

Research on College English Teaching in China from the perspective of Applied Linguistics

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Abstract: There is a great relationship between applied linguistics and college English teaching. In order to better cultivate students' international language communication ability and improve students' English learning efficiency, it is necessary to strengthen the reform of college English teaching. Applying linguistics to college English teaching can avoid this problem. It can analyze and explore the form of college English courses from the perspective of linguistics, and promote the effective learning of English language according to the rules and modes of language learning, so as to improve the quality of college English teaching. Linguistics plays an important role in social development, and applied linguistics is a subject full of vitality. In recent years, the application of Applied Linguistics in China's English teaching reform helps to deepen English teaching reform and promote the development of English teaching. Based on the theories and methods of Applied Linguistics in related disciplines, this paper examines and studies the differences between linguistics and English teaching from different angles, and finds out the objectives and ideas suitable for the reform of Modern College English teaching through the research and analysis of its sociality and practicality.

1. Introduction

For Chinese students, English is the second language, so students are often confused with Chinese knowledge learning mode, Chinese thinking mode and Chinese culture mode in English learning, which eventually affects students' English learning efficiency [1]. Relevant teaching teachers should clearly realize that college English teaching is not limited to relevant language course materials, but also has an effective and reasonable combination of humanistic and instrumental quality teaching course teaching plans in the teaching process [2]. Teachers should be student-centered in the teaching process. To achieve this, they should determine the learning objectives and contents of the course according to the current situation and actual needs of students. There is a great relationship between applied linguistics and College English teaching. In order to better cultivate students' international language communication ability and improve students' English learning efficiency, we must strengthen the reform of College English Teaching [3]. Applying linguistics to college English teaching can avoid this problem. It can analyze and explore the form of college English courses from the perspective of linguistics, and promote the effective learning of English language according to the rules and modes of language learning, so as to improve the quality of college English teaching [4]. Better integrate the teaching ideas and concepts of applied linguistics into college English teaching.

In order to meet the needs of the society for the training of relevant talents, relevant personnel have formulated clear curriculum teaching needs according to the needs of College English curriculum at this stage [5]. That is, in the process of designing college English curriculum, we should fully consider the cultivation of cultural quality and the supplement of international cultural knowledge in the education and teaching of students. The main purpose of English Teaching in China is to stabilize the foreign exchange ability in other national industrial chains by cultivating talents with international language exchange ability. Linguistics plays an important role in social development. Applied linguistics is a subject full of vitality. In recent years, the application of Applied Linguistics in China's English teaching reform helps to deepen English teaching reform and promote the development of English Teaching [6]. English learning has a clear purpose from the

beginning. The definition of applied linguistics focuses on participating in learning from the perspective of "application", aiming at maximizing specialized education to improve students' language application ability. According to the theories and methods of applied linguistics in related disciplines, we can examine and study the differences between linguistics and English teaching from different angles, and find out the goals and ideas suitable for the teaching reform in contemporary college English by studying and analyzing its sociality and practicality. From the perspective of educational philosophy of applied linguistics, setting college English teaching mode based on applied linguistics will definitely promote college students' English application ability.

2. The basic connotation of Applied Linguistics

2.1. Definition of applied linguistics

Taking English teaching as an example, applied linguistics discusses why students learn. The English learning motivation of Chinese college students can be divided into several categories: getting credits and scholarships, looking for a job, communicating with foreigners, studying abroad and even immigration. Applied linguistics is divided into two branches: broad sense and narrow sense [7]. Applied linguistics in a broad sense mainly includes computational linguistics, psycholinguistics, pathological linguistics and so on. The narrow sense of Applied Linguistics is mainly the relationship between linguistic theory and teaching. This paper mainly deals with the narrow sense of Applied Linguistics. Applied linguistics focuses on the identity and related background of language learners and educators, language learning content, teaching content and teaching methods; Focus on learning styles and learning strategies, and the best time and place for second language acquisition. Applied linguistics in a broad sense refers to the application of linguistic knowledge to other scientific fields, and applied linguistics in a narrow sense refers to language teaching. Applied linguistics, as one of the branches of linguistics, has its own complete theoretical system, focusing on all aspects of language teaching. The motivation of foreign language learning is generally divided into instrumental motivation and participatory motivation. The former refers to learning in order to understand the text [8]. The purpose of the latter mainly refers to communicating with foreigners to a certain extent. Participatory motivation is obviously superior to instrumental motivation.

