



Second Language Oral Acquisition under Intercultural Learning Conditions

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ABSTRACT

This study provides an in-depth look at second language oral acquisition under intercultural learning conditions. The paper emphasizes the need for intercultural oral communication in the era of globalization. By analyzing the current situation, the paper focuses on the characteristics of accuracy, fluency and complexity. And the paper identifies the problems faced, including communication difficulties and mispronunciation of cultural differences. Therefore, this paper proposes targeted measures such as learning about cultural differences, strengthening oral practice and reinforcing phonological training. College student can carry out the improvement of intercultural communication skills, the expansion of social networks and the strengthening of cultural awareness.

Keywords: intercultural learning; second language; oral language acquisition

1 INTRODUCTION

1.1 Background

With the deep integration of the global economy and the deepening of cultural exchanges, people gradually recognize the crucial importance of mastering a second language for enhancing personal competitiveness. However, despite the fact that modern technology provides more convenience for language learning, second language oral acquisition is still a major challenge for learners in the process of cross-cultural learning. Especially in different cultural environments, there are vital differences in language usage, communication norms, and expressions, which bring a series of challenges as college students as rare opportunities for second language acquisition. In the context of cross-cultural learning, the challenges faced by learners in the process of oral language acquisition are mainly manifested in the differences in the contexts of language use and cultural backgrounds. Each culture has its own unique communication styles and habits, so learners need to adapt to and understand new contexts to ensure that their oral expressions are both relevant and appropriate. For example, in some cultures, expressing an opinion directly may be seen as too direct, while in others it may be seen as a sign of honesty and direct communication. Such cultural differences require learners to be equipped not only with language proficiency but also with intercultural communication skills so that college students can better integrate into the target language's social circles. Opportunities for second language oral acquisition are also simultaneously apparent in the process of intercultural learning. By interacting with people from different cultural backgrounds, learners have the opportunity to gain a deeper understanding of the cultural heritage of the target language and expand their horizons. Such intercultural communication not only facilitates the practical use of the language, but also provides learners with a wider network of people who can help them better understand and integrate into the target language community. In the process of intercultural learning, learners can improve their oral expression skills by participating in various social activities and cultural experiences. For example, by participating in language exchanges, visiting local attractions and taking part in local cultural activities, learners can utilize the language college students have learned in real contexts, deepen their understanding of cultural differences, and improve their ability to use the language. Modern technology also provides more convenience for second language acquisition. Through online language learning platforms, voice recognition technology and other tools, learners can conduct oral training anytime and anywhere, simulate real communication scenarios, and improve fluency and self-confidence in oral expression. These technological tools not only enrich the way of oral language acquisition, but also provide learners with more flexible learning moments, making it easier for them to integrate into the target context. Second language acquisition is full of challenges and opportunities in the context of intercultural learning. Learners need to be sensitive

to cultural differences, constantly adjust their language expressions, and at the same time deepen their understanding of the target language and culture through active participation in all kinds of cultural experiences and social activities, so as to improve the naturalness and fluency of their oral expressions. In this process, the support of modern technology also provides learners with more convenient means to help them better overcome language difficulties and become real intercultural communicators.

