

# *On English Teaching from the Perspective of Sociolinguistics*

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**Abstract:** Under the background of the continuous improvement of modern education level and the deepening of education reform in China, English teaching is of great significance to cultivate international talents and has been highly valued by people. Analyzing the relevant contents of English teaching in China from the perspective of sociolinguistics can ensure that the final analysis results have high social characteristics and help students establish the goal of learning English knowledge correctly. Starting from the perspective of sociolinguistics, this paper makes a detailed analysis of the relevant contents of English teaching in China, so as to lay a solid foundation for further improving the level of English teaching in China and effectively realizing the goal of cultivating a large number of international compound talents for the society.

## **1. Introduction**

In education system of China, English is presented as a subject, but English is also a language, which mainly reflects the effect of students' English language learning through language teaching and language use. Linguistics is a science that studies language. English teaching rules are a science that studies the relevant contents of English teaching and is one of the measures to ensure the effective realization of English teaching objectives.

## **2. Characteristics of English Teaching from the Perspective of Sociolinguistics**

In linguistics, social language occupies a significant position and can comprehensively explore the relationship between society and language. Under the background of the rise and progress of sociolinguistics, it can give enlightenment to the all-round development and innovation of English teaching methods. Sociolinguistics focuses more on the practicality and sociality of language, and focuses on the actual use of language in the social and cultural environment. At present, sociolinguistics has continuously expanded its scope of function, from the traditional practical use of relevant languages in the social context to the impact of the social environment or school environment on English teaching. This feature is highly unified with the research scope of English teaching. Therefore, the research on the relevant contents of English teaching from the perspective of sociolinguistics must have high rationality and accuracy.

### **3. Effective Ways to Improve the Efficiency of English Teaching from the Perspective of Sociolinguistics**

Through the study of sociolinguistics, it has had a certain impact on English teaching in China. Combined with the experience gained in this regard in other countries, in the process of comprehensive reform of English teaching in China, we can start from the following aspects.

#### **3.1 Enhance Students' Correct Cognition**

Whether the final effect of English teaching can reach a satisfactory level directly depends on whether students have a correct cognition of English teaching objectives. The cognition mainly involves the following two aspects. The first is whether students can clearly understand the role and status of English in the process of social communication. This aspect attaches great importance to students' attitude towards learning English language. The second is whether students can clearly realize the importance of good language learning habits. This aspect focuses on whether students can fully understand and master English language norms. Whether students have a correct attitude towards English language learning directly determines whether students can fully understand and accurately master the using norms of English language. Through the detailed analysis of the effect of English teaching, we can know that only by maintaining a correct and good attitude towards English learning, can students' English learning level and teachers' teaching efficiency be effectively enhanced<sup>[1]</sup>.

#### **3.2 Correct Teachers' Teaching Attitude**

English teaching has certain language variation characteristics for Chinese students, and the characteristics of language variation are objective and can't be completely eliminated. Therefore, when students learn English, teachers should never criticize or discriminate students' accent or lack of standardization in English pronunciation, but should give students more care and guidance. In the process of learning English knowledge, if students feel the different views or prejudices cast by teachers, they will become estranged from teachers from psychological and emotional aspects, and even appear opposite scenes. Therefore, teachers must correct their teaching attitude in the process of English teaching, so as to ensure that the estrangement between teachers and students is completely broken, so that students and teachers have equal status and open their hearts to communicate. By establishing a good teacher-student relationship, the overall effect of English teaching can be further improved and students' ability to use English language can be enhanced<sup>[2]</sup>.

#### **3.3 Cultivate Students' Stylistic Awareness**

In the process of English teaching, teachers should actively cultivate and attach great importance to whether students have high stylistic awareness. Anyone has the awareness and ability to use the corresponding language on a specific occasion, and can talk to a specific object within a specific scope. Therefore, teachers should not only make students fully understand the "functional variants" of English, but also study and practice hard in daily learning and strengthen the practical practice of relevant contents, so as to enable students to have the ability to express effectively in English flexibly. In order to achieve this goal, we can guide students to practice in the process of English composition teaching and reading teaching, so as to ensure that students can reasonably adjust their use of English language according to different conversation objects and scenes. In this process, teachers can reasonably reduce the English theoretical knowledge taught to students according to the specific situation and leave more time for students to practice, so as to effectively improve

students' communicative competence <sup>[3]</sup>.

### 3.4 Guide Students to Standardize the Use of Language

In the process of English teaching, teachers should strengthen students' attention to English language norms, effectively distinguish who can accept what language, accurately judge English that meets grammatical norms, clearly distinguish emerging new language phenomena, and do not deliberately pursue fashion, imitate or exclude. Meanwhile, in different genders, the differences of social dialects are also obvious. Men are less sensitive to social status than women. Women pay more attention to the correctness of pronunciation and intonation than men. Therefore, teachers should guide students to accurately master the correct English rules, ensure that the written language presented by students has high fluency and standardization, and imperceptibly make students have a good sense of English language. In this way, there will be fewer and fewer grammatical errors in students' written homework or oral communication <sup>[4]</sup>.

### 3.5 Fully Combine Cultural Teaching

To ensure the effective realization of English teaching objectives, we must fully combine cultural education with English teaching, because there is a close relationship between social culture and language. While imparting English grammar, vocabulary, pronunciation and other language knowledge to students, teachers should introduce the cultural background of relevant contents in detail to ensure that students can fully understand relevant social and cultural factors and English cultural contents, so as to effectively master the principles of English language teaching. This can not only effectively realize the goal of students' rational use of English language, but also improve students' cross-cultural communication ability to a certain extent. Meanwhile, when cultivating students' humanistic quality, we should also enhance students' comprehensive mastery of English culture, so as to make students fully understand English language <sup>[5]</sup>.

### 3.6 Strictly Follow the Principle of Using English

For English teaching, the ultimate goal is to enable students to improve their cross-cultural communicative competence through the skilled use of English knowledge. Helms, a famous American linguist, once said that any language must follow the relevant "use principles" while using, otherwise it will not be able to give full play to the significance of grammatical rules. The "use principle" mentioned mainly refers to whether the language used in the specific communication process has high appropriateness and rationality, and rationality and appropriateness require students to have the consciousness and ability to say suitable words on corresponding "occasion". Among them, "occasion" refers to the "language environment" defined by social linguists or functionalists <sup>[6]</sup>. Through the effective application of relevant theories of sociolinguistics, the discourse with coherent meaning in a specific context is integrated, and the final result is called "discourse". Because English teaching has the characteristics of cultivating students' cross-cultural communicative competence, it directly determines that all teaching activities organized by English teaching should be based on the language level, that is, it is necessary to strictly follow the principle of "whole of teaching - teaching details - teaching language points - teaching mode" <sup>[7]</sup>.

## 4. Conclusion

In order to further enhance the overall quality and efficiency of English teaching, teachers should

not only spread the knowledge of English language to students, but also guide students to deeply explore the relationship between language and social culture, so as to ensure that students can clearly grasp the principles of language use and enhance students' social communication ability in the process of social communication. In the process of comprehensive reform and innovation of English teaching ideas and modes, strengthening the research on sociolinguistics can not only further develop the overall quality of English teaching, but also enrich the connotation of sociolinguistics through English teaching. Therefore, strengthening the research on the impact of sociolinguistics on English teaching can fully reveal the law of effective English teaching. Only by fully mastering and flexibly using these fixed contents can English teachers improve their teaching ability and provide positive help to the improvement of students' language application ability and communicative ability, so as to ensure the smooth realization of English teaching objectives.

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