

# An Applied Analysis of the Contextualism of Second Language Acquisition in College English Teaching

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**Abstract:** In the context of the new normal, contextualism of second language acquisition has become a key teaching factor in college English teaching, which is helpful to both teachers' teaching and students' learning. It can create a positive language atmosphere for students, enable them to master the language process and language skills in a subtle way, gradually improve themselves, and make teaching more efficient.

**Keywords:** College English; Contextualism of second language acquisition; Apply; Analyze

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## 1. The main overview of contextualism in second language acquisition

Contextualism in second language acquisition is a theory that emphasizes the importance of context in second language acquisition. According to this theory, students learn a second language in a linguistic environment that includes input, interaction, and output. Contextualism, on the other hand, holds that students need to be exposed to a large number of language inputs in order to learn a second language. This input can be natural, meaningful or structured, such as listening, speaking, reading, writing, watching, etc., and students need to interact with native speakers of the language in order to obtain this input. In addition, contextualism also emphasizes the importance of language output. Students need to communicate in a second language in order to consolidate and expand their language skills. This output can be oral or written, such as writing, oral expression, etc. At the same time, context plays a crucial role in second language acquisition, emphasizing the diversity, dynamics, and variability of contexts, as well as how students learn and apply a second language in different contexts. Therefore, contextualism advocates that in the second language teaching, contextual factors should be emphasized and more opportunities for language input and output should be provided to students to help them better learn and master the second language <sup>[1]</sup>.

## 2. The importance of context theory of second language acquisition in college English teaching

### 2.1 Create a good learning environment

In the process of college English teaching, contextualism emphasizes the English learning environment. By creating a good English learning environment, students can be better immersed in the English learning atmosphere, thus promoting the development of their English language skills. In the actual English teaching, teachers can use multimedia, network resources and other means to provide students with rich English learning resources, and create a real English learning environment according to the situation of students, so that students can communicate and express in English as if they are in the actual scene, and exercise their oral expression ability.

### 2.2 Improvement of students' English learning ability

The application of context theory in college English teaching can help students improve their English learning ability, because through the guidance of context theory, teachers can help students better understand the cultural background and language rules of English language, so as to better master English language skills. At the same time, context theory can also help students master English listening, speaking, reading, writing and other skills, constantly improve students' English language ability and enhance personality charm <sup>[2]</sup>.

### **2.3 Improvement of students' subjective initiative in English learning**

Contextualism emphasizes the subjective initiative of students in English learning. With the guidance of contextualism, teachers can help students better exert their subjective initiative, stimulate their learning enthusiasm and interest, and make them actively cooperate with teachers to speed up the teaching progress. In the English class, teachers can use the method of contextualism to guide students to take the initiative to participate in classroom activities and actively think and express their views and ideas. In this way, students can have a deeper understanding of the cultural connotation and language rules of the English language, so as to accurately master English language skills and improve their English learning ability.

## **3. An analysis of the application of contextualism in second language acquisition in college English teaching**

### **3.1 Strengthen English language training**

In college English teaching, contextualism is an important teaching theory, which emphasizes the importance of language environment for language learning. In other words, students can continuously improve their language ability and learning ability as long as they learn in an environment where English is often used. The application of context theory in second language acquisition can strengthen English language sense training and improve students' English language application ability. Firstly, the application of contextualism in SLA can help students better understand the cultural background of English language. In English learning, students tend to focus only on mastering language knowledge and ignore the cultural background behind the language. Therefore, through the application of contextualism in SLA, students can have a general understanding of the cultural background and better understand the expressions and pragmatic rules of the English language<sup>[3]</sup>. Secondly, the application of context theory in second language acquisition can help students master the skills of using English language. In English learning, students tend to focus only on memorization and imitation of language knowledge, ignoring the mastery of language skills. If context theory of second language acquisition is applied, these problems can be solved, and the meaning of English content can be displayed directly in front of students, so that students can have a good understanding of English language skills and consolidate them more firmly. Finally, the application of context theory in second language acquisition can help students develop a better sense of English. In English learning, learning ignores the formation of English language sense, so that their expression of English is flawed. Through the application of context theory in second language acquisition, students can better understand the expressions and pragmatic rules of English language, thereby cultivating their English language sense and making their English expression more excellent.

