conducive to the cultivation of target language thinking of learners.

3.5. Too Little Language Input

Teachers use their mother tongue to teach in the classroom, so students can't get enough language input. The ultimate goal of learning a language is communication. The teacher inputs too little target language in the classroom, and students' communication ability cannot be improved.

4. Strategic Factors Affecting Students' English Acquisition

Learners will be affected by many factors in the process of acquisition, such as learner's personality characteristics, learning motivation, linguistic ability, etc., which is mainly affected by environmental and personal factors.

4.1. Environmental Factors

The environment exists objectively and is an external condition that affects second language acquisition. For domestic college students, English learning is obtained in a non-target classroom environment. If learners do not find opportunities to communicate by themselves, then the weekly English class is the only environment for learners to learn English.

4.2. Personal Factors

Learning a language is not only affected by environmental factors, but also by personal factors, mainly influenced by linguistic ability, motivation, attitude, personality and cognitive mode. Linguistics can evaluate whether learners have the ability to learn a second language. In fact, as long as learners have a sound brain, they can learn a second language, but the final results are different. Each learner is an independent individual, has his own strengths, and often achieves better results in what he is good at.

Motivation is usually the intrinsic driving force of our willingness to work hard to achieve a certain goal. In the context of learning, motivation can be mainly divided into two types: fusion motivation and instrumental motivation. Integrative motivation refers to learners' desire to communicate directly with the target language community, and even want to become a member of them. This motivation comes more from their interest and identity in the target language culture. For example, some students majoring in English prefer English culture, and they hope to have more opportunities to contact foreigners, so By taking the initiative to greet foreigners as soon as they see them, people with such motivation are more likely to learn a second language.

Instrumental motivation means that learners only treat a second language as a tool. For example, most non-English majors learn English only in order to pass the exam. This motivation has a strong purpose. Once the purpose is achieved, the motivation will weaken.

Attitude is an evaluative emotional response formed by learners based on their understanding and cognition of an objective thing. It involves emotional tendencies such as likes and dislikes of things, praise and dislikes, and affects the tendency of learners to take action for them. A positive attitude is particularly important for learners, because it can stimulate learners' interest and motivation in learning, and promote them to participate more actively in learning, thus improving the learning effect. Therefore, we should strive to cultivate a positive learning attitude to better promote our learning progress. On the contrary, a negative attitude is not conducive to the acquisition of two languages. Through the author's survey of friends around me, everyone has adopted a positive attitude towards learning a second language, has a great interest in English learning, and hopes to experience the local culture in the destination country and have better learned the language.

Personality is also an important factor affecting learner acquisition. It is mainly divided into introverted and extroverted. Introverts don't like to communicate and are not good at expressing their ideas. They call such learners with social phobia in the current popular online language. Learners with this characteristic are better at reading and not good at social practice. Introverts especially like to communicate. They don't care whether they are right or wrong in class. As long as they have the opportunity to express their ideas, this kind of person has good oral ability, but their reading and writing skills are not strong. Every personality has its advantages and disadvantages. Don't talk about hearsay and change yourself at will. Always insist on being yourself and find your own learning method.

Cognitive, in short, is a unique way for everyone to perceive and understand the world. For learners, it is actually their way of learning. Due to the different main characteristics of each person, there will naturally be differences in cognitive ways. Among them, field independence and field dependence, prudence and impulsiveness are the main cognitive methods. Field independents are more inclined to analyze problems independently; field-dependents rely on the external environment and the opinions of others; prudent learners are more cautious in decision-making; impulsive learners may be faster but not comprehensive enough. Understanding these cognitive methods can help us better understand our learning characteristics and find a more suitable learning method. Field independence means that learners can complete tasks independently without the help of others, while field-dependent people hope to rely on the ability of others to complete the task. Prudent people will think over and over again before doing things, and take action after a long period of comparison and measurement. However, impulsive people act immediately when they hear the instructions, without thinking about the consequences at all, and focus on participation and enjoyment. Cognitive ways and personality also vary from person to person. Each way has its own characteristics, and the final result of learning is just a different focus.

5. The Inspiration of Second Language Acquisition Strategy Factors for Learners to Learn English

To be proficient in a foreign language, learners must master a set of exclusive learning methods and steps. College English acquisition strategy, that is, in the process of learning English, students can choose the most efficient learning methods and paths according to the content they have learned and the characteristics of the task. Through such exploration and practice, students can gradually find and establish their own learning strategies, so as to improve their English level more effectively. In this process, the teacher also played a certain role. In the process of students' learning, teachers should adopt appropriate teaching methods and provide students with a certain learning environment, so that learners can achieve the ideal learning effect.

