

An Analysis on the Guiding Role of Applied Linguistic Motivation Theory in English Teaching

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Abstract: For University education, more attention is paid to the cultivation of students'abilities, while for linguistics, more attention is paid to the ability of expression and practical application. In fact, students'participation in language social interaction is mainly determined by their learning motivation. Psychological studies have shown that motivation influences foreign language learning to a large extent. In this paper, aiming at the problems existing in the teaching of applied linguistic motivation theory and English course, the guiding role of language motivation theory in English course teaching is analyzed.

1. Introduction

In fact, the level of English course learning depends entirely on the learners themselves. Having a good learning motivation and a suitable learning method have a great impact on English learning. And to guide learners'thinking, stimulate their learning trends, make them have a better direction for English learning, and have a strong will for English learning, so learning motivation is one of the indispensable factors in English learning.

2. Explanation of Motivation Theory in Applied Linguistics

2.1 On Applied Linguistics

2.1.1 The Concept of Applied Linguistics

Applied linguistics focuses on solving practical problems in reality. Generally speaking, it does not touch the historical state of language, nor does it involve in general theoretical debates. It can be said that it is a laboratory for identifying various theories. The branch of linguistics that deals with the practical application of languages in various fields. It focuses on solving practical problems in reality, and generally does not touch the historical state of language, nor does it involve in general theoretical debates. It can be said that it is a laboratory for identifying various theories.

2.1.2 Classification of Applied Linguistics

(1) Language Teaching

This is applied linguistics in the traditional sense. Editing high-quality textbooks and reference books and researching practical teaching methods have always been important subjects in language teaching research. In addition to general language teaching, there are second language teaching, foreign language teaching of science and technology, bilingual teaching and deaf-mute-blind teaching, which serve different purposes and different objects.

(2) Establishment and standardization of standard language, creation and reform of written language

It is important to establish a standard language for all dialects. The problem to be solved in Applied Linguistics is how to select the basic dialect and standard pronunciation of this standard

language. The basic dialect and standard pronunciation are the important basis for the creation of characters for non-written languages. The text reform includes the improvement and thorough replacement of the text system, alphabet, orthography and punctuation symbols. The establishment of standard language is only the beginning of language standardization. In order to determine phonetic, grammatical and lexical norms, it is necessary to compile corresponding orthodontic dictionaries, normative grammar and various types of dictionaries.

(3) Dictionary Compilation

Vocabulary is the fastest changing part of language, and new meanings of new words are constantly emerging. Timely and accurately fixing these new words and meanings in dictionaries to guide people how to use them is the most effective influence of dictionaries on language standardization. It will also effectively correct the use of some non-standard words.

(4) Translation

This is a comprehensive creative activity between two languages. There are many problems to be discussed about how to deal with the conveyance of meaning and the transformation of form. In addition, general applied linguistics also involves speech correction, stage language research, the establishment of international auxiliary language, and the development of shorthand systems.

2.2 An Overview of Motivation Theory

Motivation is the fundamental reason that drives human beings to engage in various life activities. It can be divided into external motivation and internal motivation. External motivation refers to the motivation that an individual has to produce when subjected to external pressure, while internal motivation refers to the motivation generated by an internal part, which is generated by his own subjective consciousness. Educators have discussed the question of why students learn. For Chinese College students, motivation for learning English can be roughly divided into several categories. Some students study for credit and scholarship, while others study for employment, going abroad, immigration and other reasons. These reasons can be collectively referred to as students' learning motivation. It is the students' need for foreign languages in terms of emotions, emotions and other factors. It can be seen that motivation is the key to effective learning.

3. Current Situation of College English Teaching

3.1 Students lack interest in learning English.

After entering the university, the teaching methods of English have also changed. Senior high school English pays more attention to indoctrination, while college English pays more attention to interaction and participation. In College English class, teachers pay more attention to students' self-participation and performance. But even so, students' participation in College English classes is still not high. The reason is that students lack interest in English. The main reason why college students lack interest in English is that there are so many subjects and the pressure of specialized courses during the university period makes it difficult for them to guarantee enough time for English learning. College English requires a lot of practice and reading. Lack of study time leads to faster forgetting of knowledge. The forgetting of knowledge will further reduce students' motivation and enthusiasm for learning.

3.2 Unknown direction of study

At present, many people will think that English is only a communication tool and can not be called an independent subject [5]. Now in the process of English teaching, students regard English learning as a simple teaching of reading and writing, so as to cultivate their ability to use English. However, in the process of most college students' learning, there are few opportunities for practical application of English. English that can not be applied is actually a dead knowledge. Because the learning direction is not clear, many students' learning motivation has become to cope with the examination, and this way can not promote the improvement of College Students' interest in learning.

3.3 Fuzzy learning motivation

For science and engineering students, their learning process is mainly oriented towards understanding, while for liberal arts students, it is more focused on ordinary accumulation. English belongs to liberal arts according to its field classification, but most of the grammatical content in College English involves comprehensible content, while the proportion of daily communication and writing and reading is not large. Therefore, students of science and engineering will lack the understanding of English knowledge in the process of learning, so that students' learning motivation is relatively vague.