### **3.2 Strengthen the cultivation of language ability**

Second language acquisition theory is an important theory in language teaching, which emphasizes the context and communicative competence in language learning. In college English teaching, grammar is an important part of language learning, but the traditional grammar teaching method is often to explain grammar rules and example sentences, which is easy to cause students to only remember grammar rules, but fail to use them correctly in practice, so that their ability and performance are stagnant. The application of context theory in second language acquisition can help students understand the actual application scenarios of grammar and master grammar rules more naturally. For example, students can learn grammar in a real context by means of situational dialogue and role play, which can help students better understand the actual application scenarios of grammar and master grammar rules. Therefore, in college English teaching, the application of SLA contextualism is essential. Teachers should first recognize the value and importance of SLA contextualism in its application, and then reasonably integrate it into English teaching, and adopt correct teaching methods to help students accurately grasp grammar rules and improve their grammar ability.

### **3.3 Respect the principal position of college students**

Nowadays, context theory of SLA has become an indispensable part of college English teaching, and English teachers must pay attention to the application of context theory of SLA in teaching to enhance the efficiency of teaching<sup>[4]</sup>. Through the application of context theory in second language acquisition, we can better respect the subject status of college students and improve their learning enthusiasm and learning effect. Firstly, the application of contextualism in second language acquisition can promote the learning initiative of college students. Because in traditional teaching, teachers often occupy a dominant position, no matter when teachers always put themselves in the main position, especially in class, most of the time is the teacher on the stage, students do their own things below, so that students are in a passive state of accepting knowledge, seriously restricting students' learning. However, the application of contextualism in second language acquisition solves this situation, making teachers no longer mere knowledge imparts, but mentors who guide students to actively explore knowledge. At this time, teachers can stimulate students' learning interest and enthusiasm by

designing rich and diverse teaching situations, so that they can participate in learning more actively and form subjective initiative. Secondly, the application of contextualism in second language acquisition can promote the learning creativity of college students. In the traditional teaching, teachers often only pay attention to the imparts of knowledge, but ignore the cultivation of students' creativity. At the same time, there is also a situation of emphasizing theory and neglecting practice, so that students' knowledge can not be consolidated. At this time, teachers need to use the context theory of second language acquisition to design challenging teaching tasks to guide college students to exert their imagination and creativity in real contexts and cultivate innovative thinking. Finally, the application of contextualism in second language acquisition can also promote college students' learning cooperation. In traditional teaching, teachers often only pay attention to individual learning results, ignoring the cooperation and communication between students, so that students' language ability can not be exercised. Therefore, teachers can make use of the advantages of the context theory of second language acquisition to design group activities, guide college students to cooperate with each other and learn together in the group, and also learn from each other and make up for their own shortcomings. In this way, team spirit can be formed and good habits can be formed quickly. To sum up, the application of context theory in second language acquisition can respect the subject status of college students and improve their learning enthusiasm and effect. In the teaching process, teachers should pay attention to creating real context and guide students to take the initiative to explore, give play to creativity and cooperative spirit, so as to achieve the expected learning effect.

## **Conclusion:**

English is a very important subject at any stage, with strong instrumental and practical features. It can broaden students' horizons and improve their interpersonal skills while allowing students to learn more languages. College English, in particular, is not only an important auxiliary subject for other subjects, but also an important demand for college students to use English in the future. Therefore, in the process of college English teaching, teachers must make clear the characteristics of classroom teaching and the needs of students in the later period, so as to formulate teaching objectives and teaching plans, play a guiding role in teaching, and ensure that teaching is carried out within the expectation. In addition, teachers also apply the context theory of second language acquisition to teaching, which further enhances the interest of teaching and stimulates students' enthusiasm for learning, so that students can actively participate in classroom teaching activities, gain more learning experience and knowledge, constantly improve their learning ability and achieve further development.

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