Strategies for Improving English Linguistics Teaching in Universities from the Perspective of Linguistic Theory

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Abstract: Currently, integrating linguistic theories into English teaching in colleges and universities has become a development trend. Conducting college English teaching from the perspective of linguistic theory, conducting in-depth analysis and exploration of linguistics, and promoting a more scientific and efficient teaching process is the direction that English teachers need to think about. This article specifically describes the implementation of linguistic theory in college English teaching, starting from clear and reasonable teaching objectives, creating teaching situations, stimulating student subjectivity, establishing efficient and reasonable language research and learning models, and promoting the improvement of students' overall English proficiency.

Keywords: linguistic theory, efficient English, linguistics teaching, operational research

Introduction

In the process of English teaching, it is necessary to continuously optimize and improve the teaching methods and content according to the development of language teaching. Starting from the perspective of linguistic theory, detailed layout of teaching methods and content should be carried out, flexible English linguistic knowledge and skills should be used to promote the improvement of the quality of university language teaching and enhance students' language learning ability. Fully understand the relevant theoretical knowledge of linguistics, absorb the essence and apply it to college English teaching, so as to improve the teaching effect and quality of college English linguistics[1].

1. Analysis of the relationship between linguistics and English linguistics teaching in colleges and universities

1.1 Sociolinguistics and college English teaching

Sociolinguistics mainly studies the social practical nature of language. Sociolinguistics attaches great importance to the scientificity of language teaching and requires teachers to provide a comprehensive introduction to English from cultural background, social environment, customs, and other aspects in the process of English teaching, so that students can better understand and master English. It requires teachers to enrich students' English knowledge reserves while formulating teaching strategies, help students deeply understand the social and cultural background, understand the local specific connotations of slang, dialects, and some vocabulary in English, and be able to deeply understand social language and culture from a linguistic perspective.

1.2 Applied linguistics and English teaching in colleges and universities

Applied linguistics refers to the application of language in scientific practice. In the teaching of college English linguistics, teachers should pay attention to cultivating students' language application abilities, selecting appropriate teaching modes, organizing teaching content reasonably, innovating teaching methods, and improving the scientific and practical nature of college English teaching. During teaching, teachers should focus on guiding students to increase their daily English usage frequency, setting scientific English teaching goals, reforming traditional teaching methods, strengthening students' English communication and language expression abilities, cultivating their learning awareness, and ensuring that the effectiveness of college English teaching is enhanced.[2]

2. The problems in teaching English linguistics in colleges and universities

2.1 The teaching objectives are relatively vague

Some teachers lack a comprehensive understanding of linguistics courses, resulting in unclear teaching objectives for English linguistics courses in universities, incomplete and systematic teaching tasks, and difficulty in improving students' comprehensive literacy and abilities. Meanwhile, in the process of designing language teaching, teachers lack a comprehensive understanding of the teaching situation, student cognitive level, and acceptance level, making it difficult to choose reasonable teaching content and stimulate students' interest in learning English, thereby reducing the effectiveness of English language teaching in universities. For example, when introducing new linguistic knowledge, the teaching goal is set to learn new words. However, students do not know what content should be prepared before class, nor are they clear about what learning methods should be used, and they may not be able to grasp the key points of the knowledge. In this situation, students find it difficult to enter the context of English language learning, thus unable to achieve learning and understanding of new knowledge.[3]

2.2 Too much theoretical knowledge

The content of college English linguistics textbooks covers a wide range, which increases the difficulty of linguistics teaching. In addition, the content of linguistics courses focuses on theoretical knowledge. Therefore, teachers need to devote most of their energy and time to explaining linguistic theoretical knowledge, which is difficult to consider the individual learning needs of students. Under this teaching method of English linguistics, the teaching content is dull and boring, and students are in a passive learning state, making it difficult to generate enthusiasm for learning and exploration.

2.3 Insufficient course design and weak interactivity

The curriculum of English linguistics in universities is not reasonable enough, which is not conducive to students' independent exploration and innovation, and it is difficult to develop and expand their thinking, thereby greatly reducing the efficiency of English linguistics teaching in universities. At the same time, there is a significant lack of interactivity in the teaching of linguistics courses in universities. There is a lack of good interaction and communication between teachers and students, as well as between students and students, making it difficult to complete the expected linguistic teaching tasks, which affects the comprehensive development of students' comprehensive abilities and literacy. In addition, there are still problems in the teaching of English linguistics in universities, such as unreasonable teaching methods and single teaching models, which make it difficult for students to flexibly apply their learned English language knowledge to solve practical problems.

