Theoretical Research and Application of SLA Based on Network Platform

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Abstract: The national policy "One Belt and One Road" of China region makes the demand for all kinds of language talents be increasing day by day. For language learners, the opportunities available to them are self-evident when they can effectively master a foreign language. This paper mainly studies and discusses the scientific theory of language learning, i.e. the essence of the theory of second language acquisition and use, in order to help more learners understand, use the theory of second language acquisition, and receive the most effective learning results in a shorter time.

Keywords: Network; Krashen; Second Language Acquisition Theory; Research and Application

1. The practical significance of the study of second language acquisition theory

China's "One Belt and One Road" strategy, which focuses on "infrastructure capacity export +resource import" in the near term and "trade and culture interchange and regional common prosperity" in the long term, involves 65 countries and regions. This national policy makes the cultivation of multilingual talents, high quality cultural ambassadors, educational talents, and financial talents a priority for Chinese education.

Cultivating skilled personnel with strong language application skills is an inevitable need to respond to the changing and developing international economic growth and social progress. The traditional way of teaching languages, such as English, focuses on exams and ignores the essence of language focused on communication, producing mostly dumb English, which is regrettable. The inability of second language learners to communicate externally in the language they have learned is a failure of current language teaching, and its obvious backwardness and irrationality inevitably requires a more scientific and effective theory to guide learning. Take English as an example, it is a compulsory second language for college students, and its teaching and training goals should be supplemented by learning the basic knowledge of English, with the application of the English language as the main focus, emphasizing the application of learning to practice, and proficient and unhindered communication.

At present, domestic English teaching, however, has seriously deviated from the goal of language training, and many graduates from colleges and universities step into the workplace, having studied the language for more than ten years, but are unable to communicate and communicate normally in English, resulting in a great waste of time and opportunities. Therefore, in order to cultivate language talents with high efficiency and quality, language teaching reform is imperative. The reform should be based on the scientific basis of language acquisition theory, take students themselves as the center, and establish students' main position in the learning process, so as to start language learning scientifically and effectively.

2. The basis for the formation of second language acquisition theory

An early representative of the cognitive school was Piaget, who believed that the human brain plays a major role in second language acquisition, such as remembering, storing, processing information, and using various learning strategies. The external environment in which a person lives has little influence on his or her language development, and relies mainly on his or her own summarization and thinking. In contrast, Vygotsky's pioneering sociocultural theory emphasizes the central role of the environment in human language acquisition. He argues that language cannot be acquired independently by learners without human interaction and socio-cultural influences. And different cultures have different effects on the way language is acquired.

Historically, the cognitive school emerged in the 1980s, and the sociocultural theory became increasingly popular in the field of second language acquisition in the 1990s with James Lantolf, and the debate between these two schools of thought was so intense at the beginning of the 21st century that a review of the incompatibility of the two became a well-known and highly cited paper in the field of second language acquisition (Zuengler & Miller, 2006).

There is now a new school of thought in second language acquisition called the socio cognitive perspective, which seeks to affirm the joint role of environmental and human brain factors. There are many factors that influence second language acquisition. Many people attribute their inability to learn a foreign language to their age and or lack of talent. Many studies have shown that older people do not necessarily learn foreign languages less well than children. It is true that children have a better memory than adults, but adults have higher learning strategies than children. Therefore, it is possible to reach a normal level of communication in a foreign language as long as you have enough initiative and the environment to use the language.

3. Problems and misconceptions of second language learning

In today's China, there is a great misconception about second language learning, which is that it is based on the experience of others and the pursuit of methods. There are many ways to learn a second language, but most language learners believe that second language acquisition and mastery is due to some unique and extreme techniques, and they see them as "one-size-fits-all" theories that they emphasize and promote. As language learners, it is important to understand clearly some people's own learning experiences that can only be used as a reference, not as a fundamental theory.

It is true that method does improve the efficiency of learning, but after all, it cannot replace mental thinking, much less be a magic bullet for all learners. It can only serve as an effective tool, but it cannot be the universal and only tool. Technology is useful, but it is not suitable for all learners. In teaching, it is easy for learners and professors alike to go for technical means, that is, to go for methods in extremis at the expense of theory. Therefore, a major problem for Chinese language learners today is the national problem of "dumb English". Chinese students who only take tests but do not speak are the products of technology and methodology rather than the results of living language teaching.

In this paper, we look beyond the current popular research on English teaching methods and explore the essence of second language learning from a higher cognitive perspective, through the level of technology, in order to help second language learners learn the language more scientifically and effectively, using language learning theory as a guide, and avoiding the misunderstanding of learning and getting half the results with twice the effort.

In order to understand the current situation of language learning, the author conducted a questionnaire survey in his class and found that there are many misconceptions about how to learn a second language. For example, students generally believe that the environment is important for learning a foreign language, and that it is best to learn in an environment where all foreign languages are spoken. For example, students think that to learn a foreign language, you must listen to standard speech, you must learn grammar well, and you must remember a lot of words. As long as the vocabulary is large and the grammar is well learned, the language will be mastered naturally. These one-sided views are a great misunderstanding of language learning and lead learners down many deviant paths.

In his book Language Acquisition in Adulthood, language scholar Strozer writes, "If the understanding of language structure is completely wrong and the concepts about language are highly irrational, then the methods of teaching language can only do harm." The misuse of unscientific methods, then, costs not only time and money, but, more frighteningly, irreparable damage to one's own or others' foreign language skills, such as the phenomenon of language petrification. Once the petrified phenomenon occurs, learning becomes half the effort. If you understand the principles of

language learning and master the essence of language learning, language acquisition will be accomplished.