1.2 Significance of the Study

The goal of this study is to explore in depth the second language oral acquisition under the condition of intercultural learning, aiming to provide more scientific and effective guidance for language education. In today's globalization, it is increasingly recognized that intercultural learning is crucial to individual language development and cultural adaptation. Through an in-depth study of the process of oral language acquisition, this paper is expected to provide language educators with more targeted teaching methods and strategies to effectively improve learners' oral expression. Through in-depth study of the process of oral language acquisition, this paper can obtain more information about the mechanisms and patterns of language acquisition, and provide a scientific basis for the development of more personalized and flexible teaching methods. Understanding the characteristics of learners' oral language development at different stages, as college student till as possible problems and difficulties, helps language educators to design teaching contents and activities in a more targeted way. For example, for beginners, basic vocabulary and grammar knowledge can be strengthened, while for advanced learners, their fluency and naturalness of oral expression can be improved by simulating real communication scenarios. By analyzing the effects of different cultural factors on oral language acquisition, this paper can help learners better adapt to different cultural environments and improve their intercultural communication skills. Cultural factors have a profound influence on language acquisition, including the way of language use, communication norms and expression. An in-depth understanding of the characteristics of the culture in which the target language is embedded helps learners to understand and use the language better and avoid communication misunderstandings caused by cultural differences. Therefore, language educators can introduce cross-cultural education elements to enable learners to develop sensitivity and understanding of different cultures in language learning, so that college student can better adapt to a diversified social environment. An in-depth study of oral language acquisition not only helps to improve the individual's cultural adaptability, but also helps to promote cross-cultural understanding and communication, and provides a useful reference for building a harmonious international society. As globalization continues to advance, communication and integration among various cultures have become increasingly close, so it has become crucial to cultivate individuals with good oral expression and cross-cultural communication skills. Through in-depth study of the cultural connotations behind different languages, this paper can better understand the views and values of others, reduce misunderstandings and conflicts in cross-cultural communication, and lay the foundation for building a more harmonious and inclusive international society.

2 THE CURRENT SITUATION OF SECOND LANGUAGE SPEAKING ACQUISITION UNDER INTERCULTURAL LEARNING CONDITIONS

2.1 Accuracy

Second language oral acquisition under the condition of intercultural learning pays special attention to the three aspects of accuracy, fluency and complexity. Among them, accuracy is a focus of much research attention because it is directly related to learners' ability to communicate effectively in an intercultural environment. Research in this area demonstrates a multi-layered, multi-dimensional and complex topic that requires in-depth exploration of the challenges faced by learners in terms of phonology, grammar and vocabulary. Oral accuracy is one of the key issues that learners must overcome in an intercultural learning environment. Learners may face phonological differences from different cultural contexts in terms of pronunciation, intonation, and rate of speech. Ensuring phonological accuracy involves more than simple imitation; it also requires understanding and adapting to the pronunciation patterns of the target language. Phonological accuracy has a direct impact on whether learners can be accurately understood, so special attention needs to be paid to this aspect of training in the process of oral language acquisition. The accurate use of grammatical structures is the key to ensuring the clarity and logic of language expression. In cross-cultural learning, learners may be disturbed by the structure of their native language, resulting in grammatical errors in the target language. In order to improve grammatical accuracy, learners need to systematically learn the grammatical rules of the target language and consolidate these rules through extensive practice. And educators should design targeted grammar training in teaching to help learners better understand and apply the grammar rules. In the process of improving language accuracy, repeated practice and immersion in the language environment are indispensable. Through repeated practice, learners can gradually correct pronunciation and grammatical errors and improve the accuracy level of speaking. In addition, being in the target language context and participating in actual communication activities can better perceive and absorb the nuances of the language and promote the natural and accurate development of speaking. The improvement of accuracy is a gradual process, which requires learners to adjust and improve in practice. Language educators should adopt diversified teaching methods and encourage learners to conduct oral training in a relaxed and positive atmosphere in order to improve their accuracy level. Accuracy is the foundation of second language oral acquisition under cross-cultural learning conditions, which is directly related to whether learners can communicate effectively in cross-cultural environments. Through in-depth study of learners' challenges in phonology, grammar, vocabulary, etc., language educators can be provided with more specific and targeted teaching methods and strategies to help learners better overcome the challenges in language accuracy.

