Research on the Impact of English Language and Literature on College Students’ English Acquisition Ability Based on Big Data Technology

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Abstract. In the era of big data, with the continuous development of English language and literature, it has gradually broken through the traditional teaching design. The renewal of the new model has promoted the development direction of students' English competence in a full field of vision. This paper explores the main ways to improve English culture and competence of college students. From the perspective of acceptance effect, it investigates the attribution analysis of college students' learning goals and learning methods based on big data technology. In addition, this paper explores the strategies of rationality teaching in college English based on English language and literature.

Keywords: English Language and Literature, English Acquisition, College Students, Big Data Technology

1. Introduction
With the advent of the era of big data, the new world of network media connection is quite different from the era of print media [1]. The rapid development of science and technology has posed severe challenges to the teaching of English language and literature. Besides, with the continuous development of various forms of English activities in the student community, students have made innovative development in the form of English acquisition, so as to achieve higher English level and application ability. However, with the continuous improvement of students' English ability, it is more difficult for them to achieve a higher level of English. English language and literature is the way to record the culture and materials for preservation, recording and reprocessing. In the process of its teaching, it will cover all kinds of knowledge related to English learning. Therefore, it is of great practical significance to study the influence of English language and literature on students' English acquisition ability in the era of big data.

2. Application paradigm of English language and literature in college students' English ability in big data era
The cultural content in English language and literature could give full play to its vitality only if it is consistent with the students' English ability, if the two could not match each other, the positive
interaction between them cannot be realized [2]. That is to say, in the process of learning English language and literature, the students' English acquisition ability cannot be fully improved. English language and literature based on cultural content has different ways of dealing with English language and literature in general. Only on the basis of a full understanding of the basic attributes of students' English ability, English language and literature based on cultural content can give birth to new vitality, and then play a certain role in promoting students' English ability at the basic operational level, so as to realize the positive interaction between the two. The basic path of English language and literature in the general sense also includes the preparatory work and the specific acquisition stage of English language teaching.

As for the processing of teaching materials of English language and literature, students of different genders show great differences [3]. The application of English language and literature in students' English proficiency is equivalent to inputting and editing relevant key frames in animation technology, and generating corresponding intermediate frames. By defining the acquisition path, giving the knowledge of interaction to the corresponding cultural processing, and then according to the application of basic special effects function, knowledge and culture can be synchronized, so as to achieve the synthesis and exchange of the whole knowledge broadcast.

3. The relevance between the effect of students' English ability and the application of English language and literature in the big data era

College students of different genders have great differences in their English acquisition and behavior [4]. When facing the application of English language and literature in their English teaching, college students of different genders are prone to personal goals attribution, both internal and external, which are obviously different from social goals and behavioral patterns, as shown in figure 1.

![Figure 1. Differences in English acquisition and behavior.](image)

This is because the intrinsic attributes of students' English acquisition ability include their attributes as a tool for transmitting information in English, and a series of actions they do to disseminate information. At this level, the traditional form of students' English competence is also gradually inseparable from the treatment of English language and literature [5]. Students' English proficiency is not specific in itself. The key problem is that the display at the specific operational level needs the support of cultural content assistant model. In the era of big data, the consumption of cultural symbols is surpassing the traditional consumption and becoming an important derivative behind the contest between politics and economy.

In the big data environment, teachers need to actively and fully play the important role and significance of controlling consumer behavior. Their existence is to transfer ideas and exchange information by means of big data. In the process of information diffusion, it is also impossible to neglect the formal support of cultural content in assisting English language and literature [6]. Otherwise, the reliability, validity and arrival rate of students' information dissemination in English teaching will be greatly reduced.
There are differences between male and female college students in the two attributions. The internal causes are higher than the external ones, as shown in table 1 below.

**Table 1.** Cause for students’ attributorial differences.

| Items    | Details                                                                 |
|----------|-------------------------------------------------------------------------|
| Social goals | College students' English proficiency is related to their psychological adaptation in the application of English language and literature.  |
| Personal goals | College students' English competence is closely related to such factors as English language and literature application ability and learning motivation.  |

As for the elements of college students' English competence, there is the greatest correlation between college students' interest in learning, ability exertion, achievement prestige and the application of English language and literature. Therefore, learning motivation is closely related to students' English competence, such as ability exertion, achievement prestige, growth prospects and interest in learning. It can be seen that achievement reputations, interest in learning and ability play have gradually become an important factor closely related to the application of English language and literature.

### 4. Strategies of English language and literature teaching in the big data era

#### 4.1. Strengthen the application of English language and literature

Firstly, students' English competence should be designed according to the English syllabus. Students are the subject of learning, in the process of completing English learning, the structure, function and situation of English language and literature are organically combined by giving full play to their subjective initiative. Secondly, further strengthen the pertinence of teaching materials. Although there are many training textbooks for students' English teaching based on different types of courses, Chinese proficiency, principles of teaching and students' English proficiency, it should further strengthen the pertinence of the textbooks and follow the principles of flexibility and openness.

#### 4.2. Regulating the main line of teaching with English cultural behavior

The basic idea of behavioral regulation is that the regulator tells the regulated what to do. Specifically, when it comes to the behavior learning and regulation of college students' English competence, it should attach importance to the information transmission of students' common learning. College students' English competence can not only be discovered each other in the overall sense, but also realize the interactive learning of information through the exchange. The free combination of college students' English ability should not only be scientific and reasonable, but also fully respect the students' independent choice. Only when there is a positive interaction between the individual students and the overall English ability of college students, could the students' own English language and literature behavior patterns be really promoted, and the negative effects of the restriction of English expression behavior can be greatly corrected.

#### 4.3. Design English activities based on students' English ability

Based on students' English teaching, the essential characteristics of English language and literature acquisition and the students' English teaching environment in the era of big data, the cross-English level of English language and literature fully demonstrates the thinking characteristics of students' English learning. In order to achieve better results, it is necessary to constantly improve students' English ability from the perspective of thinking, relying on the comprehensive exercise of English language and literature thinking. In addition, college students' English competence and teaching should be based on a full understanding of social English thinking, an organic dialogue between
subjects, and a reflective thinking based on experience reflection to impart creative value to the educatees. Students use their own aesthetic vision and value judgment to construct educational concepts with knowledge reflection and systematic concepts.

5. Conclusion
In the era of big data, college students' English acquisition ability is closely related to the main means of improving English culture and ability. College students' English acquisition ability and English language and literature have their common basic functions in dealing with cultural content and teaching tasks, and at the same time, they have certain expansion in their respective fields. Generally speaking, in the process of English language teaching, teachers should combine English language and literature with the relevant knowledge in textbooks. Then, according to the students' own situation, teachers should help students to formulate the goals and communication methods of autonomous learning of English language at each stage. In the process of learning English, teachers should also strengthen the exchange of English language with college students to help them improve their English ability and achieve the improvement of their English acquisition ability.

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