

# Research on College English Teaching Practice Guided by Linguistic Theory

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**Abstract.** Improving the quality of English teaching is not only the desire of educators, but also the need of social development. Social development needs high-quality English talents, which puts forward new requirements for college English teaching. Universities are institutions of higher learning that cultivate students' communicative competence, social adaptability and practical competence. College English teaching pays attention to the application and communication of language. In College English teaching, we should take linguistic theory as a guide and use new methods to improve college students' English language foundation and learning ability. This paper mainly discusses the practice of College English teaching under the guidance of linguistic theory. Under the teaching concept of combining theory with practice, the application of linguistic theory can make college English teaching more efficient.

English teaching in junior and senior high schools is mainly faced with exam-oriented education. To a certain extent, the requirements for actual communication are not very high. However, in College English teaching, students' practical communicative competence is required. The College English Teaching Syllabus clearly stipulates that the purpose of College English teaching is to enable students to have strong listening, speaking, reading, writing and translation abilities. College English pays more attention to cultivating students' abilities in all aspects. In the fast developing 21st century, whether it is interpersonal communication, work or study, it is not confined to one place. English is one of the universal languages in the world. It has a far-reaching impact on students' future work, communication and learning. So it is very important to learn English well in university.

## 1 The Meaning of Linguistics

Linguistics is the science of human language and a branch of human culture. Linguistics mainly includes linguistic structure (grammar), vocabulary, syntax and phonetics, the scope of use of linguistics, the historical development of language, and other aspects related to language.

Linguistics has a long history of development. The starting point of linguistics is to interpret ancient documents. The main purpose of linguistics is to study the contents of philosophy, history and literature. In the Han Dynasty, phonology and exegetics came into being in China, and grammar was established in India and Greece from the 3rd to 4th centuries B.C. The establishment of modern linguistics began in the early 18th century. Since Western linguists discovered the similarities between Indo-European and Sanskrit, historical comparative linguistics began to emerge. Its main purpose is to study the original languages of various languages. After the 20th century, with the further development of linguistics, the field of application began to expand gradually, and the application of linguistics and theoretical research began to separate gradually, which contributed to the differentiation of Applied Linguistics and theoretical linguistics.

## 2 Current Situation of College English Teaching in China

Although College English teaching has a long history of development and has accumulated some experience in teaching methods and means, there are still some shortcomings, which lead to a series of problems in the process of English teaching.

## **2.1 Students'lack of Enthusiasm in Learning English**

Compared with junior high school and senior high school, university learning mainly relies on self-learning, is no longer compulsory learning, learning and living more freely. Therefore, in the absence of teachers'supervision and supervision, English learning depends on students' pursuit of knowledge and interest. At present, many students lack interest in English learning, but the classroom teaching of College English requires students'active participation, which leads to the failure to effectively achieve the teaching objectives in the classroom. In addition, college students have formed strong autonomy in age and psychology, and college English teaching is mainly based on a large number of exercises and reading. Therefore, under the pressure of University learning, students are not interested in English learning.

## **2.2 Learning Motivation is Ambiguous**

College English is divided into liberal arts. For science and engineering students, English learning pays more attention to the understanding of English, while in English learning, the understanding of English is mainly grammar, but grammar is not often used in daily communication and reading and writing. It is not commonly used, so it is not enough for students of science and engineering to study English only in terms of understanding, which will result in students of science and engineering lack of accurate positioning of English motivation.

## **2.3 Subject Orientation is Weak**

In traditional English teaching, English learning is regarded as a tool of communication, not a subject. In college, both arts and sciences must learn English. In theory, it is a compulsory index. For science and engineering students, English learning is basically useless for heroes. Therefore, English learning becomes a dead knowledge. Most students'motivation for learning English evolves into coping with exams. This situation will only hinder students' interest in learning English.

## **3 English Teaching and Practice Guided by Linguistic Theory**

College English learning is mainly divided into five aspects: listening, speaking, reading, writing and translation. Teachers can use linguistic theory to guide and draw lessons from college English teaching. Linguistics involves many aspects, such as the origin of language history, language social structure, language mastery and psycholinguistics. Therefore, in College English teaching, College English teaching can be guided by the relevant theories of linguistics.