5.1. Find a Learning Method That Suits You According to Your Own Characteristics

The strategic factors affecting students' learning have been analyzed above. Therefore, learners should clarify their own positioning and find suitable learning methods according to their own characteristics, so as to generate interest in English learning.

5.2. Improve Teaching Methods, carry out Hierarchical Teaching, and Teach According to Aptitude

Traditional teaching adopts grammar translation, which is not conducive to the improvement of students' English ability. Therefore, this traditional teaching method must be changed. Teachers need to constantly innovate, find diversified teaching methods, and use modern education technology to provide real scenes, so that students can combine learning and life. After all, the theory must eventually be experienced. After the test of practice, the purpose of learning a language is communication. Communication cannot be limited to the classroom environment. It is important to be able to use it freely in real life and successfully communicate with them. Therefore, teachers must adopt a variety of teaching methods to cultivate students' communication ability. In addition, the teacher-centered teaching method should be transformed into a student-centered approach. "Teaching" is for teachers to teach students to learn. Students are the main body of the whole activity. Teachers must make this clear. Because students are affected by emotional factors and other factors, students have different mastery of learning content. Therefore, they should adopt a hierarchical method of teaching, put students of similar level together, and formulate corresponding teaching plans according to their needs and mastery of English, so as to teach according to their aptitude and give full play to the master of students. The physical role cultivates students' enthusiasm for learning and generates interest in English learning.

5.3. Create a Harmonious and Relaxed Learning Environment

Classroom is the only way for most students to learn English. Therefore, it is particularly important to create a relaxed and pleasant learning atmosphere for students. Teachers can set up some game links in the teaching process and use vivid and interesting games, so that students can

subtly learn knowledge in the process of playing games, resulting in Interest in English learning. Teachers can also investigate students' interests and choose their favorite topics for teaching. Teachers may not have to teach according to the content of the textbook, but can delete and increase the textbook. In a word, everything is for students, always focusing on students, creating a harmonious and relaxed environment for students, so that students like to learn English rather than afraid.

5.4. Reduce Mother Tongue Interference and Cultivate Target Language Thinking

Second language learning should not be taught in the mother tongue as much as possible. Chinese and English belong to two different language systems, with different language systems and different language thinking. For example, Chinese "I like her", "She likes Li Ming", English "I love her" and "She loves Li Ming." In Chinese, "she" is "she" whether it is the subject or the object, and the predicate verb is "like", but English is different. The subject is "She", the object is "her", and the predicate verb changes with the change of the subject. Because there is no morphological change in Chinese with strict meaning. If you don't understand the target language-English thinking mode, it is difficult to fully master English. Therefore, in teaching, teachers try to avoid using their mother tongue, use the target language for teaching, and cultivate students' target language thinking.

5.5. Pay Attention to Understandable Input

Paying attention to input does not mean blindly instilling knowledge, but focusing on it. In Krashen's view, language input is the core content of the theory of second language acquisition. The only way for people to learn a language is to accumulate language knowledge by understanding and absorbing information, that is, through understandable language input. It is worth noting that the input content should not be too much or too little, just right. Moreover, the input must be understandable input, and the most appropriate range should be the "i+1" mode, "i" represents the current level of the learner, and "1" means slightly higher than the existing level.

Language is essentially a tool for communication. The ultimate goal of learning a language is to be able to communicate effectively. To achieve this goal, learners must have the ability to output the language, that is, to be able to use the language they have learned for practical communication. The premise of output is to have enough

input. Therefore, while inputting language knowledge to students, teachers must pay attention to understandable input. Therefore, in the process of college English teaching, teachers need to master students' English ability in advance in order to carry out more targeted teaching activities. Make teaching arrangements to ensure that students are provided with sufficient target language input, and the language input must be understandable, neither too high nor too low, and strictly control the "degree".

6. Conclusion

In today's society, English has become a common language. Therefore, for college students, in addition to using the Internet to find learning resources, English classroom has become an effective way for learners to obtain English learning. Therefore, English teachers play a very important role in the classroom, but not the main role. Because teaching is composed of two parts: teaching and learning, teachers teach and students learn, and students are the main body of the whole teaching activity. Therefore, teachers should help students find their own learning strategies according to the characteristics of learners and improve their learning strategy level. At the same time, learners should also know their own characteristics, constantly explore, and find the right way to achieve learning, so as to generate interest in English learning, and finally be able to communicate in English.

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