2.2 Fluency

Oral fluency has become a key indicator of second language speaking ability in the context of intercultural learning. At this stage of language acquisition, learners not only need to ensure the accuracy of language expression, but also need to pursue the natural fluency of expression, which includes the mastery of the speed of speech, the richness of vocabulary, and the fluency of

the articulation betcollege studenten sentences, etc. Fluency is not simply the accurate use of grammar and pronunciation, but also the ability to use grammar and pronunciation. Fluency in speaking is not simply about using grammar and pronunciation accurately, but also about being able to express ideas in a relaxed and unhurried manner in actual communication. The speed of speech is a key component of oral fluency. Learners may face differences in speed of speech from different contexts in cross-cultural learning, so college student need to be flexible in adjusting their speed of speech to suit different communication situations. Speaking too fast or too slow may affect the communication effect, so learners need to improve their sensitivity to the speed of speech through a lot of listening training and speaking practice, so as to achieve natural fluency in oral expression. Vocabulary richness is also critical to oral fluency. Learners need to expand and flexibly utilize their vocabulary in order to express their thoughts and feelings more accurately in communication. In cross-cultural learning, learners may be confronted with culturally specific vocabulary and expressions, so college student need to accumulate and apply a rich vocabulary through extensive reading, listening and actual communication to make oral expressions more vivid and rich. Fluency of articulation betcollege studenten sentences is also a key aspect of fluency. Learners need to be able to comfortably connect individual sentences to form a coherent discourse, rather than simply stringing together a series of individual sentences. This involves not only the correct use of grammatical structures, but also the choice of appropriate transition words and expressions. By imitating native speakers' expressions, learners can gradually improve the fluency of their sentences and make their speaking more rhythmic and natural. In the process of cross-cultural learning, fluent oral expression not only helps to improve the communication effect, but also helps learners better integrate into the target language society and communicate with native speakers more freely. By participating in actual communication and social activities, learners can continuously refine their oral fluency, and at the same time perceive and adapt to the accent and intonation of the target language, so as to make their speaking more natural and fluent. Oral fluency is one of the key indicators of second language acquisition under intercultural learning conditions. By paying attention to the speed of speech, the richness of vocabulary, and the fluency of sentences, learners can show more natural and fluent oral expression in language communication, thus better realizing the goal of intercultural communication.

2.3 Complexity

The complexity of spoken language is a key direction of research under the condition of intercultural learning. This complexity is not only reflected in the choice of vocabulary and syntactic structure, but also includes the diversity of language use and the depth of expression. In the process of intercultural learning, learners need to gradually move away from simple language expressions and explore richer and more flexible language applications. The study of this complexity contributes to a deeper understanding of the developmental trajectory of oral language acquisition, while providing more challenging and effective pedagogical goals for language education. Complexity is uniquely critical in lexical choice and syntactic structure. Learners may be influenced by the structure of their native language in cross-cultural learning environments, leading to the overuse of simple sentence patterns and common vocabulary. By studying complexity, this paper can understand how learners gradually expand their vocabulary and utilize a wider variety of syntactic structures to make their oral expressions richer and deeper. This not only improves flexibility of expression, but also helps learners to communicate their personal thoughts and feelings more accurately. Complexity also involves variety in language use. In oral expression, learners need to flexibly use a variety of linguistic strategies, including simile, metaphor, rhetoric and so on, in order to make the language more expressive and infectious. By studying the complexity of spoken language, this paper is able to understand how learners can choose appropriate language strategies in different contexts to make their expressions more vivid and interesting, and at the same time better adapt to the cultural atmosphere of the target context. The development of complexity in intercultural learning requires learners to be context-sensitive. College student need to understand and adapt to the socio-cultural factors in the target context in order to reflect the cultural connotations more accurately in their language expressions. By engaging in various cultural experiences and social activities, learners can better appreciate the uniqueness of the target culture and incorporate these insights into their oral expressions to make them more complex and in-depth. The study of oral complexity provides insight into the various aspects of learners' oral acquisition during intercultural learning. From lexical choices to syntactic structures to the variety of language use, learners need to be challenged and expanded in their practice. By guiding learners to use a wider variety of vocabulary, more flexible syntactic structures, and more diverse language strategies, language educators can motivate learners to achieve higher levels of complexity in their oral expression. This helps to improve learners' linguistic adaptation in cross-cultural environments, making them more comfortable and successful in contextually complex communication. The current situation of second language oral acquisition under intercultural learning conditions is characterized by complexity and variability. Researchers need to focus on learners' development in accuracy, fluency and complexity and provide targeted support in teaching practice. Educators can create authentic contexts, provide diversified language inputs and guide learners to participate in actual communicative activities in order to facilitate learners to better realize the goal of oral language acquisition in cross-cultural learning environments.