The purpose and enthusiasm of students' learning are investigated to investigate their learning motivation and attitude. The results are shown in Table 1 and table 2

Table 1 The purpose of learning English

Learning purpose	Reading foreign language books	Get a diploma	Improve personal quality	Other
Total number of people	2	25	10	5
Percentage	7%	64%	25%	12%

Table 2 Enthusiasm for learning English

Enthusiasm for learning	Very high	Higher	Common	Discrepancy
Total number of people	7	19	12	6
Percentage	16%	48%	30%	12%

In fact, the conceptual scope of College English is not limited to the "basic" level. Students participating in English learning in Colleges and universities basically complete examination oriented education, and their English level is also relatively balanced. College English is divided into two levels: English learning for English majors and public English learning for non-English majors. Learning and applying linguistic theory to guide teaching reform is one of the effective ways to deepen English Teaching Reform [9]. The reform of English teaching is inseparable from the active participation of teachers. Pragmatics is an interdisciplinary subject, and its main purpose is to explore the law of foreign language teaching. It focuses on solving practical problems in reality.

College English education has a wide range, which is no longer limited to the study of basic knowledge of English language. By applying linguistics to college English teaching, we can enrich the content of college English education from the perspective of linguistics, broaden students' access to knowledge and enrich students' knowledge of English language. Nowadays, most English learning is still a simple teaching of reading and writing, aiming at cultivating students' English application ability. English teaching mainly includes: improving college students' English practical ability; Broaden college students' horizons, let them know about world civilization and learn knowledge and nutrition from it.

2.2. The relationship between applied linguistics and English Teaching

In college English teaching, relying on the linguistic education model can promote the innovation of college English teaching, provide a new platform for students' English language learning, and enhance the effectiveness and pertinence of students' English learning. Under the background of economic globalization, English teaching in colleges and universities is different from other majors. It is necessary to cultivate students' good theoretical knowledge and strengthen the cultivation of students' practical English application ability and comprehensive ability. In terms of employment direction, no matter whether the students participating in English learning in colleges and universities are English majors or not, it is beneficial to have perfect English application skills under the current international development trend [10]. Business students can apply their knowledge of English to develop international business projects, while architecture majors can also participate in overseas studies or discuss cross-border projects. Strengthening the cultivation of English "speaking and writing" ability is also essential in the process of Applied Linguistics and English teaching reform. In essence, applied linguistics mainly studies language structure and social context. Between the two is to analyze the conventional language behavior through the phenomenon of language use, and understand the social structure and its internal mechanism through it.

Table 3 shows that students' listening and speaking skills are weak, so they have a strong desire to learn listening and speaking well. In addition, they use English as a tool or learn more knowledge and skills to learn and master it. It is the common wish of students to have strong English application ability and language communication ability.

Table 3 students' assessment of their current English level

	Read	Aural comprehension	Spoken language	Write	Translate
Strong	35.8%	7.8%	7.7%	12.7%	12.7%
Common	53.7%	28.1%	25.5%	51.4%	53.9%
Weak	10.5%	64.1%	66.8%	35.9%	33.4%

Adhering to the student-oriented education concept, in order to better meet the English application needs of students in the future employment stage, we must organically combine the teaching concept of Applied Linguistics with college English teaching, make college English teaching reform in the direction of application, and realize the overall improvement of students' comprehensive ability and literacy. Therefore, in order to meet the needs of social development and meet the requirements of employers for English Majors' English ability, we must greatly strengthen the cultivation of students' English communicative ability in teaching. On the whole, they are an organic process of effective integration between the two sides. While modern English teaching has reached a new peak, it has also laid some worries for later teaching.