4. Basic theory of second language acquisition

As the Book of Changes says, "To keep the righteous and make the strange. To keep righteousness means to keep the correct concept; to be surprising means to make a breakthrough in techniques and methods. If the concept is correct, it can be surprisingly successful. On the contrary, incorrect concept, the more methods, the more technical, the more likely to deviate from the correct track, the greater the danger. This is the wisdom of the ancients. Thus, in the field of language learning, we can conclude that there is no such thing as a simple and uniform method of learning a foreign language. What people think is the best way to learn is probably the most harmful way to learn. How to learn a foreign language without a clear method of learning? This requires that the majority of language learners understand the scientific principles of language learning and learn to develop the right learning strategies that suit their actual learning situation.

Second language acquisition abbreviated as SLA (Second Language Acquisition), means that language skills should be acquired subconsciously and naturally with the right input. The process of language acquisition, as in the case of infants, is the process of natural acquisition (Acquire). Rational learning of language (Learn) does not lead to real language competence and, in particular, to communication. In the body of theory in the field of language teaching, Krashen was the first person to bring the theory of second language acquisition to the top. His SLA theory, the most influential theoretical framework for second language acquisition, is so advanced and scientific that it is nearly the best theory of foreign language learning.

Krashen proposed that language acquisition, whether native or foreign, occurs naturally in the context of "comprehensible input". Comprehensible input is one of the most important aspects of Krashen's theory of language. For example, many people have spent years in a foreign language environment, but their language skills have not improved because they have heard more than they can comprehend, with little success. The Input Hypothesis is the most central part of Krashen's theory of second language acquisition. When learners select input that is slightly above their current language level, they are able to focus their attention on understanding the meaning and producing acquisition. Input that is comprehensible to the learner is necessary for language acquisition. Input that is not comprehensible is a form of noise.

Therefore, the most important point in Krashen's theory of second language acquisition is that the "input" must be "comprehensible", which is a necessary condition for second language acquisition. In the case of infant language input, for example, infants receive language instructions from their parents, through pictures or actions that help them understand and acquire language, and thus gradually learn to communicate and use it.

In Krashen's theory of learning, it is also important to consider the state of mind when learning language. It does not require "conscious" learning, training and use, but is a subtle process. The clarity of the learner's purpose and the simplicity of his or her motivation have a direct impact on the learning outcome. Students who are confident, outgoing, and feel good about themselves progress quickly in their studies. The learning effect when emotionally anxious is far less significant than learning in a relaxed mood and feeling comfortable.

5. The application of second language acquisition based on the web platform

After acquiring the correct theory of language learning, language learners need to apply the theory to achieve acquisition. In language learning, whether it is "soaking the brain" or "sharpening the ears", it is all about the importance of listening. The most basic and important of the language skills, listening, reading and writing, is listening. If you really want to master English, the best way is to focus on learning, so that the whole day immersion will be faster breakthrough.

Today's advanced network of information, Internet data and media technology have made language-learning patterns, which have long undergone a radical change. Language learners, no longer confined to a fixed space as in the past, can have "zero" contact with second language resources through smartphones, tablets, etc. at any time. The abundance of resources on online platforms has created an authentic language-learning environment for learners.

In this paper, the author uses the theory of "comprehensible input" to teach language in her own classroom,

developing different learning programs for students of different language levels, with good results.

For beginners, the most important thing is to help them establish the connection between sounds and pictures. This means that when you hear a sound in a foreign language, a corresponding picture appears in your mind. This works to help us understand the meaning of other people's language faster, as well as to express ourselves correctly. Through pictures, actions and images, learners can connect information and language in their minds to achieve comprehension. This stage focuses on the building of graphic vocabulary rather than the learning of grammar. The learning of grammar will only spoil the learner's interest in learning and is useless for language acquisition.

For learners who have some basic knowledge of the language, the learning materials are multimedia-based, and we recommend audio and video materials that are appropriate for their language level, so that they can listen, imitate, and read along with a lot of them. Language learning is a gradual process, and at this stage the intake of listening is very large, so learners should "focus on quantity rather than quality" and have the spirit of not asking for too much. The first stage focuses on a large amount of input, and then after a certain foundation, the quality will begin to focus. At this stage, you need to do a lot of general listening and reading, and then gradually increase the difficulty from the content to the quality of reading. The purpose is to become familiar with and accumulate the connections between English vocabulary, sentence construction and expressions.

6. Conclusion

For learners with a very good foundation, they are instructed to master English thinking, i.e., to learn according to the natural development of language: onset, motivation, meaning, process, and outcome.

Language acquisition is a naturally acquired process. Mindset is very important throughout the acquisition process. Mistakes and struggles are inevitable, but believing that you will get better and better is as important to the learner as the attitude of "believing" in learning English.

The era environment of informationization creates a platform for the education and culture of the society to accelerate the development to modernization, and the practice of informationization innovation education leads the education system to a more efficient and fast, more comprehensive and developing human education system environment, while the development and application of network culture security technology is the guarantee to provide an open and safe modernization channel for the process. However, the application of network culture security technology in the education and culture system has not received enough attention recently, and the related campus practice has not reached the level of popularization and promotion, while the network culture special full technology wood body also needs to be further improved and enhanced in the application.

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