

## Strategies for Improving College English Linguistics Teaching from the Perspective of Linguistics Theory

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**Abstract:** College English language teaching is an educational activity based on linguistic theory. Therefore, taking linguistic theory as the core of college English language teaching is an inevitable trend in the development of education in the new era. Full research on linguistic related theories is Very importantly, in order to promote the theoretical and efficient development of English linguistics teaching in modern colleges and universities, teachers must take linguistic theory as the content of detailed research and comprehensively cultivate students' English learning literacy. This article analyzes the relationship between linguistic theory and English language teaching in colleges, and studies specific strategies for improving English linguistics teaching, aiming to promote the progress and development of contemporary college English teaching.

### 1. Introduction

The English language teaching in colleges and universities is highly theoretical, so students will find it difficult to learn English. Sociolinguistics is generally applicable to the teaching of English linguistics in colleges and universities, and it also has a greater impact on the growth of students' English ability. Educators need to explore how to apply the knowledge of linguistic theory in college English language teaching in order to effectively promote the comprehensive development of college English language teaching. English language teaching in colleges is different from English teaching in middle school. Therefore, college teachers must conduct detailed research on linguistic theories in order to fully apply them in actual teaching, so that they can be used for actual English language teaching. Service, not theory but not practice. The application of linguistic theory should be reflected in classroom teaching, which is also the innovation that contemporary colleges and universities must make in language teaching.

### 2. The relationship between linguistic theory and English linguistics teaching in colleges and universities

#### 2.1 Relevance of linguistic theory

Sociolinguistics leans towards the social practice of language and focuses on cultivating students' comprehensive abilities. Therefore, sociolinguistics is a highly practical subject with a certain degree of rationality, allowing students to fully understand language skills and master language application skills. In sociolinguistics, teachers must first lead students to understand the social culture of language, form a certain language and cultural literacy, and be able to understand the social knowledge of language and culture, including the culture of English-speaking countries, social development, etc., and then teachers should teach in English. The four aspects of listening, speaking, reading and writing should be cultivated to further shape the students' English learning ability from the aspects of words and phrases, so that students can form a deep understanding of the social culture of English. However, applied linguistics in English language teaching in colleges and universities needs to emphasize the application of language in scientific practice, and is more inclined to the communicative nature of language. Its teaching goal is to improve students' ability to use language. In the teaching of applied linguistics, teachers can use linguistic theories as

ideological guidance to further enhance the effect of college English language teaching, and rationally apply scientific teaching models, aiming to stimulate students' school motivation and guide students' interest To participate in the learning of English, teachers should set teaching goals reasonably, innovate teaching models, and make necessary teaching practices <sup>[1]</sup>.

## **2.2 Relevance of teaching theory**

### **2.2.1 Input Theory**

In the context of English language teaching, teachers create communication conditions to allow students to communicate in English in a specific atmosphere, and then apply input theory, which can effectively enhance students' attention and output of English knowledge content and enhance students' English subject Teachers should pay attention to the choice of English materials, which can create a relaxed atmosphere for English teaching and allow students to learn to apply English skills in the process of inputting English knowledge.

### **2.2.2 Cohesion Theory**

In English language teaching in colleges and universities, teachers often use cohesion theory, that is, through vocabulary cohesion or alternative cohesion, in English listening teaching, reading teaching and writing teaching, to promote students' coherent application of vocabulary and grammar. The combination of cohesion theory and college English language teaching enables students to analyze sentences or paragraphs in English text materials more accurately, quickly comprehend the main ideas of English text, and enhance students' sense of inquiry.

### **2.2.3 Metaphorical Cognitive Theory**

Metaphorical cognitive theory refers to the combination of creative thinking and advanced English knowledge. Metaphor is a way of transfer, allowing students to learn higher-level factors based on the knowledge they have learned, and to be able to use them with unfamiliar things. Interpretation of familiar concepts can complete knowledge transfer and establish your own knowledge structure. In English language teaching in colleges and universities, the metaphorical cognitive theory is also to promote students' rapid understanding of the text, so as to enhance students' English knowledge application ability.