3 PROBLEMS OF SECOND LANGUAGE ACQUISITION UNDER INTERCULTURAL LEARNING CONDITIONS

3.1 Communication Difficulties of Cultural Differences

Cultural differences in oral communication often become a key challenge for intercultural learners, bringing a series of troubles to oral acquisition. Such differences relate to communicative norms, idioms, and non-verbal communication styles developed by people in different cultures, making it necessary for learners to deal with cultural factors in a more nuanced way in oral expression. The communicative difficulty of difference lies in the attitudes of different cultures towards direct speech. In some cultures, direct speech may be seen as too direct or even offensive. In contrast, other cultures may prefer frank and direct communication. Learners need to be flexible in their use of language expressions when dealing with different cultures in order to

avoid misunderstanding or discomfort caused by differences in communication styles. Cultural differences are also manifested in terminological conventions. In different cultures, the same words may have different meanings or uses. Learners need to understand and use vocabulary accurately in context to avoid ambiguity. For example, a word may have a positive connotation in some cultures, while it may have a negative connotation in another. Therefore, learners need to continually adapt and refine their vocabulary use through extensive cultural understanding to ensure that linguistic expressions are more culturally appropriate to the context. Differences in non-verbal communication styles are also an aspect of culturally differentiated communication difficulties. For example, the understanding and use of eye contact, facial expressions, and body posture may differ vitally across cultures. Maintaining eye contact may be seen as respectful and attentive in some cultures, while it may be considered an invasion of privacy in others. Therefore, learners need to be sensitive to observing and understanding nonverbal signals in cross-cultural communication in order to avoid communication difficulties due to different cultures' different understanding of nonverbal communication. To overcome the communication difficulties of cultural differences, learners first need to possess sensitivity and understanding of different cultures. By gaining in-depth information about the social etiquette and values of the target culture, learners can better anticipate and understand the challenges that cultural differences may bring. Learners also need to focus on the cultivation of intercultural education in the process of language learning, so that students can improve their resilience in intercultural communication by participating in various cultural activities and social occasions.

3.2 Lack of oral practice

Lack of speaking practice is one of the main constraints on intercultural learners' oral acquisition, which poses a serious challenge to learners' ability to develop fluent and natural oral expression in real contexts. In the process of learning a second language, although traditional classroom teaching can provide a certain amount of grammar and vocabulary knowledge, it is often difficult to provide enough speaking opportunities, so learners need to actively look for opportunities to communicate with native speakers or other learners, in order to accumulate real-world experience and promote the overall improvement of speaking ability. Traditional classroom teaching usually focuses on listening, reading and writing, with relatively few opportunities for oral practice. This makes it difficult for learners to get a real feel for the life-like use of language in the classroom, and even more difficult to develop the flexibility and adaptability needed in real communication. To solve this problem, learners can actively participate in speaking courses, language corners, communication activities, etc., to improve fluency and naturalness of oral expression through interaction with others. Cross-cultural learners may find it difficult to find opportunities to communicate with native speakers during the learning process because college students are in a non-target context. Such an environment limits their authentic contact with the language environment and affects the quality of oral expression. To compensate for this, learners can actively participate in activities such as language exchanges and online language partners, and communicate with native speakers in real time with the help of modern technology in order to improve their speaking skills, and at the same time to experience the expressions and language atmosphere in different contexts. Lack of speaking practice may also lead to learners' nervousness and uneasiness in actual communication, which may affect the fluency of oral expression. Through frequent speaking practice, learners can gradually overcome language barriers and improve their self-confidence. Such practice may include simulating real-life conversations, participating in role-plays and so on, which help learners gradually adapt to the process of oral expression in a relatively relaxed environment, and improve the naturalness and fluency of expression. In order to effectively solve the problem of insufficient speaking practice, language educators can increase the time for speaking training in the curriculum and design speaking activities with real-life situations so that learners can participate more actively. Schools and language centers can provide more platforms such as language corners and communication salons to provide learners with opportunities to practice speaking with native speakers, so that learners can better apply what college students have learned in real communication.