3. Approaches to English teaching reform in China from the perspective of Applied Linguistics

3.1. The function of English teaching reform

There is a close relationship between applied linguistics and College English. Under the

background of Applied Linguistics, College English teaching needs to innovate from the following aspects in order to cultivate students' practical ability and comprehensive ability. To give full play to teachers' role in English teaching reform means to vigorously carry out the research work of Applied Linguistics, so that each English teacher can do some research related to English teaching on the premise of being familiar with applied linguistics, so as to promote the needs of English teaching reform. With the rapid development of information technology, College English education can carry out the "second classroom" of English language learning for students with the help of Internet platform, broaden students' language learning space, and then enhance students' language learning ability. The essential purpose of introducing applied linguistics into the reform of College English teaching is to strengthen students' practical application ability in relevant English. In the design of a large number of situational patterns and the introduction of culture, students can understand the precautions in different occasions, environments and personnel communication, and lay a solid foundation. It is also to gradually improve students' ability to use English. It not only helps to train students' comprehensive ability in English summarization and conversation, but also indirectly enables students to adapt to college English teaching methods under the background of applied linguistics, and strengthens students' knowledge and understanding of English learning. As long as English teachers insist on integrating theory with practice and persevere, they can make applied linguistics better meet the needs of English teaching reform. In the process of the introduction of applied linguistics, the teachers concerned pay attention to its practicality, but they still use the traditional teaching mode in their daily teaching mode.

3.2. Teaching reform guided by linguistic theory

English teaching has always been an urgent problem in college teaching. However, influenced by factors such as regional education level gap and students' own interests, the effect has not been satisfactory. In the process of English teaching, English teachers should constantly strengthen their study of applied linguistic theories in the process of English teaching reform. In college English teaching, relying on reading teaching forms, students are led to read independently and in groups, and through reading teaching, students are led to acquire English language knowledge. After that, teachers put forward teaching questions according to the reading content, which is problem-oriented, promotes students' thinking, provides students with a place to use the language, and leads students to use the acquired language knowledge to speak English. Teachers can refer to students' actual English level and actual needs in the process of designing teaching plans, and prepare and extend scientific and reasonable teaching contents. Infiltrating P-oriented knowledge is also a major feature of linguistics, giving full play to students' language learning requirements. Therefore, in college English language learning, we should pay attention to the infiltration of culture, and take culture as the student's platform to develop English output, so that students can use culture to better express their language and enhance Mongolian students' cultural perception, thus avoiding the occurrence of students' language output errors. In the process of teaching, teachers can also play English movies and video materials adapted from famous works for students through multimedia, guide students to apply English language, and require students to reproduce the connotation of films in English. Strengthen the real-time attention and analysis of students' practical English application skills, that is, in College English learning, college students not only learn new theoretical knowledge and structural system, but also effectively improve their own theoretical structure of reserved knowledge and practical application skills.

4. Conclusions

In a word, applied linguistics is inseparable from English teaching reform. If college English teachers want to improve the quality of existing education, they should focus on deepening the implementation of applied teaching, and make students familiar with the mode of applied language teaching and contact with both in-class and out-of-class teaching as a coherent reform process. As a result, when students participate in college English teaching, their application ability in dialogue and writing will be significantly improved. In college English teaching, we should pay attention to

the use of linguistics, respect students' subjectivity, and carry out effective linguistic education forms according to students' actual situation, so as to cultivate students' English subject quality. Constantly improve the reform and improvement of relevant English teaching plan design, realize the continuous improvement of classroom teaching effect, and cultivate all-round comprehensive high-quality English talents in line with the development of relevant fields and industries for the society.

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