## **3. Strategies for improving college English language teaching under the linguistic theory**

### **3.1 Teaching strategies using input theory**

In College English teaching, teachers should make teaching strategies according to students' different learning levels. The application of input theory can properly expand the content of college English classroom teaching and improve students' learning interest and knowledge level. Using the scientific guidance method, students can deepen their understanding of the curriculum theme, expand the content of reading teaching, and make students more autonomous in their research. The choice of teaching methods should focus on the cultivation of students' English knowledge and ability. Based on the application of input theory, teachers should increase the difficulty of knowledge extension. On the one hand, it is to improve students' English learning level, on the other hand, it is to improve students' English learning level. In different English learning contents, students can develop different learning abilities and expand the depth and breadth of English teaching classes. Under different learning topics, students can have different levels of English communication, to Express One's views or debate in English, so as to effectively improve students' oral communicative competence and enable them to better grasp the basic knowledge of English language.

### **3.2 Teaching strategies using cohesion theory**

In College English teaching, teachers should not only pay attention to the expansion of teaching content, but also pay attention to the connection between teaching content. In the application of

cohesion theory, students should be guided to organize the lexical and grammatical structure of the text and to organize the content of the text. Teachers can add short passages to their teaching and compare the teaching content with the teaching content. In the course of comparison and discussion, students will analyze the structural types of the two essays. They will be more familiar with the application of grammar and vocabulary in English language teaching. The comparative presentation of texts can stimulate students' deep understanding of English knowledge, strengthen the cohesion of reading, and effectively improve their English reading ability. Meanwhile, teachers should aim at improving students' English learning ability. The application of cohesion theory can enhance the contrast between Chinese and English texts. On the one hand, students should understand Chinese writing through content cohesion. The structural differences in English writing are conducive to the development of students' English thinking ability.<sup>[2]</sup> On the other hand, it is necessary to help students accumulate rich knowledge of English culture and lay a good foundation for their future English learning.

### **3.3 Teaching strategies using metaphorical cognitive theory**

Vocabulary teaching is very important in college English teaching. When students learn advanced English, it also means that their vocabulary will increase. When teachers apply the theory of metaphorical knowledge to enhance students' understanding of English vocabulary, they should adopt the method of reducing cognition. The ability of memory stimulates the students' effective thinking in memorizing English words, and promotes the students' rich vocabulary accumulation. Students' language thinking is Chinese-style, so they will be influenced by Chinese thinking when learning English. They can start memorizing English words from Chinese thinking. In the teaching of English writing, teachers can use the cognitive theory of metaphor to guide students to find writing skills, thus deepening students' understanding of the meaning of English vocabulary, and thus improving students' English vocabulary accumulation, improve students' English vocabulary learning efficiency, improve students' English knowledge learning level. The addition of some poems or famous sayings can effectively improve students' English writing. Flexible writing should be guided by students' logical thinking. In the teaching of English reading, teachers should pay attention to the cultivation of students' learning ability from the reading level. English teaching does not simply rely on text translation to learn English knowledge, but under the guidance of scientific methods, so that students can quickly learn from the text, teachers can guide students to use metaphorical thinking to read English text. The application of metaphorical cognitive theory in language teaching not only helps to improve students' discourse appreciation ability, but also helps to improve students' English learning ability and cultivate students' English language ability in an all-round way.

## **4. Conclusion**

Applying linguistic theories in English language teaching in colleges and universities, it is necessary to make specific analysis of relevant content through the teacher's teaching plan, and to enhance students' English learning through the application of input theory, cohesion theory, and metaphor cognitive theory. The four basic qualities of listening, speaking, reading and writing. Teachers should recognize the language characteristics of English language teaching, cultivate students' learning thinking from the perspective of classroom teaching practice, and shape students' comprehensive abilities, so as to promote the scientific development of college English language teaching.

## **References**

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