3.3 Pronunciation Errors

Pronunciation errors are one of the common challenges faced by cross-cultural learners in oral language acquisition. Pronunciation accuracy is directly related to whether learners can be accurately understood in cross-cultural environments, and the pronunciation patterns of the native language often have a profound effect on learners, which may lead to native language interference in pronunciation. Differences in the way vowels and consonants are pronounced between different phonological systems may lead to inaccurate pronunciation. Pronunciation errors often stem from the fact that learners are constrained by the pronunciation patterns of their mother tongue when imitating pronunciation. Learners may pronounce sounds according to the pronunciation characteristics of their native language and fail to imitate the phonetic features of the target language accurately. For example, there may be vital differences in the way certain phonological elements are pronounced in the native language and the target language, which requires learners to correct their pronunciation habits gradually through in-depth study of the phonological features of the target language and targeted pronunciation training. Differences between different phonological systems are also a key factor leading to pronunciation errors. There may be differences in the way vowels and consonants are pronounced in different languages, and learners need to pay special attention to these differences when acquiring the pronunciation of the target language. Through systematic learning of phonological rules, repeated imitation and practice, learners can gradually adjust the movement of their articulatory organs, reduce interference from their mother tongue, and improve the accuracy of pronunciation in the target language. Pronunciation errors may also be limited by the learner's speech perception ability. Some learners may have difficulty in accurately distinguishing different phonemes in the target language due to differences in speech perception. To overcome this problem, learners can improve their sensitivity to the phonemes of the target language through frequent listening practice, especially exposure to real contexts, so that college students can better imitate and pronounce accurately. In order to solve pronunciation errors, learners need to strengthen phonological training in oral training, with special attention to pronunciation details such as vowels and consonants. Language educators can help learners better adapt to the target language's phonological system and reduce pronunciation errors by guiding them to use phonological learning tools, participate in phonological courses, and make phonological corrections.

4 TARGETED MEASURES FOR SECOND LANGUAGE SPEAKING ACQUISITION UNDER INTERCULTURAL LEARNING CONDITIONS

4.1 Learning Cultural Differences

In order to solve the communication difficulties brought about by cultural differences, learners need to adopt proactive learning strategies and study various aspects of the target culture in depth in order to better understand the differences in contexts, expressions, etiquette and so on. Through a wide range of learning methods, including participating in cultural courses, reading relevant literature, and watching local movies and TV shows, learners can gain a more comprehensive understanding of the characteristics of the target culture, improve their sensitivity to communicative norms, and lay a solid foundation for cross-cultural oral expression. Participation in cultural courses is an effective way for learners to gain a deeper understanding of the target culture. Such courses usually cover the history, traditions, values and other aspects of the target culture to help learners build a comprehensive understanding of the cultural background. Through studying cultural courses, learners can gain a deeper understanding of the habits and behavioral norms of the target culture, enhance their cultural sensitivity in communication, and thus better adjust their oral expressions. Reading relevant literature is one of the key ways to expand cultural horizons. Learners can choose to read books, articles, essays, etc. about the target culture to understand the roots and manifestations of cultural differences through written materials. This helps learners to think deeply about the impact of cultural differences on language communication, so that college student can adjust their oral expressions in a more targeted way and avoid misunderstandings and troubles caused by cultural differences. Watching local movies and TV shows is also a vivid way to learn the target culture. By watching local movies and TV dramas, learners can feel the way of life, social customs and expressions of interpersonal relationships of the target culture. Such observation and experience help learners integrate into the target culture more naturally and better understand and utilize the influence of cultural differences on oral expression. In addition to the above learning pathways, participation in cross-cultural exchange activities is also an effective means for learners to improve their cultural adaptation skills. Activities such as cultural exchange meetings and language exchange programs provide learners with opportunities to practically apply their cultural knowledge. By interacting with native speakers, learners can gradually adapt to cultural differences in real exchanges and improve the cultural sensitivity of their oral expressions. Such practice not only helps learners better understand the target culture, but also improves their resilience in cross-cultural communication.