### **3.1 Creating a Good English Learning Environment**

When studying language acquisition, linguists find that there are differences between children's learning of the first language and adults'learning of the second language. Language learning environment is very important. For example, Chinese students studying in the United States have much higher English proficiency than those living in China, which indicates that learning environment has a great influence on language learning. At present, the application of English in English teaching in China is still insufficient, and the application of English in daily life is less. This makes students feel that there is no extension of English learning, which to a certain extent limits the initiative of students to learn English. Therefore, in the process of English teaching, teachers can strive to create a relaxed and pleasant learning atmosphere for students, to provide more English application and communication environment for students, so that students can apply the English knowledge learned in the classroom to life and learning. Stimulating students'interest in learning English can also enable them to translate the theoretical knowledge learned in class into practical application in the course of communication, improve students' ability to use language, and consolidate the knowledge acquired in class. In order to ensure that students can communicate smoothly, teachers can teach students some knowledge and skills. Successful English communication can enhance students'self-confidence, their desire for English knowledge, their understanding of English charm and their interest and initiative in learning English.

### **3.2 Emphasizing the Gap Between Students and Carrying out Differentiated Teaching**

Although Chinese students have been exposed to English since primary school, after years of English learning, everyone's mastery of English knowledge is different. Some students have strong spoken English but weak grammar, some students have strong reading ability but weak dictation ability. Teachers should pay attention to these differences, understand and respect the differences and learning styles of each student. Teachers can test students before English teaching so as to understand each student's English learning level, timely understand students' learning methods in class, and at the same time. Understanding the individual differences of each student, teaching in the classroom, focusing on individual differences, in-depth guidance to students, so that students develop good learning habits and attitudes, master the correct learning methods, help students understand their own learning characteristics and learning styles. For the students with poor spoken English, they can practice from the simplest listening and speaking, form language habits through continuous practice, accumulate vocabulary in the process of language practice, and promote the continuous improvement of spoken English. Students feel their progress and teachers' affirmation in the classroom, to a certain extent, will increase their enthusiasm for learning English. Teachers can also imbue students with the significance of English learning, so as to improve students' deep understanding of English learning, change students' English learning goals, and transform the examination into self-study.

### **3.3 Change the Traditional Teaching Methods and Establish a Student-centered Teaching Model**

Under the traditional teaching mode, teachers are the center of the classroom and mostly adopt indoctrination education. It is difficult for students to have initiative in learning English under this teaching mode. Therefore, if we want to change this situation and enhance students' initiative in learning, we must change the traditional teaching mode, change the teacher-centered teaching mode and establish the student-centered English Teaching mode. Classroom. Teachers should enrich teaching activities, prepare for various classroom activities, learning activities and even various types of learning tasks in the process of teaching, because abundant teaching activities are also an important way to improve students' initiative, so as to enable students to learn English from passive to active, give full play to students' learning ability, improve classroom efficiency and maximize the completion of teaching objectives. Teachers should not only design classroom activities, but also guide students to improve their learning efficiency around their learning motivation and thirst for knowledge. Teachers' teaching design around students is an important means to improve students' learning initiative, enhance classroom learning efficiency and achieve teaching objectives. Therefore, for English teaching, it is of great significance to change the traditional teaching methods, take students as the center and use modern teaching methods.

### **3.4 The Design of Classroom Content and Teaching Content**

Many students' dislike of English courses stems from their dislike of English content itself. In traditional English teaching, they mainly recite words, read, translate and listen. It is unavoidable to be dull and boring in the teaching process. Therefore, teachers should design the contents of English courses appropriately in the process of teaching so as to avoid boring preaching as far as possible, according to students' attitude towards English learning. Different guides. Students of different majors have different ways of thinking about things, so they have different interests in English courses. Teachers can dig into students' interests and expand them to cultivate students' interests so as to increase classroom efficiency. Teachers can introduce different contents to students of different majors in their classes, so as to concentrate students' attention and enhance their thirst for knowledge of English courses.

## **Conclusion**

The research on the teaching methods and practice of College English is the most important part

in current college education. College English teaching is not only a subject, but also a simple means of learning. In the process of teaching, teachers use linguistic theories to enrich the teaching methods of English, change the previous state of learning English for examination, actively cultivate students' interest in English courses, enhance students' initiative and improve classroom efficiency. It is an important goal of learning English to pay attention to cultivating students' learning ability, practical application ability and language application ability. According to the relevant linguistic research, we should enhance students' understanding of English learning, establish correct learning motivation, and change passive learning into active learning. At the same time, appropriate language communication should be added to classroom teaching to enrich classroom teaching environment and improve classroom efficiency.

Times are changing, students' characteristics, needs and hobbies are changing, and the needs of society for college students' English ability are also changing. Therefore, College English teaching should pay more attention to specific application and keep pace with the times. Teachers should ensure that they master the most advanced concepts, so as to formulate the most suitable teaching plan for students and build a more efficient English classroom.

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