4. The Guiding Role of Motivation Theory in English Teaching

4.1 Creating a relaxed and pleasant classroom atmosphere

Students' poor English performance is mainly due to the lack of some language communication and practical communication environment, which makes students have obstacles in English communication [6]. Therefore, teachers should create some relaxed and pleasant atmosphere in English class for students to communicate naturally and autonomously, and make students have a strong interest in learning English through practical exercises.

4.2 Taking students as the main body of learning

In traditional English teaching, teachers' explanations are the core, and students often receive knowledge passively. However, in order to enable students to better learn English knowledge, it is necessary to increase students' interest in English courses. Teachers should be student-centered and put themselves in a position to relieve students' doubts and let students take the initiative to acquire knowledge. Teachers should also improve traditional teaching methods, make eye-catching classroom content, understand students' learning level, and teach knowledge to different levels of students.

4.3 Teaching students according to their aptitude for different individuals

To teach students in accordance with their aptitude means that teachers should proceed from students' reality and make the depth, breadth and progress of teaching suitable for students' knowledge level and acceptance ability, taking into account students' personality characteristics and differences, so that everyone's ability and conduct can get the best development. First of all, teachers should study and understand students in depth and carefully, make clear each student's interests, hobbies, personality characteristics, learning attitude, knowledge base, health status and family, social background, etc., and make case studies focusing on the typical students of upper, middle and lower levels, and then gradually advance from point to point. The way of research and understanding is mainly through observation in and out of class activities, as well as through analysis of students' homework, conversation with other teachers, home visits, educational consultation or psychological tests. Secondly, teachers should face all students in teaching, so that the vast majority of students can achieve common basic requirements through efforts. Here "common basic requirements" refers to the educational objectives and teaching plans uniformly stipulated by the state. This is an important guarantee for teaching to meet the basic requirements stipulated by the state. Teachers should educate and require students to correctly handle the relationship between learning various subjects and developing their personal interests, hobbies and specialties, so that they can make great efforts to learn the basic courses offered by the state for primary and secondary schools [7]. Under this premise, the key guidance should be given according to individual differences, so that students can fully develop their potential abilities and strengths. In addition, teachers should take different concrete measures to deal with individual differences of students correctly. Individual differences among students exist objectively, and the factors affecting individual differences are quite complicated. A student may show strengths in some respects and weaknesses in others. They are

good at observation, memory or thinking. From the point of view of thinking type, it is also better than image thinking and good at logical reasoning. Teachers must make a comprehensive and concrete analysis of students' different characteristics, treat them differently from the perspective of development and teach them in accordance with their aptitude. In teaching, students with excellent grades or special abilities should also be divided into two parts, and higher requirements should be put forward for the full development of their abilities. However, the less advanced students should give them warm care and care, study their psychological activity characteristics in depth, and formulate a set of measures suitable for their special situation from the actual point of view. Only in this way can the quality of each student be fully and harmoniously developed. Zhu Xi, a famous educator, once said, "The sages teach because of their talents, small to small, big to big, and no one abandons them." Every educator should take this as a lesson and strive to do his best to teach and educate people.

4.4 Feedback on Classroom Feelings in a Timely Way

The emergence of learning motivation is based on the stimulation of some external pressure, mostly from parents or teachers' reinforcement and requirements on students. Therefore, teachers should encourage students to develop their potential consciousness in the process of learning English. Eliminate students' inner resistance and exclusion to English, so that students can learn English better, through the daily learning process teachers give students inner encouragement can make students feel the advantages of learning English. Teachers should also make timely classroom reflection after each English teaching activity. It can also create a feedback system in time to understand students' real feelings about the classroom through the feedback system. Learn the students' opinions and suggestions about the classroom in time. Make students think about the classroom while teachers teach knowledge. Through teachers' daily encouragement, the external motivation of middle school students is stimulated. At the same time, it also increases the importance of English subject in students' minds and promotes students' learning motivation.

4.5 Teaching content tends to interest students

Teachers should timely understand the students' interests in the teaching process, and adjust the classroom content accordingly. For example, teachers can integrate Roman mythology and ancient Greek mythology which students are more interested in into the classroom to enhance the attractiveness of the classroom to students. In addition, teachers can combine dull English tests with interesting activities to increase students' interest in learning process and create a unique localized teaching method suitable for China. Teachers should adjust the classroom contents at any time according to the students' suggestions and their preferences. To enable students to maintain a long-term interest in English courses. In the long run, English courses will be no longer boring, and students' English scores will be effectively improved.

5. Conclusion

Motivation theory based on applied linguistics is of great significance to the teaching of English courses, and there are examples to follow. Almost all other factors in the process of foreign language learning are closely related to motivation. Therefore, teachers should recognize the importance of learning motivation for English curriculum learning, actively seek ways to improve English performance, and fully stimulate students' learning motivation based on existing experience and current situation of English teaching in China, so as to play the importance of motivation theory for English curriculum learning.

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