4.2 Enhancing Speaking Practice

Enhancing speaking practice is a key way to improve speaking ability, which is especially crucial for cross-cultural learners. Through active participation in oral communication, learners can utilize what college student have learned in real-life contexts and develop fluent and natural oral expression. To this end, learners can find opportunities for oral practice in a variety of ways, and educators can design activities in the classroom to promote oral practice. Learners can participate in a language partner program to establish language exchange partnerships with native speakers. Through face-to-face communication with native speakers, learners can gain a deeper understanding of the target language's linguistic environment and cultural heritage, and feel the challenges of communicating in real contexts, thus improving their oral adaptation skills. In addition, participation in language exchange communities and online language partner platforms is also a fruitful way to provide a wider range of opportunities for speaking practice, allowing learners to practice oral expression in different contexts. Educators can design rich and varied speaking activities in teaching to encourage students to actively participate in oral conversations. For example, activities in the form of role-playing, group discussions, field trips and other forms of activities can be carried out to simulate actual communicative scenarios, so that students can practice oral expression in a relaxed and pleasant atmosphere. Such classroom activities help develop students' oral expression skills and increase their confidence in actual communication. Moreover, learners can actively participate in the language exchange program to learn from each other and improve their speaking skills together with other learners. In the language exchange, learners can share their cultural and linguistic characteristics, and promote the complementary improvement of language proficiency by correcting each other's pronunciation, grammar and other problems. This kind of mutual learning can improve the effectiveness of speaking practice as college studentll as promote cross-cultural understanding. When promoting oral practice, educators can combine modern technological means and utilize tools such as voice socialization applications and online voice conversations to enable students to practice oral practice anytime and anywhere. This not only helps to overcome the limitations of time and space, but also stimulates students' greater interest in learning and improves the enthusiasm of oral practice.

4.3 Enhancing Speech Training

In order to solve the problem of mispronunciation, learners need to consciously strengthen voice training in the process of oral acquisition. The goal of this training is to improve the accuracy of the accent, reduce the interference of the mother tongue, and make the pronunciation closer to the phonetic laws of the target language. There are a variety of methods and resources that learners can use to implement phonological training, and guidance and support from educators is crucial. Learners can utilize a wide range of phonics materials and online speech correction tools for targeted pronunciation practice. Phonics textbooks usually include exercises for each phonological unit, such as vocollege studentls and consonants, so that learners can familiarize themselves with the pronunciation patterns of the target language through repeated practice. Online pronunciation correction tools provide learners with real-time feedback to help them identify and correct pronunciation errors. Participating in pronunciation courses and voice training classes is an effective way to strengthen voice training. In such professional training, learners can receive guidance and correction from professional teachers and systematically learn the phonetic knowledge of the target language. Teachers can provide personalized instruction based on the learner's pronunciation problems and offer professional tips and techniques to help the learner improve his or her accent more effectively. In addition to this, imitating native speakers' pronunciation repeatedly is a key way to develop good pronunciation habits. By imitating native speakers, learners can better understand and master the phonetic characteristics of the target language. This imitation can include the

pronunciation of words, phrases and even whole sentences, which helps learners to develop correct pronunciation habits and improve the naturalness and authenticity of their accents. In the role of educators, college student can provide learners with guidance and support regarding phonological training. Educators can design specialized phonological training activities in the classroom to create a relaxing and pleasant learning atmosphere for learners and stimulate their interest in phonological training. By guiding learners to participate in activities such as accent comparisons and imitating native speakers' pronunciation, educators can help learners to participate more actively in phonological training and improve their learning outcomes. Through targeted measures such as learning about cultural differences, strengthening oral practice and enhancing phonological training, second language oral acquisition under cross-cultural learning conditions will be more strongly promoted. These measures not only help learners better adapt to the target language environment, but also help to improve the accuracy, fluency and naturalness of oral expression, providing a solid foundation for them to more successfully play the role of language communication in cross-cultural communication.