3. Strategies to enhance the teaching of English linguistics in colleges and universities

3.1 Clarifying teaching objectives to refine teaching content

Teachers should provide detailed explanations of teaching content and modes based on the general learning situation of students, actively strengthen and improve educational methods according to the overall teaching content, in order to deepen students' understanding and cognition of English linguistics. Teachers should classify and divide the phonetics,

grammar, vocabulary, and other aspects of English linguistics according to different teaching contents, prepare a thorough teaching plan, and facilitate students to construct a course knowledge system in their minds, understand and memorize relevant knowledge. On the basis of input theory, teachers should focus on enhancing the construction of students' cultural level. Teachers can choose one to two English classes based on actual situations to improve language learning, cultivate students' ability to appreciate language, and guide them to strengthen their understanding and perception of oral application knowledge in the English environment. For example, watching classic English movies or reading classic books can guide students to explore the mysteries of the English language independently, deepen their understanding of the use of the English language in the process of self-directed learning, enhance their language sense, and improve their English skills.

3.2 Expanding teaching content to enhance students' English application ability

Application ability plays an important role in both reading and writing English discourse. Teachers expand English teaching content while guiding language theory, so that students can deeply understand the content conveyed in English texts. For example, teachers should make reasonable use of relevant English texts in teaching, guide students to deeply analyze the structure, coherent expression, and content techniques of the texts, etc., in order to cultivate students' understanding ability and promote the synchronous improvement of English reading and comprehension abilities. Teachers should carry out English language teaching with the goal of improving the practicality of students in English. To achieve this goal, teachers can compare English texts with Chinese texts, analyze and summarize the differences in expression between Chinese and Chinese, stimulate their understanding of English composition, and thus improving their understanding of English discourse, improving their English application skills and laying a solid foundation for future writing and speaking practice.

3.3 Creating teaching scenarios to stimulate students' subjectivity

3.3.1 Problem scenario

Teachers can design a series of reasonable questions, attract students' attention through problem introduction and situational introduction, focus their attention on the learning of linguistic knowledge, and enable them to actively explore and experience linguistic knowledge. For example, "What is the root cause of language production?" "What are the main functions of language reflected in?". Teachers should design questions closely related to the teaching content of linguistics, not limited to the knowledge in textbooks. They should design questions that are open and exploratory, guide students to think independently and explore problems, and reflect their subjectivity in linguistics courses.

3.3.2 Multi-media context

In the teaching process of English linguistics in universities, teachers can make full use of multimedia information teaching methods and techniques with illustrations, and utilize the functions of audio, video, text, etc. to provide diversified teaching scenarios for English linguistics teaching in universities and achieve online interaction outside of class. In addition, teachers can also use humorous stories or jokes on the internet to organize students to collaborate, discuss and exchange ideas, evaluate the highlights of humorous stories or jokes, and solve the problem of students lacking interest in learning linguistic knowledge, thereby strengthening their understanding and practical application of conversational meaning and indirect speech acts.

3.4 Constructing a team style linguistic seminar learning model

In the teaching of English linguistics courses in universities, teachers can group students, with each group forming a research team for the linguistics course, enabling students to learn, evaluate, and explore linguistic knowledge in a research team manner. Teachers should assign some research topics for the research team to discuss and analyze, and present their research findings in the classroom within the designated time frame. The presentation can be for all team members or group representatives, it can be described orally or given in writing. This approach can enable teachers to understand the

participation of each student, analyze the shortcomings in team discussion and learning, and better adjust classroom teaching strategies to comprehensively improve teaching quality.

4. Summary

In summary, the course of English linguistics in universities is an extremely crucial foundational course. However, due to the characteristics of linguistics itself and the limitations of traditional teaching thinking patterns, students generally lack enthusiasm for learning. Therefore, teachers should actively explore strategies to improve the quality and efficiency of English linguistics teaching in universities, formulate clear and reasonable teaching objectives, create real teaching situations, and construct a team style linguistic seminar learning mode, in order to better achieve language teaching objectives and cultivate students' comprehensive linguistic abilities.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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