5 EFFECTS OF SECOND LANGUAGE ORAL ACQUISITION UNDER INTERCULTURAL LEARNING CONDITIONS

5.1 Enhancement of intercultural communication ability

Second language oral acquisition promotes the vital improvement of individual intercultural communication ability in the cross-cultural context. By learning and mastering spoken expressions in the target language, learners are able to participate in cross-cultural communication more freely, express themselves effectively and understand the words of others. This improved ability not only helps to reduce language barriers, but also makes individuals more confident and persuasive in international social situations with more fluent and accurate oral expressions. Therefore, second language oral acquisition under intercultural learning conditions provides individuals with broader and deeper intercultural communication skills, enabling them to better integrate into the globalized social environment.

5.2 Expansion of Social Networks

The process of second language speaking acquisition is not only the enhancement of language skills, but also promotes the expansion of an individual's social network. By participating in language exchange activities, joining language learning groups, or taking part in cross-cultural exchange programs, learners are able to meet friends and peers from different cultural backgrounds. This expansion of social networks not only facilitates the practical use of language, but also broadens the individual's social circle, providing more opportunities to participate in activities and events of different cultural backgrounds, thus promoting the overall development of intercultural learners.

5.3 Enhancement of Cultural Cognition

Second language oral acquisition has a profound impact on an individual's cultural cognition. Through language learning, learners are exposed to the cultural information contained in the target language, and gradually understand and accept the habits, beliefs and values of different cultures. This enhanced cultural cognition makes learners more open and inclusive, and better able to understand and respect people from different cultural backgrounds. In addition, through actual oral communication with native speakers, learners are able to experience and understand the underlying meaning of the culture in a deeper way, further deepening their insight into the target language and culture, and thus better adapting to and integrating into the target culture.

Second language oral acquisition under cross-cultural learning conditions is not only a process of improving language skills, but also a key way of shaping the overall quality of individuals. Its positive effects are mainly reflected in the improvement of intercultural communication skills, the expansion of social networks and the strengthening of cultural awareness. This process not only promotes the individual's confident expression on the international stage, but also provides an opportunity to establish richer and more diversified social relationships, and deepens the individual's understanding of and respect for multiculturalism. Therefore, second language oral acquisition under the condition of intercultural learning injects new vitality and impetus into the cultivation of individuals' global vision and intercultural literacy.

6 CONCLUSION

For the current situation of second language oral acquisition under the condition of intercultural learning, this paper analyzes the aspects of accuracy, fluency and complexity. Accuracy is directly related to the clarity and correctness of language expression, fluency reflects whether learners are able to use the language fluently and freely for communication, and complexity involves the application of language structure and depth. These factors play a key role in learners' oral language acquisition. And this paper also delves into the problems faced by second language oral acquisition under intercultural learning conditions, including communication difficulties of cultural differences, lack of oral practice and errors in pronunciation. This directly affects learners' expressive ability and social adaptability in actual communication. Therefore, this paper proposes targeted measures for second language speaking acquisition under cross-cultural learning conditions. These include learning cultural differences, strengthening oral practice and enhancing phonological training. These measures aim to improve the learners' overall oral competence and make them better adapt to the intercultural learning environment. This paper provides an overview of the effects of second language speaking acquisition under intercultural learning conditions. These include the enhancement of intercultural communication skills, the expansion of social networks, and the strengthening of cultural awareness. These effects demonstrate the various ways in which learners are able to achieve holistic personal and professional development in the process of oral

language acquisition. In the era of globalization, having good oral competence in a second language under intercultural learning conditions will be a key support for individual success.

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